AGENDA
Regular Meeting
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
Madera Center Assembly Room 120
30277 Avenue 12, Madera, California
4:30 p.m., October 10, 2013

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. INTRODUCTION OF GUESTS

IV. APPROVAL OF MINUTES, Meetings of September 3, 2013, and September 17, 2013

V. DELEGATIONS, PETITIONS AND COMMUNICATIONS [see footnote]

VI. REPORTS AND PRESENTATIONS

A.	Technology Visioning Statement	Liz Murphy
B.	Presidents' Reports	Sandra Caldwell, RC Tony Cantu, FCC Deborah Ikeda, WICCC
C.	Chancellor's Report	Deborah G. Blue
D.	Madera Faculty Association Report	Jay Leech, MC
E.	Classified Senate Report	Nate Saari, RC
F.	Madera Upward Bound	Diana Tapia-Wright Tyzha Rosales
G.	Madera Foster Youth	Donna Fujioka-Hatfield Gissel Martinez
H.	Draft SCCCD Integrated Planning Model and Manual	George Railey Jothany Blackwood

VII. REPORTS OF BOARD MEMBERS

VIII. FUTURE AGENDA ITEMS

A.	Prioritize Future Agenda Item Requests	Deborah G. Blue

IX. CONSIDERATION OF CONSENT AGENDA   [13-41HR
                                     through 13-43HR]
        [13-79G through 13-90G]

X. GENERAL

A.	Consideration to Adopt Resolution Honoring Dr. Pete Mehas	[13-84] Isabel Barreras
B.	Second Reading of Accreditation Follow-Up Reports and Consideration to Approve Submittal to ACCJC/WASC	[13- 85] George Railey Tony Cantu Sandra Caldwell
C.	Consideration to Approve the Willow International Community College Center Needs Assessment and Adopt Resolution to Establish an Independently Accredited College	[13-86] Deborah Ikeda
D.	Consideration to Accept 2012-2016 SCCCD Strategic Plan Annual Assessment	[13- 87] George Railey
E.	Consideration to Approve West Side Initiative Funding Proposal	[13-88] George Railey Ed Eng
F.	ACCJC/WASC Letters to Fresno City College and Reedley College	[13-89] George Railey Ed Eng Pedro Avila Tony Cantu Sandra Caldwell

XI. HUMAN RESOURCES

A.	Consideration to Approve Revised Job Duties for International Trade Specialist	[13-90] Diane Clerou
B.	Consideration to Approve New Veterans and International Student Services Coordinator Duties	[13-91] Diane Clerou
C.	Consideration to Approve Six-Month Limited Term Accounting Technician I Position, Fresno City College	[13-92] Diane Clerou

XII. DELEGATIONS, PETITIONS AND COMMUNICATIONS [see footnote]

XIII. CLOSED SESSION

      A.   PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Pursuant to Government Code Section 54957

      B.   CONFERENCE WITH LABOR NEGOTIATOR [SCFT Full-Time Bargaining Unit; SCFT Part-Time Bargaining Unit, California School Employees Association Bargaining Unit, and SCCCD Peace Officers Association]; Diane Clerou, Pursuant to Government Code Section 54957.6

      C.   PUBLIC EMPLOYMENT, Pursuant to Government Code Section 54957
               1.   Interim Dean of Instruction, Reedley College

XIV. OPEN SESSION

      A.   Consideration to Appoint Interim Dean of Instruction,   [13-93] Diane Clerou Reedley College

XV. ADJOURNMENT

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All supporting documents/materials pertaining to the open session agenda of a regular meeting are available for public inspection by contacting the office of the chancellor at (559) 244-5902 during the office hours of 8:00 a.m. to 5:00 p.m., Monday – Friday. Any person with a disability who requires a disability-related modification or accommodation in order to participate in a public meeting must submit a request at least 48 hours before the meeting by contacting Executive Secretary to the Chancellor Nina Acosta, 1525 E. Weldon Avenue, Fresno, CA 93704, (559) 244-5902, during the office hours noted above. A person with a disability may request this agenda be made available in an appropriate alternative format

The board chair, under Board Policy 2350, has set a limit of three minutes each for those wishing to address the Board of Trustees. Individuals wishing to address the board should fill out a request form and file it with Associate Vice Chancellor of Human Resources Diane Clerou before the beginning of the meeting. Comments will be heard under agenda section(s) *Delegations, Petitions and Communications.*

CONSENT AGENDA
BOARD OF TRUSTEES MEETING
October 10, 2013

HUMAN RESOURCES

1.	Employment, Change of Status, Academic Personnel	[13-41HR]
2.	Employment, Promotion, Change of Status, Resignation, Retirement, Classified Personnel	[13-42HR]
3.	Consideration to Approve Employment of Fall 2013 Adjunct Faculty	[13-43HR]

GENERAL

4.	Review of District Warrants and Checks	[13-79G]
5.	Consideration to Accept Construction Project, Interior Painting, Music Speech Building, Fresno City College	[13-80G]
6.	Consideration to Accept Construction Project, INC Building Remodel, Phase 4, Reedley College	[13-81G]
7.	Consideration to Accept Construction Project, LFS 3 and 4 Stockroom Remodel, Reedley College	[13-82G]
8.	Consideration to Accept Construction Project, Trash Compactor Enclosure Project, Reedley College	[13-83G]
9.	Consideration to Adopt Resolution Authorizing Agreement with the Commission on Peace Officer Standards and Training, Fresno City College	[13-84G]
10.	Consideration to Approve Agreement for Purchase of Police Vehicles, Districtwide	[13-85G]
11.	Consideration to Authorize Sale of Surplus Property, District Office North	[13-86G]
12.	Consideration to Adopt 2014-2015 and 2015-2016 Instructional Calendars	[13-87G]
13.	Consideration to Approve Out-of-State Travel for Wrestling Team, Fresno City College	[13-88G]
14.	Consideration to Approve Out-of-State Travel for WICCC Business Students	[13-89G]
15.	Consideration of Amended Claim, Kevynn Gomez	[13-90G]

(Unapproved) MINUTES OF MEETING OF
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
September 3, 2013

Call to Order

A regular meeting of the Board of Trustees of the State Center Community College District was called to order by President Isabel Barreras at 4:30 p.m. on September 3, 2013, in the district office board room, 1525 E. Weldon Avenue, Fresno, California.

Trustees Present

Isabel Barreras, President
Richard Caglia, Vice President (arrived at 4:45 p.m.)
Ron Nishinaka, Secretary
John Leal
Patrick E. Patterson
Eric Payne
Dorothy Smith (left at 6:15 p.m.)
Ben Anderson, Student Trustee, Fresno City College
Gabriela Campos, Student Trustee, Reedley College

Introduction of
Guests

Also present were:

Deborah G. Blue, Chancellor, SCCCD
Ed Eng, Vice Chancellor of Finance and Administration, SCCCD
George Railey, Vice Chancellor of Educational Services and
     Institutional Effectiveness
Tony Cantu, President, Fresno City College
Sandra Caldwell, President, Reedley College
Deborah Ikeda, Campus President, Willow International Community
     College Center
Diane Clerou, Assoc. Vice Chancellor of Human Resources, SCCCD
Nina Acosta, Executive Secretary to the Chancellor

Among the others present, the following signed the guest list:

Dori McKay, SCCCD	Diana Tapia-Wright, RC
Bill Turini, AFT	Greg Becker SCCCD PD
Kira Tippins, FCC	Bruce Hartman, SCCCD PD
Michael White, RC	Lucy Ruiz, RC
Kristin Beasley	Diana Tapia-Wright, RC
Kaitlin Regan, FCC Rampage	Ben Andersen, FCC
Tom Mester, WI	Claudia Habib, RC
Lorrie Hopper, WI	Jeff Burdick, WI
Pedro Avila, SCCCD	Doris Griffin, WI
Jeff Ragan, RCAS	Monica Cuevas, MC

Teresa Patterson, SCCCD   Granville Redmond, Idile
Gregory Taylor, SCCCD   Sydnee Montgomery, Idile
Brian Speece, SCCCD   Wayne Williams, Idile
Wil Schofield, SCCCD   Stoutemire Saphire, Idile
Leslie Rata, WI   Raevin Dotson, Idile
Mary Ann Valentino, FCC   R.J. Burrell, Idile
Randall Vogt, SCCCD   Lourdes Coleman, Idile
Cris Bremer, FCC   Vanshell Stamps, Idile
Christine Miktarian, SCCCD   Nyasia Durcen, Idile
Randall Vogt, SCCCD   Tiva Wynn, Idile
Wil Schofield, SCCCD   Rachel Goodmon- Candler- Idile
Cheryl Sullivan, FCC   Aaliayah-Njeri Lowe, Idile
Glynna Billings, SCCCD   Renesha Logan, Idile
Christopher Villa, FCC   Tyiesha Crawford, Idile
Kristie Anderson, FCC   Dr. Gennean Bolen, Idile
Donna Berry, RC

Approval of Minutes

Board President Barreras announced that the minutes of the June 15, 2013, board meeting was approved during the July board meeting. The minutes of the meetings of August 6, 2013, are being presented for approval.

Trustee Patterson noted that he asked for his statement and his "no" vote to be read into the August 6, 2013, minutes and asked that that the minutes be amended to reflect that.

Trustee Smith stated she called a point of order during the last meeting that wasn't noted in the August minutes.

A motion was made by Trustee Patterson and seconded by Trustee Leal to approve the minutes of the meeting of August 6, 2013, as amended by Trustee Patterson. The motion passed without dissent.

Swearing In of 2013-2014 Student Trustees

Dr. Deborah G. Blue administered the Oath of Allegiance to 2013-14 Student Trustees, Mr. Ben Andersen of Fresno City College and Ms. Gabriela Campos of Reedley College.

Presidents' Reports

Mr. Cantu reported on topics of interest from Fresno City College. Copies of the report were provided for the board and interested attendees, and include the following highlights:

- The annual scholarship reception will be held September 6 in the OAB Auditorium. 247 students will receive 371 Foundation awards totaling over $230,000 for the 2012-13 academic year. The guest

President's Reports
(continued)

speaker is Jennifer Blanton, a current student who is studying social work and human services. She received the Chancellor's Circle Award last fall semester and will receive several scholarships this year.

- A student-produced video project will be presented at the American Anthropological Association conference in Chicago during November. The students who will be attending the conference are: Emily Flores, Emily Haas, Monica Mae Kiser, David John Semsem II, Pavady Senechaleunsouk and adjunct faculty member Kellen Prandini. Working together with students and faculty on campus, *The Student Voices: Re-engaging Readers* video project focuses and highlights student opinions about reading assignments at FCC.

- Nursing instructor Nancy Hoff has been selected to be the 2013 Inductee to the Central San Joaquin Valley Nursing Hall of Fame. This prestigious award honors the distinctive career of nurse leaders within the seven county region of the Central San Joaquin Valley. This award is jointly sponsored by the Department of Nursing at California State University, Fresno, Sigma Theta Tau International, Mu Nu Chapter Nursing Honor Society, and the Nursing Leadership Council of the Central San Joaquin Valley. The award ceremony is September 19, at the Smittcamp House.

Dr. Caldwell reported on topics of interest from Reedley College and the Oakhurst and Madera centers. Copies of the report were provided for the board and interested attendees, and include the following highlights:

- RC entrepreneur student Al Kroell and his wife Christy received national recognition in Washington D.C. last week. The couple received the Sargent Shriver Achievement Award. The award honors achievements by individuals who have changed their lives and achieved independence with the assistance of a Community Action Agency. Al is a disabled veteran who came to RC after undergoing 52 surgeries. He got involved with the Entrepreneurship Program and started his own custom laser engraving business, ChristyAl Plaques & Engraving. He received funding for their business from Fresno Economic Opportunities Commission's community development financial institution. After being notified of the award, Al created a perpetual plaque that is now hanging in Washington D.C. with the names of the Sargent Shriver Achievement Award winners.

- The Madera Center held a Back to School TRiO Family Night on August 29. This event brings together students and their families,

President's Reports
(continued)

showcases what has been done in the past year, and acknowledges their successes. It also provides information about what to expect in the current year. The TRiO program will host a workshop on healthy living and focus on domestic violence on September 4. On September 17 they will host a workshop on becoming "tech" savvy. The TRiO students will tour CSU San Francisco on September 27.

- The Reedley College Literary Arts Foundation will host the movie, "A Thousand Acres," on September 14 in the Forum Hall. The movie was written by Pulitzer Prize winning author Jane Smiley who will be speaking at Reedley College on October 24.

Ms. Ikeda reported on topics of interest from the Willow International Community College Center. Copies of the report were provided for the board and interested attendees, and include the following highlights:

- The Willow International Associated Student Government sponsored informational "help" stations during the week of August 12, which provided basic directional and campus services information. On August 21 there was a new student reception in the new student center. New students had a chance to eat, mingle, and receive information about various student organizations. There are a number of activities planned for September including Patriot Day, Constitution Day, and Mexican Independence Day.
- Willow International Center is very proud of the achievements of two of its students who graduated and moved on. Maximilian Edmonds carried a 4.0 at Willow and continues that at Carnegie Mellon where he is a Hispanic Studies major. Next year he will be dedicating his time to studying for the LSAT and working in the Hispanic community on medical access issues before moving on to law school to specialize in international law. His sister, Alexandra, also carried a 4.0 at Willow and continues that at the University of Pittsburg as a communication major. She will be joining her brother in the LSAT prep and working in the Hispanic community on medical access issues before heading off to law school as well.
- The Willow International E-Center successfully launched on August 12, 2013. Students can meet one-on-one with instructor Matt Alanis for counseling at various business stages and to receive assistance related to their business ideas. Several students are interested in attending the National CEO Conference held in Chicago in November. Fourteen students are currently registered for and going through the business incubator offered under BA-27.

Chancellor's Report	Dr. Blue reported the following:

- Congressman Costa brought the Ambassador of India to the OAB for a conversation with the community. Ambassador Rao took questions from the audience on topics ranging from global warming to women's rights in India. Dr. Blue thanked President Cantu and his staff for accommodating the ambassador's visit on very short notice. Trustees Eric Payne and Dottie Smith attended this historic event

- On August 27, Dr. Blue attended Reedley College's first Academic Senate meeting of the year. She thanked Reedley College Academic Senate for the invitation and is looking forward to visiting the other senates this year as a way of keeping the dialogue open and transparent. She is very impressed and encouraged by the positive energy at Reedley College and commended Dr. Caldwell for infusing a new spirit of enthusiasm and energy into the college.

- The Foundation will be hosting an 80th birthday celebration for former FCC political science instructor and foundation board member, Mr. Don Larson. All proceeds go to the Don Larson scholarship fund.

- One September 6, 2013, the Fresno Compact will be meeting at the District Office North. The meeting is being hosted by the State Center Consortium. Compact members will hear a presentation by Consortium Director Lori Morton and an enrollment report from district Dean of Enrollment and Admissions Pedro Avila. Fresno Compact is a group of educational and business leaders from the valley who work together to build successful business and educational partnerships.

Academic Senate Report	Fresno City College Academic Senate President Mary Ann Valentino reported the following:

- The faculty started the new year by attending the opening day convocation on August 8. Dr. Carla Cooper, the director of research and evaluation for the RP Group, presented findings of their Student Support (Re)Defined project. In the afternoon session, faculty and administrators participated in a guided discussion regarding student success which was led by the RP Group senior researcher, Kelly Karanfjeff.

- Flex Day for the fall semester was August 9. Eighteen faculty members were involved in delivering presentations on campus in the areas of the art of teaching, campus issues, international education and culture, and technology. In addition, there was a

Academic Senate Report (continued)	three-hour workshop on making online materials accessible for students with disabilities. • The Academic Senate hosted it senator orientation on August 14. • The senate held its first meeting of the academic year on August 28. They had a first read on a couple of operating agreements and constructed feedback to the accreditation response to district recommendation #1. Issues of what constitutes collegial consultation and, specifically, mutual written agreement continue to be a point of discussion and concern. • The next meeting will take place on September 11.
Classified Senate Report	Reedley College Classified Senate President Nate Saari reported the following: • Classified Senate will be focusing on the perceptions of the senate and its structure, which was the focus of the recent state classified senate conference. They also discussed the importance of two-way reporting for important informational items. • Upcoming events include Transfer Day on September 12. • Goals and motivation for the future include increasing classified professional training in technology. The senate is also looking at establishing a food pantry for all three sites. A taskforce will be created to look at this issue. • The next Classified Senate meeting is September 16
Reports of Board Members and Future Agenda Items	FCC Student Trustee Ben Andersen reported the following: • At the beginning of the semester, Fresno City College holds a number of student assistance events. 7890 students were assisted during Welcome Week, and 629 participated in Extreme Registration. 297 high school graduates and 150 of their parents participated in Ram Ready. • The first club rush was very successful, with most of the 40 plus clubs in attendance and working on member recruitment. September 16 will be the first full- fledged club rush and will celebrate Mexican Independence with a Mariachi band and flamenco dancers. • On September 28, Fresno City College will host the Google developer group, DevFest. Several classrooms will open for 300 registrants, who will participate in a series of talks and hands on code labs, at which they will learn how to develop web and mobile applications. FCC's CIT-Zer0 club has worked very hard to get the event on campus and hopes that the board members will stop by and lend their support. (http://gdgfresno.com/devfest) • In student government, committees and positions are being filled.

Reports of Board
Members and Future
Agenda Items
(continued)

The designated smoking areas will be finalized and implemented, hopefully within the semester. The senate and executive board are looking forward to a very productive year.

RC Student Trustee Gabriela Campos reported the following:
- She attended the student trustee training in Anaheim August 16 - 17. She learned about leadership skills and networked with other student trustees across the state.
- She is working closely with ASG president Viviana Acevedo to insure there is student representation on all the campus and district committees. They are also working to make sure students know about the free resources available on campuses.
- The Oakhurst Center had a back-to-school barbeque on August 22. Many of the students expressed an interest in joining the ASG.
- The RC student success workshop is back in full swing. The topics include time management, setting goals, and choosing a major. Over 247 students participated in the workshops.
- The scholarship ceremonies will take place on September 10 and 13 at Reedley College and the Madera Center, respectively. She congratulated Viviana Acevedo for receiving the Dr. Tom Crow scholarship award.
- This month begins the first "Pizza with the President" at both Reedley and the Madera Center.

Trustee Payne reported the following:
- Welcomed the two new student trustees and the students from the Idile program
- He received his certificate of completion for accreditation basics from ACCJC
- Attended duty day at FCC
- Attended a reception at the McClarty residence for Dr. Caldwell, hosted by the Foundation
- Participated and served a Labor Day breakfast at the fairgrounds with other elected officials from across the city
- Attended Congressman Costa's event for India Ambassador Rao
- Was invited by Sacramento mayor Kevin Johnson to participate in a leadership development program with other elected officials in southern California
- Attended the welcome reception for President Castro at Arte Americas
- Attended the funeral for May Song Vang. He asked for a moment of silence

Reports of Board
Members and Future
Agenda Items
(continued)

- Mr. Payne acknowledged the march on Washington. It has been 50 years since Martin Luther King marched for justice and equity for all mankind and ultimately fighting for civil liberties.

Trustee Leal reported the following:
- He met with the new Fresno County superintendent Nick Yovino. It was an opportunity to discuss the roles of their two organizations and issues that are happening in the community.
- He attended the welcome reception for President Castro at Arte Americas.
- He attended the Sanger City Council meeting on August 15 and Selma City Council on August 19, at which Sandra Caldwell was introduced to the councils.
- He attended a reception at the McClarty residence for Dr. Caldwell, hosted by the Foundation.
- He continues to represent the board by serving on the EDCare board. A report will be presented to the board in the future.

Trustee Smith reported the following:
- Ms. Smith welcomed the new student trustees and the students from the Idile program. She reminded the students to get involved in student and community activities.
- Attended the Arte America reception for Fresno State president Joe Castro.
- She met a representative from UC Merced who said there are not enough valley students who transfer UC Merced. The district needs to make sure to make that connection.
- She attended the opening day for Fresno City College. She participated in several breakout sessions.
- She attended the retirement reception for Susan Yates.
- Attended Congressman Costa's event for India Ambassador Rao as well as attending a 67th celebration of their independence from England.

Trustee Patterson stated he is looking forward to the new school year

Trustee Nishinaka reported the following:
- He welcomed new student trustees Gabriela Campos and Ben Anderson and extended best wishes for a challenging and rewarding year in their new leadership roles.
- Congratulations to FCC athletic director Susan Yates on her retirement. He attended her celebration on August 29 and she asked him to communicate her appreciation to the board trustees

Reports of Board
Members and Future
Agenda Items
(continued)

for the support that she received during her tenure as athletic
director.

- He attended the Reedley College/Madera Center/Oakhurst
  Campus opening day activities general session on August 8.
- On August 8 he also attended the Reedley College campus
  welcome reception for president Sandy Caldwell.
- He attended the Reedley College Tiger Athletic Hall of Fame
  Induction Banquet on August 10. Congratulations to the seven
  highly-deserving inductees, which included former head coach
  Jack Hacker who led the baseball program for 30 years.
- On August 13, 15, 19, and 28, he joined Dr. Sandy Caldwell in her
  visits to city council meetings in Reedley, Sanger, Selma, and
  Orange Cove, at which she formally introduced herself as the new
  president of Reedley College and presented information about the
  college and centers
- He attended a welcoming celebration for Dr. Joseph Castro,
  president of CSU Fresno, on August 14 at Arte Americas.
- He attended the State Center Basic Police Academy Completion
  Ceremony Class #131 on August 15. The guest speaker was
  Deputy Chief Keith Foster of the Fresno Police Department.
- On August 22, he participated in the State Center Community
  College Foundation's reception honoring Reedley College's new
  president Dr. Sandra Caldwell at the McClarty residence in
  Reedley. He thanked the Foundation and college staff for their
  work on this event.

Trustee Barreras reported the following:

- She attended the welcome reception for President Castro at Arte
  Americas. She thanked Dr. Blue for inviting the board to this
  event.
- She participated in the State Center Community College
  Foundation's reception honoring Reedley College's new president
  Dr. Sandra Caldwell at the McClarty residence in Reedley. She
  thanked trustee Nishinaka for his remarks on behalf on of the
  board.
- She attended the Madera School Board Trustee Association
  meeting in Oakhurst.

Trustee Barreras asked the board if any member is interested in
representing the district as a voting delegate at the upcoming
ACCT leadership congress. Pat Patterson was selected as the voting
delegate and Dottie Smith will be the alternate.

Future Agenda Items

Trustee Payne requested to agendize the current future agenda list during the October board meeting.

Trustee Patterson said that student success should be on the agenda for every board meeting

Trustee Smith requested a presentation from a representative from UC Merced regarding transfer.

Trustee Leal requested an update from the chief of police on the "state of the district."

Trustee Nishinaka requested an update on public transportation, especially for the smaller cities.

Trustee Caglia requests an update on the southwest presence in the district. Trustee Smith reminded the board that the southwest goes further south than Jensen Avenue.

Consent Agenda
<u>Action</u>

President Barreras asked for a motion to approve consent agenda items 13-39HR through 13-40HR and 13-65G through 13-78G, as amended.

Trustee Patterson asked that item 13-65G, Consideration to Approve Out-of-State Travel for Anthropology Students, Fresno City College, be pulled for discussion.

It was moved by Trustee Patterson and seconded by Trustee Nishinaka that the Board of Trustees approve consent agenda items 13-39HR through 13-40HR and 13-66G through 13-78G. The motion passed without dissent.

Mr. Patterson had questions regarding the exposure and liability to the district. Mr. Taylor said the district does not have liability or exposure regarding student travel, regardless of whether or not district funds are expended. The board still is required to approve out-of-state travel for students. Mr. Patterson said it should have been clearly stated in the board item, if the students were getting class credits for the travel. Mr. Cantu stated the board item is a little ambiguous. Mr. Cantu summarized how the trip is associated with a FCC class project. Mr. Nishinaka requested the board review the board policy on field trips at a future meeting.

Consent Agenda Action (continued)	It was moved by Trustee Patterson and seconded by Trustee Caglia that the Board of Trustees approve consent agenda items 13-65G. The motion passed without dissent.
Employment, Change of Status, Retirement, Resignation, Academic Personnel [13-39HR] Action	Approve the academic personnel recommendations, items A through F, as presented
Employment, Promotion, Change of Status, Leave of Absence, Resignation, Classified Personnel [13-40HR] Action	Approve the classified personnel recommendations, items A through F, as presented
Consideration to Approve Out-of-State Travel for Anthropology Students, Fresno City College [13-65G] Action	Approve out-of-state travel for three Fresno City College students to attend the American Anthropological Association's annual conference in Chicago, Illinois, from November 20-24, 2013, with the understanding that the trip will be financed without requiring expenditures of district funds

Review of District Warrants and Checks [13-66G]
Action

Review and approve the warrants register for the following accounts:

Account:	Amount:	For the Period:
District	$13,197,731.26	07/17/13 to 08/13/13
Fresno City College Bookstore	1,774,712.02	07/17/13 to 08/13/13
Reedley College Bookstore	1,064,986.51	07/17/13 to 08/13/13
Fresno City College Co-Curricular	146,621.01	07/16/13 to 08/12/13
Reedley College Co-Curricular	79,667.23	07/09/13 to 08/09/13
Total:	$ 16,263,718.03	

Consideration of Report of Investments [13-67G] <u>Action</u>	Accept the Quarterly Investment Report, as provided by the County of Fresno, for the quarter ending June 30, 2013
Consideration to Approve Quarterly Budget Adjustments and Transfers Report [13-68G] <u>Action</u>	Approve the June 30, 2013, Budget Adjustments and Transfers Report
Consideration of Financial Analysis of Enterprise and Special Revenue Operations [13-69G] <u>No Action</u>	Financial Analysis provided for board information and no action is required
Consideration to Approve 2013-2014 Voluntary Payroll Deductions [13-70G] <u>Action</u>	Approve list of voluntary payroll deductions for 2013-2014, as presented
Consideration to Authorize Agreement with the California Community Colleges Chancellor's Office Tax Offset Program [13-71G] <u>Action</u>	a) Authorize the district to enter into an agreement with the California Community Colleges Chancellor's Office for participation in the Chancellor's Office Tax Offset Program (COTOP); and b) Authorize future annual renewal of the agreement with similar terms and conditions

Consideration to Authorize Agreement with the California Community Colleges Chancellor's Office for the Agriculture, Water and Environmental Technologies Sector Navigator Grant, Reedley College [13-72G] <u>Action</u>	a) Authorize the district, on behalf of Reedley College, to enter into a grant agreement with the California Community Colleges Chancellor's Office for the Agriculture, Water and Environmental Technologies Sector Navigator Grant for the period July 1, 2013, through June 30, 2014, with funding in the amount of $371,405; b) Authorize renewal of the agreement with similar terms and conditions; and c) Authorize the chancellor or vice chancellor of finance and administration to sign the agreement on behalf of the district
Consideration to Accept Construction Project, Manufacturing Lab 16 Electrical Rehab, Reedley College [13-73G] <u>Action</u>	a) Accept the project for Manufacturing Lab 16 Electrical Rehab, Reedley College; and b) Authorize the chancellor or her designee to file a Notice of Completion with the County Recorder
Consideration to Accept Construction Project, Parking Lot D and ADA Improvements Project, Reedley College [13-74G] <u>Action</u>	a) Accept the Parking Lot D and ADA Improvements Project, Reedley College; and b) Authorize the chancellor or her designee to file a Notice of Completion with the County Recorder
Consideration to Accept Construction Project, Portable Reroofing, Madera Center [13-75G] <u>Action</u>	a) Accept the project for Portable Reroofing, Madera Center; and b) Authorize the chancellor or her designee to file a Notice of Completion with the County Recorder

Consideration to Accept Construction Project, Data Cable Replacement, Willow International Community College Center
[13-76G]
<u>Action</u>

a) Accept the project for Data Cable Replacement, Willow International Community College Center; and
b) Authorize the chancellor or her designee to file a Notice of Completion with the County Recorder

Consideration to Accept Construction Project, FEM 12 Building Remodel, Reedley College
[13-77G]
<u>Action</u>

a) Accept the project for FEM 12 Building Remodel, Reedley College; and
b) Authorize the chancellor or her designee to file a Notice of Completion with the County Recorder

Consideration to Adopt Resolution Authorizing Agreement with the Commission on Peace Officer Standards and Training, Fresno City College
[13-78G]
<u>Action</u>

a) Adopt Resolution No. 2013.25 authorizing the district, on behalf of Fresno City College, to enter into an agreement with the Commission on Peace Officer Standards and Training (POST) for the POST Supervisor Course presentations to be conducted by the Fresno City College Police Academy for the period July 1, 2013, through June 30, 2014, with funding in the amount of $27,720;
b) Authorize renewal of the agreement with similar terms and conditions; and
c) Authorize the chancellor or vice chancellor of finance and administration to sign the agreement on behalf of the district

**************End of Consent Agenda**************

Acknowledgement of Quarterly Financial Status Report, General Fund
[13-73]
<u>Action</u>

The board of trustees acknowledged the Quarterly Financial Status Report (CCFS-311Q), as presented.

Public Hearing and Adoption of 2013-2014 Final Budget
[13-74]
<u>Action</u>

Ed Eng presented the SCCCD 2013-2014 Final Budget.

Mr. Eng went on to say it is appropriate to open the meeting for a public hearing to solicit comments from interested members of the public. Following the opportunity for public input, it is recommended

Public Hearing and Adoption of 2013-2014 Final Budget [13-74] <u>Action</u> (continued)	the board adopt the budget. Board President Barreras opened the meeting for comments from the public relative to the SCCCD 2013-2014 Final Budget at 6:10 p.m. President Barreras closed the public hearing at 6:12p.m. A motion was made by Trustee Nishinaka and seconded by Trustee Caglia that the Board of Trustees adopt the State Center Community College District 2013-2014 Final Budget, as presented. The motion passed as follows:

Ayes	-	7
Noes	-	0
Absent	-	0

Consideration to Adopt Resolution Authorizing Emergency Repair at Math/Science/ Engineering Building, Fresno City College [13-75] <u>Action</u>	Mr. Brian Speece stated that on August 10, 2013, it was discovered that a flood had occurred in the Math, Science and Engineering (MSE) building at Fresno City College. By unanimous vote and with the approval of the County Superintendent of Schools, Public Contract Code Section 20654(a) allows for emergency repairs necessary to any facility of the college to permit the continuance of existing college classes or to avoid danger to property. The administration is recommending the use of this provision to continue with the necessary repairs of the MSE building caused by the water line coupling failure. Work protecting the facility from further damage is currently underway and further repair work can be performed upon approval of the emergency resolution. Any resulting agreement to perform the repair work will proceed without public bidding requirements but will not exclude other requirements as to bonding, insurance, and prevailing wages. While emergency repair costs are unknown at this time, the district is liable under insurance requirements for the first $5,000 in cost. Valley Insurance Program Joint Powers Agency (VIPJPA) will cover the next $45,000, with Alliance of Schools for Cooperative Insurance Programs (ASCIP) covering any remaining balance. A motion was made by Trustee Smith and seconded by Trustee Patterson that the board adopt Emergency Resolution No. 2013.23 for emergency repairs at the MSE building at Fresno City College; accept approval from Fresno County Superintendent of Schools for the emergency repairs; and authorize the chancellor or vice chancellor of

Consideration to
Adopt Resolution
Authorizing
Emergency Repair at
Math/Science/
Engineering Building,
Fresno City College
[13-75]
<u>Action</u>
(continued)

finance and administration to sign an agreement on behalf of the
district. The motion passed by the following roll-call vote:

	YES	NO
Richard Caglia	x	
John Leal	x	
Ron Nishinaka	x	
Patrick Patterson	x	
Eric Payne	x	
Dorothy Smith	x	
Isabel Barreras	x	

Trustee Patterson stated that switching to ASCIP was the best decision
the district made. It has saved the district a tremendous amount of
money.

Consideration to
Authorize Purchase
of Mechanized
Agriculture
Equipment, Reedley
College
[13-76]
<u>Action</u>

Mr. Ed Eng noted that the Equipment Service Technician Program at
Reedley College is designed to meet industry-specific requirements by
providing hands-on training with Caterpillar manufactured and
supported equipment. This program is sponsored by the Caterpillar
Excellence Fund, which is a joint partnership of Caterpillar Inc., based in
Peoria, Illinois, and Quinn Company, which is central California's local
Caterpillar dealership. This equipment-specific instruction is an integral
part of the curriculum for the mechanized agriculture program at
Reedley College. Categorical funding for the purchase of Caterpillar
branded equipment has recently been released through Central
California Community Colleges Committed to Change (C6). C6 is a
collaborative consortium of central valley community colleges, funded
by the Department of Labor through the Trade Adjustment Assistance
Community College and Career Training (TAACCCT) grant program. The
availability of funding through this grant has allowed numerous
districtwide instructional equipment purchases over the last two years.

The agricultural equipment required for this Reedley College program
under C6 funding includes: one of each, Caterpillar Fork Lift (used),
Caterpillar Backhoe Loader (used),Caterpillar Multi Terrain Loader,
Caterpillar Model C7 Industrial Power Unit/Tier 4 Engine, Caterpillar
Challenger 45 Tractor (used), and Caterpillar Powertrain Components
(used).

In the past, administration has put Caterpillar products out to bid, but
has received only a single bid from Quinn Company, the central valley
Caterpillar dealer. Given the proprietary nature of this equipment, the

Consideration to Authorize Purchase of Mechanized Agriculture Equipment, Reedley College [13-76] <u>Action</u> (continued)	segmented dealership structure authorized by Caterpillar, Inc., the necessity to integrate with existing curriculum, and the availability of this equipment from a single source, it is appropriate that the Board of Trustees approve a sole-source distinction for the purchase of this equipment. A cost/value analysis will be performed to ensure that the price paid for this equipment is in line with industry, instructional and C6 grant standards.

Trustee Patterson asked why Caterpillar and not any other manufacturer. Mr. Eng stated that because Caterpillar provides the funding for the grant.

It was moved by Trustee Caglia and seconded by Trustee NIshinaka that the Board of Trustees authorize the purchase of mechanized agricultural equipment, as identified, offered through Quinn Company in the amount of $321,533.00, and authorize purchase orders to be issued for this equipment. The motion carried without dissent.

Consideration to Approve Resolution of Layoff Eliminating Administrative Aide and Adding Research Assistant Position, Grants Office [13-77] <u>Action</u>	Diane Clerou presented information outlining the reasons this reorganization of the Grants Office. Administration recommends elimination of the administrative aide position #1057 and using the salary savings to offset the funding costs of the research assistant.

A motion was made by Trustee Smith and seconded by Trustee Patterson that the Board of Trustees approve the reorganization and Resolution of Layoff No. 2013.24 authorizing the chancellor or her designee to give a notice of layoff to Administrative Aide Position #1057, pursuant to the district's rules and regulations and applicable provisions of the education code, and add a Research Assistant, Grants Office position.   The motion carried without dissent.

Delegations, Petitions, and Communications	None

Closed Session	President Barreras stated that Interim Dean of Instruction, Reedley College, originally agendized under closed session public employment, has been pulled and will not be discussed. The board will discuss the following:

A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Pursuant to Government Code Section 54957

B. CONFERENCE WITH LABOR NEGOTIATOR [SCFT Full-time Bargaining Unit; SCFT Part-time Bargaining Unit, California School

Closed Session (continued)	Employees Association Bargaining Unit, and SCCCD Peace Officers Association]; Diane Clerou, Pursuant to Government Code Section 54957.6
	C. PUBLIC EMPLOYMENT, Pursuant to Government Code Section 54957
	1. Interim Dean of Instruction, Fresno City College
	2. Interim Dean of Instruction, Fresno City College
	3. Interim Dean of Student Services, Fresno City College
	President Barreras called a recess at 6:25 p.m.
Open Session	The board moved into open session at 6:53 p.m.
	President Barreras stated the board did not take any reportable action during closed session.
Consideration to Appoint Interim Dean of Instruction, Fresno City College [13-78] <u>Action</u>	A motion was made by Trustee Leal and seconded by Trustee Nishinaka that the Board of Trustees appoint Mr. Rick Christl as the Interim Dean of Instruction for the Applied Technology Division at Fresno City College, with placement on the management salary schedule at range 62 step 8 ($11,141.17 monthly), effective September 4, 2013.
	The motion passed as follows:

The motion passed as follows:
      Ayes   - 6
      Noes   - 0
      Absent - 1 (Smith)

Consideration to Appoint Interim Dean of Instruction, Fresno City College [13-79] <u>Action</u>	A motion was made by Trustee Patterson and seconded by Trustee Nishinaka that the Board of Trustees appoint Dr. Claudia Lourido-Habib as the Interim Dean of Instruction for the Fine, Performing and Communication Arts Division at Fresno City College, with placement on the management salary schedule at range 62 step 8 ($11,141.17 monthly), effective September 4, 2013.

The motion passed as follows:
      Ayes   - 6
      Noes   - 0
      Absent - 1 (Smith)

Consideration to
Appoint Interim Dean
of Instruction,
Reedley College
[13-80]

Item pulled from agenda.

Consideration to
Appoint Interim Dean
of Student Services,
Fresno City College
[13-81]
<u>Action</u>

A motion was made by Trustee Patterson and seconded by Trustee Payne that the Board of Trustees appoint Ms. Monica Cuevas as the Interim Dean of Student Services, Fresno City College, with placement on the management salary schedule at range 62 step 8 ($11,141.17 monthly), effective September 4, 2013.

The motion passed as follows:

Ayes   -   6
Noes   -   0
Absent   -   1 (Smith)

Mr. Payne stated the district needs to hire for the permanent position sooner rather than later because it is important for the students.

Adjournment

The meeting was adjourned at 6:59 p.m. by unanimous consent.

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Ronald Nishinaka
Secretary, Board of Trustees
State Center Community College District

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Unapproved MINUTES OF MEETING OF
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
September 17, 2013

Call to Order   A special meeting of the Board of Trustees of the State Center Community College District was called to order by President Isabel Barreras at 5:10 p.m. on September 17, 2013, at District Office North, 390 W. Fir Ave, Room 305, Clovis, California

Trustees Present   Isabel Barreras, President
Ronald H. Nishinaka, Secretary
Patrick E. Patterson
Dorothy Smith
John Leal
Eric Payne

Absent: Richard Caglia, Vice President

Also present were:

Deborah G. Blue, Chancellor, SCCCD
Ed Eng, Vice Chancellor of Finance and Administration, SCCCD
George Railey, Vice Chancellor of Educational Services and Institutional
     Effectiveness, SCCCD
Tony Cantu, President, Fresno City College
Sandra Caldwell, President, Reedley College
Deborah Ikeda, Campus President, Willow International Community
     College Center
Diane Clerou, Assoc. Vice Chancellor of Human Resources, SCCCD
Nina Acosta, Executive Secretary to the Chancellor, SCCCD

Among the others present, the following signed the guest list:

Teresa Patterson, SCCCD	Cris Bremer, FCC
Jothany Blackwood, SCCCD	Chris Villa, FCC
Gregory Taylor, SCCCD	Lucy Ruiz, RC
Brian Speece, SCCCD	Jason Meyers, CSEA
Wil Schofield, SCCCD	Lacy Barnes, SCFT
Randall Vogt, SCCCD	Claudia Habib, RC
	Doris Griffin, WI

Delegations,   None
Petitions, and

Communications

Reports and Presentations

Dr. Blue stated the board established a goal in 2011-2012 for generating revenue streams. During the SCUP conference, she had an opportunity to hear a presentation by the Counselors of Real Estate (CRE). The district followed-up with additional conversations, meetings and campus tours with member of CRE. Dr. Blue introduced Mr. Paul Chiles and Mr. Mark Troen with CRE, who described the activities scheduled for the coming week. Mr. Chiles stated CRE hopes to have a report and their findings in 60 to 75 days. Mr. Troen described the challenges in the process, which include identifying unused or underused land, protecting campus boundaries, reducing costs and/or increasing revenues, identifying better uses of existing space, and maintaining or improving relationships with neighbors.

Trustee Nishinaka asked what the next steps will be. Mr. Chiles stated CRE will address all the issues outlined in the engagement letter.

Trustee Payne asked if they were working with city planning organizations.

Trustee Patterson requested to see the letter of engagement.

Student Trustee Ben Anderson asked if parking issues and solar issues will be addressed.

Trustee Nishinaka said the program advisory committees should have an opportunity to review the findings.

First Reading: Accreditation Follow-up Reports, Fresno City College and Reedley College [13-82] Action

Prior to submission of the written follow-up reports, the Board of Trustees is required to be involved and certify their involvement. The presidents, Mr. Tony Cantu, Dr. Sandy Caldwell, and the Vice Chancellor of Educational Services and Institutional Effectiveness Dr. George Railey presented the first draft follow-up reports to the Board of Trustees for input prior to completion of the final reports. The final accreditation follow-up reports will be presented to the board at the October 10, 2013, meeting for the board's approval to submit the reports to ACCJC/WASC on October 15, 2013.

Trustee Smith was concerned about the ACCJC report claiming that there were several administrative changes at Fresno City College. Dr. Blue stated this did not have anything to do with the accreditation recommendations. It is an assessment by ACCJC through 2012. Mr. Cantu stated he believes FCC has addressed all of the issues identified by ACCJC.

The Board of Trustees accepted the first draft of the Accreditation Follow-up Reports for Fresno City College and Reedley College.

Consideration to Approve FCC Students to Participate in Out-of-State Tennis Championship [13-83]	Fresno City College President Tony Cantu asked the board to approve out-of-state travel for members of the FCC men's and women's tennis teams to travel to Fort Myers, Florida, to participate in the USTA/ITA National Small College Championships scheduled for October 10-13, 2013. Women's tennis coach Roneva Monreal and men's tennis coach Hank Bessinger will accompany the students on this trip. No district funds will be used for student travel costs.

Action

A motion was made by Trustee Smith and seconded by Trustee Leal that the Board of Trustees approve out-of-state travel for the qualifying student athletes and their coaches to compete in the national championship from October 10-13, 2013, in Fort Myers, Florida, with the understanding that the students' trip will be financed without requiring expenditures of district funds. The motion carried without dissent.

Reports and Presentations

Ms. Liz Murphy with CampusWorks led a discussion on developing a technology vision for the district.

Mr. Patterson stated he was expecting to hear an end result during this meeting. He indicated he is frustrated that the district and board is still talking about this topic and not implementing recommendations. Dr. Blue stated the district continues to work on the security issues surrounding technology. The next focus will be to concentrate on financing the implementation of the recommendations.

Ms. Murphy requested and received input from the board for the district's technology vision. She will formalize the recommendations for the board to consider adopting during the October board meeting.

Adjournment

The meeting was adjourned at 8:00 p.m. by the unanimous consent of the board.

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Ron Nishinaka
Secretary, Board of Trustees
State Center Community College District

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PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Employment, Change of Status,   ITEM NO.   13-41HR
            Academic Personnel

EXHIBIT: Academic Personnel Recommendations

Recommendation:

It is recommended the Board of Trustees approve the academic personnel recommendations, items A through B, as presented.

ACADEMIC PERSONNEL RECOMMENDATIONS

A. Recommendation to change the contractual duty days effective October 11, 2013 for the following person:

Name	Campus	From	To	Position
Williams, Rhonda	FCC	177	203	Athletic Director

B. Recommendation to employ the following persons as Training Institute Trainers:

Name	Campus	Classification	Hourly Rate	Date
Payne, Stephen J.	FCC	Trainer III	$39.11	August 30, 2013
Ridenour, Vicki L.	FCC	Trainer 1	$15.68	September 3, 2013

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Employment, Promotion, Change of Status,   ITEM NO.   13-42HR
           Resignation, Retirement, Classified Personnel

EXHIBIT: Classified Personnel Recommendations

Recommendation:

It is recommended the Board of Trustees approve the classified personnel recommendations, items
A through F, as presented.

CLASSIFIED PERSONNEL RECOMMENDATIONS

A.   Recommendation to employ the following persons as probationary:

Name	Location	Classification	Range/Step/Salary	Date
Encinas, Desiree	FCC	Accounting Clerk I Position No. 8500	38-A $2,481.58/mo.	09/03/2013
Mulligan, James	RC	College Center Assistant Position No. 3086	57-A $3,950.58/mo.	09/09/2013
Hornsby, Christopher	DO	Police Communications Dispatcher Position No. 1206	44-A $2,874.42/mo.	09/30/2013
Kepler, Johnathan	DO	Maintenance Worker I Position No. 1101	46-A $3,022.92/mo.	09/30/2013

B.   Recommendation to employ the following persons as provisional – filling vacant position of permanent full-time or permanent part-time pending recruitment/selection, or replacing regular employee on leave.

Name	Location	Classification	Range/Step/Salary	Date
Bristol, Deborah	DO	Executive Director of Foundation Position No. 1121	59-1 (Mgmt) $8,412.75/mo.	08/16/2013
Garcia, Mary Helen	RC	Library Services Assistant Position No. 3027	56-B $25.73/hr.	08/26/2013
Maldonado, Jacqueline	RC	Upward Bound Assistant Position No. 3157	52-A $20.17/hr.	09/01/2013
Aguilar, Emalee	DO	Office Assistant III Position No. 1051	48-A $18.32/hr.	09/16/2013
Quiroz, Isadora	DO	Police Communications Dispatcher Position No. 1127	44-A $16.58/hr.	09/16/2013
Eberlein, Amanda	MC	Office Assistant III Position No. 4003	48-A $18.32/hr.	09/17/2013

C.   Recommendation to approve the <u>promotion</u> of the following <u>regular</u> employees:

Name	Location	Classification	Range/Step/Salary	Date
Garcia, Yolanda	MC	Office Assistant III Position No. 3006 to Administrative Aide Position No. 4009	48-B $3,333.42/mo. to 53-A $3,580.50/mo.	09/23/2013
Bravo, Anthony	FCC RC	Bookstore Sales Clerk II Position No. 2085 to EOP&S Assistant Position No. 3152	40-E $3,250.58/mo. to 54-A $3,748.58/mo.	09/30/2013

D.   Recommendation to approve the <u>change of status</u> of the following <u>regular</u> employees:

Name	Location	Classification	Range/Step/Salary	Date
Figueroa, Rebeca	RC	Cook Position No. 3041 to Food Service Worker II Position No. 3041	43-C $3,166.33/mo. to 36-E $2,946.25/mo.	08/02/2013

(Return to regular assignment)

Name	Location	Classification	Range/Step/Salary	Date
Barile, Howard	FCC	Accounting Technician I Position No. 2074 to Programmer Position No. 2340	57-E $4,946.50/mo. to 66-B $5,317.08/mo.	08/16/2013

(Additional compensation for working out of class per Article 33, Section 8 of CSEA contract)

Name	Location	Classification	Range/Step/Salary	Date
Gross, Nancy	DO FCC	Administrative Aide - PPT Position No. 1144 to Administrative Secretary I Position No. 2337	53-E $25.12/hr. to 48-E $3,857.25/mo.	09/09/2013

(Voluntary demotion per PC rule 1-8)

Name	Location	Classification	Range/Step/Salary	Date
Garcia, Olga	RC	EOP&S Assistant Position No. 3152 to Department Secretary Position No. 3088	54-A $3,673.58/mo. to 44-E $3,496.83/mo.	09/27/2013

(Return to regular assignment)

Name	Location	Classification	Range/Step/Salary	Date
Cooley, Jody	DO	Maintenance Worker II Position No. 1104 to Groundkeeper III Position No. 1073	54-E $4,795.33/mo. to 50-E $4,358.50/mo.	09/30/2013

(Return to regular assignment)

D. Recommendation to approve the change of status of the following regular employees (cont'd):

| Gonzalez-Martinez, Mario | DO | Groundskeeper III Position No. 1073 to Groundskeeper II Position No. 1078 | 50-D $4,053.66/mo. to 46-E $3,865.42/mo. | 09/30/2013 |

(Return to regular assignment)

E. Recommendation to accept the resignation of the following regular employees:

Name	Location	Classification	Date
Diaz, Salina	FCC	Bookstore Sales Clerk I – Seasonal Position No. 8018	08/12/2013
Moreno, Cecilia	FCC	Bookstore Sales Clerk I – Seasonal Position No. 8013	08/15/2013
McHugh, Robert	RC	Instructional Technician – Biological Science Position No. 3147	09/27/2013

F. Recommendation to accept the resignation for the purpose of retirement for the following regular employees:

Name	Location	Classification	Date
Swinger, Marilynn	DO	Office Assistant III Position No. 1119	09/03/2013
Dalton, Jacqueline	FCC	Registration Assistant I - Seasonal Position No. 8057	09/06/2013

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Approve Employment of   ITEM NO.   13-43HR
            Fall 2013 Adjunct Faculty

EXHIBIT: Fall 2013 Adjunct Faculty Listing

Background:

Board Policy 7120 authorizes the district to employ adjunct faculty. Included for board approval
are the fall 2013 listings of adjunct faculty from Fresno City College, Reedley College (including
Madera and Oakhurst centers), and Willow International Community College Center.

Recommendation:

It is recommended the Board of Trustees approve the employment of these adjunct faculty for
Fresno City College, Reedley College (including Madera and Oakhurst centers), and Willow
International Community College Center for fall 2013.

Fresno City College

Instructional Adjunct Faculty Report

Fall 2013

Instructor Name	Section or Subject
Abulayla, Lourdes	Spanish
Adams, Justin	Physical Education
Adicho, Eileen	English As A Second Language
Adler, Paul	Police Academy
Agbayani, Brian	Linguistics
Agnew, Michael	Police Academy
Ailanjian, Landon	History
Akines, Kawana	Nursing, Registered
Aksenov, Alexander	Nursing, Registered
Alavioon, Maryam	Nursing, Registered
Alexander, Matthew	Police Academy
Allen, Nathan	Mathematics
Amaral, Kelli	Mathematics
Amarasinghe, Tikiri	Mathematics
Amaro, Arthur	Chicano-Latino Studies
Andersen, Nicholas	Physical Education
Anderson, Gregory	Police Academy
Anderson, Janice	Work Experience, General
Andrade-Romeo, Maria	Mathematics
Andreoni, Lauri	Paralegal
Angelich, Christian	Communication
Anzoleaga, Mary	Communication
Aparicio, Sylvia	Nursing, Registered
Arendt, James	Police Academy
Arias, Sharon Marie	Art
Ariola, Jocelyn	Nursing, Registered
Arnold, Jeffery	Computer Information Technology
Arrambide, Ilse	Foods & Nutrition
Ashcraft, David	Photography
Attkisson, Craig	Police Academy
Attkisson, Susan	Nursing, Registered
Auble, Sandra	Physical Education
Ausmus, Brandon	Mathematics
Au-Yeung, Catherine	Mathematics
Avila, Edward	Police Academy
Avila, John	Police Academy

Awad, Rougeh	Nursing, Registered
Ayala, John	Music
Ayers, Willard	Computer Information Technology
Ayers, Willard	Business & Technology
Ayerza, June	Medical Assisting
Ayodele, Mercy	Nursing, Registered
Azali, Benedictus	Physical Education
Babcock, Bruce	French
Baber, Gregory	Computer Information Technology
Baber, Roberta	Computer Information Technology
Baca, Marisol	English
Baker, Earle	Criminology
Baker, Earle	Fire Academy
Baker, Earle	Police Academy
Baker, Gregory	Communication
Baldrica, Diana	Photography
Baldwin, William	Nursing, Registered
Ballecer, Ronald	Marketing
Ballew, Edward	Anthropology
Bane, Leigh	English
Banuelos, Fernando	Computer Information Technology
Barba, Kathy	Music
Barkman, David	Photography
Baruela, Danilo	Nursing, Registered
Baruela, Leonor	Nursing, Registered
Batty, Leslie	Art
Baxter, Geary	Fire Academy
Baxter, Geary	Police Academy
Beatty, Jeffrey	Accounting
Beavers, Jefferson	English
Beavers, Jefferson	Film
Beavers, Jefferson	Journalism
Becker, Debra	Fire Academy
Belcher, Carolyn	Computer Information Technology
Bellis, Brian	PHYSICS
Benas, Rebecca	English
Benavides, Robert	Criminology
Bennett, Christine	Nursing, Registered
Bentley, Christine	Fire Academy
Berg, John	History
Bessinger, Drew	Police Academy
Bessinger, Hank	Physical Education
Binaski, John	Fire Academy

Binning, Jeanne	Anthropology
Bithell, Karen	Dance
Blanchard, Nicholas	Biology
Bligh, Andrew	English
Blomquist, Mark	Business Administration
Bolles-Parmentier, Susan	Art
Bone, Timothy	Business Administration
Bonetto, David	Dance
Boulden, Bradley	Business Administration
Boyd, Sean	Geography
Boydstun, Susan	Psychology
Boyle, Anna	English
Brisendine, Chad	Fire Academy
Brough, Charles	Economics
Brown, Jonathan	Fire Academy
Brubaker, Ryan	Fire Academy
Bryant, Barrett	Decision Science
Buckner, Rebecca	Police Academy
Burgamy, Teresa	Police Academy
Burks, Troy	Police Academy
Burnett, Lynn	Health Science
Burnett, Lynn	Police Academy
Button, Lynn	Police Academy
Cadigan, Richard	Fire Academy
Calandra, Janet	English
Callaghan, Cynthia	Human Services
Callahan, Kevin	Police Academy
Canales, Tina	Food Service Management
Caporale, Philip	Police Academy
Caprioglio, Dennis	Automotive Technology
Carden, M Allen	History
Cardinale, Dean	Police Academy
Carlos, Roberto	Graphic Communications
Carreon, Toni	Nursing, Registered
Carrillo, Rudy	Criminology
Carter, Brian	English
Carter, Gary	Real Estate
Carvalho, Brenda	Mathematics
Cary, Neil	Fire Academy
Castellanos, Jessika	Nursing, Registered
Catlapp, Michael	Computer Information Technology
Catron, Keith	American Sign Language
Cervantes, Daniel	Police Academy

Cha, Tua	Hmong
Chalasani, Usha	English As A Second Language
Chap, Chanthoeun	Mathematics
Cheney, Scot	Police Academy
Chicconi, Michael	Automotive Technology
Chisholm, Janet	Health Information Technology
Christopherson, Aaron	Applied Technology
Clark, Lisa	English
Clark, Rebecca	Health Information Technology
Clift, Renee	Human Services
Clift, Renee	Women's Studies
Cogburn, Darby	English
Colbert, Bryan	Child Development
Collier, Aaron	Electrical Systems Technology
Collins, Thomas	Computer Information Technology
Consolatti, Allen	English
Cook, Erin	English
Cook, James	History
Cooksey, Jason	Graphic Communications
Coon, Maria	English
Cooney, Neal	Police Academy
Cope, Thomas	Fire Academy
Corey, Kristen	Paralegal
Cortes, Sandra	Spanish
Costello, Christine	English
Cotter, Lee	Police Academy
Cron, Kimberly	Dental Hygiene
Crooks, Elizabeth	Business & Technology
Cross, David	Nursing, Registered
Cruise, Harold	Police Academy
Cruz, Rayann	Police Academy
Cryns, Yvonne	Nursing, Registered
Da Costa, Laura	Psychology
Dadian, Neil	Police Academy
Dailey, Debby	Nursing, Registered
Dailey, Jr William	Human Services
Dalpez, Marietta	Journalism
Damico, James	Fire Academy
Davenport, Dennis	Police Academy
Davis, James	Fire Academy
Davis, Michael	Fire Academy
De Klotz, Karl	Business Administration
De Soto, Sylvia	Business & Technology

De Soto, Sylvia	Computer Information Technology
Decker, Diana	Child Development
Deeter, Gary	Music
Denis-Arrue, Ricardo	Biology
Denton, Luke	Mathematics
DeOrian, Paul	Police Academy
Derosa-Parola, Debra	Dance
Dewall, Anthony	Police Academy
Diaz, Nicolet	English
Diaz, Richard	Welding Technology
Diliddo, Frank	Electrical Systems Technology
Discont, Conrad	English
Dixon, Roger	Computer Information Technology
Dobbins, Jeremy	Nursing, Registered
Dodd, Deborah	Paralegal
Dominguez, Alma	English As A Second Language
Dooley III, William	Police Academy
Dooley, Ricki	Police Academy
Doris, Andrew	Physical Education
Downing, Clifford	Police Academy
Downing, Craig	Police Academy
Downing, Melissa	Police Academy
Doyle, Michael	Police Academy
Dunn, Barbara	Work Experience, General
Dunn, Jeffrey	Police Academy
Duong, Hung	Computer Information Technology
Duran, Jaime	Counseling
Durham, Grace	Nursing, Registered
Eayre, Cynthia	Biology
Eberhard, Gary	Police Academy
Eberl, Rese	Counseling
Echeverria-Bis, Olivia	English
Eddy, Richard	Apprenticeship
Edmunds, James	Nursing, Registered
Eichmann, Kelly	Foods & Nutrition
Eissinger, Michael	History
Ekk, Christopher	Fire Academy
Eldon, Denise	English
Elep, Rizza	Nursing, Registered
Elliott, Michael	Police Academy
Elm, David	Physics
Engstrom, Corey	Communication
Erwin, Shawn	Police Academy

Esmay, Scot	Police Academy
Esmay, William	Police Academy
Espana, Teresa	Art
Espinosa, Rosemary	English
Estrada, Renea	Police Academy
Ewing, Mary Claire	Dental Hygiene
Fam, Mark	Police Academy
Faramarzpour, Halin	Chemistry
Farrah, Burke	Police Academy
Ferbrache, Christopher	Computer Information Technology
Fief, Gary	Police Academy
Field Jr, Frederick	Police Academy
Finfrock, Randy	Fire Academy
Fisher, Christopher	Physical Education
Fitzgerald, Charmaine	Child Development
Fitzgerald, Charmaine	Education
Flay, Robert	Chemistry
Fleischmann Jr., Nicholas	Police Academy
Flores, Nicole	Physical Education
Ford, Kiersti	Physical Science
Foster, Robert	Physical Education
Fox, Jim	Geography
Fraleigh, Nancy	Communication
Frascona, Vincent	Police Academy
Frazier, Brenda	Physical Education
French, Lawrence	Fire Academy
Frese, Josh	Computer Information Technology
Fritzchle, Tamara	English
Frost, Thomas	Police Academy
Fry, Teddy	Accounting
Fuller, Zebedee	Police Academy
Fultz, Richard	Fire Academy
Galyan, Karen	Nursing, Registered
Gamoian, Lisa	Police Academy
Garcia, Maria Dolores	Spanish
Garcia, Ruby	Chicano-Latino Studies
Garcia, Sabrina	Nursing, Registered
Garnica, Sharon	Biology
Garth, Rebecca	Human Services
Garvin, Alyssa	Dance
Garza, Hector	Fire Academy
Garza, Jose	Police Academy
Garza, Yolanda	Spanish

Gates, Vaughn	Police Academy
Gelegan, Gail	English
Gerking, Christopher	Fire Academy
Ghimenti, Darin	Physical Education
Gilman, Kenneth	Fire Academy
Gines, Ramon	Police Academy
Gomez, Joseph	Police Academy
Gomez, Jr Alberto	Nursing, Registered
Gong, Gena	Asian-American Studies
Gonzales, Danny	Fire Academy
Gonzales, Kelly	Business & Technology
Goodson, John	Criminology
Goodwin-Bransford, Luis	Dental Hygiene
Gorman, Jr Robert	Construction
Goto, Melissa	English
Gowdy, Marvita	English
Graham, Pilar	English
Graves, Anitra	Child Development
Green, Daryl	Police Academy
Greene, Barbara	Nursing, Registered
Greening, Roger	Police Academy
Griffiths, Kularb	English As A Second Language
Grossbard, Stuart	Nursing, Registered
Grove, Michael	Police Academy
Guadian-Djanie, Claudia	English As A Second Language
Guest, Lawrence	English
Guice, Daniel	Fire Academy
Gularte, Gregory	Police Academy
Haas, Douglas	Police Academy
Halderman, Doug	Architecture
Hamp, David	Film
Harris, Debra	Human Services
Harrison, Gale	Business Administration
Hart, Bradley	History
Hart, Brenda	Nursing, Registered
Hawkins, Lynn	Physical Education
Hawkins, Micah	Mathematics
Hawkins, Timothy	Business Administration
Haynes, Kirk	Police Academy
Heiderich, William	Art
Henkel, Steven	Accounting
Henkle, Charles	Police Academy
Her, Mainou	Counseling

Hernandez, Nancy	English
Herrera, Cruz	Police Academy
Herring III, Jesse	Police Academy
Hester-Haynes, Juanita	Mathematics
Heyne, Jennifer	History
Hibbens, Darrell	Police Academy
Hickman, Kevin	Police Academy
Hicks, H. D.	Fire Academy
Hirasuna, Steven	Human Services
Hoehing, Douglas	Psychology
Hoffman, Glenn	Physical Education
Holden, William	Computer Information Technology
Holmes, Wendy	Biology
Holson, Mary	Nursing, Registered
Hooper, Stefani	English
Hord, John	Music
Howard, Katsuyo	Japanese
Hreische, Chukri	Computer Information Technology
Hudson, Christopher	Computer Information Technology
Hughes, Larry	Child Development
Hurley, Stacy	Applied Technology
Hurtt, Howard	Biology
Isom, Janice	Nursing, Registered
Isquierdo, Joe	Criminology
Jackson, Frank	Paralegal
Jacobo Jr, Henry	Police Academy
Janzen, Peter	Art
Janzer, Haley	Physical Education
Jean-Pierre, Valerie	African-American Studies
Jensen, Daniel	Mathematics
Jerkovich, Roger	Photography
Jessie, Mildred	History
Jimenez, Jimmy	Police Academy
Jimenez, Michael	Chicano-Latino Studies
Johl, Baljit	Nursing, Registered
Johnson, Andrea	History
Johnson, Dwayne	Police Academy
Johnson, Gerard	Counseling
Johnson, Karen	English
Johnson, Sherri	English
Jones, Allyson	Biology
Jones, David	Police Academy
Jones, James	Business & Technology

Jones, Sarah	Computer Information Technology
Joosten, Monica	Nursing, Registered
Jordan, Jennifer	Physical Education
Jurevich, Gayla	Business Administration
Kabbani, Kathleen	English As A Second Language
Kaelble, Afreen	Police Academy
Kaiser Clarey, Kathleen	Educational Aid
Kaiser Clarey, Kathleen	Work Experience, General
Karimbakas, Spiros	Mathematics
Katz, Kenneth	Police Academy
Kaundart, Earl	Police Academy
Kaur, Arshvir	Engineering
Keeney, Mark	Police Academy
Kelley, Bonnie	Nursing, Registered
Kelley, Ronda	African-American Studies
Kesterson, Edward	Graphic Communications
Key, Roger	Natural Science
Keysaw, Kimberly	Dental Hygiene
Kimball, Robert	Business & Technology
King, Christopher	Fire Academy
Kish, Jennifer	Computer Information Technology
Klose, Thomas	Police Academy
Knaapen, Beatrice	Business & Technology
Knudsen, James	Theatre Arts
Koch, Michael	Building Safety & Code Administration
Koontz, Robert	Fire Academy
Kosinski, Jeff	Physical Education
Kottachchi, Niranjala	Geology
Kratz, Teresa	Nursing, Registered
Krippner, Virginia	Fire Academy
Kulbeth, Jean	Dental Hygiene
Kurtze, David	Police Academy
Lacko, Michael	Construction
Lakela, Rick	Fire Academy
Lamattina, Sandra	Dental Hygiene
Laughnan, III Woodrow	Communication
Leal-Quiros, Edbertho	Physics
Ledezma, Jamie	Political Science
Legaspi, Elizabeth	Nursing, Registered
Leigh Jr., John	Fire Academy
Lessard, Jane	American Sign Language
Leung, Dennis	Computer Aided Drafting & Design

Leyba, Kristie	English
Lieberman, Alisa	English
Liscano, Bernard	Business Administration
Liu, Hsiu-Ju	Mathematics
Lloyd, Dean	Drafting
Lloyd, Sara	American Sign Language
Locklin, Kerry	Physical Education
Long, Alex	Fire Academy
Long, Cameron	Fire Academy
Longan, Craig	History
Lopez, Jehnette	Nursing, Registered
Lucka, Wojciech	Biology
Lum, Richard	Fire Academy
Luna, Rudy	Graphic Communications
Lusk, James	Police Academy
Luttrell, Katherine	English
Lynes, Julie	Counseling
Lyons, Rick	Physical Education
Macalpine, Donald	Fire Academy
Madden, Lisa	Paralegal
Maier, John	Police Academy
Maire, Michaella	Paralegal
Maki-Dearsan, Nanete	Art
Maniquiz, Michael	English
Mann, Li	Chinese
Manning, Ricky	Physical Education
Marcial, Michael	Physical Education
Margolis, Richard	English
Marinovich, Branko	Political Science
Marsh, Robert	Mathematics
Marshall, Jared	Paralegal
Marshall, Kristi	Paralegal
Martin, Jeremy	Journalism
Martineau-Gilliam, Vick	Business & Technology
Martinez Dominguez, Carlos	Computer Information Technology
Martinez, Jesus	Spanish
Martinez, Mark	Fire Academy
Martinez, Robert	Police Academy
Mata, Carmen	Spanish
Mateo-Laeno, Mary	Child Development
Matlock, Michele	Art
Matsuzaki, Kent	Police Academy
Mattos, Andrew	Physical Education

Mattox, Jack	Health Science
May, Douglas	Art
Mayo, Edward	Police Academy
McBride, Marisa	Counseling
McCabe, Gail	English
McComas, Stephen	Police Academy
McCorkle, Kent	Chemistry
McCracken, Kellie	Nursing, Registered
McDonald, Geoffery	Mathematics
McDougall, Deborah	English
McIlhargey, Patrick	English As A Second Language
McKinney, Rosanna	Police Academy
McLearan, Susan	Dental Hygiene
Mechem, Timothy	Police Academy
Medrano, Catherine	Chicano-Latino Studies
Medrano, Catherine	Sociology
Medrano, Michael	English
Mejloumain Oganessian, Panaela	Chemistry
Mekredijian, Tamar	English
Mendez, Vincent	Art
Mendez, Vincent	Chicano-Latino Studies
Mendoza, Sal	Radiologic Technology
Mendrin, Michael	Health Science
Menyhay, Pamela	Nursing, Registered
Michaels, Ryan	Fire Academy
Miko, Kristina	English
Miller, Alan	Fire Academy
Miller, Courtney	English
Miller, David	Human Services
Mimura, Stacielee	Communication
Minnis, Dorrick	Criminology
Mitchell, Marla	Police Academy
Mollo, Constance	Medical Assisting
Monreal, Roneva	Physical Education
Montelongo, Monica	English
Mooney, Gaylon	Police Academy
Moordigian, Bernadette	Psychology
Moore, Justin	Fire Academy
Moore, Robert	Police Academy
Moore, Scott	Police Academy
Moore, Vernon	Geology
Moreno, George	Physical Education
Moreno, Janice	English

Morisson, Fernando	Manufacturing Mechanic, CTC
Morrice, John	Music
Mortimer, Danielle	Physical Education
Morton, Nye	Music
Mosier, Michael	Police Academy
Motoyasu, Jeffrey	Criminology
Mouanoutoua, Chue	Mathematics
Mouanoutoua, Vang	Asian-American Studies
Mullen, Paul	Paralegal
Mullikin, Jason	Automotive Technology
Munguia, Israel	Radiologic Technology
Musick, William	Physical Education
Musselman, Laura	English
Musselman, Laura	Philosophy
Myers, Jennifer	English
Myers, Mimi	Dental Hygiene
Myers, Ralph	English
Nance, Ian	Philosophy
Neal, Carla	English
Neal, Glen	Paralegal
Neal, William	Mathematics
Nelson, Brian	Electrical Systems Technology
Nelson, Cheryl	Business & Technology
Nelson, John	Fire Academy
Nelson, Thomas	English
Nevarez, Luis	Fire Academy
Nielsen, Robert	Music
Nishimoto, Henry	Economics
Nix, Lawrence	Welding Technology
Norman, Sophia	English
North, Erik	Mathematics
Nunn, Derek	Fire Academy
Oeser, Jeffrey	Economics
Olea, Angel	Physical Education
O'Neil, Terrence	Criminology
Ortiz, Tina	Police Academy
Owen, Richard	Police Academy
Panfilio, Aaron	Fire Academy
Paniccia, Jenine	Physical Education
Park, Keola	Fire Academy
Parker, Anita	Child Development
Passmore, Vicki	Police Academy
Paul, Heather	English

Pawlowski, Bradley	Air Conditioning
Payn, Scott	Police Academy
Payne, Catherine	Art
Pearson, Vickie	Graphic Communications
Peery, Steven	Nursing, Registered
Peirsol II, Gilbert	Police Academy
Pendley, Kevin	Police Academy
Peoples, Yvonne	Respiratory Care
Perez, Carlos	Chicano-Latino Studies
Perez, Enid	Chicano-Latino Studies
Perez, Enid	Women's Studies
Perez, Gilbert	Police Academy
Perez, Mariko	Nursing, Registered
Perkins, Daniel	Fire Academy
Perkins, Elisabeth	Mathematics
Perry, Dwight	Police Academy
Perry, Luann	Health Information Technology
Pino, Jon	Police Academy
Planas, Edward	Police Academy
Pontius, David	Computer Information Technology
Prandini, Kellen	Anthropology
Price, Maryellen	Child Development
Pulido, Jose	Criminology
Querin, Amy	Dance
Quinn, Charles	Communication
Quintana, Nicolas	English As A Second Language
Rackley, Ronnie	Police Academy
Raines, William	Art
Ramirez, Adrian	Counseling
Ramirez, George	Music
Ramirez, III Raymond	Chicano-Latino Studies
Ramirez, Yaneth	Spanish
Ratkus, Anthony	Business Administration
Ratto, Joel	Electrical Systems Technology
Rayburn, Charles	Food Service Management
Redmond, Granville	Counseling
Reese, Douglas	Police Academy
Reid, Pamela	Mathematics
Reitz, Cherry	Nursing, Registered
Reyes, Samuel	Biology
Rhodes, Agnes	Mathematics
Rice, Mary	Manufacturing Mechanic, CTC
Rice, Mary	Applied Technology

Richardson, Jamie	Respiratory Care
Richmond, Linda	Art
Rigby, Kristin	Communication
Riley-Ruiz, Kristine	Criminology
Risch, Krystin	Communication
Ritchie, James	German
Robinson, Antonio	Fire Academy
Robinson, Jeffery	Police Academy
Robinson, Paul	Business Administration
Roblee, Kieran	Physical Education
Roche, Cari	Mathematics
Rogers, Edward	Fire Academy
Rogers, Gary	Linguistics
Ross, David	Portugese
Rossetti, James	Police Academy
Rossi-Hill, Gianna	Physical Education
Rossiter, Arlis	Nursing, Registered
Rosso. Eric	Physical Education
Rowden, Sally	Child Development
Rowe, Deborah	Fire Academy
Rowe, Thomas	Police Academy
Rowley, Jaclyn	English
Royal, Randy	Police Academy
Ruiz, David	Police Academy
Russell, Byron	Graphic Communications
Saiz, Sallie	English
Saklar, Jennifer	Physical Education
Salazar, Manuel	Police Academy
Salazar, Rafael	Building Safety & Code Administration
Samora, Lawrence	Physical Science
Sanchez Arreola, Deysi	Counseling
Sanchez, Martin	Police Academy
Sandersier, Jeffrey	Music
Sarkisian, Rebecca	Music
Satterthwaite, Brianna	Psychology
Savala, Sylvia	English
Scheid, Elizabeth	English
Scheidt, Richard	Physical Education
Schellenberg, Laura	English As A Second Language
Schey, Joseph	Physical Education
Schmidt, Eric	Police Academy
Schneider, Terry	Police Academy

Scholl, Michael	Police Academy
Schramm, David	Music
Schrey, Nicole	Physical Education
Schroeder, Corey	Criminology
Schwendiman, Larry	Economics
Scroggins, Brett	Police Academy
Scroggins, Jason	English
Scruggs, Melissa	Physical Science
Sellai, Diana	Police Academy
Sepeda, Lorraine	Police Academy
Serrano Campos, Tzitzijanik	Counseling
Sharma, Monica	Biology
Shaw, Sue	Child Development
Sheldon, Bryan	Mathematics
Sherrow, Robert	Police Academy
Shoemaker, David	Counseling
Shumate, Harold	Police Academy
Silva, Manuel	Police Academy
Simons, Timothy	Physical Education
Simpson-Urrutia, Julia	English
Singh, Manjeet	Counseling
Skaret, Wayne	Business & Technology
Slater, Gerald	Fire Academy
Sloan, Larry	Industrial Training, CTC
Sloan, Michalanne	Police Academy
Smith, Cherylyn	English As A Second Language
Smith, Ernest	Photography
Smith, Joseph	Police Academy
Smith, Michael	Police Academy
Snowden, Patrick	Art
Sobrepena, Salome	Nursing, Registered
Solwazi, Kehinde	African-American Studies
Sorensen, Christin	Applied Technology
Soublet, Monica	Child Development
Sousa, Sherri	Business & Technology
Spalding, Steven	Mathematics
Spencer, Deborah	Nursing, Registered
Spjute, Aaron	Theatre Arts
Stalker, Brent	Police Academy
Standifer, Delores	African-American Studies
Standridge, Donald	Graphic Communications
Stark, Denise	English As A Second Language
Stark, Linda	Police Academy

Starr, Rebecca	English
Staten, Patrick	Mathematics
Steele Smith, Catherine	English
Stemler, James	Fire Academy
Stevens, Mark	Physical Education
Stogbauer, Kathy	Child Development
Stratman, Thomas	Chemistry
Sulenta, David	Fire Academy
Sullivan, Cornelius	Psychology
Sunahara, Beau	Automotive Technology
Sutton, Donald	Fire Academy
Sutton, Jeremy	Computer Information Technology
Swain, Timothy	Mathematics
Takeda, Michael	English
Tallman, Emily	English
Tamayo, Arturo	Physical Education
Tarango, Rita	English As A Second Language
Tatro, Lance	Drafting
Taus, Kay	Child Development
Taylor, James	Police Academy
Taylor, Sevastee	French
Teeple, John	Geography
Terzian, Talar	Nursing, Registered
Thiesen, Kurtis	Chemistry
Thiessen, Jolene	Business & Technology
Thomas, Fred	Dental Hygiene
Thompson, Britton	Food Service Management
Tilley, John	Police Academy
Ting, Rosemary	Computer Information Technology
Tiscareno, Cristal	Dance
Topouzkhanian, Ara	Armenian
Torosian, Brian	Fire Academy
Torosian, Marvin	Police Academy
Torres, Christopher	Police Academy
Torres, Victor	Chicano-Latino Studies
Tostado, Edward	Criminology
Tracy Jr, Vernon	Police Academy
Travis, II Keith	Physical Education
Tuggle, Julianne	Political Science
Tushnet, Geoffery	Police Academy
Ugwu-Oju, Dympna	Journalism
Ulanimo, Virginia	Nursing, Registered
Umber, Brandon	Chemistry

Unzueta, Mark	Physical Education
Vaca, Jesus	Accounting
Valero, Edward	Education
Van Cleve, Mark	Computer Information Technology
Vander Plaats, William	Business Administration
Vang, Alee	Asian-American Studies
Vang, Soul	English
Vannasone, Isaac	Mathematics
Vasconcellos, Anthony	Fire Academy
Vasquez, Rojelio	Business Administration
Vaughn, Brigida	Nursing, Registered
Velasquez, Leah	Counseling
Velez, Shane	English
Vianello, Arlene	Dental Hygiene
Villines, Hope	Physical Education
Vivian, Ronald	Human Services
Vizthum, Taylor	Electrical Systems Technology
Vogel, Pamela	Nursing, Registered
Vue, Bao	Physical Science
Waddle, Carl	Health Information Technology
Wade, Rebecca	English
Wagman, Elizabeth	Child Development
Wahl, Mary-Tyler	Physical Education
Walbeck, Clint	Physical Education
Walker, Lawrence	Business Administration
Walker, William	Computer Information Technology
Wall, Connie	English As A Second Language
Wallis, John	Applied Technology
Ward, William	Police Academy
Wasemiller, Peter	Business Administration
Watson, James	Criminology
Watson, James	Police Academy
Webster, Nicholas	Police Academy
Weinschenk, Franz	English
Weldon, Marilyn	Police Academy
Wentzel, Jane	Mathematics
White, Debra	Police Academy
White, Marva	Dental Hygiene
Wilkins, Stephen	Police Academy
Williams, Ann	English
Williams, Diane	Police Academy
Wimer, Garrett	Astronomy
Winch, Brenda	Nursing, Registered

Wingfield, Linda	Nursing, Registered
Winn, Jessica	Criminology
Winther-Saxe, Lenna	Photography
Wolfmann, Melissa	Music
Yang, Andre	English
Yang, Kao-Ly	Hmong
Yang, Shoua	Counseling
Yann, Chamroeun	Child Development
Young, Carri	Medical Assisting
Young, Jeffrey	Fire Academy
Zamora, Debra	Nursing, Registered
Zhou, Paul	Computer Information Technology

Fresno City College

Non-Instructional Adjunct Faculty

Fall 2013

Instructor Name	Section or Subject
Alexander, Matthew	Police Academy
Anderson, Gregory	Police Academy
Attkisson, Craig	Police Academy
Avila, John	Police Academy
Baldwin, William	Counselors
Barrett, Denise	Counselors
Buckner, Rebecca	Police Academy
Burgamy, Teresa	Police Academy
Callahan, Kevin	Police Academy
Cardinale, Dean	Police Academy
Cervantes, Daniel	Police Academy
Cheney, Paul	Dentist
Christensen, Dean	Tutorial
Dadian, Neil	Police Academy
Dorian, Jennifer	Tutorial
Doumanian, Ray	Dentist
Doyle, Michael	Police Academy
Erwin, Shawn	Police Academy
Esmay, Scot	Police Academy
Estrada, Renea	Police Academy

Fam, Mark	Police Academy
Farrar, Stephanie	Tutorial
Fief, Gary	Police Academy
Frazier, Brenda	G-98 Lab
Gates, Vaughn	Police Academy
Georgio, Peter	Dentist
Gill, Amanvir	Counselors
Glassman, Linda	Dentist
Gomez, Joseph	Police Academy
Green, Daryl	Police Academy
Haas, Douglas	Police Academy
Hanson, Audry	Librarian
Herring III, Jesse	Police Academy
Johnson, Dwayne	Police Academy
Kaelble, Afreen	Police Academy
Kaundart, Earl	Police Academy
Keeney, Mark	Police Academy
Kendzora, Amanda	Tutorial
Kincheloe, Carolyn	Counselors
Kramer, Kyle	Police Academy
Launer, Linda	Counselors
Lourido-Ali, Monica	Dentist
Macalpine, Donald	Fire Academy
Mannon, Kayla	Counselors
Martin, Tami	Police Academy
Matsuzaki, Kent	Police Academy
Mayo, Edward	Police Academy
McComas, Stephen	Police Academy
Mechem, Timothy	Police Academy
Moore, Robert	Police Academy
Moore, Scott	Police Academy
Owen, Richard	Police Academy
Partoviamin, Soheil	Tutorial
Payn, Scott	Police Academy
Peirsol II, Gilbert	Police Academy
Piland, Kurt	Counselors
Pino, Jon	Police Academy
Planas, Edward	Police Academy
Pondexter, Patricia	Librarian
Quintana, Nicolas	Tutorial
Reese, Douglas	Police Academy
Robles, Manuel	Police Academy
Rogers, Edward	Fire Academy

Rossetti, James	Police Academy
Rowe, Deborah	Fire Academy
Royal, Randy	Police Academy
Scholl, Michael	Police Academy
Shadrick, Jessica	Tutorial
Shumate, Harold	Police Academy
Silva, Sonny	Counselors
Silvas, Shushanek	Tutorial
Smith, Joseph	Police Academy
Stalker, Brent	Police Academy
Stark, Linda	Police Academy
Sutterfield, Mark	Tutorial
Sutton, Donald	Fire Academy
Thurber III, Edward	Tutorial
Tracy Jr, Vernon	Police Academy
Tushnet, Geoffery	Police Academy
Valdivia, Gloria	Counselors
Webster, Nicholas	Police Academy
Welch, Thomas	Librarian
Wilson, Kayla	Tutorial

Fresno City College

Student Services Adjuncts

Fall 2013

Instructor	Section or Subject
Albright, Linda	Non-Instructional Student Services
Annett, Stephanie	Non-Instructional Student Services
Bailey, Charles	Non-Instructional Student Services
Bayer, Patricia	Non-Instructional Student Services
Cazares, Ernesto	Non-Instructional Student Services
Duran, Jaime	Non-Instructional Student Services
Eberi, Rese	Non-Instructional Student Services
Finley, Brian	Non-Instructional Student Services
Gallardo, Araceli	Non-Instructional Student Services
Her, Mainou	Non-Instructional Student Services
Hernandez, Lily	Non-Instructional Student Services
Houghton, Gareth	Non-Instructional Student Services
Johnson, Gerard	Non-Instructional Student Services
Kincheloe, Carolyn	Non-Instructional Student Services

Kostin, Nadezhda	Non-Instructional Student Services
Lynes, Julie	Non-Instructional Student Services
Mannon, Kayla	Non-Instructional Student Services
Marvin, Kristin	Non-Instructional Student Services
McBride, Marisa	Non-Instructional Student Services
Murillo, Rosa	Non-Instructional Student Services
Olgin, Manuel	Non-Instructional Student Services
Pavich, Peter	Non-Instructional Student Services
Radtke, Roger	Non-Instructional Student Services
Ramirez, Adrian	Non-Instructional Student Services
Redmond, Granville	Non-Instructional Student Services
Reposo, Mario	Non-Instructional Student Services
Roach, Darlene	Non-Instructional Student Services
Sanchez, Deysi	Non-Instructional Student Services
Serrano, Jazmin	Non-Instructional Student Services
Shoemaker, David	Non-Instructional Student Services
Singh, Manjeet	Non-Instructional Student Services
Thepphavong, Kami	Non-Instructional Student Services
Vany, May	Non-Instructional Student Services
Vasquez, Guadalupe	Non-Instructional Student Services
Velasquez, Amanda	Non-Instructional Student Services
Velasquez, Leah	Non-Instructional Student Services
Yanez, Amparo	Non-Instructional Student Services
Yang, Shoua	Non-Instructional Student Services
Zubiri-Rosalez, Manuel	Non-Instructional Student Services

Reedley College

Adjunct Faculty

Fall 2013

REEDLEY COLLEGE	
Instructor	**Section or Subject**
Aldaco-Glass, Christopher	DEVSER
Angel, Patricia	CHDEV
Balakian, Amber	BA
Baldwin, Theresa	ART
Batenhorst, Nicole	MATH

Bedolla, Juan	COUN
Bennetts, Carol	ENGL
Bergstrom, Laura	ENGL
Berry, Oma	EH
Bledsoe Jr, Samuel	AUTOT
Blied, James	MATH
Bonds, Jill	ENGL
Borofka, Debbie	ENGL
Briones, Stephanie	COMM
Bucher, Frederick	MATH
Bucher, Frederick	SCI
Buettner, Jamie	ART
Buldo, Vanessa	COMM
Cannell, Robert	NR
Carlsen, Katherine	ASL
Carrillo, Rosalinda	HLTH
Castro, Kattia	HLTH
Castro, Martin	AG
Chalepah, Jan	ENGL
Chavez, Helen	COMM
Clarkson, ElRay	CRIM
Conde, Linda	CHDEV
Cooper, Nicole	COMM
Cooper, Nicole	JOURN
Crooks, Elizabeth	OT
Culp, Robbey	CHEM
Cummings, Tasha	COUN
Cunha, Cari	BA
Deibert, Daniel	BIOL
Dekker, Anita	OT
Demichillie, Robert	PE
Dike, Christian	ENGL
Downing, Michael	MUS
Driggers, Doris Maria	MUS
Eisinger, Jeff	SOC
Ellis, Lloyd	MUS
Endler, Scott	MATH
Festejo, Shirley	PE
Fox, Jim	GEOG
Franz, Sarah	FN
Froese, Ron	HIST

Gallegos, Mary	HLTH
Garabedian, Deanna	ENGL
Garcia, Jenie	COUN
Garner, Ross	PE
Gaston, Michael	PE
Graber-Peters, Jennifer	COMM
Guhin, Katherine	BIOL
Gutierrez, Dilia	COUN
Guyett, Michael	IS
Guzman, Andrew	CRIM
Hart, Dawn	ART
Harvey, Etienne	ASL
Hathaway, William	POLSCI
Hebert, Connie	MATH
Helmey, Rolanda	FN
Hernandez, Jonathan	COMM
Hicks, David	ART
Hodges, Christina	AS
Ibarra, Gabriel	ENGL
Ikawa Wakabayashi, Judy	FN
Jackson, Mary	ART
Jimenez, Leonel	CHEM
Jones, Allyson	BIOL
Kachadoorian, Melanie	ENGL
Kaur, Rajwant	MATH
Kawagoe, Jodi	CHEM
Kenney, Judith	ENGL
Koch, Susanne	BIOL
Krause, Edward	GEOG
Kron, Terri	DA
Kryder, Paul	MATH
Landon, Kathleen	MATH
LaSalle, Kelly	ENGL
Launer, Linda	HLTH
Lawrence, James	ASL
Lewis, Barry	DEVSER
Lierly, Marcie	COMM
Lillyman, George	ENGL
Lin, Joseph	BIOL
Loya, Ralph	AS
Lusk, Susan	EDUC

Lyons III, Theodore	ART
Lyons, Deborah	ENGL
Marcial, Steven	PSY
Martinez, Martha	ENGL
Maxwell, Robert	POLSCI
McCandliss, David	NR
McKinley, Juanita	DEVSER
McLenithan, Susan	ENGL
Meadows, Matthew	NR
Mechem, James	ART
Menefee, Whitney	BIOL
Miller, Randall	HIST
Monk, Irene	PE
Naito, Michael	CHEM
Nash, Carol	ENGL
Nix, Lawrence	MFGT
O'Brien, Francilyn	MATH
Painter, Lucy	DEVSER
Pantoja, Joseph	HIST
Park, ChoLin	ART
Parker, Donald	AERO
Perez, Frances	NAT
Perkins, John	PE
Person, Ryan	AS
Pollock, Scott	PE
Porter, Jennie	FN
Potter, Gary	BIOL
Randall, Timothy	PE
Record, Linda	ENGL
Reyes, Susan	NAT
Reyna, Kathleen	POLSCI
Rios, Jennifer	LING
Rivera, Blanca	COUN
Roby, Mariah	PE
Rodriguez Jr, Ernesto	PE
Ross, Stacy	ENGL
Rothford, Janisse	DEVSER
Ruiz, Fausto	SPAN
Rutherford, Robert	MATH
Sahagun-Santos, Erica	DA
Shinn, Andrew	BA

Instructor	Section or Subject
Smith, Samuel	POLSCI
Stephens, Sean	IS
Stuntz, Tracy	COMM
Tallman, Emily	ENGL
Trevino, Rosalva	DA
Trinidad, Cecil	CHDEV
Tweedy, Morgan	MFGT
Umber, Brandon	CHEM
Unruh, Jean	BIOL
Vang, Sue	COUN
White, Lois	ENGL
Williams, Jacqueline	ENGL
Workman Ford, Kerry	GEOL
Workman, Penny	OT
Workman, Penny	PSY
Xiong, Ghia	HLTH
Yang, Kao-Ly	HLTH

MADERA CENTER

Instructor	Section or Subject
Angel, Felix	MATH
Asenjo, Adrianne	LVN
Ayala, Anthony	MFGT
Barile, Stephen	ENGL
Barrett, Nicholas	COMM
Betancourt, Paul	POLSCI
Brar-Mackie, Gurpreet	PSY
Bull, Yolanda	ENGL
Canerday-January, Chrysi	LVN
Chandra, Geeta	BIOL
Chen, Tung Rei	LVN
Cosio, Janice	CHEM
Dougherty, Daniel	BIOL
Dunne, Donnalee	ART
Durbin, Randy	HLTH
Durbin, Randy	PE
Feist, Michael	MFGT
Fernandez, Kathleen	CRIM

Fjellbo, Janet	COTR
Fjellbo, Janet	COUN
Garcia, Susana	COUN
Gillespie, Velda	FN
Gutierrez, Daniel	SPAN
Habr Holt, Jessica	SPAN
Hallaway, David	PHOTO
Harp, Marjorie	RN
Herling, Rosamond	CHDEV
Hernandez, Efren	ECON
Houk, James	BIOL
Isom, Pat	MUS
Keoppel, Teresa	ENGL
Klassen, Darren	ENGL
Lionvale, Thomas	PE
Lusk, James	CRIM
Marcial, Michael	PE
Marquez, Monica	CHDEV
McQuillen-Follett, Suzette	LVN
Medina, Gloria	OT
Moy, Baldwin	BA
Moy, Baldwin	HS
Nielsen Jr, Willard	SOC
Ostoja, Steven	BIOL
Papadakis, Linda	ART
Pehrson, Russell	OT
Phengsiri, Jessica	CHDEV
Pimentel, Tracey	COTR
Pimentel, Tracey	COUN
Quinn, Darlene	RN
Raffle Jr, Frank	RN
Rodriguez, Leilani	RN
Salazar, Ruby	ENGL
Sands, Dan	IS
Schaff, Raymond	IS
Scheidt, Shaynon	BIOL
Schwandt, Sara	BIOL
Schwartz Casey, Jenifer	ENGL
Shaw, Betty	ASL
Sheets, Rebecka	MATH
Silva, Valerie	BIOL

Singh, Mandeep	CHEM
Smith, Pamela	ENGL
Snipes, Ronnie	BA
Snipes, Ronnie	COTR
Springer, Timothy	HIST
Sran, Perbhjot	FN
Tackett, Patrick	ENGL
Takeda, Michael	ENGL
Tanaleon, Irma	LVN
Taylor, Bradford	BA
Taylor, Bradford	STAT
Tellalian, Bryan	POLSCI
Thao, Soua	DEVSER
Wright, Joseph	CHDEV
Yann, Chamroeun	CHDEV

OAKHURST CENTER

Instructor	Section or Subject
Athithan, Vanneya	PHIL
Booth, Corey	POLSCI
Bopp, Diane	ART
Burgess, Laura	MATH
DeHart, Angeline	DEVSER
Ellington, Kanya	CHEM
Flanagan, James	ENGL
Gorski, Elizabeth	ENGL
Hammerling, Harry	COTR
Hammerling, Harry	IS
Hoffman, Richard	COMM
Humphrey, Patrick	COMM
Laird, George	PSY
Loweburg, Donald	MATH
Piper, Michael	IS
Rich, George	MATH
Sands, Isolina	SPAN
Smith, Adam	HLTH
Smith, Adam	PE
Srinivasan, Gita	ECON
Steffke, Robert	ENGL

Wallo, Jan	FN
Wilhite, Brian	ART
Wilhite, Brian	PHOTO

WILLOW INTERNATIONAL CENTER

INSTRUCTOR	SECTION OR SUBJECT
Arnold, Craig	IS
Attia, Hagar	COMM
Avants, Rebecca	BIOL
Ayers, Willard	IS
Barton, Claudia	ENGL
Beversluis, John	PHIL
Bishop, Daniel	MUS
Boyle, Christopher	GEOG
Brannon, Colleen	COUN
Burke, Laura	ENGL
Catron, Keith	ASL
Catron, Lisa	ASL
Chen, Mei	CHEM
Ciula, James	CHEM
Clements, Dennis	HIST
Cookingham, Kevin	COTR
Cox, Rogenia	OT
Daher, Brandon	ENGL
Dean, Geoffrey	MATH
Dent, Galin	ENGL
Der Torosian, Jeffery	PHIL
Dorfmeier, Corin	BIOL
Dorian, Jennifer	ENGL
Driggers, Dennis	HIST
Driggers, Dennis	POLSCI
Driggers, Doris Maria	GERMAN
Duffy, Dennis	PSY
Dunworth, Charles	MATH
Dyer, Kathleen	CHDEV
Eichmann, Kelly	FN
Fallon, Ann	BIOL
Ferrari, Linda	ENGL
Friesen, Sandra	ENGL

Froese, Harold	BA
Froese, Harold	EDUC
Froese, Harold	IS
Garner, Robert	COTR
Garza-Gonzalez, Ana	ENGL
Gejeian, Dave	ENGL
Giuffrida, Tosha	IS
Gonzalez, Nora	SPAN
Hamby, Lisa	ENGL
Hatai, Arnold	WTD
Hendrixson, Jan	BIOL
Hennecke, Monica	COUN
Hernandez, Mark	PSY
Holden, Christine	COTR
Hollenbeck, Marcia	MATH
Horn, Colleen	HLTH
Horn, Colleen	PE
Hubbard, Heather	BIOL
Hughes, Deborah	CHDEV
Ishigaki, Teresa	ENGL
Isom, Pat	ENGL
Itskoff, Mary	COTR
Itskoff, Ronald	COTR
Jaime, Maria	CHDEV
Johnson, Kathy	PSY
Johnson, Lauren	ENGL
Johnson, Phillip	ART
Jones, Christina	COTR
Katuin, Tammy	IS
Kerr, Sharon	HLTH
Kerr, Sharon	PE
Khalili, Setareh	BIOL
Kidd, William	COTR
Knapp, Glenn	WTD
Lamb, Michael	STAT
Laughnan III, Woodrow	COMM
Leonard, Dana	BIOL
Lieb Townsend, Emily	GEOG
Long, Stephanie	MATH
Loper, Timothy	ENGR
Lopez, Chris	ART

Louie, Christopher	CHEM
Luna, Frank	HIST
Macias Sanchez, Dora	SPAN
Maitra, Kalyani	CHEM
Martinez Dominguez, Carlos	IS
Miko, Kristina	FILM
Miller, Edward	ENGL
Moffitt, Jane	LING
Mohan, Archana	BIOL
Moore, Vernon	GEOL
Myers, Timothy	BIOL
Noricks, Ronald	HIST
Oraze, Roger	MATH
Pattanumotana, Master	ECON
Pederson, Stacy	BA
Pederson, Stacy	COTR
Petrillose, Charles	IS
Pritchard, Joanne	CHDEV
Purcell, Nicole	POLSCI
Querin, Amy	DANCE
Ratkus, Anthony	BA
Ray, Michael	CHEM
Remington, Lesley	ECON
Robinson, Paul	BA
Rowley, Jaclyn	ENGL
Sarkisian, Tiffany	COMM
Scadding, Tomaro	ENGL
Schmits, Theresa	ENGL
Shepherd, Jamie	MATH
Siagan, Ruched	COMM
Silvas, Shushanek	ENGL
Sparrow, Courtney	COMM
Srinivasan, Tiruchendurain	BA
Starr, Rebecca	ENGL
Sumner, Tina	POLSCI
Swain, Timothy	MATH
Tidwell, Cynthia	ENGL
Ting, Rosemary	IS
Tipton, Jennifer	COMM
Trejo, Gitte	ENGL
Trejo, Joseph	ENGL

Triplitt, Traci	CHDEV
Tyson, Jessica	BIOL
Van Degrift, Craig	SCI
Varner, Dudley	ANTHRO
Vue, Ea	MATH
Walker, Cindy	PSY
Wall, Josie	MATH
Weatherly, Michael	MATH
Weaver, Lindsey	ART
Weibert, Michael	MATH
Welch, Zachary	ART

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Review of District Warrants and Checks   ITEM NO.   13-79G

EXHIBIT: None

Recommendation:

It is recommended the Board of Trustees review and approve the warrants register for the following accounts:

Account:	Amount:	For the Period of:
District	$15,559,473.26	08/14/13 to 09/10/13
Fresno City College Bookstore	521,579.07	08/14/13 to 09/10/13
Reedley College Bookstore	433,043.17	08/14/13 to 09/10/13
Fresno City College Co-Curricular	87,692.92	08/13/13 to 09/09/13
Reedley College Co-Curricular	72,871.47	08/10/13 to 09/06/13
Total:	$ 16,674,659.89	

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Accept Construction Project,   ITEM NO.   13-80G
Interior Painting, Music Speech Building,
Fresno City College

EXHIBIT: None

Background:

The project for Interior Painting, Music Speech Building at Fresno City College is now substantially complete and ready for acceptance by the Board of Trustees.

Recommendation:

It is recommended the Board of Trustees:

a)   accept the project for Interior Painting, Music Speech Building at Fresno City College; and

b)   authorize the chancellor or her designee to file a Notice of Completion with the County Recorder.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Accept Construction Project,   ITEM NO.   13-81G
             INC Building Remodel, Phase 4, Reedley College

EXHIBIT: None

Background:

The project for INC Building Remodel, Phase 4, at Reedley College is now substantially complete and ready for acceptance by the Board of Trustees.

Recommendation:

It is recommended the Board of Trustees:

a)   accept the project for INC Building Remodel, Phase 4, at Reedley College; and

b)   authorize the chancellor or her designee to file a Notice of Completion with the County Recorder.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Accept Construction   ITEM NO.   13-82G
            Project, LFS 3 and 4 Stockroom Remodel,
            Reedley College

EXHIBIT: None

Background:

The project for LFS 3 and 4 Stockroom Remodel at Reedley College is now substantially complete and ready for acceptance by the Board of Trustees.

Recommendation:

It is recommended the Board of Trustees:

a)   accept the project for LFS 3 and 4 Stockroom Remodel at Reedley College; and

b)   authorize the chancellor or her designee to file a Notice of Completion with the County Recorder.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Accept Construction Project,   ITEM NO.   13-83G
            Trash Compactor Enclosure Project,
            Reedley College

EXHIBIT: None

Background:

The project for Trash Compactor Enclosure Project at Reedley College is now substantially complete and ready for acceptance by the Board of Trustees.

Recommendation:

It is recommended the Board of Trustees:

a)   accept the project for Trash Compactor Enclosure Project at Reedley College; and

b)   authorize the chancellor or her designee to file a Notice of Completion with the County Recorder.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Adopt Resolution Authorizing   ITEM NO.   13-84G
            Agreement with the Commission on Peace Officer
            Standards and Training, Fresno City College

EXHIBIT: Resolution No. 2013.26

Background:

The Fresno City College Police Academy has been notified by the Commission on Peace Officer
Standards and Training (POST) of an award for a training grant. The purpose of the grant is to
conduct four presentations of the POST Institute of Criminal Investigation program. The funding
provided will be utilized to cover the cost of hosting the presentations at various external locations
and providing instructional materials. The agreement is for the period July 1, 2013, through June
30, 2014, with funding in the amount of $556,930.

Recommendation:

It is recommended the Board of Trustees:

a)   adopt Resolution No. 2013.26 authorizing the district, on behalf of Fresno City College, to
      enter into an agreement with the Commission on Peace Officer Standards and Training
      (POST) for the POST Institute of Criminal Investigation program presentations to be
      conducted by the Fresno City College Police Academy for the period July 1, 2013, through
      June 30, 2014, with funding in the amount of $556,930;

b)   authorize renewal of the agreement with similar terms and conditions; and

c)   authorize the chancellor or vice chancellor of finance and administration to sign the agreement
      on behalf of the district.

STATE CENTER COMMUNITY COLLEGE DISTRICT
FRESNO COUNTY, CALIFORNIA

RESOLUTION NO. 2013.26

AUTHORIZING AGREEMENT WITH THE COMMISSION ON PEACE OFFICER
STANDARDS AND TRAINING (POST)

WHEREAS, the Commission on Peace Officer Standards and Training (POST) proposes to provide grant funding to conduct four presentations of the POST Institute of Criminal Investigation program. The funding provided will be utilized to cover the costs of hosting the presentations at various external locations and providing instructional materials;

WHEREAS, this agreement is for the period of July 1, 2013, through June 30, 2014, with funding in the amount of $556,930;

NOW, THEREFORE, BE IT RESOLVED, the Board of Trustees adopts Resolution No. 2013.26 authoring the district, on behalf of Fresno City College, to enter into an agreement with the Commission on Peace Officer Standards and Training (POST) for four POST Institute of Criminal Investigation presentations; and

BE IT FURTHER RESOLVED, the Board of Trustees authorizes renewal of the agreement with similar terms and conditions; and

BE IT FURTHER RESOLVED, the Board of Trustees authorizes the chancellor or vice chancellor of finance and administration to sign the agreement on behalf of the district.

PASSED AND ADOPTED on this 10th day of October 2013, by the following vote:

AYES:_____   NOES:_____   ABSENT: _____   ABSTAIN: _____

_____
Board of Trustees Secretary
State Center Community College District

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Approve Agreement for   ITEM NO.   13-85G
             Purchase of Police Vehicles, Districtwide

EXHIBIT: None

Background:

The district strives to provide safe and mechanically sound marked patrol vehicles, capable of emergency response, for use by district police officers. Due to recent fiscal constraints, the district has not replaced any patrol vehicles in the last five years. While still safe and serviceable, increasing repair costs and mileage indicate three vehicles are in need of replacement. Funding for three new patrol vehicles is included in the general fund budget for 2013-14.

The state of California has developed a number of cooperative purchasing programs for the purchase of goods and services. The Department of General Services has formally bid and awarded contract no. 1-12-23-14 for the purchase of law enforcement vehicles through Folsom Lake Ford. This contract is mandatory for all state agencies and is available for use by local agencies within the state for their law enforcement vehicle needs. The convenience and pricing of this contract has been compared with other vendors and methods of procurement and staff is confident that this pricing is extremely competitive and comparable to units otherwise available.

Administration has evaluated and selected the Ford Police Interceptor Utility as the vehicle that best meets the needs of the district police. These utility vehicles are manufactured to California Highway Patrol standards and are equipped with all-wheel drive, safety and performance enhancements to allow for year-round patrols at all district locations. These utility patrol vehicles allow for increased storage and provide easy transport of the newly-implemented bicycle patrol equipment.

Funding for this project will be from the 2013-14 General Fund Budget for District Operations. Additional enhancements, including push bars, lighting, communication equipment and cages, will be furnished under separate contract. The purchase price under state contract for three Ford Police Interceptor utility vehicles is $89,063.83, including a 1% state administrative fee.

Recommendation:

It is recommended the Board of Trustees approve participation in California state contract no. 1-12-23-14 with Folsom Lake Ford for the purchase of police vehicles, districtwide, and authorize purchase orders to be issued against this agreement.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Authorize Sale of   ITEM NO.   13-86G
            Surplus Property, District Office North

EXHIBIT: List of Surplus Property

Background:

The district has accumulated obsolete property, which is considered surplus and requires disposal. According to district policy, the administration requests board authority to dispose of surplus items by auction. As in the past and as directed by the Board of Trustees, obsolete equipment/property not sold will be made available to non-profit agencies in Fresno County.

Recommendation:

It is recommended the Board of Trustees authorize the sale of surplus property at District Office North.

DISTRICT OFFICE NORTH SURPLUS EQUIPMENT INVENTORY
September 13, 2013

Item	Quantity
large instructor work station	2
tv stand w/cabinet 6' tall	3
NETTV 32" monitor	3
overhead projector on media cart	9
27" tv,vcr,dvd player on media cart	14
32" tv,vcr,dvd player on media cart	2
sanitaire upright vacumn	1
4 drawer file cabinet	1
kenmore refridgerator	1
60" overhead cabinet w/light (modular furniture)	6
36" testing station desk	2
tv stand with cabinet 5" tall	2
under desk mount keyboard tray	3 boxes
executive desk chair	1
hitachi LCD projector	1
hp scanjet scanner	1
42" overhead cabinet (modular furniture)	2
misc wall partitions (modular furniture)	16
3 drawer base cabinet (modular furniture)	3
42" 4 drawer media file cabinet	1
3M MP8630 projector	1
dell 2400mp projector	1
hitachi 27" tv	3
misc computer cords & parts	2 boxes
dell computer tower	6
24" x 72" table	2
plastic wall mount pamphlet rack	1
metal wall mount pamphlet rack	1
sony 27" tv	1
HP printer	1
30"x60" table	3
24"x48" table	2
30"x48" computer table w/wheels	1
desk parts	misc
29"x48" whiteboard easel	1
misc office supplies, file dividers	3 boxes
sylvania 13" tv/vcr combo	1
overhead projector without media cart	3
36"x24" handicap desk	3
hitachi #740da vhs camcoder	1
wire printer stand	1
48"x17"x84" display stand	1
metal folding chair	4
office chair	4
brown stacking chair	11
48"x24" folding table	1
104"x24" 4 student computer desk	8
72"x28" 2 student computer desk	6
36"x28" 1 student computer desk	2
36 slot divider shelf	4
24 slot divider shelf	1
4 drawer horizontal file cabinet	1
72"x30" 2 student computer workstation	9

60"x30" table	1
72"x36" table	1
misc flourescent fixtures (modular furniture)	1 box
30"x18" 2 drawer cabinet (modular furniture)	10
36"x18" 2 drawer cabinet (modular furniture)	3
42"x18" 2 drawer cabinet (modular furniture)	1
15"x18" 3 drawer cabinet (modular furniture)	6
36"x17" overhead cabinet (modular furniture)	1
36" corner desk top(modular furniture)	10
30"x23" top (modular furniture)	5
24"x23" top (modular furniture)	4
66"x23" top (modular furniture)	1
72"x23" top (modular furniture)	1
26"x23" top (modular furniture)	4
48"x23" top (modular furniture)	6
54"x23" top (modular furniture)	3
metal shelf 48"x72"x12"	1
2 drawer file cabinet 42"x28"x19"	1
table 60"x20"	2
media cart (in box)	2
table legs (in box)	6
swivel office chairs	32
padded chairs	6
small wood table	3
wood office desk	5
30"x28"x19" 5 drawer cabinet	1
casfex backpack vacumn	1
casio adding machine	5
24"x19"x19" foam lined shipping case	1
IBM typewriter	1
suspended ceiling kit for projector	2
computer work desk	18
welbilt microwave	1
36"x36"x12" wood bookcase	1
dell computer monitor	2
media cart w/cabinet	1
swintec typewriter	1
misc soap & TP dispensors	1 box
misc kitchen bowls,utensils	1 box
plastic media cart	1
visa machine	1
wooden media cart	1
projector screen	4
modular tops & legs	7 pallets
modular furniture parts	10 boxes
modular partition walls	9 pallets
off white upright shelf/cabinet (modular furniture)	22
grey upright shelf/cabinet (modular furniture)	5
36" overhead cabinet (modular furniture)	30
48" overhead cabinet (modular furniture)	3
30" overhead cabinet (modular furniture)	8
72" overhead cabinet (modular furniture)	19
tan 2 drawer base (modular furniture)	3
tan 3 drawer base (modular furniture)	3
grey 2 drawer base (modular furniture)	11
grey 3 drawer base (modular furniture)	14

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Adopt 2014-2015 and   ITEM NO.   13-87G
             2015-2016 Instructional Calendars

EXHIBIT: Proposed 2014-2015 and 2015-2016 Instructional Calendars

Background:

The proposed 2014-2015 and 2015-2016 instructional calendars were developed with identical schedules for the colleges and centers for the fall/spring semesters and summer sessions, as has been done in the past.

In accordance with current district/federal contracts, the calendars provide for one flex day per semester.

Recommendation:

It is recommended that the Board of Trustees adopt the 2014-2015 and 2015-2016 instructional calendars for Fresno City College, Reedley College/North Centers, and the Willow International Community College Center.

STATE CENTER COMMUNITY COLLEGE DISTRICT

Instructional Calendar
2014-2015

FRESNO CITY COLLEGE ● REEDLEY COLLEGE ● WILLOW INTERNATIONAL

Fall 2014 Semester

August 7	(Th)	Faculty duty day [no classes held]
August 8	(F)	Flex Day
August 11	(M)	Instruction begins
September 1	(M)	Labor Day
November 11	(T)	Veterans Day
November 27 & 28	(Th, F)	Thanksgiving holidays
December 12	(F)	End of fall semester

Break: December 15, 2014 – January 7, 2015

Spring 2015 Semester

January 8	(Th)	Faculty duty day [no classes held]
January 9	(F)	Flex Day
January 12	(M)	Instruction begins
January 19	(M)	Martin Luther King, Jr. Day observance
February 13	(F)	Lincoln Day observance
February 16	(M)	Washington Day observance
March 30 – April 3	(M-F)	Spring recess [classes reconvene April 6]
May 22	(F)	End of spring semester/commencement

Updated 08/22/13

STATE CENTER COMMUNITY COLLEGE DISTRICT

Instructional Calendar

FRESNO CITY COLLEGE ● REEDLEY COLLEGE ● WILLOW INTERNATIONAL

Summer Session 2015

May 25	(M)	Memorial Day
June 1	(M)	Start of 4-week* and 10-week sessions
June 15	(M)	Start of 8-week sessions
June 22	(M)	Start of 6-week
June 26	(F)	End of 4-week session*
July 3	(F)	Independence Day
July 31	(F)	End of 6-week session
August 7	(F)	End of 8- and 10-week sessions

Tentative dates for a four week summer session.

STATE CENTER COMMUNITY
COLLEGE DISTRICT

Classified and Management *
Holiday Calendar
2014-2015

July 4, 2014	(F)	Independence Day
September 1, 2014	(M)	Labor Day
November 27, 2014	(Th)	Thanksgiving Day
November 28, 2014*	(F)	In lieu holiday
December 25, 2014	(Th)	Christmas
December 26, 29 and 30, 2014**	(F, M, T)	Negotiated holidays
December 31, 2014*	(W)	In lieu holiday
January 1, 2015	(Th)	New Year's Day
January 19, 2015	(M)	Martin Luther King, Jr. Day
February 13, 2015	(F)	Lincoln Day
February 16, 2015	(M)	Washington Day
April 3, 2015**	(F)	Spring holiday
May 25, 2015	(M)	Memorial Day

_____

Total: 15 holidays

*   In lieu holidays per California Education Code Sections 88205, 88205.5 (Veterans Day and Admission Day).

**   New probationary employees who are part of the Classified Bargaining Unit are not entitled to negotiated holidays per contract (with the exception of police officers who are eligible beginning with the seventh month of employment).

STATE CENTER COMMUNITY COLLEGE DISTRICT

Instructional Calendar
2015-2016

FRESNO CITY COLLEGE ● REEDLEY COLLEGE ● WILLOW INTERNATIONAL

Fall 2015 Semester

August 13	(Th)	Faculty duty day [no classes held]
August 14	(F)	Flex Day
August 17	(M)	Instruction begins
September 7	(M)	Labor Day
November 11	(W)	Veterans Day
November 26 & 27	(Th, F)	Thanksgiving holidays
December 18	(F)	End of fall semester

Break: December 21, 2015 – January 6, 2016

Spring 2016 Semester

January 7	(Th)	Faculty duty day [no classes held]
January 8	(F)	Flex Day
January 11	(M)	Instruction begins
January 18	(M)	Martin Luther King, Jr. Day observance
February 12	(F)	Lincoln Day observance
February 15	(M)	Washington Day observance
March 21 – 25	(M-F)	Spring recess [classes reconvene March 28]
May 20	(F)	End of spring semester/commencement

Updated 08/22/13

Instructional Calendar

FRESNO CITY COLLEGE ● REEDLEY COLLEGE ● WILLOW INTERNATIONAL

Summer Session 2016

May 30	(M)	Memorial Day
May 31	(T)	Start of 4-week* and 10-week sessions
June 13	(M)	Start of 8-week sessions
June 20	(M)	Start of 6-week
June 24	(F)	End of 4-week session*
July 4	(M)	Independence Day
July 29	(F)	End of 6-week session
August 5	(F)	End of 8- and 10-week sessions

Tentative dates for a four week summer session.

Updated 08/22/13

STATE CENTER COMMUNITY COLLEGE DISTRICT

Classified and Management *
Holiday Calendar
2015-2016

July 3, 2015	(F)	Independence Day
September 7, 2015	(M)	Labor Day
November 26, 2015	(Th)	Thanksgiving Day
November 27, 2015*	(F)	In lieu holiday
December 25, 2015	(F)	Christmas
December 28, 29 and 30, 2015**	(M, T, W)	Negotiated holidays
December 31, 2015*	(Th)	In lieu holiday
January 1, 2016	(F)	New Year's Day
January 18, 2016	(M)	Martin Luther King, Jr. Day
February 12, 2016	(F)	Lincoln Day
February 15, 2016	(M)	Washington Day
March 25, 2016**	(F)	Spring holiday
May 30, 2016	(M)	Memorial Day

_____

Total: 15 holidays

*   In lieu holidays per California Education Code Sections 88205, 88205.5 (Veterans Day and Admission Day).

**   New probationary employees who are part of the Classified Bargaining Unit are not entitled to negotiated holidays per contract (with the exception of police officers who are eligible beginning with the seventh month of employment).

Updated 08/22/13

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Approve Out-of-State Travel   ITEM NO. 13-88G
            for Wrestling Team, Fresno City College

EXHIBIT: None

Background

The Fresno City College men's wrestling team is requesting board approval for out-of-state travel for qualifying students to participate in a wrestling tournament hosted by Lassen Junior College, November 1-3, 2013. The competition will be held at Spanish Springs High School in Reno, Nevada. This tournament is sanctioned by the California Community College Athletic Association (CCCAA) Bylaw 3.17.2 F. The tournament is held annually and is part of the official CCCAA wrestling schedule. Head coach Paul Keysaw and other Ram wrestling coaches will accompany the students.

Recommendation

It is recommended the Board of Trustees approve out-of-state travel for Fresno City College wrestling students to compete in the Lassen College Wrestling Tournament, November 1-3, 2013, with the understanding that the trip will be financed without requiring expenditures of district funds.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Approve Out-of-State Travel   ITEM NO.   13-89G
             for WICCC Business Students

EXHIBIT: None

Background:

The 2013 Annual National Collegiate Entrepreneurs' Organization (CEO) Conference is
scheduled for October 31 – November 2, 2013, in Chicago, Illinois. This conference draws
approximately 1,400 college students, faculty, and young entrepreneurs from around the world.
These individuals attend the 2 ½ day conference to network, learn, and be inspired to pursue
their entrepreneurial passions. The conference will provide our students with the ability to
network and gain access to over 80 outstanding entrepreneurs and business leaders who will be
sharing their expertise and experiences about how they launched their businesses, lessons
learned, and where they are today. Students will have the opportunity to share ideas and gain
inspiration and insight from the experience.

The Fresno business community and public sector have identified the importance of nurturing
entrepreneurial and commercial growth within our population. This event will have a profound
effect upon our students towards meeting these goals.

Willow International Community College Center (WICCC) instructor and CEO Club advisor
Matthew Alanis would like to take eight students to this important event. Students will travel on
October 31 and November 3, 2013. Conference costs, including travel, accommodations, meals,
etc., will be covered by a combination of CEO Club fundraising activities and a grant from State
Center Community College District's Center for International Trade Development.

Recommendation:

It is recommended that the Board of Trustees approve out-of-state travel for eight business students
to attend the CEO Annual National Conference in Chicago, Illinois, from October 31 - November 3,
2013, with the understanding that the trip will be financed without requiring expenditures of college
or district funds.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration of Amended Claim,   ITEM NO.   13-90G
             Kevynn Gomez

EXHIBIT: Confidential Claim

Background:

The district is in receipt of an amended claim submitted by Kevynn Gomez and the board is being asked to take action in accordance with Government Code section 900, *et seq*. The board must reject the claim when there is a question of district liability and the amount of the claim is disputed. The amended claim has been submitted to the Valley Insurance Program Joint Powers Agency (VIPJPA) and its claims administrator for defense coverage.

Estimated Fiscal Impact:

Unknown

Recommendation:

It is recommended, in accordance with established procedures, the Board of Trustees reject the amended claim submitted by Kevynn Gomez, and direct the chancellor or vice chancellor of finance and administration to give written notice of said action to the claimant.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Adopt Resolution   ITEM NO.   13-84
            Honoring Dr. Pete Mehas

EXHIBIT: Resolution No. 2013.27

Background:

The Board of Trustees recognizes individuals for their service to the community by adopting formal resolutions to acknowledge their contributions.   The board is being asked to recognize the contributions of Dr. Pete Mehas by adopting Resolution No. 2013.27.

On September 28, 2013, the community was stunned by the untimely death of educational leader and advocate, Dr. Pete Mehas. His list of accomplishments and undertakings is unparalleled. Dr. Mehas attended Fresno City College (FCC) from 1957 to 1958 and was a standout on the football field where he was an All-American, All-Conference center. He went on to earn a bachelor's degree from CSU Fresno, a master's degree from University of California, Los Angeles, and a doctorate in education from University of Southern California. He has served in both the Fresno and Clovis unified school districts and has held several prestigious appointments throughout the state and nation. Dr. Mehas served as secretary of education under Governor George Deukmejian and was a member of the California State Board of Education and served on the California State University Board of Trustees. In 1990, he was elected Fresno County superintendent of schools and served four terms. He was named to the FCC Football Wall of Fame in 1996 and was FCC's honored alumnus in 1999.

Dr. Pete Mehas' passing leaves a deep void in the hearts of the many lives he touched throughout his illustrious career. The Board of Trustees and district administration and staff send their most heartfelt condolences to his family and friends.

Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2013.27 honoring Dr. Pete Mehas for his many accomplishments, exemplary service and outstanding leadership.

RESOLUTION NO. 2013.27

A RESOLUTION OF THE BOARD OF TRUSTEES
OF STATE CENTER COMMUNITY COLLEGE DISTRICT
HONORING DR. PETE MEHAS

WHEREAS, Dr. Pete Mehas is a lifelong educator and education advocate; and

WHEREAS, his list of accomplishments and undertakings is unparalleled; and

WHEREAS, he attended Fresno City College from 1957 to 1958 and was a standout on the football field where he was an All-American, All-Conference center; and

WHEREAS, he went on to earn a bachelor's degree from CSU Fresno, a master's degree from University of California, Los Angeles, and a doctorate in education from University of Southern California; and

WHEREAS, he has served in both the Fresno and Clovis Unified school districts and has held several prestigious appointments throughout the state and nation; and

WHEREAS, Dr. Mehas served as secretary of education under Governor George Deukmejian and was a member of the California State Board of Education; and

WHEREAS, Dr. Mehas served on the California State University Board of Trustees; and

WHEREAS, in 1990, he was elected Fresno County Superintendent of Schools and served four terms; and

WHEREAS, he was named to the Fresno City College Football Wall of Fame in 1996, and was Fresno City College's honored alumnus in 1999; and

WHEREAS, Dr. Mehas was awarded the California Community College League's Distinguished Alumni Award in 2005; and

WHEREAS, he served with distinction as the educational liaison to the California Legislature in Sacramento; and

WHEREAS, Dr. Pete Mehas' untimely passing on Saturday, September 28, 2013, left a deep void in the hearts of the many lives he touched throughout his illustrious career; and

NOW, THERFORE, BE IT RESOLVED that the governing board of the State Center Community College District honors Dr. Pete Mehas for his many accomplishments, exemplary service and inspirational leadership and send its most heartfelt condolences to his family and friends.

UNANIMOUSLY PASSED AND ADOPTED on this 10th day of October 2013.

_____
Board of Trustees Secretary
State Center Community College District

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Second Reading of Accreditation Follow-Up   ITEM NO.   13-85
            Reports and Consideration to Approve
            Submittal to ACCJC/WASC

EXHIBIT: Accreditation Follow-Up Reports

Background:

The Accrediting Commission for Community and Junior Colleges, Western Association of
Schools and Colleges (ACCJC/WASC), at its meeting January 9-11, 2013, considered the
follow-up reports submitted by Fresno City College and Reedley College and the reports of the
evaluation teams that visited November 9, 2012. The purpose of this review was to assure that
the recommendations made by the evaluation team were addressed by the institutions.

The Commission acted to remove Warning, reaffirm accreditation, and require Fresno City College
to submit a follow-up report by October 15, 2013. For Reedley College, the Commission took
action to remove Warning, reaffirm accreditation and require Reedley College to submit a follow-up
report by October 15, 2013, to be followed by a team visit. The Commission action letters further
indicated the follow-up reports for Fresno City College and Reedley College should demonstrate
that the institutions addressed the recommendations noted, fully resolved the deficiencies, and now
meet accreditation standards.

Prior to submission of the written follow-up reports, the Board of Trustees is required to be
informed of institutional reports submitted to the Commission, and certify broad participation in the
preparation of the report by the colleges, as well as the report's accurate reflection of the nature and
substance of the institutions. The presidents and the vice chancellor of educational services and
institutional effectiveness will present the final reports to the Board of Trustees. Once the Board of
Trustees approves and certifies the final reports, it will be submitted to the ACCJC/WASC by
October 15, 2013.

Recommendation:

Administration recommends the Board of Trustees approve and certify the accreditation follow-up
reports for Fresno City College and Reedley College.

Fresno City College

FOLLOW-UP REPORT TO ACCREDITATION RECOMMENDATIONS

Submitted by:

Fresno City College
1101 E. University Avenue
Fresno, California 93741

To:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2013

Certification of the Follow-Up Report

Date: October 15, 2013

To: Accrediting Commission for Community and Junior Colleges,
        Western Association of Schools and Colleges

From: Tony Cantú
        Fresno City College
        1101 East University Avenue
        Fresno, California 93741

This Follow-Up Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

<u>Signed</u>

Deborah G. Blue, Ph.D.
Chancellor

_____

Anthony Cantú
College President

_____

Isabel Barreras
President, Governing Board

_____

Mary Ann Valentino, Ph.D.
President, Academic Senate

_____

Ernie Garcia
President, Classified Senate

_____

Edward James
President, Associated Students

_____

Timothy Woods, Ph.D.
Vice President of Instruction/
Accreditation Liaison Officer

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2

Table of Contents

Report Preparation

In August 2011, the Fresno City College Self Study Report was completed and submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). The ACCJC Self Study Evaluation Team subsequently visited Fresno City College in October 2011.

In a letter from the ACCJC dated February 1, 2012, Fresno City College was issued the sanction of Warning. The commission report included a district recommendation that cited eight areas of concern for the State Center Community College District in which improvement was required. Fresno City College also received a college recommendation along with a concern regarding one of the eligibility requirements.

This Follow-Up Report is prepared by the Accreditation Liaison Officer for Fresno City College in collaboration with members of the Accreditation Response Team. The process of preparation of this report included working with the District's appointed Accreditation Liaison Officer, Dr. George Railey. Dr. Railey convened a districtwide Accreditation Response Team (Appendix I) to assist each campus with the evidence collection and narrative to address the eight concerns delineated in the district recommendation. The districtwide Accreditation Response Team met in April, May, August, and September of 2013 to collect evidence and write the narrative addressing the concerns of the district recommendation.

The college's constituent groups, Academic Senate, Associated Student Government, and the Classified Senate, reviewed the draft response of District Recommendation #1 and provided input to the districtwide Accreditation Response Team. The Strategic Planning Council provided input electronically before final Board approval on October 10, 2013.

Anthony Cantú
President, Fresno City College

4

Responses to Team and Commission Recommendations

District Recommendation 1

"In order for the colleges and district to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all district stakeholders to coordinate long-term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing and aligning district and college plans and planning processes in the following areas:

- district strategic plan
- facilities
- technology
- organizational reporting relationship of centers
- location of signature programs
- funding allocation
- human resources
- research capacity

(Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III.A.2, III.A.6, III.B.1.a,III.B.2.b, III.C.2, III.D.1, IV.A.5, IV.B.3.a, IV.B.3.c)

Response to District Recommendation #1

Introduction

Districtwide coordination and planning continues to be at the forefront of SCCCD's strategic planning efforts. The districtwide governance process provides the framework for the ongoing integrated planning that has occurred and continues to address each of the areas listed in the Commission's recommendation. Ultimately, the alignment of districtwide planning efforts achieves an integrated, system approach to planning that will continue to serve the SCCCD community and its students (700).

Several taskforces are in place and committees have been formalized to support integrated planning and facilitate districtwide dialogue. Others have been added including the Enrollment Management Committee, the District Decision Making Taskforce, the Integrated Planning Workgroup (a subcommittee of the District Strategic Planning Committee (DSPC)), and the Districtwide Grants Process Workgroup.

The Enrollment Management Committee was developed in spring 2013. Included in the committee's charge are defining enrollment management, assessing and recommending districtwide policies and procedures affecting enrollment management, and developing a districtwide strategic enrollment management plan guided by the district strategic plan in order to support student success. The charge and membership of the committee was reviewed and approved by Chancellor's Cabinet on May 20, 2013 and will be vetted by constituent groups fall 2013 (701-706, 812). The first meeting will be held September 2013.

5

The District Decision Making Taskforce (DDMT) began meeting in fall 2012 and was charged with developing a draft 2013 Decision Making Resource Manual (712-716, 727, 768). Upon completion of the manual DDMT will dissolve and Communications Council will conduct an annual review of the manual. The manual describes how district decisions are made with the intent of improving communication and trust districtwide. The manual is currently being reviewed by Chancellor's Cabinet and is scheduled to go to Communications Council and all constituent groups for recommendations in fall 2013 (799-804).

District Strategic Plan

The 2012-2016 State Center Community College District Strategic Plan (717) was adopted by the Board of Trustees in July 2012 and has been implemented. In accordance with the SCCCD Strategic Plan Timeline the colleges and centers updated campus level plans for a 2013-2017 cycle (705, 719, 747). The updated plans were presented and approved by the Board of Trustees at the July 2, 2013 Board of Trustees meeting (720-723).

The 2012-2013 Integrated Planning Model and 2012-2013 Integrated Planning Manual was approved by Chancellor's Cabinet on August 26, 2013, and will be go to Communications Council in September 2013 and the Board of Trustees on October 10, 2013 to provide a status update. It will go to the Board of Trustees for a first read on November 7, 2013 and for action December 10, 2013. Once approved, the model and manual will guide districtwide integrated planning, allocation of resources for planning initiatives, and evaluation of planning processes. In addition to an annual review, the manual will be updated every four years in coordination with the district strategic planning cycle (704, 712, 724-726, 746, 797). The development and review of the manual is under the leadership of the District Strategic Planning Committee (DSPC), whose membership reflects all constituent groups across the district, colleges and centers.

The 2012-2016 Strategic Plan Responsibility Matrix was developed in spring 2012 by the DSPC to be utilized at the district and campus levels. Prior to implementation it was reviewed and revised by members of Chancellor's Cabinet and districtwide institutional research offices. To ensure accountability, the matrix identifies action steps, baseline and success measures, timelines for implementation, and responsible parties for each strategic goal and objective. Chancellor's Cabinet approved the matrix in October 2012 (705, 727-729, 747, 797).

A 2013-2014 Decision Package provided funding for the Society for College and University Planning (SCUP) to train and certify districtwide leaders in integrated planning (730). Thirty-three faculty, staff and administrators actively engaged in district and campus level planning were selected to participate in the SCUP Planning Institute. The first SCUP training was held in spring 2013 and the next is scheduled for October 2013 (714, 731-734). Upon completion of the 3-step Planning Institute in fall 2013, the 33 participants will receive SCUP certification.

To facilitate continual improvement and planning the District Office began participating in District Office Administrative Services Unit Review (ASUR). The purpose of the centralized services program review is to assess all District Office units for continual quality improvement. The first cycle of ASUR began in fall 2011 and all district units will participate in a four-year cycle (735-737). The review analyzes progress and sets unit goals toward established standards, achieving the SCCCD mission, and supporting district goals and objectives.

As a result of ASUR in fall 2012 all district units began to develop annual operational plans that connect planning priorities to budget allocation. This process ensures annual planning for all units in order to effectively tie resource allocation to planning priorities as appropriate. The result is an ongoing, transparent planning process to facilitate the district office meeting its unit and organizational goals (798).

The districtwide ASUR Response Team also recommended that a Districtwide Grants Process Task Force be established to develop a districtwide process for initiating grant applications (707-708). The Notice of Intent to Apply (NOI) process was developed as a result of input from faculty and Vice President's Council which includes representatives from instruction, student services and campus business operations (709-712). In addition, the NOI process will identify how grant outcomes will meet college and district strategic goals. This process was reviewed by Chancellor's Cabinet on September 9, 2013 (805-806) and will be considered for approval on September 23, 2013 (813).

To continue districtwide communication, The Linkage Report highlights progress toward integrated planning. The report also connects readers to referenced documents and relevant committee minutes including Chancellor's Cabinet, Communications Council which is comprised of leadership from all constituent groups districtwide, and the Board of Trustees. The report was published through fall 2012 and is being redesigned as a quarterly report beginning fall 2013 (738).

The vice chancellor of educational services and institutional effectiveness presented a timeline and plan for the second Strategic Conversation to the Board of Trustees on January 8, 2013 (739-743). A Strategic Conversation is an informal, but structured dialogue with the Board of Trustees and their internal stakeholders on a strategic or policy issue and has been utilized by some community colleges on a state and national level. The Strategic Conversation was held on March 5, 2013 (810-811) at Reedley College to facilitate discussion among the Board of Trustees and internal constituents on student success.

Representatives from all constituent groups, including students were invited to participate (744). The recommendations that emerged from the Strategic Conversation will be considered by the District Strategic Planning Committee as it reviews the district strategic plan. An evaluation of the Strategic Conversation indicates that it was an effective means of gathering input for planning purposes (745). The district has extended this process to include planning outcomes and has effectively connected a Strategic Conversation to other district planning processes, including the district's 2012-2016 strategic plan (717).

7

Facilities

The Districtwide Facilities Planning Committee is comprised of districtwide membership from all constituent groups and continues to meet monthly to support districtwide planning. Topics have included the committee's operating agreement, technology infrastructure upgrades, the role of the campus facility plans and the Facilities Master Plan. Discussion of the Master Plan included the prioritization of campus projects for future development (748). The committee will continue to meet per their schedule.

State Center Community College District engaged the Counselors of Real Estate and the CRE Consulting Corps, which is comprised exclusively of leaders in the field of real property advisory services—otherwise known as "real estate counseling. The focus of their visit on September 16-17, 2013 was to develop a strategic action plan to guide property development issues facing the State Center Community College District. The focus is on developing an attainable and sustainable vision for leveraging real property assets to achieve our organizational mission.

The CRE Consulting Corps team will provide a fresh set of eyes to analyze and validate recommendations already under consideration, address the pros and cons of each option and, as appropriate, provide alternative recommendations. The CRE Consulting Corps will assist SCCCD in the development of an attainable vision for each college asset described herein with specific action steps to achieve that vision. The team will provide a road map outlining the sequence of appropriate action steps to successfully implement the strategic action plan.

Their review included site visits to the District Office, District Office North, Fresno City College, Willow International, Madera Center, CTC, Reedley College and the Southeast Center. Their work included a two day orientation and tour of the properties followed by interviews, data collection and analysis, subsequent site and market inspections, and thorough project evaluation culminating in a presentation to the Board of Trustees on September 17, 2013. A written report will be submitted within 60-75 days following the presentation to the Board of Trustees.

Technology

The Technology Task Force charge and membership was approved by Chancellor's Cabinet on October 1, 2012 (749-750). The task force's charge is to develop and implement a districtwide technology plan to assure that technology planning is integrated with institutional planning. The Technology Task Force met in October 2012 and continued to meet through spring. A small working group also continued to meet through summer 2013 (751-753). During that time, the task force developed a proposed Districtwide Technology Committee Operating Agreement with constituency representation and Districtwide Technology Plan Writing Teams (754). The initial draft of the Districtwide Technology Committee Operating Agreement was submitted to campus constituent groups for review and feedback. Constituent group input was reviewed by the Technology Task Force and modifications to the draft Districtwide Technology Committee operating agreement and membership were made. The draft was resubmitted to constituent groups for feedback in May 2013 and a revised document will be developed. The revised version will be submitted to Chancellor's Cabinet in December 2013 (755) and to Communications Council in

8

January 2014. It is scheduled for Board of Trustees approval in April 2014 and implementation in spring 2014

In March 2013, Campus Works conducted a Technology Visioning session with the Board of Trustees, Chancellor's Cabinet and constituent leaders from the colleges and centers. (758, 718). The session assisted in developing a strategic direction to advance districtwide technology to support student success and organizational effectiveness. Campus Works conducted an additional session with management, faculty, staff and students and will finalize their work at a special Board of Trustees meeting on September 17, 2013 (814).

As a result of the Campus Works session, in fall 2013 the technology department and the vice chancellor of educational services and institutional effectiveness led the development of a districtwide action plan. The action plan focuses on analysis of Datatel usage to improve efficiency and functionality of Datatel districtwide (807, 808).

The office of the vice chancellor of educational services and institutional effectiveness led the annual Districtwide Technology Summit May 29, 2013 (756). The summit provided technology training for districtwide technology staff and updates on campus level districtwide technology initiatives. Trends in educational technology were also presented by the Director of IT and Academic Systems at South Orange Community College District (757). The annual summit will serve as an opportunity for IT training, as well as a venue for districtwide dialogue regarding the Districtwide Technology Plan.

Organizational Reporting Relationship of Centers

Willow International Community College Center (WICCC) was granted Candidacy status effective March 6, 2013 (759). ACCJC sent a follow-up letter on April 4, 2013 requiring WICCC to "align the Governance Structure of the State Center Community College District to reflect the Center's status" (760). This requirement was met by action taken by the Board of Trustees on June 2, 2013 to change the reporting relationship of the campus president for WICCC to report directly to the chancellor and indirectly to the Reedley College President (720, 761).

In addition to the change in reporting structure, the WICCC Academic Senate was recognized as the 113th member senate by the Executive Committee of the statewide Academic Senate effective September 11, 2012 (762-763). The WICCC Academic Senate developed stand-alone committees with operating agreements for Academic Standards, Curriculum/Articulation, Equivalency, Program Review/SLO and Flex Day (764-766, 815). The Senate has been meeting twice a month since spring 2013 and the stand-alone committees began meeting fall 2013 (767, 816-821).

Location of Signature Programs

The Signature Programs Task Force is charged with recommending a process to guide the identification, support and evaluation of new and existing signature programs; to compile a list of the terms required to ensure focused and productive discussions and planning to facilitate the development of a process to identify and assign signature programs districtwide; and to recommend

9

strategies to "showcase" signature programs so as to garner community support and external funding. (769). The membership and charge of the Signature Programs Task Force was approved by Chancellor's Cabinet October 1, 2012 (749, 751, 752). The Signature Programs Task Force met on December 14, 2012 and discussed the taskforce charge and definition of a signature program (770).

The task force met throughout spring 2013 and increased its membership to provide broader representation (771). A draft signature program definition, delineation criteria utilizing quantitative and qualitative data, and program application process was developed August 2013 (772, 773). The draft was presented to Chancellor's Cabinet on September 9, 2013(805-806) and will return for review on September 23, 2013 (813). It will also be presented to Communications Council on September 24, 2013 (822). The constituent groups will provide feedback to Communications Council by October 2013. The Signature Program Taskforce will consider the recommendations and submit a revised draft to Communications Council by late November 2013. This draft will be reviewed by constituent groups prior to final review by Communications Council in January 2014 and Chancellor's Cabinet in February 2014. The document is scheduled to go to the Board of Trustees for final approval in April 2014. Upon approval the signature program process will be implemented in spring 2014.

Funding Allocation

In October 2012, the vice chancellor of finance and administration held open forums at Fresno City College in October 10, 2012, WICCC in October 12, 2012, the District Office October 17, 2012, Reedley College October 18, 2012, and the Madera Center October 26, 2012 to present the draft budget allocation model for feedback and input (774). After the campus forums, Chancellor's Cabinet, Chancellor's Workgroup and the District Resource Allocation Model Taskforce (DRAMT) reviewed the feedback received at the campus forums to provide additional feedback to the vice chancellor of finance and administration for the continuing work of the District Resource Allocation Model Taskforce (703, 775-777).

The District Resource Allocation Model Taskforce transitioned (778) to the District Budget and Resource Allocation Advisory Committee (DBRAAC) after the review and approval of the operating agreement by constituent groups in fall 2012. The process started with Communications Council, Chancellor's Cabinet and Chancellor's Workgroup review of the recommendations to the operating agreement from constituent groups at the colleges and centers in December 2012 (700, 779-780). The DBRAAC operating agreement was then reviewed and approved by the District Resource Allocation Model Taskforce DRAMT prior to going to Chancellor's Cabinet for final approval on April 1, 2013 (781-783). In April, 2013 constituent representatives from the campuses were appointed to the standing committee (713, 724, 742, 781).

In spring 2013, DRAMT adopted a qualified consensus model to be used as the taskforce transitions to a standing committee (782). The taskforce has held continuous dialogue of additional factors to be included in the district resource allocation model. During the discussion in spring 2013, the

taskforce modified the draft resource allocation model to clarify the impact each additional factor would have on the resource allocation model (777, 784)

The first meeting of the Districtwide Budget and Resource Allocation Advisory Committee (DBRAAC) was held on May 10, 2013. The committee reviewed the scope and functions of the operating agreement and continued discussion of additional factors to be included in the resource allocation model (783, 785). On August 23, 2013, the DBRAAC reviewed and approved the resource allocation model (809). The committee will continue to meet in the fall to review the resource allocation model narrative and forward it to constituent groups for input in October 2013. The resource allocation model narrative will be presented to Communications Council and Chancellor's Cabinet in November and December 2013 for review and approval. The resource allocation model is scheduled to be presented to the Board of Trustees for a first reading in December 2013 and a second reading in January 2014. The resource allocation model will be implemented in the development of the 2014-15 fiscal year budget.

Human Resources

In October 2012, Chancellor's Cabinet approved the charge of the Human Resources Staffing Plan Taskforce (727, 787). The taskforce was given a charge to engage in districtwide collaboration to make recommendations to Chancellor's Cabinet to ensure sufficient staffing resources are allocated for the effective operations of the colleges, centers, sites, and district office/centralized services; integrate the college's, centers' and district's HR staffing plans with other planning processes in the district; and ensure that human resources planning and decision-making processes at each college, center, site and district office/centralized services align with districtwide human resources planning and resource allocation decisions (787).

The first meeting of the Human Resources Staffing Plan Taskforce was held on November 7, 2012. All constituent groups are represented on the taskforce. An overview of the process, ground rules and charge were reviewed and discussed (788). In spring 2013, the taskforce reviewed the hiring, approval and prioritization processes of the colleges, district employee demographic/staffing data, and staffing plans from other colleges to facilitate the development of a districtwide human resources staffing plan (789).

In fall 2013, the Human Resources Staffing Plan Taskforce will develop a draft plan to be reviewed by Chancellor's Cabinet and Communications Council in January 2014. After constituent group review, a final draft will go to Communications Council and Chancellor's Cabinet for approval. It is scheduled to go to the Board of Trustees for approval in July 2014 with implementation to immediately follow approval.

Research Capacity

The District Research Work Group, which is comprised of college and district researchers, met during fall 2012 and spring 2013 and will continue in the fall 2013 as per their schedule (792). The workgroup functions to connect district research services with campus research in order to address

districtwide research needs. The workgroup developed the Districtwide Policy and Procedures for Research with Human Subjects at State Center Community College District (793). The policy was approved by Chancellor's Cabinet spring 2013 (706).

The workgroup addressed districtwide research agendas including the development of a districtwide research methodology for prerequisite validation and Districtwide Research Priorities (794). Chancellor's Cabinet approved the research priorities spring 2013 (795). Chancellor's Cabinet will be discussing the development of the research methodology for prerequisite validation fall 2013.

To increase research capacity a permanent part-time research assistant was hired August 7, 2013 to meet the Central California Community Colleges Committed to Change (C6) consortia grant research outcomes. The researcher will assist the campuses with research to support student success (796).   The research assistant is supervised by the vice chancellor of educational services and institutional effectiveness and is a member of the District Research Work Group.

Conclusion

In accordance with established timelines and through collaborative and ongoing dialogue, district and college plans and planning processes have been developed, aligned, and implemented. The colleges' 2013-2017 strategic plans align with the district's 2012-2016 strategic plan and were implemented in fall 2013. Ongoing dialogue has also led to the successful organizational reporting relationship of centers.

Committee structures have been finalized and committees have become operational in strategic planning, facilities, funding allocation and research capacity. Current taskforces focused on technology, signature programs and human resources will become operative as standing committees in 2013-2014.

Scheduled evaluation and planning processes are in place to ensure that districtwide dialogue continues, plans are successfully aligned and processes are effective. These structures are designed to ensure that the district, colleges and centers maintain a culture of dialogue, long-term planning, systematic cycles of evaluation and continuous quality improvement.

12

Evidence for Response to ACCJC District Recommendation #1

700   Chancellor's Cabinet Meeting Minutes 12-03-12
701   Districtwide Enrollment Management Taskforce Charge
702   Districtwide Enrollment Management Taskforce Membership
703   Chancellor's Cabinet Meeting Minutes 11-26-12
704   Chancellor's Cabinet Meeting Minutes 04-17-13
705   Chancellor's Cabinet Meeting Minutes 04-29-13
706   Chancellor's Cabinet Meeting Minutes 05-20-13
707   Grant Process Task Force Members
708   Grant Process Task Force Notes
709   Grant Process Task Force - Initial Grant Proposal Outline
710   Grant Process Task Force - Grant Application Approval and Submittal Process
711   Grant Process Task Force – Notice of Intent to Apply Form
712   Chancellor's Cabinet Meeting Minutes 06-24-13
713   Chancellor's Cabinet Meeting Minutes 05-06-13
714   Chancellor's Cabinet Meeting Minutes 05-13-13
715   District Decision Making Taskforce (DDMT) Charge and Membership
716   2013 Decision Making Resource Manual
717   2012-2016 SCCCD Strategic Plan
718   Board of Trustee Retreat Agenda; March 22-23, 2013
719   SCCCD Strategic Plan Timeline
720   Board of Trustees Minutes 07-02-13
721   2013-2017 Fresno City College Strategic Plan
722   2013-2017 Reedley College Strategic Plan
723   2013-2017 Willow International Community College Center Strategic Plan
724   Chancellor's Cabinet Meeting Minutes 04-01-13
725   2012-2013 Integrated Planning Model
726   2012-2013 Integrated Planning Manual
727   Chancellor's Cabinet Meeting Minutes 10-29-12
728   2012-2016 District Strategic Plan Objective Matrix
729   Strategic Plan Matrix
730   Society for College & University Planning (SCUP) Institute Decision Package
731   Chancellor's Cabinet Workgroup Meeting Summary 12-10-12
732   Chancellor's Cabinet Workgroup Meeting Summary 01-07-13
733   Chancellor's Cabinet Meeting Minutes 12-17-12
734   2013 Society for College & University Planning (SCUP) Conference Sign-In Sheets
735   2012-2013 Administrative Services Unit Annual Operational Plan(s)
736   2012-2013 Administrative Services Unit Review Guide and Report Template
737   Administrative Services Unit Review Timeline
738   The Linkage Reports
739   Board of Trustees Minutes 01-08-13
740   Board of Trustees 2nd Annual Strategic Conversation Presentation 01-08-13
741   Chancellor's Cabinet Meeting Minutes 01-07-13
742   Chancellor's Cabinet Meeting Minutes 01-14-13

13

743   Chancellor's Cabinet Meeting Minutes 02-04-13
744   Strategic Conversation #2 Email All dated 2-11-13
745   2013 Strategic Conversation Evaluation
746   Communications Council Meeting Minutes 10-30-12
747   District Strategic Planning Committee Minutes 04-26-13
748   Districtwide Facilities Planning Committee Agendas and Minutes
749   Chancellor's Cabinet Meeting Minutes 10-01-12
750   Districtwide Technology Task Force Membership and Charge
751   Chancellor's Cabinet Meeting Minutes 10-15-12
752   Chancellor's Cabinet Meeting Minutes 10-22-12
753   Districtwide Technology Task Force Meeting Minutes
754   Districtwide Technology Plan Writing Teams
755   Districtwide Technology Committee Operating Agreement
756   Annual SCCCD Technology Summit 05-29-13
757   Jim Gaston Biography and YouTube Presentation available
       at: http://www.youtube.com/watch?v=nnDgxR32hW4
758   Campus Works Summary and Sign in Sheet
759   Candidacy Letter from ACCJC dated March 6, 2013
760   ACCJC Letter for Initial Accreditation Review dated April 4, 2013
761   Board of Trustees Agenda Item: Changing the Reporting Relationship of the President, Willow
       International Community College District 07-02-13
762   Chancellor's Cabinet Meeting Minutes 03-25-13
763   Email from Julie Adams, Executive Director of Academic Senate for CA Community Colleges
764   Willow International Academic Standards Committee Operating Agreement
765   Willow International Ad Hoc Curriculum Committee Operating Agreement
766   Willow International Equivalency Committee Operating Agreement
767   Willow International Academic Senate Meeting Minutes Spring 2013
768   District Decision Making Task Force Minutes
769   Signature Programs Task Force Charge
770   Signature Programs Task Force Minutes 12-14-12
771   Signature Programs Task Force Minutes 01-17-13, 02-21-13,03-07-13, 04-24-13, 05-16-13
772   Draft Signature Program Definition
773   Chancellor's Cabinet Meeting Minutes 03-04-13
774   Resource Allocation Model Open Forum Notes
775   Chancellor's Cabinet Workgroup Meeting Summary 10-29-12
776   Chancellor's Cabinet Meeting Minutes 11-05-12
777   District Resource Allocation Model Taskforce Minutes 01-25-13
778   District Resource Allocation Model Taskforce Membership
779   Chancellor's Cabinet Workgroup Meeting Notes 12-03-12
780   Communications Council Meeting Minutes 12-04-12
781   Communications Council Meeting Minutes 02-26-13
782   District Budget and Resource Allocation Model Taskforce Minutes 01-11-13
783   District Budget and Resource Allocation Advisory Committee Operating Agreement
784   District Resource Allocation Model Taskforce Minutes Spring 2013
785   District Budget Resource Allocation Advisory Committee Meeting Minutes 05-10-13 (Draft)
786   Human Resources Staffing Plan Taskforce Charge

14

787   Human Resources Staffing Plan Taskforce Charge Memo from Dr. Blue dated 10-30-12
788   Human Resources Staffing Plan Taskforce Minutes 11-07-12
789   Human Resources Staffing Plan Taskforce Minutes
790   2013-2016 Equal Employment Opportunity Plan
791   Draft SCCCD Human Resources Staffing Plan Section 3: Context, Factors, Challenges and
       Constraints
792   SCCCD Research Group Agendas and Minutes
793   SCCCD Policy and Procedures for Research with Human Subjects
794   Districtwide Research Priorities
795   Chancellor's Cabinet Meeting Minutes 06-17-13
796   C6 Consortia Grant Research Assistant Job Announcement
797   District Strategic Planning Committee Minutes 04-12-13
798   ASUR Response Team Membership
799   Chancellor's Cabinet Agenda 06-24-13
800   Chancellor's Cabinet Meeting Notes 06-24-13
801   Chancellor's Cabinet Agenda 08-05-13
802   Chancellor's Cabinet Meeting Notes 08-05-13
803   Chancellor's Cabinet Agenda 08-26-13
804   Chancellor's Cabinet Meeting Notes 08-26-13
805   Chancellor's Cabinet Meeting Agenda 09-09-13
806   Chancellor's Cabinet Meeting Notes 09-09-13
807   Datatel (Ellucian) Action Planning e-mail notice
808   Action Planning Agenda; September 4-5, 2013
809   DBRAAC Resource Allocation Model
810   Board of Trustees Agenda: 03-05-13
811   Board of Trustees Meeting Minutes; 03-15-13
812   District Enrollment Management Taskforce (DEMT) Timeline
813   Chancellor's Cabinet Meeting Notes; 09-23-13
814   Board of Trustees Agenda: 09-17-13
815   WI Program Review & Student Learning Outcomes Assessment Committee Operating Agreement
816   WI PO-SLO Minutes: 09-13-12
817   WI PO-SLO Minutes: 09-20-12
818   WI PO-SLO Minutes: 10-17-12
819   WI PO-SLO Minutes: 11-26-12
820   WI PO-SLO Minutes: 05-01-13
821   WI Academic Senate Duty Day Minutes: 08-08-13
822   Communications Council Notes: 09-24-13

15

Reedley College

Follow-Up Report

Submitted by

Reedley College

955 N. Reed Avenue

Reedley, California 93654

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 2013

1

Certification of the Institutional Follow-Up Report

DATE: 10/10/13

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: Reedley College
995 North Reed Avenue
Reedley, CA 93654

This institutional Follow-Up Report is submitted to demonstrate that the institution has addressed the recommendations noted by the ACCJC, fully resolved deficiencies, and continues to meet accreditation standards.

We certify that there was broad participation by the campus community, and we believe this follow up report accurately reflects the nature and substance of this institution.

Signed:

_____

Ms. Isabel Barreras   President, Board of Trustees, SCCCD

_____

Dr. Deborah G. Blue   Chancellor, SCCCD

_____

Dr. Sandra Caldwell   President, Reedley College

_____

Dr. Michael White   Accreditation Liaison Officer

_____

Mr. Jeff Ragan   President, Academic Senate

_____

Mr. Nathan Saari   President, Classified Senate

_____

Ms. Viviana Acevedo   President, Associated Student Government

2

Table of Contents

Report Preparation

Information concerning Reedley College's removal from Warning status with the ACCJC was communicated to the campus community on February 14, 2013. As directed in the Commission letter dated February 11, 2013, the Follow-Up Report, Follow-Up Visit Report, and Commission action letter was immediately available to signatories, the Board of Trustees, the district chancellor as well as campus and local community members through emails and the college website [928]. The interim president also included these documents in his weekly email to the Reedley, Madera, and Oakhurst faculty, staff, and administrators [904].

Reedley College began its preparations for this Follow-Up Report in March 2013 in response to the recommendations cited in the letter removing Warning status and reaffirming accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) dated February 11, 2013. The then-interim president led the conversation about the process, responsible parties, evidence collection, and adequate resource support.

The then-interim president identified a small group of the original 2011 self study Accreditation Steering Committee to help prepare this follow-up report. This group included the faculty co-chair for the 2011 self study, the vice president of student services (as Accreditation Liaison Officer), the college president, the vice president of administrative services, and the program review and student learning outcomes coordinator. The Vice Chancellor of Educational Services & Institutional Effectiveness, Dr. George Railey, provided assistance for the district recommendation response.

In June of 2013, a draft outline of the report was emailed to the above participants with a request for comments. In July, a first draft of the response to College Recommendation 1 (CR1) was emailed to a working group from the Accreditation Steering Committee for feedback. The draft was sent to Dr. Railey and the district office writing team on August 1, 2013.

The district compiled a draft of the response to District Recommendation 1 (DR1) on August 7, 2013, and it was combined with the response to CR1 on August 20, 2013. The combined response from both district and college recommendations was sent to constituent groups for review and feedback on August 20, 2013. Feedback was received from constituent groups and worked into the document between September 12-20, 2013, and approval on the combined response was received by all constituent groups by September 20, 2013 [958, 959, 960 pg. 1]. A final draft was created and sent to the Board of Trustees for review on September 13, 2013.

Final changes and formatting to the response was completed on October 2, 2013, and the document was mailed to the ACCJC on October 11, 2013.

4

Evidence for the Report Preparation

904   M White email warning removal
928   Chancellor email to cabinet
958   ASG Minutes 8-29-13
959   RCAS Approval of Follow Up Response Email
960   Classified Senate Follow Up Approval email

5

Participants in Preparation of Reedley College Follow Up Report

Accreditation Liaison Officer

Michael White - Administration

Accreditation Follow Up Report Subcommittee/Working Group

Michael White (Co-chair) - Administration
Anna Martinez (Co-chair) - Faculty
Sandra Caldwell - Administration
Jan Dekker - Administration
Donna Berry - Administration
Sarina Torres - Classified
Eileen Apperson - Faculty

College Council

Viviana Acevedo - Student
Maria Ortiz - Faculty
Donna Berry - Administration
David Clark - Administration
Mary Helen Garcia - Classified
Nate Saari - Classified Senate
Ryan LaSalle - Academic Senate
Stephen "Jay" Leech - Faculty
Lisa McAndrews - Administration
Brett Nelson - Classified
Jeff Ragan - Faculty
Stephanie Curry - Faculty
Jessy Torres - Student
Juan Tirado - Classified
Michael White - Administration

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Sandra Caldwell - Administration
Linda Cooley - Faculty
Michelle Johnson - Classified
Eileen Apperson - Faculty
Sarina Torres - Classified
Cynthia Elliot - Faculty

2013-2014 Academic Senate

Jeff Ragan - Faculty
Bill Turini - Faculty
Pam Gilmore - Faculty
Rick Garza - Faculty

6

Lore Dobusch - Faculty
Stephanie Curry - Faculty
Jay Leech - Faculty
George Cartwright - Faculty
David Richardson - Faculty
David Lopes - Faculty
Richardson Fleuridor - Faculty
Michelle Stricker - Faculty
Everett Sandoval - Faculty
Jack Hacker - Faculty
Brian Fonseca - Faculty
David Meier - Faculty
Francine Underwood - Faculty
Linda Cooley - Faculty
Ryan LaSalle - Faculty
Jason Asman - Faculty
Marv Watts - Faculty
Jim Gilmore - Faculty
Gracie Spear - Faculty
Case Bos - Faculty
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Jan Zigler - Faculty
Franchesca Amezola - Faculty

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Stephanie Doyle - Classified
Luanne Aldape - Classified
Corinna Lemos - Classified
Juan Tirado - Classified
Rene Hernandez - Classified
Barbra Mendoza - Classified
Jeff Arends - Classified
Michelle Johnson - Classified
Mary Lou Wright - Classified
Mia Navarro - Classified
George Sanchez - Classified
Jim Mulligan - Classified
Julie Current - Classified
Claudia Hernandez - Classified
Yolanda Garcia - Classified
John Cunningham - Classified
Jason Meyers - Classified

2013-2014 Associated Student Government

Viviana Acevedo - Student
Angelica Flores - Student

7

Alyssa Najera - Student
Miguel Flores - Student
Gabriela Campos - Student
Gloria Sauceda - Student
Nick Turner - Student
Dionisio "Javier" Simon - Student
Abel Arevalo - Student
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Cristian Solorio - Student
German Cervantes - Student
Monique Lozano - Student
Liz Juarez - Student

District Recommendation Follow Up Report Writing Team

Jothany Blackwood - Administration
George Railey - Administration
Janet Barbeiro - Classified
Patricia Gonzalez - Classified
Cyndie Luna - Faculty

8

Timeline for Preparation of the Response and Submission of the Follow-up Report

Date	Activity
February 14, 2013	College learns of removal of Warning status and is made aware of the required follow-up visit and follow-up report. College communicates news of removal of Warning status and reaffirmation of accreditation to campus community via email and website, as directed in the Commission's February 11, 2013 Action Letter.
March 13, 2013	A subcommittee of the Accreditation Steering Committee meets to begin work on follow up report.
May 22, 2013	An outline of the follow up report is emailed to the subcommittee for review and comments.
July 15, 2013	A first draft of the response to College Recommendation 1 (CR1) is emailed for feedback to working group from Accreditation Steering Committee.
August 1, 2013	An updated draft of CR1, incorporating comments from members of the steering committee working group, is emailed to Dr. George Railey at the district office.
August 7, 2013	District forwards its latest draft of District Recommendation 1 (DR1) to the colleges for incorporation into the overall response.
August 16, 2013	Working group meets to discuss comments on latest draft and plans to edit/finalize an updated draft of overall response to send to constituent groups.
August 20, 2013	A revised draft is sent to constituent groups for feedback and approval.
August 6, 2013	Representatives from the district follow-up response writing team, the Reedley College writing team, and Willow International meet to polish and revise the district follow-up response.
September 11, 2013	Feedback and approval of the follow-up response is received from Academic Senate.
September 12, 2013	The Reedley College writing team meets to incorporate Academic Senate feedback into the follow-up response.
September 13, 2013	A revised final draft of the follow-up response sent to the Board of Trustees.
September 20, 2013	Feedback and approval is received from all constituent groups.
October 2, 2013	Final changes are made to response, copies of response are prepared for ACCJC and team and flash drives are created.
October 11, 2013	College mails the report to the commission and visiting team in preparation for follow-up visit.

9

Responses to Team and Commission Recommendations

District Recommendation 1

"In order for the colleges and district to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all district stakeholders to coordinate long-term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing and aligning district and college plans and planning processes in the following areas:

- district strategic plan
- facilities
- technology
- organizational reporting relationship of centers
- location of signature programs
- funding allocation
- human resources
- research capacity

(Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III.A.2, III.A.6, III.B.1.a,III.B.2.b, III.C.2, III.D.1, IV.A.5, IV.B.3.a, IV.B.3.c)

Response to District Recommendation #1

Introduction

Districtwide coordination and planning continues to be at the forefront of State Center Community College District's strategic planning efforts. The districtwide governance process provides the framework for the ongoing integrated planning that has occurred and continues to address each of the areas listed in the Commission's recommendation. Ultimately, the alignment of districtwide planning efforts achieves an integrated, system approach to planning that will continue to serve the State Center Community College District (SCCCD) community and its students (700).

Several taskforces are in place and committees have been formalized to support integrated planning and facilitate districtwide dialogue. Others have been added including the Districtwide Enrollment Management Committee, the District Decision Making Taskforce, the Integrated Planning Workgroup (a subcommittee of the District Strategic Planning Committee (DSPC), and the Districtwide Grants Process Workgroup.

The Enrollment Management Committee was developed in spring 2013. The committee's charges include defining enrollment management, assessing and recommending districtwide policies and procedures affecting enrollment management, and developing a districtwide strategic enrollment management plan guided by the district strategic plan in order to support student success. The charge and membership of the committee was reviewed and approved by Chancellor's Cabinet on

May 20, 2013 and will be vetted by constituent groups fall 2013 (701-706, 812). The first meeting was held September 10, 2013 (822).

The District Decision Making Taskforce (DDMT) began meeting in fall 2012 and was charged with developing a draft Decision Making Resource Manual (712-716, 727, 768). Upon completion of the manual, DDMT will dissolve and Communications Council will conduct an annual review of the manual. The manual describes how district decisions are made with the intent of improving communication and trust districtwide. The manual is currently being reviewed by Chancellor's Cabinet and is scheduled to go to Communications Council and all constituent groups for recommendations in fall 2013 (799-804).

District Strategic Plan

The 2012-2016 State Center Community College District (SCCCD) Strategic Plan (717) was adopted by the Board of Trustees in July 2012 and has been implemented. In accordance with the SCCCD Strategic Plan Timeline, the colleges and centers updated campus level plans for a 2013-2017 cycle (705, 719, 747). The updated plans were presented and approved by the Board of Trustees at the July 2, 2013 Board of Trustees meeting (720-723).

The 2012-2013 Integrated Planning Model and 2012-2013 Integrated Planning Manual was approved by Chancellor's Cabinet on August 26, 2013. It was presented at Communications Council in September 2013 and the Board of Trustees on October 10, 2013 to provide a status update. It will go to the Board of Trustees for a first reading on November 7, 2013 and for a second reading and action on December 10, 2013. Once approved, the model and manual will guide districtwide integrated planning, allocation of resources for planning initiatives, and evaluation of planning processes. In addition to an annual review, the manual will be updated every four years in coordination with the district strategic planning cycle (704, 712, 724-726, 746, 797). The development and review of the manual is under the leadership of the District Strategic Planning Committee (DSPC), whose membership reflects all constituent groups across the colleges, centers and the District Office.

The 2012-2016 Strategic Plan Objectives Matrix was developed in spring 2012 by the DSPC to be utilized at the district and campus levels. Prior to implementation, it was reviewed and revised by members of Chancellor's Cabinet and districtwide institutional research offices. To ensure accountability, the matrix identifies action steps, baseline and success measures, timelines for implementation, and responsible parties for each strategic goal and objective. Chancellor's Cabinet approved the matrix in October 2012 (705, 727-728, 747, 797).

A 2013-2014 Decision Package provided funding for the Society for College and University Planning (SCUP) to train and certify districtwide leaders in integrated planning (730). Thirty-three faculty, staff, and administrators who are actively engaged in district and campus-level planning were selected to participate in the SCUP Planning Institute. The SCUP Institute Steps I and II was held in spring 2013, and the SCUP Institute Step III is scheduled for October 10-11, 2013 (714,

11

731-734). Upon completion of the three-step planning institute in fall 2013, the 33 participants will receive SCUP certification in integrated planning.

To facilitate continual improvement and planning, the District Office began participating in District Office Administrative Services Unit Review (ASUR). The purpose of the centralized services program review is to assess all District Office units for continual quality improvement. The first cycle of ASUR began in fall 2011, and all district units will participate in a four-year cycle (735-737). The review analyzes progress and sets unit goals toward established standards, achieving the SCCCD mission, and supporting district goals and objectives.

As a result of ASUR, in fall 2012 all district units began to develop annual operational plans that connect planning priorities to budget allocation. This process ensures annual planning for all units in order to effectively tie resource allocation to planning priorities as appropriate. The result is an ongoing, transparent planning process to facilitate the District Office meeting its unit and organizational goals (798).

A districtwide ASUR response team recommended that a Districtwide Grants Process Task Force be established to develop a districtwide process for initiating grant applications (707-708). The Notice of Intent to Apply (NOI) process was developed as a result of input from faculty and the Vice President's Council, which includes representatives from instruction, student services, and campus business operations (709-712). In addition, the NOI process will identify how grant outcomes will meet college and district strategic goals. This process was reviewed by Chancellor's Cabinet on September 9, 2013 (805-806) and was approved by Chancellor's Cabinet on September 30, 2013 (729).

To continue districtwide communication, The Linkage Report highlights progress toward integrated planning. The report also connects readers to referenced documents and relevant committee minutes including Chancellor's Cabinet, Communications Council (which is comprised of leadership from all constituent groups districtwide), and the Board of Trustees. The report was published through fall 2012 and is being redesigned as a quarterly report beginning fall 2013 (738).

The vice chancellor of educational services and institutional effectiveness presented a timeline and plan for the second Strategic Conversation to the Board of Trustees on January 8, 2013 (739-743). A Strategic Conversation is an informal but structured dialogue with the Board of Trustees and their internal stakeholders on a strategic or policy issue and has been utilized by some community colleges on a state and national level. The Strategic Conversation was held on March 5, 2013 (810-811) at Reedley College to facilitate discussion among the Board of Trustees and internal constituents on student success. Representatives from all constituent groups, including students, were invited to participate (744). The recommendations that emerged from the Strategic Conversation will be considered by the District Strategic Planning Committee as it reviews the district's Strategic Plan. An evaluation of the Strategic Conversation indicates that it was an effective means of gathering input for planning purposes (745). The district has extended this process to include planning outcomes and has effectively connected a Strategic Conversation to other district planning processes, including the district's 2012-2016 Strategic Plan (717).

12

Facilities

The Districtwide Facilities Planning Committee is comprised of districtwide membership from all constituent groups and continues to meet monthly to support districtwide planning. Topics have included the committee's operating agreement, technology infrastructure upgrades, the role of the campus facility plans, and the Facilities Master Plan. Discussion of the Master Plan included the prioritization of campus projects for future development (748). The committee will continue to meet per its schedule.

State Center Community College District (SCCCD) engaged the Counselors of Real Estate (CRE) and the CRE Consulting Corps, which is comprised exclusively of leaders in the field of real property advisory services, otherwise known as "real estate counseling." The focus of the CRE members' visit on September 16-17, 2013 was to develop a strategic action plan to guide property development issues facing the SCCCD. A primary goal was to develop an attainable and sustainable vision for leveraging real property assets to achieve our organizational mission.

The CRE Consulting Corps team will provide a fresh set of eyes to analyze and validate recommendations already under consideration, address the pros and cons of each option, and as appropriate, provide alternative recommendations. The CRE Consulting Corps will assist SCCCD in the development of an attainable vision for each college asset described herein with specific action steps to achieve that vision. The team will provide a road map outlining the sequence of appropriate action steps to successfully implement the strategic action plan. The team's review included site visits to the District Office, District Office North, Fresno City College, Willow International, Madera Center, Career and Technology Center (CTC), Reedley College, and the Southeast Center. The team's work included a two-day orientation and tour of the properties followed by interviews, data collection and analysis, subsequent site and market inspections, and thorough project evaluation culminating in a presentation to the Board of Trustees on September 17, 2013. A written report will be submitted within 60-75 days following the presentation to the Board of Trustees.

Technology

The Technology Task Force charge and membership was approved by Chancellor's Cabinet on October 1, 2012 (749-750). The task force's charge is to develop and implement a districtwide technology plan to assure that technology planning is integrated with institutional planning. The Technology Task Force met in October 2012 and continued to meet through the spring 2013. A small working group also continued to meet through summer 2013 (751-753). During that time, the task force developed a proposed Districtwide Technology Committee operating agreement with constituency representation and districtwide Technology Plan writing teams (754). The initial draft of the Districtwide Technology Committee operating agreement was submitted to campus constituent groups for review and feedback. Constituent group input was reviewed by the Technology Task Force, and modifications to the draft Districtwide Technology Committee operating agreement and membership were made. The draft was resubmitted to constituent groups for feedback in May 2013, and a revised document will be developed. The revised version will be submitted to Chancellor's Cabinet in December 2013 (755) and to Communications Council in

January 2014. It is scheduled for Board of Trustees approval in April 2014 and implementation in spring 2014.

In March 2013, Campus Works conducted a Technology Visioning session with the Board of Trustees, Chancellor's Cabinet, and constituent leaders from the colleges and centers (758, 718). The session assisted in developing a strategic direction to advance districtwide technology to support student success and organizational effectiveness. Campus Works conducted an additional session with management, faculty, staff, and students (758); and finalized their work at a special Board of Trustees meeting on September 17, 2013 (814).

As a result of the Campus Works session, in fall 2013, the technology department and the vice chancellor of educational services and institutional effectiveness led the development of a districtwide action plan. The action plan focuses on analysis of Datatel usage to improve efficiency and functionality of Datatel districtwide (807, 808).

The Office of the Vice Chancellor of Educational Services and Institutional Effectiveness led the annual Districtwide Technology Summit on May 29, 2013 (756). The summit provided technology training for districtwide technology staff and updates on campus level districtwide technology initiatives. Trends in educational technology were also presented by the director of information technology (IT) and academic systems at South Orange Community College District (757). The annual summit will serve as an opportunity for IT training as well as a venue for districtwide dialogue regarding the districtwide Technology Plan.

Organizational Reporting Relationship of Centers

Willow International Community College Center (WICCC) was granted Candidacy status effective March 6, 2013 (759). ACCJC sent a follow-up letter on April 4, 2013 requiring WICCC to "align the Governance Structure of the State Center Community College District to reflect the Center's status" (760). This requirement was met by action taken by the Board of Trustees on June 2, 2013 to change the reporting relationship of the campus president for WICCC to report directly to the chancellor and indirectly to the Reedley College president (720, 761).

In addition to the change in reporting structure, the WICCC Academic Senate was recognized as the 113th member senate by the Executive Committee of the statewide Academic Senate effective September 11, 2012 (762-763). The WICCC Academic Senate developed stand-alone committees with operating agreements for Academic Standards, Curriculum/Articulation, Equivalency, Program Review/SLO, and Flex Day (764-766, 815). The WICCC senate has been meeting twice a month since spring 2013, and the stand-alone committees began meeting fall 2013 (767, 816-821).

Location of Signature Programs

The Signature Programs Task Force is charged with recommending a process to guide the identification, support, and evaluation of new and existing signature programs; to compile a list of the terms required to ensure focused and productive discussions and planning to facilitate the development of a process to identify and assign signature programs districtwide; and to recommend

14

strategies to "showcase" signature programs so as to garner community support and external funding (769). The membership and charge of the Signature Programs Task Force was approved by Chancellor's Cabinet on October 1, 2012 (749, 751, 752). The Signature Programs Task Force met on December 14, 2012 and discussed the taskforce charge and definition of a signature program (770).

The task force met throughout spring 2013 and increased its membership to provide broader representation (771). A draft signature program definition, delineation criteria utilizing quantitative and qualitative data, and program application process was developed August 2013 (772, 773). The draft was presented to Chancellor's Cabinet on September 9, 2013 (805-806) and was returned for review on September 23, 2013 and September 30, 2013 (813, 729). It will also be presented to Communications Council on October 8, 2013 (823). The constituent groups will provide feedback to Communications Council by October 2013. The Signature Programs Taskforce will consider the recommendations and submit a revised draft to Communications Council by late November 2013. This draft will be reviewed by constituent groups prior to final review by Communications Council in January 2014 and Chancellor's Cabinet in February 2014. The document is scheduled to go to the Board of Trustees for final approval in April 2014. Upon approval, the signature program process will be implemented in spring 2014.

Funding Allocation

The vice chancellor of finance and administration held open forums at Fresno City College on October 10, 2012, Willow International Community College Center on October 12, 2012, the District Office on October 17, 2012, Reedley College on October 18, 2012, and the Madera Center on October 26, 2012 to present the draft budget allocation model for feedback and input (774). After the campus forums, Chancellor's Cabinet, Chancellor's Workgroup, and the District Resource Allocation Model Taskforce (DRAMT) reviewed the feedback received at the campus forums to provide additional feedback to the vice chancellor of finance and administration for the continuing work of the District Resource Allocation Model Taskforce (703, 775-777).

The District Resource Allocation Model Taskforce (DRAMT) transitioned (778) to the District Budget and Resource Allocation Advisory Committee (DBRAAC). The process started with Communications Council, Chancellor's Cabinet, and Chancellor's Workgroup review of the recommendations to the operating agreement from constituent groups at the colleges and centers in December 2012 (700, 779-780). The DBRAAC operating agreement was revised and approved by the DRAMT and forwarded to Chancellor's Cabinet for final approval on April 1, 2013 (781-783). Chancellor's Cabinet approved the DBRAAC Operating Agreement and moved forward with implementation and constituent representation from the campuses (724). In April 2013, constituent representatives from the campuses were appointed to the standing committee (713, 742, 781).

In spring 2013, DRAMT adopted a qualified consensus model to be used as the taskforce transitioned to a standing committee (782). The taskforce has held continuous dialogue of additional factors to be included in the district resource allocation model. During the discussion in spring

15

2013, the taskforce modified the draft resource allocation model to clarify the impact each additional factor would have on the resource allocation model (777, 784).

The first meeting of the Districtwide Budget and Resource Allocation Advisory Committee (DBRAAC) was held on May 10, 2013. The committee continued discussion of additional factors to be included in the resource allocation model (783, 785). On August 23, 2013, the DBRAAC reviewed and held consensus on a districtwide resource allocation model (809-1). The committee will continue to meet in the fall to review the resource allocation model narrative and forward to Chancellor's Cabinet, Communications Council and constituent groups for review and input. The resource allocation model and narrative will be presented to Board of Trustees in January 2014. The resource allocation model is scheduled to be implemented in the 2014-15 fiscal year.

Human Resources

In October 2012, Chancellor's Cabinet approved the charge of the Human Resources Staffing Plan Taskforce (727, 787). The taskforce was given a charge to engage in districtwide collaboration to make recommendations to Chancellor's Cabinet to ensure sufficient staffing resources are allocated for the effective operations of the colleges, centers, sites, and District Office/centralized services; integrate the college's, centers' and district's human resource staffing plans with other planning processes in the district; and ensure that human resources planning and decision-making processes at each college, center, site and District Office/centralized services align with districtwide human resources planning and resource allocation decisions (787).

The first meeting of the Human Resources Staffing Plan Taskforce was held on November 7, 2012. All constituent groups are represented on the taskforce. An overview of the process, ground rules, and charge were reviewed and discussed (788). In spring 2013, the taskforce reviewed the hiring, approval, and prioritization processes of the colleges, district employee demographic/staffing data, and staffing plans from other colleges to facilitate the development of a districtwide human resources staffing plan (789).

In fall 2013, the Human Resources Staffing Plan Taskforce will develop a draft plan to be reviewed by Chancellor's Cabinet and Communications Council in January 2014. After constituent group review, a final draft will go to Communications Council and Chancellor's Cabinet for approval. It is scheduled to go to the Board of Trustees for approval in July 2014 with implementation to immediately follow approval.

Research Capacity

The District Research Work Group, which is comprised of college and district researchers, met during fall 2012 and spring 2013 and will continue in the fall 2013 as per its schedule (792). The workgroup functions to connect district research services with campus research in order to address districtwide research needs. The workgroup developed the Districtwide Policy and Procedures for Research with Human Subjects at State Center Community College District (793). The policy was approved by Chancellor's Cabinet spring 2013 (706).

16

The workgroup addressed districtwide research agendas, including the development of a districtwide research methodology for prerequisite validation and districtwide research priorities (794). Chancellor's Cabinet approved the research priorities spring 2013 (795). Chancellor's Cabinet will be discussing the development of the research methodology for prerequisite validation fall 2013.

To increase research capacity, a permanent part-time research assistant was hired August 7, 2013 to meet the Central California Community Colleges Committed to Change (C6) consortia grant research outcomes. The researcher will assist the campuses with research to support student success (796). The research assistant is supervised by the vice chancellor of educational services and institutional effectiveness and is a member of the District Research Work Group.

Conclusion

In accordance with established timelines and through collaborative and ongoing dialogue, district and college plans and planning processes have been developed, aligned, and implemented. The colleges' 2013-2017 strategic plans align with the district's 2012-2016 Strategic Plan and were implemented in fall 2013. Ongoing dialogue has also led to the successful organizational reporting relationship of centers.

Committee structures have been finalized and committees have become operational in strategic planning, facilities, funding allocation, and research capacity. Current taskforces focused on enrollment management, technology, signature programs, and human resources will become operative as standing committees in 2013-2014.

Scheduled evaluation and planning processes are in place to ensure that districtwide dialogue continues, plans are successfully aligned, and processes are effective. These structures are designed to ensure that the district, colleges, and centers maintain a culture of dialogue, long-term planning, systematic cycles of evaluation, and continuous quality improvement.

Evidence for Response to ACCJC District Recommendation #1

700   Chancellor's Cabinet Meeting Minutes 12-03-12
701   Districtwide Enrollment Management Taskforce Charge
702   Districtwide Enrollment Management Taskforce Membership
703   Chancellor's Cabinet Meeting Minutes 11-26-12
704   Chancellor's Cabinet Meeting Minutes 04-17-13
705   Chancellor's Cabinet Meeting Minutes 04-29-13
706   Chancellor's Cabinet Meeting Minutes 05-20-13
707   Grant Process Task Force Members
708   Grant Process Task Force Notes
709   Grant Process Task Force - Initial Grant Proposal Outline
710   Grant Process Task Force - Grant Application Approval and Submittal Process
711   Grant Process Task Force – Notice of Intent to Apply Form
712   Chancellor's Cabinet Meeting Minutes 06-24-13
713   Chancellor's Cabinet Meeting Minutes 05-06-13
714   Chancellor's Cabinet Meeting Minutes 05-13-13
715   District Decision Making Taskforce (DDMT) Charge and Membership
716   2013 Decision Making Resource Manual
717   2012-2016 SCCCD Strategic Plan
718   Board of Trustee Retreat Agenda; March 22-23, 2013
719   SCCCD Strategic Plan Timeline
720   Board of Trustees Minutes 07-02-13
721   2013-2017 Fresno City College Strategic Plan
722   2013-2017 Reedley College Strategic Plan
723   2013-2017 Willow International Community College Center Strategic Plan
724   Chancellor's Cabinet Meeting Minutes 04-01-13
725   2012-2013 Integrated Planning Model
726   2012-2013 Integrated Planning Manual
727   Chancellor's Cabinet Meeting Minutes 10-29-12
728   2012-2016 District Strategic Plan Objective Matrix
729   Chancellor's Cabinet Meeting Agenda and Minutes 09-30-13
730   Society for College & University Planning (SCUP) Institute Decision Package
731   Chancellor's Cabinet Workgroup Meeting Summary 12-10-12
732   Chancellor's Cabinet Workgroup Meeting Summary 01-07-13
733   Chancellor's Cabinet Meeting Minutes 12-17-12
734   2013 Society for College & University Planning (SCUP) Conference Sign-In Sheets
735   2012-2013 Administrative Services Unit Annual Operational Plan(s)
736   2012-2013 Administrative Services Unit Review Guide and Report Template
737   Administrative Services Unit Review Timeline
738   The Linkage Reports

818   WI PO-SLO Minutes: 10-17-12
819   WI PO-SLO Minutes: 11-26-12
820   WI PO-SLO Minutes: 05-01-13
821   WI Academic Senate Duty Day Minutes: 08-08-13
822   Enrollment Management Agenda 9-10-13
823   Communications Council Agenda and Notes 10-08-13

21

College Recommendation 1

As recommended by the 2005 Accreditation Team and to build on its achievements to date in developing program review and improving institutional planning, the college should develop a practical, integrated planning model with the following characteristics:

1. A focus on a limited number of mid- to long-term initiatives to improve student learning and student support services.
2. A plan with concrete strategies and actions which are specific, measurable, attainable, results-oriented and time-based, and that specify individuals or groups responsible for their completion.
3. A process that clearly ties this planning model to the college's resource allocation processes.
4. Processes for regularly assessing not only the progress in achieving the goals of the plan but also the effectiveness of the integrated planning model itself.
5. A model that is inclusive of all institutional planning activities and that clarifies the functions of program review and the various resource committees.
6. A planning model that clarifies the relationship of the planning processes at Reedley College and the other planning processes of the State Center Community College District.

(Standards I.B.1 through I.B.7; II.A.2, II.B, II.C, liLA, III.A.6, III.B, III.B.2, III.C, IIIC.2, III.D, III.D.1, III.D.3, IV, IV.A, IV.A.l, IV.A.5, IV.B.1, IV.B.3.g.)

Descriptive Narrative

Reedley College has a strong commitment to educational quality, integrity, effectiveness, and student success. The college is confident that it has fulfilled each of the six characteristics of the integrated planning recommendation (College Recommendation 1) as evidenced by the implementation of the college budget allocation process.

The Reedley College budget allocation process is in place. It was piloted in spring 2013 and is currently being implemented to develop the 2014-2015 budget. The budget development process, which includes the Budget Development Planning Calendar and the Budget Request Worksheets, have been completed and approved by all of the college governance groups [901, 908 pg. 2, 929 pg. 3, 954 pg. 3, 963]. The Budget Committee took the following steps to ensure that all constituency groups had input into and understanding of the process:

1. The new budget request worksheets were presented to Academic Senate, Classified Senate, Strategic Planning Committee, and department chair meetings for input between October 2012 and January 2013 [931 pg. 2, 932 pg. 1, 940, 941 pg. 4].
2. Recommendations from these groups were evaluated by the Budget Committee and updates to the Budget Request Worksheet were made during January 2013 [942 pg. 2].

3. Detail was added to the budget development planning calendar to allow for ample feedback by the various constituency groups as the worksheet moved through the process during January 2013 [913 pg. 1, 942 pg. 3].
4. The pilot of the new budget process began with budget worksheet training sessions on how to complete the worksheets in early February of 2013 [934 pg. 2, 949].
5. Budget managers completed the worksheets and submitted them to Administrative Services division where they were consolidated into one spreadsheet and given to the Budget Committee for evaluation of the requests on February 28, 2013 [935].
6. Feedback and questions flowed back and forth between the Budget Committee and budget managers as the committee evaluated and prioritized the requests during March of 2013 [933, 936].
7. A short survey was sent to constituents who completed the budget worksheets to obtain feedback for improvement of the process during April of 2013 [914].
8. As a result of the budget process pilot, the Budget Committee updated the 2013 draft Reedley College budget principles, guidelines, and priorities. These revisions were reviewed by constituent groups for approval, and received final approval from College Council [908 pg. 2]
9. The Budget Committee also made minor adjustments to the budget development planning calendar and forwarded to College Council for final approval on April 17, 2013 [908 pg. 2].
10. The Budget Committee developed a draft flowchart of the overall Reedley College allocation process and a revised flowchart of the budget allocation process in May of 2013 [913 pg. 2].
11. A tentative budget for 2013-2014 was developed using results from the pilot budget allocation process and worksheets [947].
12. Because the Madera Center and Oakhurst Center were not part of the original budget process pilot, the college accountant/auditor invested several days in summer of 2013 working with administration and account technicians to train them on the new budget worksheet process [953 pg. 7-11, 956].
13. In fall 2013, the college began following the budget calendar and new budget allocation process. The vice president of administrative services (chair of Budget Committee) and faculty co-chair gave a presentation to faculty/staff on opening day [943], and training sessions were offered to budget managers to ensure all departments were aware of the process [943 pg. 6].

Reedley College has completed activities that, when linked to the budget allocation process, define institutional integrated planning. This new process now reflects true integrated planning across our institution:

1. The Strategic Plan – The 2013-2017 Strategic Plan is now complete having been reviewed by all constituent groups in spring 2013 [901, 919, 950 pg. 3, 963]. The Board of Trustees approved the plan on July 2, 2013 [944 pg. 15-16]. As proposed in the "next steps" of the Reedley College October 2012 Follow Up letter [906 pg. 36], internal scans

to complete the Strategic Plan were completed in the forms of a strategic workshop and a survey [915, 916, 920]. External scans were also completed in the forms of demographic research and two charrettes [917, 937 pg.10]. The previous strategic plan was also evaluated in preparation for revising the new strategic plan [939]. Information on the completion of the new plan was provided to faculty and staff on opening day of fall 2013, and a new brochure was created and all external partners who participated in the charrette received a printed copy (e.g. advisory groups or K-12 superintendents from feeder high school districts) [937]. The plan was also posted to the Reedley College website for the public. In order to tie the budget allocation process to the new plan, the budget worksheet includes a column where requests for funds are linked to a strategic plan initiative/goal and program review goal [902]. Each October, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to the strategic plan. Items requested are ranked according to their linkages to the strategic plan and substantiated program review goals.

2. Program Review – In the well-established process of program review, departments must indicate in their reports how their programs help support the college mission statement and strategic plan [911 pg. 12 & 21]. Student Learning Outcomes assessments are connected to budget allocations as reported within the program review reports (both the five-year and annual) [902, 911, 918, 938 pg. 2]. With the addition of the new budget allocation process, departments need to indicate on the budget worksheet how a request for funds links to a substantiated program review goal (a goal that has been deemed "substantiated" is one that the Program Review Committee has agreed is supported by evidence within a department's program review report) [902]. Each October, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to a department's program review report.

3. Educational Master Plan – An ad hoc group of College Council reviewed the Educational Master Plan (EMP) in spring 2013 [908 pg.2]. The Educational Master Plan Annual Progress Report identifies linkages to the strategic plan, and College Council will be finalizing its review in the fall of 2013 [903]. The report linked outcomes to the previous strategic plan while also developing action plans for the current 2013-2017 strategic plan cycle. The ad hoc committee will reconvene in September 2013 to review the report in an effort to connect the EMP to the new strategic plan, incorporate the new budget process, and to solidify a permanent committee to review/revise the Educational Master Plan. The EMP is intended to be a living document that will be more fully integrated into college processes. The budget flowchart that was developed along with the budget calendar illustrates how each plan/process at the college is linked to the EMP [913 pg. 2].

4. College Goals – During 2012-2013, the then interim president worked alongside College Council to develop 2012-2014 college goals [945]. The goals were practical in nature,

derived from the various planning work that was being done throughout the college on various committees. They were linked to the 2012-2016 as well as 2013-2017 Strategic Plan at the request of College Council [946]. The College Council members then took these goals to their constituents for vetting in spring 2013 [901, 929 pg.3, 963]. Linkages to college goals provide another opportunity for budget managers to tie funding requests to the college's overall planning processes, and the new budget flowchart shows how college goals fit in to the planning process as a whole [913 pg.2]. Each October, as shown on the budget development planning calendar, worksheets are submitted for verification and audit of linkages to the college goals [913]. The new President's Advisory Council is focused on prioritizing college goals based on the new strategic plan. In September 2013, the committee discussed what goals were the best "drivers" towards outcomes the college will make a priority to achieve this academic year [951].

5. Mission, Vision, and Values -- The college mission, vision, and values were reviewed and revised during two strategic planning charrettes in spring 2013 [917]. They were then reviewed by the campus constituent groups in spring 2013 and approved by the Board of Trustees in July 2013 [901, 908 pg.2, 944 pg. 15-16, 950 pg. 3, 963]. The revised mission, vision, and values were then linked to the product of the strategic planning charrettes. Along with college goals, the mission is illustrated as part of the planning processes of the college in the budget allocation flowchart [913].

The budget process now in place is the operational element of planning at Reedley College. The budget flowchart provides a good visual representation of this planning [913]. Additionally, college integrated planning processes coordinate with district planning activities and deadlines, as shown through the new budget development calendar [913 pg. 1]. With the revised Reedley College budget allocation process now in place campuswide, the college is confident that it has fully met College Recommendation 1.

The college has fulfilled each of the six sub parts of the integrated planning recommendation (College Recommendation 1) and has made even more substantive progress since the ACCJC team's visit in November 2012. The college has been deliberative in ensuring that the new budget allocation planning process ties to each of the recommendation sub parts and has operationalized integrated planning throughout the college.

1. **A focus on a limited number of mid- to long-term initiatives to improve student learning and student support services**. Reedley College has taken a grassroots approach to this goal by having faculty and student services managers link all funding requests to the college strategic plan, their own substantiated program review goals, and to college goals when they submit their budget requests [918]. Student learning and support services goals are included in the strategic plan, program review report, and college goals [945, 946]; and the Budget Development Calendar provides a visual representation of the budget development process [911 pg. 15, 17, 25, & 26, 913 pg.1, 937 pg. 6].

As an example of one of these initiatives, the Communication Department requested funds for various items needed for its long-term goal of establishing the new Communication lab. The department requested basic supplies such as staples, toner for the copier, dry erase markers, batteries for wireless presentation remotes, and cleaning products for student speeches. The department ensured that each request for a resource was linked to its substantiated program review goals and the college strategic plan, and funds for $208 were approved by College Council and the Budget Committee [902, 961 pg. 7].

Another example of a student services initiative was brought forward by library staff. Librarians requested $17,000 for library cards and books to update the library's collection. These requests were also clearly tied to strategic plan and program review goals and were approved by College Council and the Budget Committee [953 pg. 5-6, 962 pg. 7].

To ensure that the college is prioritizing these initiatives to improve student learning and student support services, the new President's Advisory Council met in September of 2013 to prioritize college goals based on the new strategic plan. The committee discussed what goals were the best "drivers" towards outcomes the college will strive to achieve this academic year [951].

2. **A plan with concrete strategies and actions that are specific, measurable, attainable, results-oriented and time based, and that specify individuals or groups responsible for their completion.** The college has completed the new 2013-2017 strategic plan, and from this point forward, funding requests from budget managers now require linkages to the new strategic plan. The college Strategic Planning Committee, in concert with the President's Advisory Council, has prioritized several of the 2013-2017 Strategic Directions and associated objectives for this year [951]. Each department's annual program review report includes specific, measurable, attainable, results-oriented, and time based strategies and actions that feed into the annual strategic plan cycle. The annual program review report includes identification of responsible parties, and metrics and deadlines are established within each individual department.

The integrated planning insert that is included in the Participatory Governance Handbook describes how these elements of college planning work together [905 pg. 17]. Integrated planning has been operationalized by the new budget allocation process. In spring 2013, Budget Committee members completed the pilot of the budget allocation process and made changes and updates to the process based on feedback from the survey and their own experience. The first of the budget worksheet requests were evaluated for substantiation to program review and the strategic plan [913, 933, 936]. In fall 2013, the changes were implemented as trainings have begun for fiscal year 2014-2015. The new allocation process completes the overall planning processes of the college, which includes an annual review of the strategic plan [952].

3. **A process that clearly ties this planning model to the college's resource allocation processes.** As stated previously, Reedley College has completed the activities that, when linked to the budget allocation process, define institutional integrated planning. The budget is now tied to several integral components of overall college planning including the strategic plan, program review, college goals, and the Educational Master Plan. The budget worksheet has been critical in this coordination.

   As an example, the Department of Building Services requested $20,000 above and beyond its annual allocation to purchase custodial equipment and supplies. The department linked its request to the strategic plan (citing direction seven regarding maintenance of appearance, functionality, accessibility, and safety of facilities) and its substantiated program review goals. The request was approved by College Council and the Budget Committee [953 pg. 3-4, 962 pg. 1].

4. **Processes for regularly assessing not only the progress in achieving the goals of the plan but also the effectiveness of the integrated planning model itself.** To ensure regular assessment of planning and that the Integrated Plan is updated to be consistent with the 2013-2017 Reedley College Strategic Plan, the Reedley College Strategic Planning Committee will have a first review of the plan, then make recommendations to College Council. In the October 15, 2012 Follow Up Report, Reedley College outlined one of its "next steps" stating, "The Reedley College Integrated Plan will be assessed and updated to be consistent with the 2013-2017 Reedley College Strategic Plan" [906 pg. 36]. To accomplish this, College Council has scheduled a review of the Integrated Plan for early fall of 2013 now that the Board of Trustees approved the college 2013-2017 Strategic Plan in July [944 pg. 15-16]. Additionally, the budget calendar will aid this assessment as the budget development process will also be continually evaluated [913 pg. 1]. The Budget Committee has determined that after the 2013-2014 cycle has completed (during March of the spring semester), it will reevaluate the process as part of a continuous cycle of improvement [913 pg. 1, 933 pg. 2, 955].

5. **A model that is inclusive of all institutional planning activities and that clarifies the functions of program review and the various resource committees.** Any request for funds from any program/department/unit must demonstrate on the budget worksheet how the requested resources tie to program review [918]. As depicted in the newly-created flowcharts, program review is a key element in the Budget Committee's deliberation when allocating funds to these units [909, 910]. The Budget Calendar describes when this process occurs in the annual planning and budget building process [913]. These documents allow all constituent groups and the public to understand college planning processes and resource allocation.

   An example of this process in action can be taken from results of cycle three of program review, fall 2012. The Art Department was in need of a replacement kiln and requested

$7,000 on the budget worksheet. The department tied the request to substantiated program review goals and the college strategic plan. The request was approved by College Council and the Budget Committee, and funds will be distributed once the art faculty member returns from sabbatical [953 pg. 1-2, 961 pg. 1].

6. **A planning model that clarifies the relationship of the planning processes at Reedley College and the other planning processes of the State Center Community College District (SCCCD).** The Reedley College strategic plan is now developed using a similar methodology and on a timeline that is coordinated with the district strategic plan. The current SCCCD strategic plan covers the time period 2012 – 2016 while the Reedley College strategic plan (approved spring 2013) covers 2013 – 2017 [919, 921]. By following one-year in arrears of the district plan, the college is able to intentionally map strategic goals and directions to those of the district. Reedley College's 2013-2017 Strategic Directions were intentionally mapped to the 2012-2016 State Center Community College District Strategic Directions [917]. The college strategic plan was first presented at the June 4, 2013 Board of Trustees meeting. The then interim president made a presentation at that meeting to explain the alignment of the district strategic plan and the Reedley College strategic plan [922, 923 pg.12]. The district Board of Trustees approved the college strategic plan as well the revised college mission and vision on July 2, 2013 [944 pg. 15-16].

   The new college budget development calendar aligns with the district budget development timeline [957]. This calendar demonstrates how college integrated planning coordinates with district planning efforts and a budget that is driven by state deadlines [913].

   Alignment of the district and college strategic plans has served to help clarify the relationship of the planning processes within operations across Reedley College campuses and the district as a whole.

Next Steps

Annual analysis of the budget allocation process – As identified on pg. 27, item 4, the Budget Committee has determined that after the 2013-2014 cycle has completed (during March of the spring semester), it will reevaluate the process as part of a continuous cycle of improvement.

Annual analysis of the Integrated Plan – Also mentioned on pg. 27, item 4, the Reedley College Integrated Plan will be assessed and updated to be consistent with the 2013-2017 Reedley College Strategic Plan. To accomplish this, College Council is reviewing the Integrated Plan this fall.

Annual analysis of the Educational Master Plan (EMP) – As mentioned on pg. 24, item 3, the EMP is intended to be a living document that will be more fully integrated into college processes. College Council is currently finalizing its review of the EMP Annual Progress Report, and the EMP ad hoc

committee is reconvening this semester to review the report in an effort to connect the EMP to the new strategic plan, incorporate the new budget process, and to solidify a permanent committee to review/revise the Educational Master Plan.

Evidence for Response to ACCJC College Recommendation #1

901   ASG Minutes 2.27.13
902   Sample budget worksheet Communication
903   2013 Combined Ed Master Plan Annual Report
904   M White email warning removal
905   Participatory Governance Handbook November 2013
906   RC Follow-up Final
908   College Council 04.17.13 Minutes
909   College Council Flowchart 2
910   Flow Chart FINAL
911   Program Review Cycle Three Revision
913   Budget Development Calendar
914   Spring 2013 Budget Survey Results
915   SP Survey
916   SP Survey Analysis
917   SP Charrettes
918   Budget worksheet BLANK
919   RC SP Complete Final Version 7.2.2013
920   Strategic Planning Workshop Agenda and Details
921   SCCCD SP
922   BOT Agenda 06.04.13
923   BOT Minutes 06.04.13
928   Chancellor Email to Cabinet
929   APPROVED RCAS Minutes 4-9-13
932   DC Meeting Notes 11.6.12
931   Classified Senate Meeting Agenda 11-19-2012
933   Budget Committee Meeting Notes 3-7-13
934   Budget Committee Meeting Notes 2-14-13
935   Budget Committee Meeting Notes 2-28-13
936   Budget Committee Meeting Notes 3-14-13
937   SP Brochure
938   DSPS Program Recommendations Annual Report Spring 2012
939   Previous SP summary report
940   Strategic Planning Committee Notes 12-10-12
941   APPROVED RCAS Minutes 10-23-12
942   Budget Committee Meeting Notes 1-24-13
943   Budget Process presentation 8 8 13
944   BOT minutes 7-2-13
945   College Goals 2012-2014
946   College Goals with linkage 2012-2014
947   RC Final Budget
948   Director of Technology budget request
949   Budget trainings 12-13
950   APPROVED RCAS Minutes 4-23-13
951   PAC Strategy Forum Summary
952   Reedley College Strategic Plan Annual Update 2013
953   Example Budget Worksheet Packet

954 Classified Senate Meeting Minutes 3-18-13
955 Budget Committee COA Draft - Revision 10.01.13
956 MC budget training Fall 2013
957 District Budget Timeline
961 Substantiated program goals 9 27 13
962 Noninstructional substantiated program review goals
963 Classified Senate document review email

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Approve the Willow   ITEM NO.   13-86
            International Community College Center
            Needs Assessment and Adopt Resolution
            to Establish an Independently Accredited
            College

EXHIBIT: Needs Assessment and Resolution No. 2013.28

Background:

To respond to tremendous growth and demand at the former Clovis Outreach Center, State
Center Community College District purchased a 110-acre site in 2003 to establish Clovis
Community College as the third independent college in the district. The Willow International
Community College Center/Clovis Community College opened on the 110-acre site in 2007 to
primarily serve northeast Fresno and the greater Clovis area.

There are two approval processes required to establish a new college. The first is the
accreditation process for initial accreditation through the Accrediting Commission for
Community and Junior Colleges, Western Association of Schools and Colleges
(ACCJC/WASC). The second is the formal approval process by the California Community
College Chancellor's Office (CCCCO). It is a multi-step process, requiring the district to submit
a letter of intent. The letter of intent was submitted in November 2008 and approved in July
2009. The next step is the development of a needs assessment study, which provides the findings
from a comprehensive analysis that demonstrates evidence of the need for the location and
establishment of new institutions and campuses of public higher education.

Since Willow International Community College Center was granted candidacy from the
ACCJC/WASC on March 6, 2013, it is appropriate to submit the Needs Assessment Study to the
California Community College Chancellors Office for approval as an independently accredited
college. It is also necessary to adopt Resolution No. 2013.28 establishing the need for the third
independently accredited college in the District.

Recommendation:

It is recommended the Board of Trustees officially adopt Resolution No. 2013.28 to establish the
third independently accredited college in the district and approve the Needs Assessment Study

for Willow International Community College Center (eventually to be called Clovis Community College).

Needs Assessment

Willow International Community College Center
State Center Community College District

September 2013

Prepared by:

NEEDS ASSESSMENT

FOR THE TRANSITION

OF

WILLOW INTERNATIONAL COMMUNITY COLLEGE CENTER

TO

CLOVIS COMMUNITY COLLEGE

September 2013

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Submitted to:
California Community College's Chancellor's Office

Table of Contents

A

B

Attachments and Reference Materials

C

List of Exhibits

D

E

PREFACE

The State Center Community College District (SCCCD) is moving forward with the process to achieve initial accreditation and community college status for the Willow International Community College Center (WICCC). In 2003, responding to growth and educational demand at the Clovis outreach center, the District completed acquisition of a 110-acre site for a permanent location of the WICCC. Willow International Community College Center opened in fall 2007 to primarily serve the northeast Fresno and greater Clovis area. Today, the WICCC is comprised of five buildings: Academic Center One, Child Development Center, Bookstore/Cafeteria, Academic Center Two, and Central Support, totaling over 179,000 Gross Square Feet (GSF). WICCC served 5,352 unduplicated headcount students and generated 1,613 Full Time Equivalent Students (FTES) in the fall 2012 term. The District acquired the current site of WICCC with the intention that although the campus would initially be an Educational Center, it would eventually transition to a comprehensive community college location.

Evidence of the SCCCD Board of Trustees support seeking community college status for the WICCC is provided in Attachment A.

WICCC provides comprehensive educational opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning. WICCC offers traditional classes during the day and evenings, as well as online classes. WICCC offers over 700 courses annually in 42 areas of study. In addition to its robust instructional offerings, the Center also provides a multitude of student services, including but not limited to, academic counseling, assessment testing, bookstore, career services, child development center, outreach and recruitment services, disabled students programs and services, early alert program, financial aid, health services, internet café, library learning resource center, scholarship resources, transfer services, tutoring services, veterans services, and writing center.

The WICCC has met the initial requirement of 2,000 annual FTES (1,000 fall term FTES) since initial operations began at the current site location during the 2007-08 academic year. To gain official community college status for WICCC, the District submitted a Preliminary Notice Letter informing the State of the intent to achieve college status in May 2008.

A copy of the Preliminary Notice Letter is provided in Attachment B.

Following submittal of the Preliminary Notice, the District prepared and submitted a Letter of Intent in November 2008. The Letter of Intent was approved in July 2009 by the State Chancellor's Office.

A copy of the Letter of Intent and the Approval Letter from the California Community College's Chancellor's Office is included as Attachment C.

The District prepared and submitted enrollment projections for WICCC to the Department of Finance and was awarded approval of the projections in August 2009. Due to a significant amount of time passing since the original Department of Finance approval of enrollment projections, the District revised their enrollment projections and resubmitted them to the Department of Finance. The updated enrollment projections for the WICCC received approval from the Department of Finance in August 2013.

Approval letters from the Department of Finance for both the original and updated enrollment projections are included in Attachment D.

This Needs Assessment serves as the final requirement to demonstrate need and allow for the consideration of official community college status for the Willow International Community College Center. If approved, it is the District's intent to rename WICCC as Clovis Community College.

CHAPTER I – INTRODUCTION

State Center Community College District

SCCCD was formed in 1964 when it assumed control of Fresno City College and Reedley College. The District serves approximately one million people and 18 unified and high school districts in more than 5,500 square miles of urban and rural territory. Total District enrollment in fall 2012 was over 34,000 students. State Center Community College District (SCCCD) provides comprehensive education and job training services primarily to residents of Fresno County, Madera County, and portions of Kings and Tulare Counties. The District is comprised of two accredited colleges, Fresno City College and Reedley College. In addition, the District governs four educational and outreach centers: Career & Technology Center in Fresno, Madera Center, Oakhurst Center, and Willow International Community College Center. The District also operates a number of community outreach programs in non-District owned facilities throughout its service area.

Exhibit 1.1 SCCCD Map with Locations

Source: SCCCD Website, http://www.scccd.edu/index.aspx?page=163
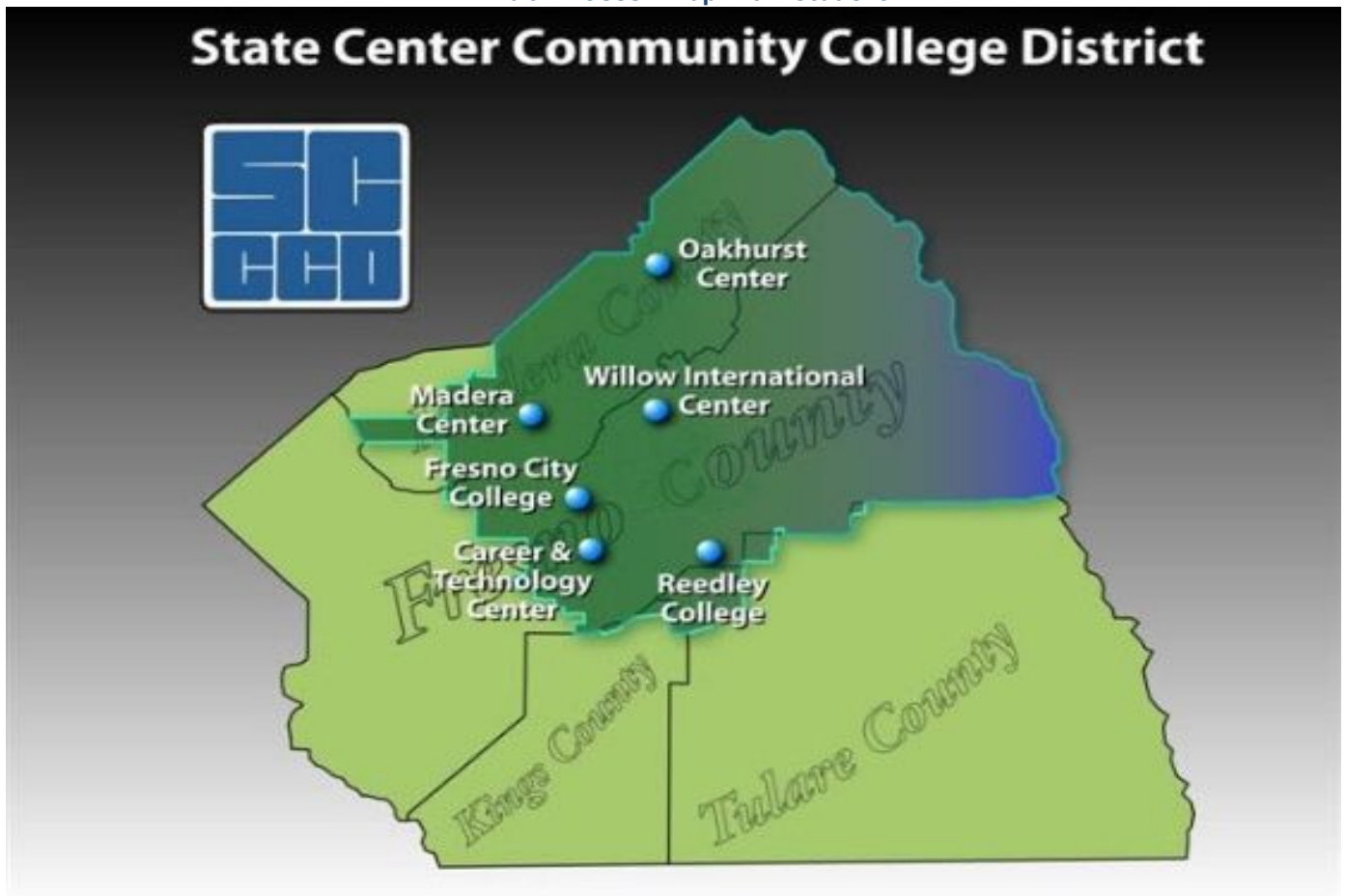
SCCCD is governed by a publicly elected seven-member Board of Trustees that represent seven geographic areas. The District's governing board is under the advisory supervision of the California Board of Governors, an agency that oversees higher education in California.   The governing board is responsible for setting policy direction, employing a chief executive officer as the institutional leader, acting as a link between the community and District, establishing the climate in which educational goals may be implemented, defining standards for institutional operations, assuring fiscal

stability, maintaining standards for personnel relations, monitoring institutional performance, and leading as a team. The Chancellor along with each campus President implements policies set by the governing board.

"State Center Community College District is committed to student learning and student success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees, university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry". SCCCD continues to abide by their mission statement by providing educational opportunities and services to meet demands from its service area communities. The District seeks to obtain official community college status for the WICCC, which will continue to provide comprehensive educational opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning.

The WICCC has been the District's fastest growing center location and is in the process of seeking initial accreditation status to become the District's third official college site. WICCC has exceeded the minimum threshold for enrollment and FTES requirements of a community college each academic year since operating at its current location during the 2007-08 academic year.   In April 2013, the WICCC received confirmation from the Western Association of Schools and Colleges (WASC) accrediting commission that it was granted Candidacy for Accreditation, and is now considered a college for purposes of accreditation. A copy of the accreditation letter is provided in Attachment E. If the California Community College's Chancellor's Office Board of Governors approves official community college status for WICCC, it is the District's intent to rename the location as Clovis Community College.

State Center Community College District Geography
Terrain
The State Center Community College District boundary is located within the San Joaquin Valley region, inclusive of Fresno and Madera Counties as well as the northeast portion of Kings County and northwest portion of Tulare County. The geographic region consists of large flat agricultural areas, in fact Fresno County is widely considered the most agriculturally rich area in the United States. The SCCCD geographic boundary is bordered on the west by coastal foothills and mountains and to the east by the Sierra Nevada Mountains. Major rivers in the area include the San Joaquin River, Fresno Slough, Fresno River, and Kings River.

District Service Areas and Distance
Each SCCCD location has a distinct primary service area unique to their surrounding communities. Service area spheres of influence are based on the density of population surrounding the location, proximity to higher education institutions, and predominant zip codes from which students reside. Although there is overlap amongst various District location service areas, it is important to recognize that the District offers distinct programs and services at each of its sites and many students attend classes at more than one campus. Additionally, Fresno City College enrollment is near its instructional capacity and due to overcrowding many residents within its service area look to other District locations to fulfill their educational needs. The District promotes tailoring programs and services at each campus location to meet the needs of its local community so service area overlap does not negatively impact enrollment any of its campus locations.

Fresno City College is located in Fresno, the largest metropolitan area in the San Joaquin Valley and the fifth most populated city in California. The primary service area for Fresno City College may be represented by a 5-mile sphere of influence extending from the College site. Reedley College is located in the central San Joaquin Valley approximately 30 miles southeast of Fresno, in a rural agricultural setting. The primary service area for Reedley College may be represented by a 15-mile sphere of influence extending from the College site. Willow International Community College Center is located in the northern portion of the cities of Fresno and Clovis, and is surrounded by suburban neighborhoods and rural countryside. The primary service area for WICCC may be represented by a 7.5-mile sphere of

2

influence extending from the Center's site. The Madera Center is located approximately 18 miles north of Fresno in a rural agriculturally rich area with sparsely populated areas. The primary service area for the Madera Center may be represented by a 10-mile sphere of influence extending from the Center's site. The Oakhurst Center is located in a suburban setting along the southern Sierra Nevada Mountains, just a few miles from the south gate of the Yosemite National Forest. The primary service area for the Oakhurst Center may be represented by a 20-mile sphere of influence extending from the Center's site. The Career and Technology Center in Fresno is a non-credit workforce training and development outreach location governed by Fresno City College. The Career and Technology Center is located in south Fresno, approximately 6.8 miles from Fresno City College. The primary service area for the Career and Technology Center may be represented by a 10-mile sphere of influence extending from the Center's site.

Exhibit 1.2 SCCCD Service Areas
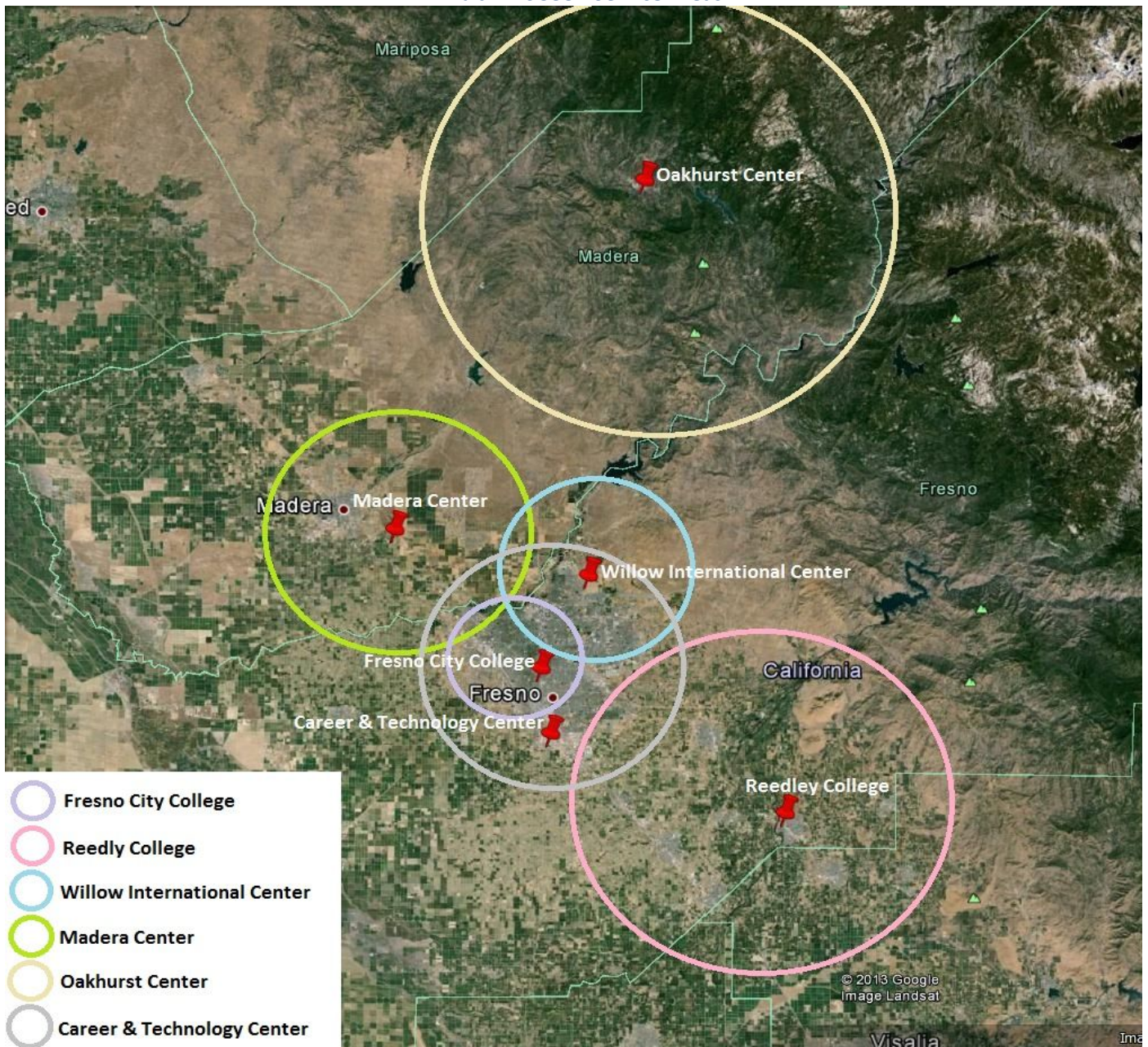
*Source: Google Earth; 2009 Educational Master Plan Information; TETER AE*

3

Willow International Community College Center Site and Facilities

Site Location

In response to community demand, in 2003, the District completed the acquisition of 110-acres of land located at Willow and International Avenues in Fresno. The WICCC site is located approximately 4.8 miles east of Highway 41 (Yosemite Freeway) and 4.8 miles north of Highway 168 (Sierra Freeway). There is a strong network of major surface streets surrounding WICCC, making the location easily accessible with various routes to campus. There is ample parking on campus for students and staff, with 2 surface parking lots located on opposite ends of the site.

Exhibit 1.3 WICCC Road and Highway Configuration Map
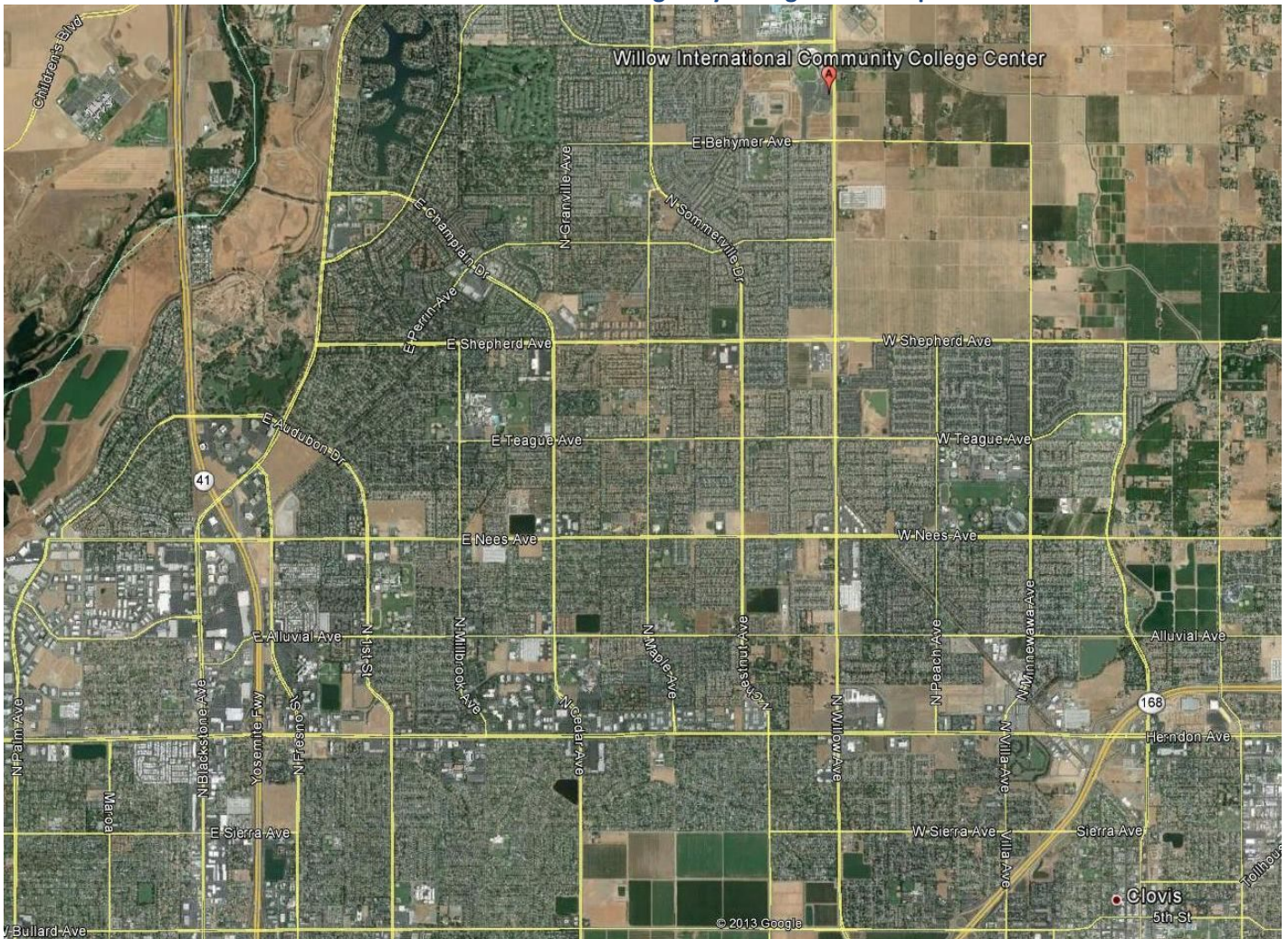
Source: Google Earth

The topography of land surrounding the WICCC is flat with the Sierra Nevada Mountains located approximately 30 miles northeast of the site. Population density surrounding the northern Fresno and central Clovis area is moderate, with 1,001 to 10,000 persons per square mile. Less moderate population density prevails within the northern Clovis portion of the service area, with 100 to 1,000 persons per square mile. Land uses surrounding the WICCC site is primarily single family residential.
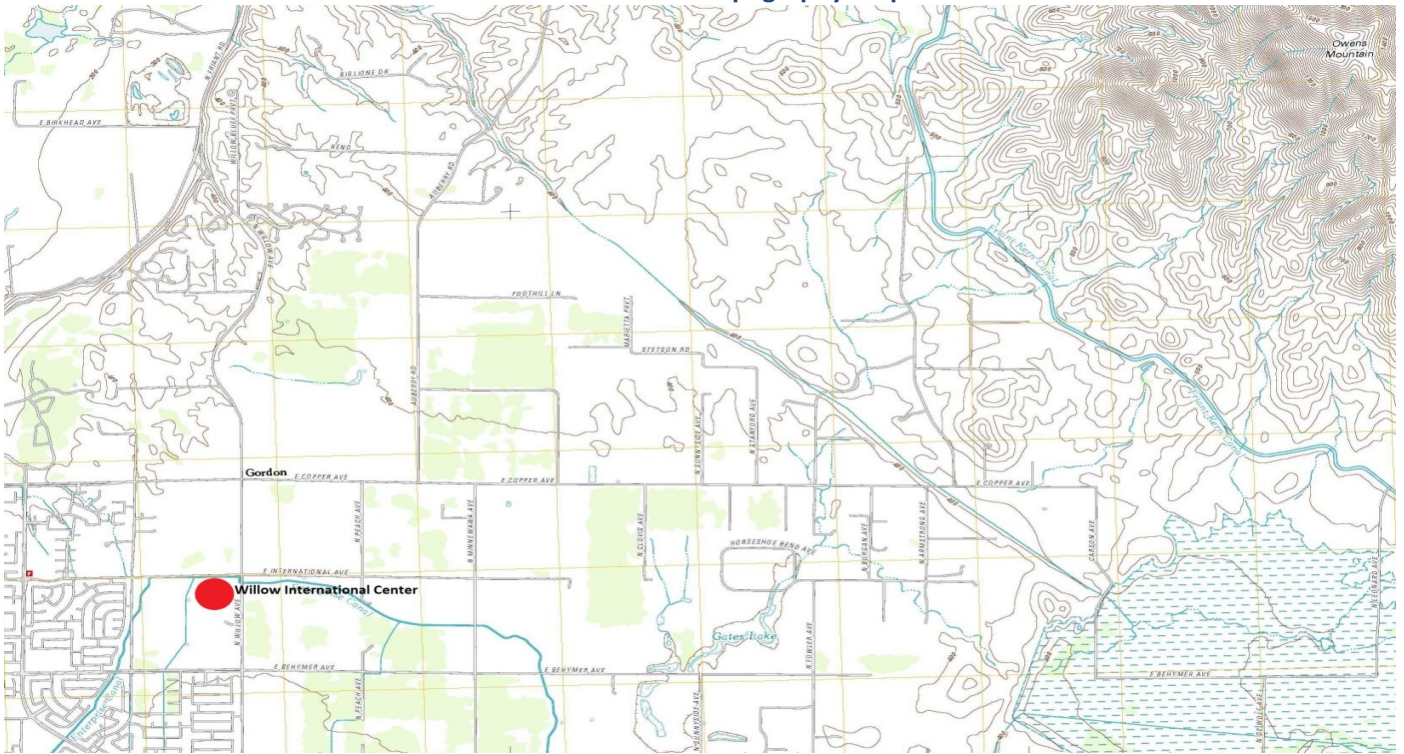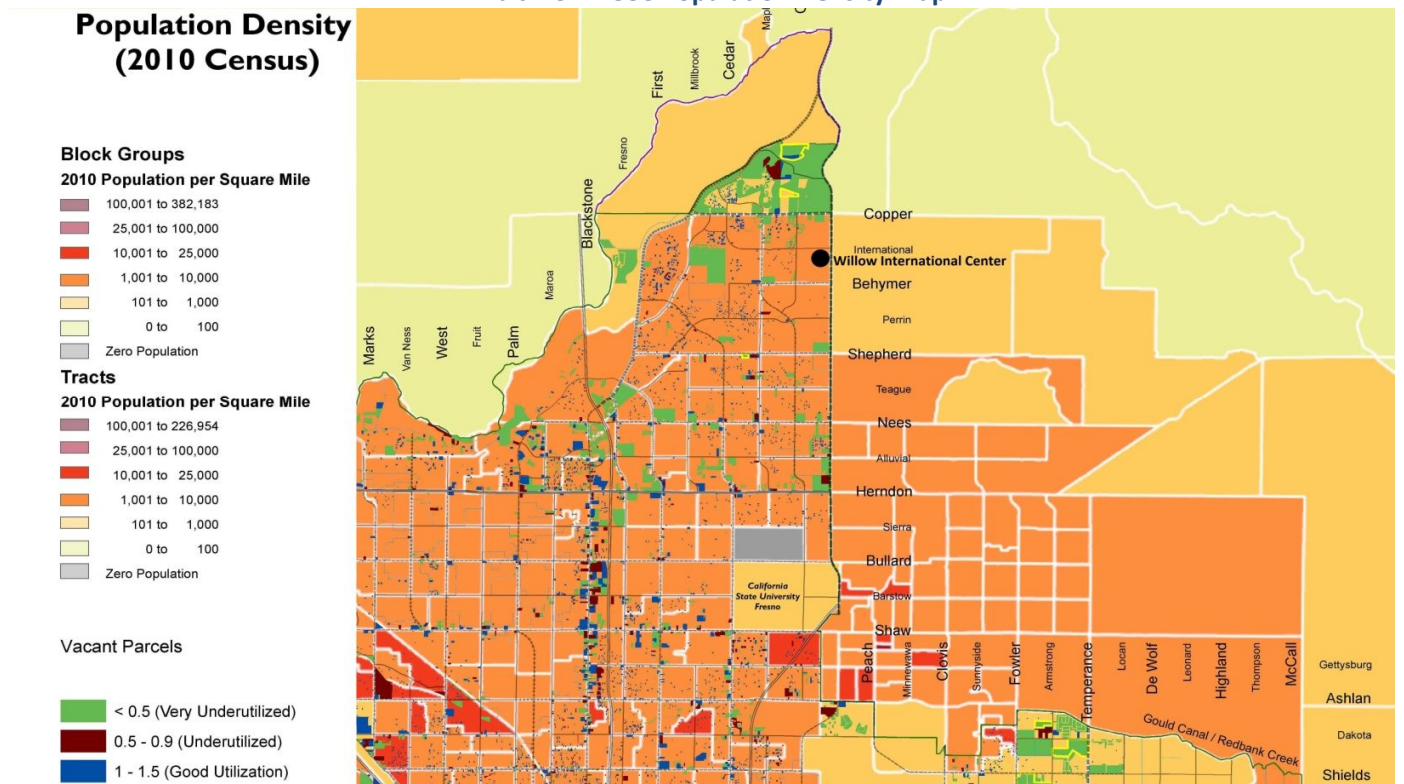
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Exhibit 1.4 WICCC Topography Map

Source: U.S. Geological Survey, Friant Quadrangle

Exhibit 1.5 WICCC Population Density Map

Source: City of Fresno, Census 2010 Population Density Map

Facilities

In 2004, the District utilized local bond and State Capital Outlay funds to start construction on the first phase of facilities at the current WICCC site. Phase one facilities at the Center included a 73,614 GSF Academic Center One and 5,057 GSF Central Support Plant. In addition, AB-16 (California Joint Use Facilities) legislation made funding available for construction of a 12,264 GSF Child Development Center through collaboration between the District and Clovis Unified School District (CUSD). By the fall 2007 academic term, the WICCC started instructional operations and served 4,679 unduplicated students while generating 1,343 FTES.

In 2008, a 6,720 GSF Bookstore/Cafeteria building was brought online at the WICCC site. In 2010, with funding from local bond and State Capital Outlay funds, an 81,674 GSF Academic Center Two building was added to the Center, increasing instructional and student support space capacity. Academic Center Two includes a counseling center, admissions and records office, financial aid office, library/learning center, assessment center, dance studio, fitness center, chemistry laboratories, biology laboratories, nursing skills laboratory, business services, distance learning areas, lecture hall, and classrooms. Due to programs and services moving from Academic Center One to Academic Center Two, several programs gained space capacity in both buildings, including tutoring services, associated student government, open laboratory space, and adjunct faculty office space.

Exhibit 1.6 WICCC Campus Map

Source: Willow International Center website; http://www.willowinternationalcenter.com/index.aspx?page=35

Support for a Community College

The District has historically received overwhelming community support for increased access to higher education opportunities to those residing in the northern Fresno and Clovis area. Since 1994, when the District opened its original Clovis Center on a 6.37-acre site in Clovis, there has been no shortage of demand for additional instructional opportunities at the site. With support from the Clovis and Northeast Fresno community, in 2002, voters approved a local bond measure that allocated over $36 million for the development of WICCC at its current site location. Although it was intended that the original Clovis Center be used for other purposes once the WICCC site became operational in 2007, due to community support and demand the Clovis Center site continued in operation for contract education offerings until eventually moving to the current Fresno City College site. Today, the Clovis Center site is utilized as a District operations center.

Support for establishing WICCC as a community college has been greatly supported by Clovis Unified School District (CUSD), the City of Clovis, the Kiwanis Club of Clovis, and Clovis Chamber of Commerce. The Clovis community recognizes the importance of an educated workforce and having local options for students to pursue their higher education goals is vital to the community. CUSD's Granite Ridge Middle School and Clovis North High School are located directly across the street from WICCC. There has been a rich history of cooperative planning for joint use of facilities and staff between the CUSD and WICCC. The prospect of establishing WICCC as a community college will enhance those collaborative opportunities.

The community support for obtaining community college status for the Willow International Community College Center has been overwhelmingly positive and has not received opposition from any community group or entity.

7

CHAPTER II – COMMUNITY PROFILE

Service Area Characteristics

WICCC generates enrollment from communities within its primary service area, which include cities, census designated places (CDP), and unincorporated areas (UI) within Fresno and Madera Counties. The primary service area includes Fresno, Clovis, Madera, Coarsegold, Sanger, Auberry, Kerman, Oakhurst, Prather, and Tollhouse. Unduplicated enrollment from these areas accounted for nearly 90% of unduplicated enrollment at WICCC during the 2012-13 academic year.

Exhibit 2.1 Primary Service Area Zip Codes

Zip Code	Area	County	Zip Code	Area	County
93602	Auberry, CA (CDP)	Fresno	93703	Fresno, CA	Fresno
93611	Clovis, CA	Fresno	93704	Fresno, CA	Fresno
93612	Clovis, CA	Fresno	93705	Fresno, CA	Fresno
93613	Clovis, CA	Fresno	93706	Fresno, CA	Fresno
93614	Coarsegold, CA (CDP)	Madera	93710	Fresno, CA	Fresno
93619	Clovis, CA	Fresno	93711	Fresno, CA	Fresno
93630	Kerman, CA	Fresno	93720	Fresno, CA	Fresno
93636	Madera, CA	Madera	93722	Fresno, CA	Fresno
93637	Madera, CA	Madera	93723	Fresno, CA	Fresno
93638	Madera, CA	Madera	93725	Fresno, CA	Fresno
93644	Oakhurst, CA (CDP)	Madera	93726	Fresno, CA	Fresno
93651	Prather, CA (UI)	Fresno	93727	Fresno, CA	Fresno
93657	Sanger, CA	Fresno	93729	Fresno, CA	Fresno
93667	Tollhouse, CA (UI)	Fresno	93730	Fresno, CA	Fresno
93702	Fresno, CA	Fresno	93737	Fresno, CA	Fresno

Source: SCCCD, Office of Institutional Research

Based on U.S. Census 2010 data, the above service area zip codes accounted for a total population of 822,233 persons in the year 2010. Service area population residing in Fresno County zip codes accounted for 75.58% of the total Fresno County population, while those residing in Madera County zip codes accounted for 78.89% of the total Madera County population.

Exhibit 2.2 Proportion of County Population in Service Area (2010)

County	Service Area Population	Total County Population	% of County in Service Area
Fresno	703,216	930,450	75.58%
Madera	119,017	150,865	78.89%
TOTAL	**822,233**	**1,081,315**	**76.04%**

Source: U.S. Census 2010

Service Area Population Estimates and Projections

Total population in the year 2010 is based on U.S. Census 2010 data for all zip codes included within the WICCC service area. Total population estimates/projections for years 2011 to 2025 are based on California Department of Finance (DOF) County population projections and the proportion of Fresno and Madera County populations included within the service area presented above.

The service area total population only increased by 13,123 persons from the year 2010 to 2012 (1.6%). However, from the year 2012 to 2015, the service area population is expected to increase by 39,559 persons (4.74%). From the year 2015 to 2020, the service area population is expected to increase by 81,087 persons (9.27%). By the year 2023, the service area population is expected to reach over 1,000,000 persons.

Exhibit 2.3 Service Area Population Estimates and Projections
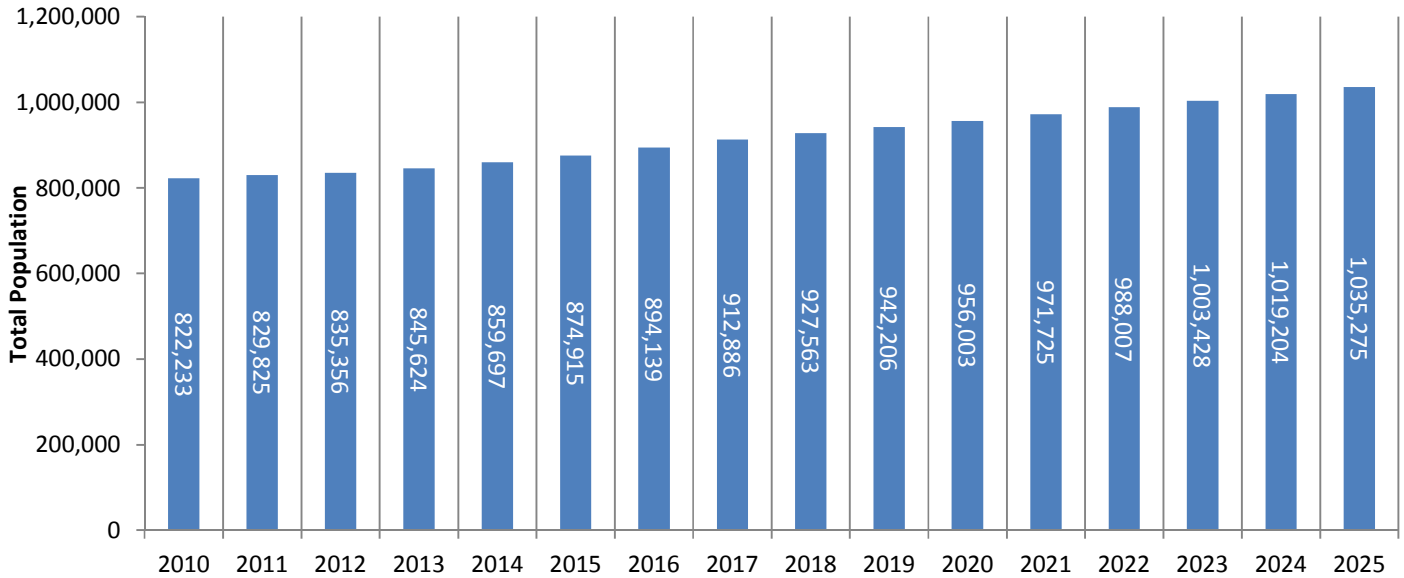
Source: U.S. Census 2010; Department of Finance, Demographic Research Unit (Report P-3); TETER AE

Service Area Demographics

In 2010, the WICCC service area population within the 19 and under age group accounted for 33.11% of the total population (272,204 persons). During the same year, the proportion of persons age 19 and under within Fresno and Madera Counties was 33.15% (358,453 persons). Service area population within the 50 and over age group accounted for 26.61% of total population (218,811 persons) in 2010, while the same age group accounted for 25.97% of population within Fresno and Madera Counties (280,774 persons). The primary age group of students at WICCC is those between 20 and 24 years old. The 20 to 24 age group accounted for 7.97% of the service area population (65,515 persons), and 7.98% of population within Fresno and Madera Counties (86,322 persons) in 2010.

Exhibit 2.4 Service Area and Fresno/Madera County Population by Age Group (2010)
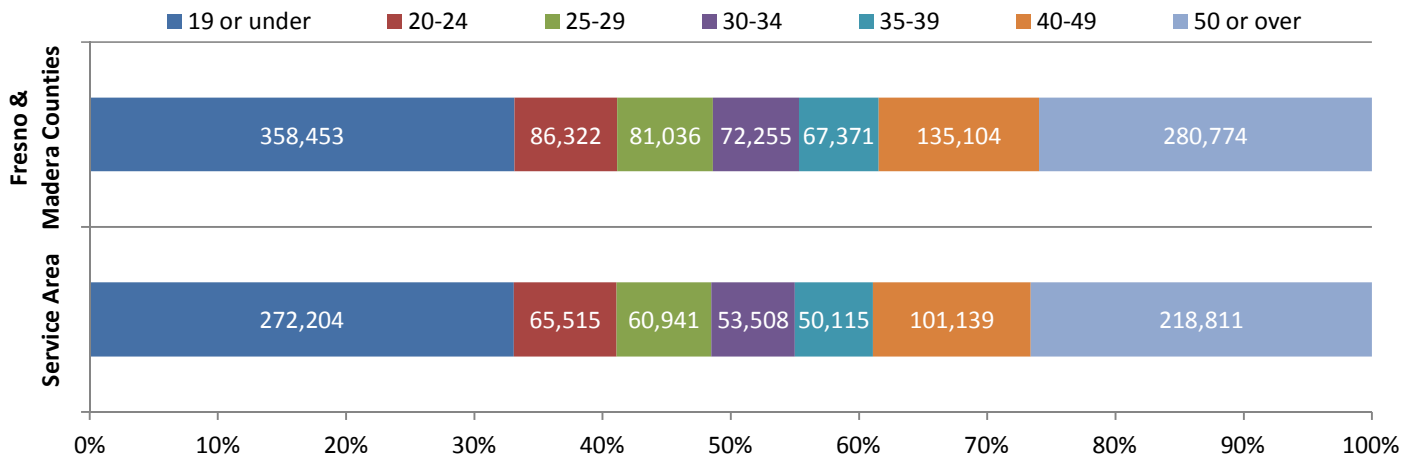
Source: U.S. Census 2010

The overall service area population by age group is proportionately very similar to that of Fresno and Madera Counties combined. It is expected that changes within the service area population by age group will be proportionately similar to changes expected within Fresno and Madera Counties. The Fresno and Madera County population age 19 or under is expected to increase by 54,276 persons (14.78%) from 2015 to 2025. Persons within the 20 to 24 age group are expected to increase by an average of 5,180 persons every 5 years from 2010 to 2025. The Fresno and Madera County population within the 25 to 29 age group is expected to see most growth from 2015 to 2020, increasing by 9,955 persons (12.09%). Population within the 30 to 34 age group is expected to increase by 9,370 persons (12.97% from the year 2010 to 2015, and 9,405 persons (10.97%) fr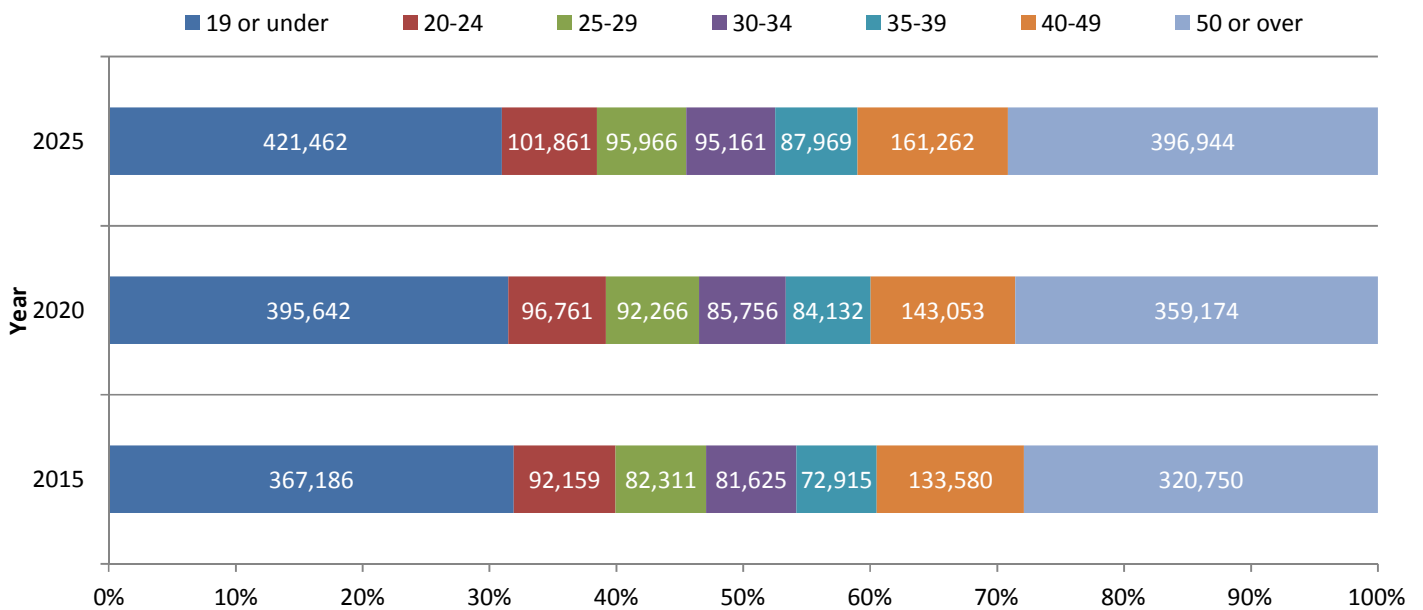om the year 2020 to 2025. The age group with the most expected increase in population is those age 50 or over, increasing by an average of 38,723 persons every 5 years from 2010 to 2025.

Exhibit 2.5 Fresno/Madera County Population Projections by Age Group

Year	19 or under	20-24	25-29	30-34	35-39	40-49	50 or over
2025	421,462	101,861	95,966	95,161	87,969	161,262	396,944
2020	395,642	96,761	92,266	85,756	84,132	143,053	359,174
2015	367,186	92,159	82,311	81,625	72,915	133,580	320,750

Source: Department of Finance, Demographic Research Unit (Report P-3)

In 2010, approximately 45.82% of the WICCC service area population was Hispanic/Latino (376,724 persons), which was proportionately less than that of Fresno and Madera Counties where 50.78% of the population was Hispanic/Latino (549,062 persons). During the same year, 36.15% of the service area population identified themselves as White (297,254 persons), which was proportionately more than that of Fresno and Madera Counties where 33.47% of the population was White (361,902 persons). In 2010, approximately 5.16% of the service area population was African American (42,456 persons), while only 4.63% of the Fresno and Madera County population was African American (50,014 persons). Additionally, 9.83% of the service area population in the year 2010 was Asian (80,791 persons) compared to 8.27% of the Fresno and Madera County population (89,389 persons).

10

Exhibit 2.6 Service Area and Fresno/Madera County Population by Race/Ethnicity (2010)

■ White　　　　　　■ African American　　　　　■ American Indian/Alaskan Native
■ Asian　　　　　　■ Native Hawaiian/Pacific Islander　■ Hispanic/Latino
■ Other/Two or More

Fresno & Madera Counties: 361,902 | 50,014 | 7,769 | 89,389 | 1,173 | 549,062 | 22,006

Service Area: 297,254 | 42,456 | 5,847 | 80,791 | 1,033 | 376,724 | 18,128

Source: U.S. Census 2010

Fresno and Madera County population projections by race/ethnicity anticipate an average increase of 68,564 Hispanic/Latino persons within the population every five years from 2010 to 2025. The proportion of Hispanics within Fresno and Madera Counties is expected to increase from 50.78% of the population in the year 2010 to 55.47% of the population by the year 2025. The proportion of Whites within Fresno and Madera Counties is expected to decrease from 33.47% of the population in the year 2010 to 29.18% of the population by the year 2025.

Exhibit 2.7 Fresno/Madera County Population Projections by Race/Ethnicity
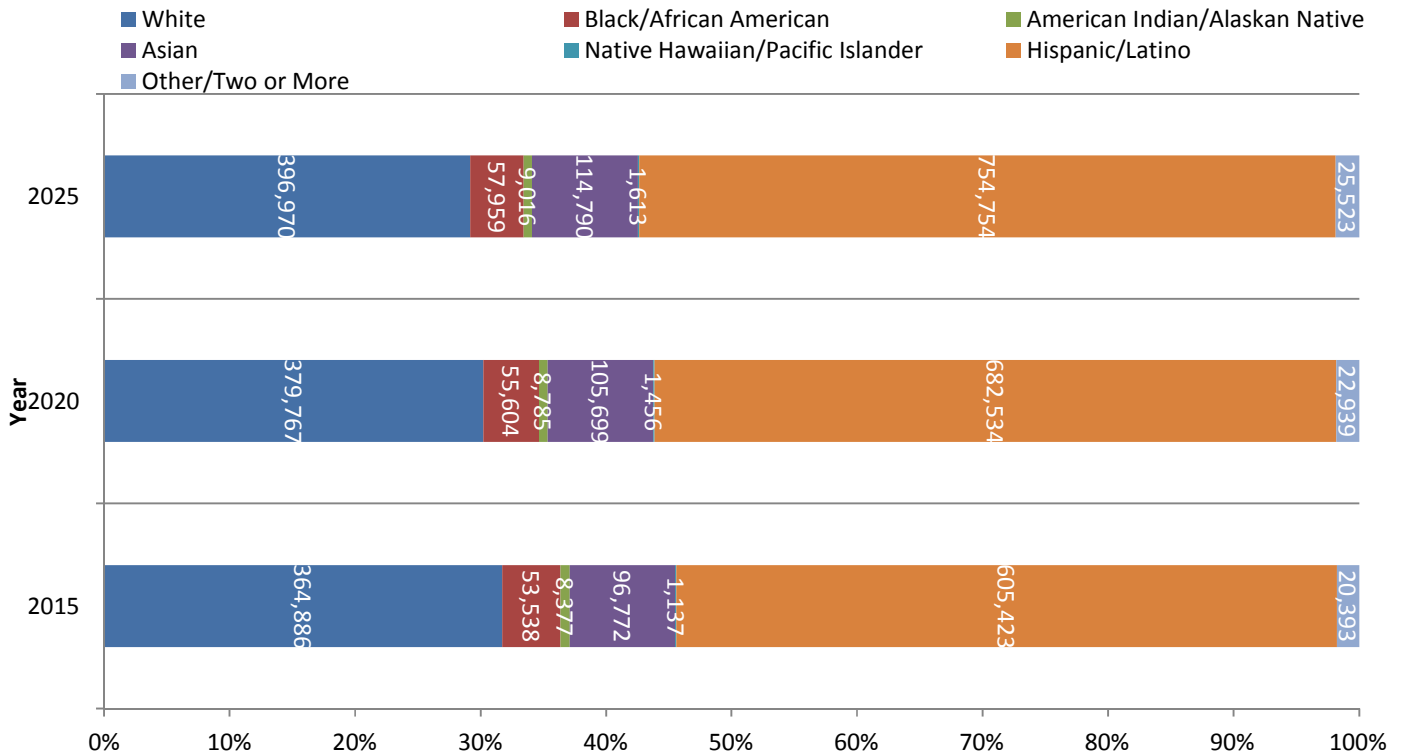
■ White　　　　　　■ Black/African American　　　■ American Indian/Alaskan Native
■ Asian　　　　　　■ Native Hawaiian/Pacific Islander　■ Hispanic/Latino
■ Other/Two or More

2025: 396,970 | 57,959 | 9,016 | 114,790 | 1,613 | 754,754 | 25,523

2020: 379,767 | 55,604 | 8,785 | 105,699 | 1,456 | 682,534 | 22,939

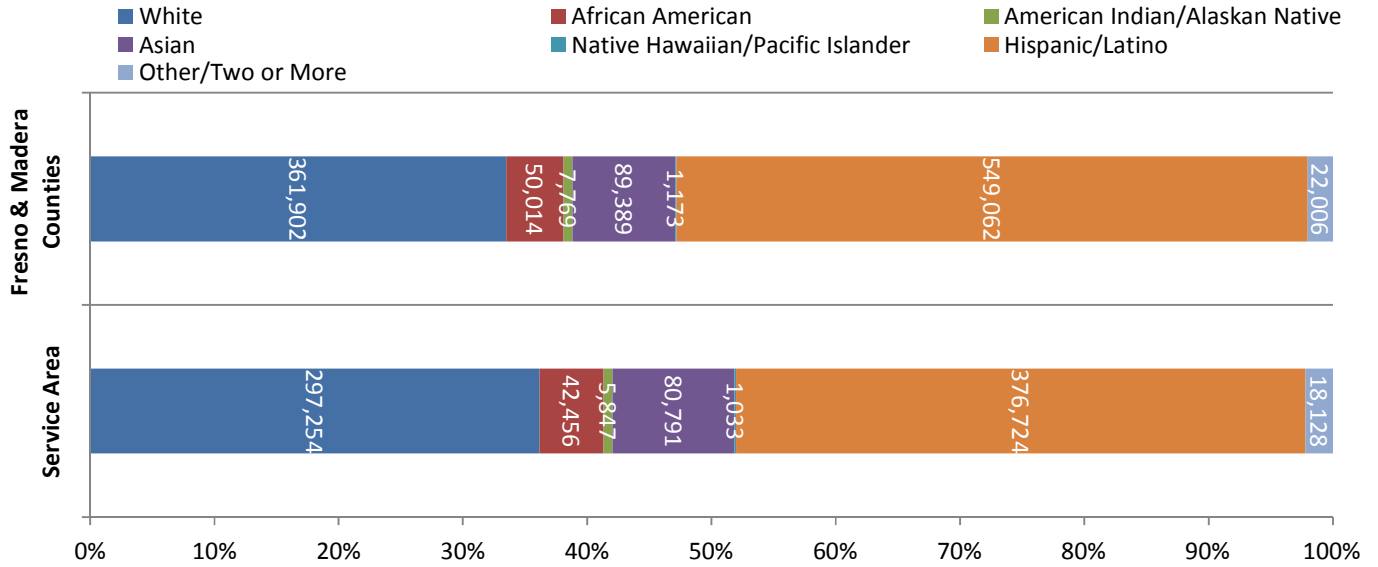**2015:** 364,886 | 53,538 | 8,377 | 96,772 | 1,137 | 605,423 | 20,393

Source: Department of Finance, Demographic Research Unit (Report P-3)

In 2010, approximately 49.28% of the service area population was male (405,158 persons) and 50.72% was female (417,075 persons). Gender distribution of the service area population is very similar to that of Fresno and Madera Counties. In 2010, approximately 49.72% of the combined Fresno and Madera County population was male (537,493 persons) and 50.29% was female (543,822 persons).

Exhibit 2.8 Service Area and Fresno/Madera County Population by Gender (2010)
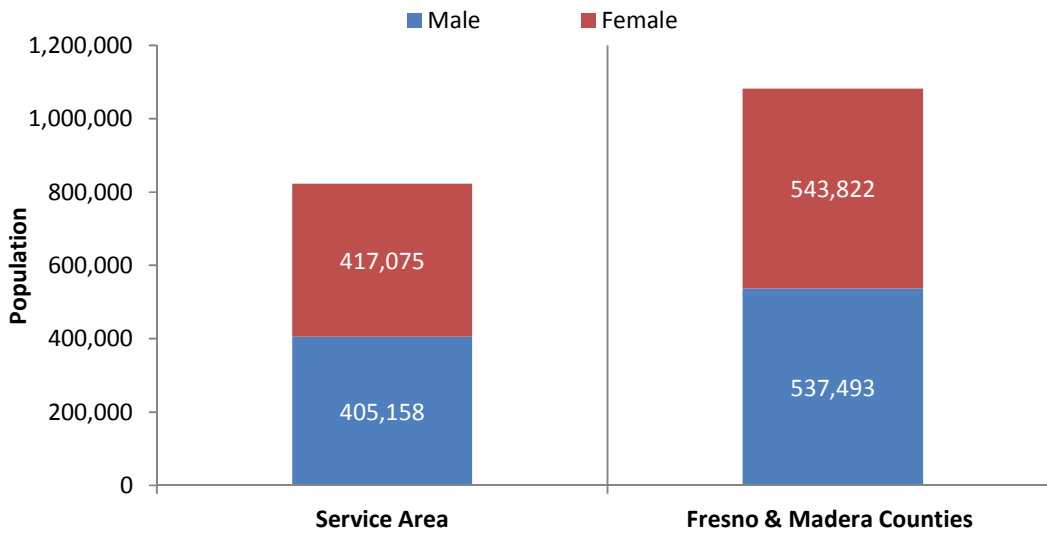
Source: U.S. Census 2010

Population projections for Fresno and Madera Counties suggest that from the year 2010 to 2015 males will increase by 6.75% (36,299 persons) while females will increase by 6.05% (32,912 persons). However, from the year 2015 to 2025, it is anticipated that males in Fresno and Madera Counties will increase by an average of 50,929 persons every five years, while females are forecasted to increase by an average of 54,121 persons every five years.

Exhibit 2.9 Fresno/Madera County Population Projections by Gender
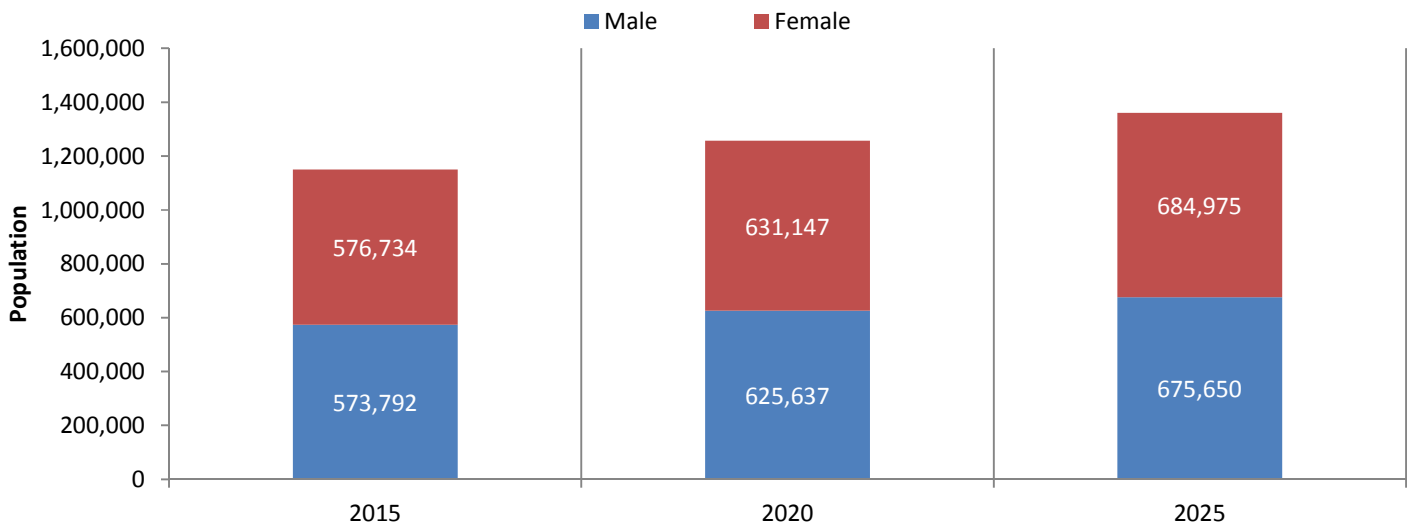
Source: Department of Finance, Demographic Research Unit (Report P-3)

12

Educational Attainment

Educational attainment characteristics were obtained using U.S. Census data (5-year estimates from 2007-2011) for major service area cities/census designated places, as well as Fresno and Madera Counties combined. Approximately 25.43% of the service area population over the age of 25 does not have a high school diploma or equivalent (100,716 persons), compared to 27.84% (175,196 persons) within Fresno and Madera County. Only 19.2% of the State-wide population age 25 or older does not have a high school diploma or equivalent. Over 23% of both the service area and Fresno/Madera County population over the age of 25 have a high school diploma or equivalent as their highest level of educational attainment, compared to 21.1% of the State-wide population. Approximately 13.9% of the service area population had a bachelor's degree as their highest level of educational attainment (55,098 persons), compared to 12.68% of the Fresno/Madera County population (79,782 persons). The proportion of service area and Fresno/Mader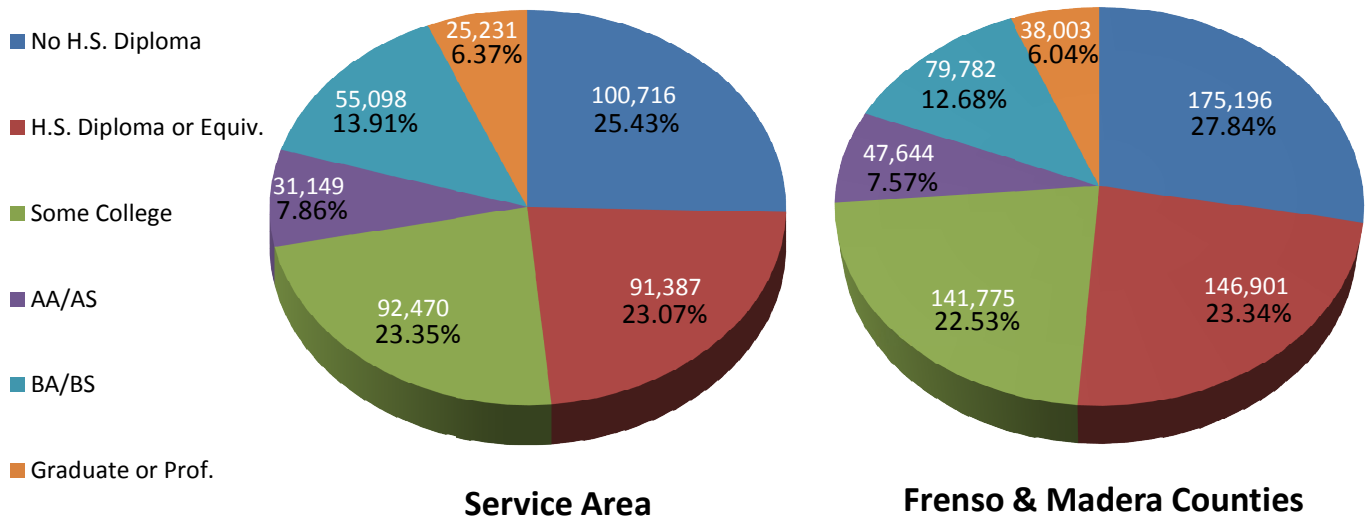a County population with a bachelor's degree is significantly less than the State-wide proportion of 19.3%. Slightly more than 6% of the service area and Fresno/Madera County population had a graduate or professional degree, compared to 11% of the State-wide population.

Exhibit 2.10 Educational Attainment for Population Age 25+ (2007-2011, 5-Year Estimates)

Legend:
- No H.S. Diploma
- H.S. Diploma or Equiv.
- Some College
- AA/AS
- BA/BS
- Graduate or Prof.

Service Area:
- 100,716 / 25.43%
- 91,387 / 23.07%
- 92,470 / 23.35%
- 31,149 / 7.86%
- 55,098 / 13.91%
- 25,231 / 6.37%

Service Area

Frenso & Madera Counties:
- 175,196 / 27.84%
- 146,901 / 23.34%
- 141,775 / 22.53%
- 47,644 / 7.57%
- 79,782 / 12.68%
- 38,003 / 6.04%

Frenso & Madera Counties

Source: U.S. Census 2010, ACS 5-Year Estimates

Average median earnings by educational attainment level for the service area population is higher than that at the overall County level, except for those with some college experience or an associate's degree. Average median income for those within the service area with only some college or an associate's degree is $30,601 and $32,441 for those within Fresno/Madera Counties. However, the State-wide average median income for those with some college or an associate's degree is $37,621. Average median earnings within the service area for those who obtain a bachelor's degree as opposed to having only some college experience or an associate's degree increases by $21,748, while the income leap at the State-wide and Fresno/Madera County level is about $17,600. Thus, the increased earning potential from obtaining a bachelor's degree is greater within the service area than at the Fresno/Madera County or State level.

Exhibit 2.11 Median Earnings by Educational Attainment (2007-2011, 5-Year Estimates)

■ No H.S. Diploma　■ H.S. Diploma or Equiv.　■ Some College or AA/AS　■ BA/BS　■ Graduate or Prof.

Fresno & Madera Counties

Median Earnings (Population Age 25+)　**$27,483**

$17,159 | $26,436 | $32,441 | $50,053 | $62,651

Service Area

Median Earnings (Population Age 25+)　**$28,962**

$23,321 | $29,173 | $30,601 | $52,350 | $65,242
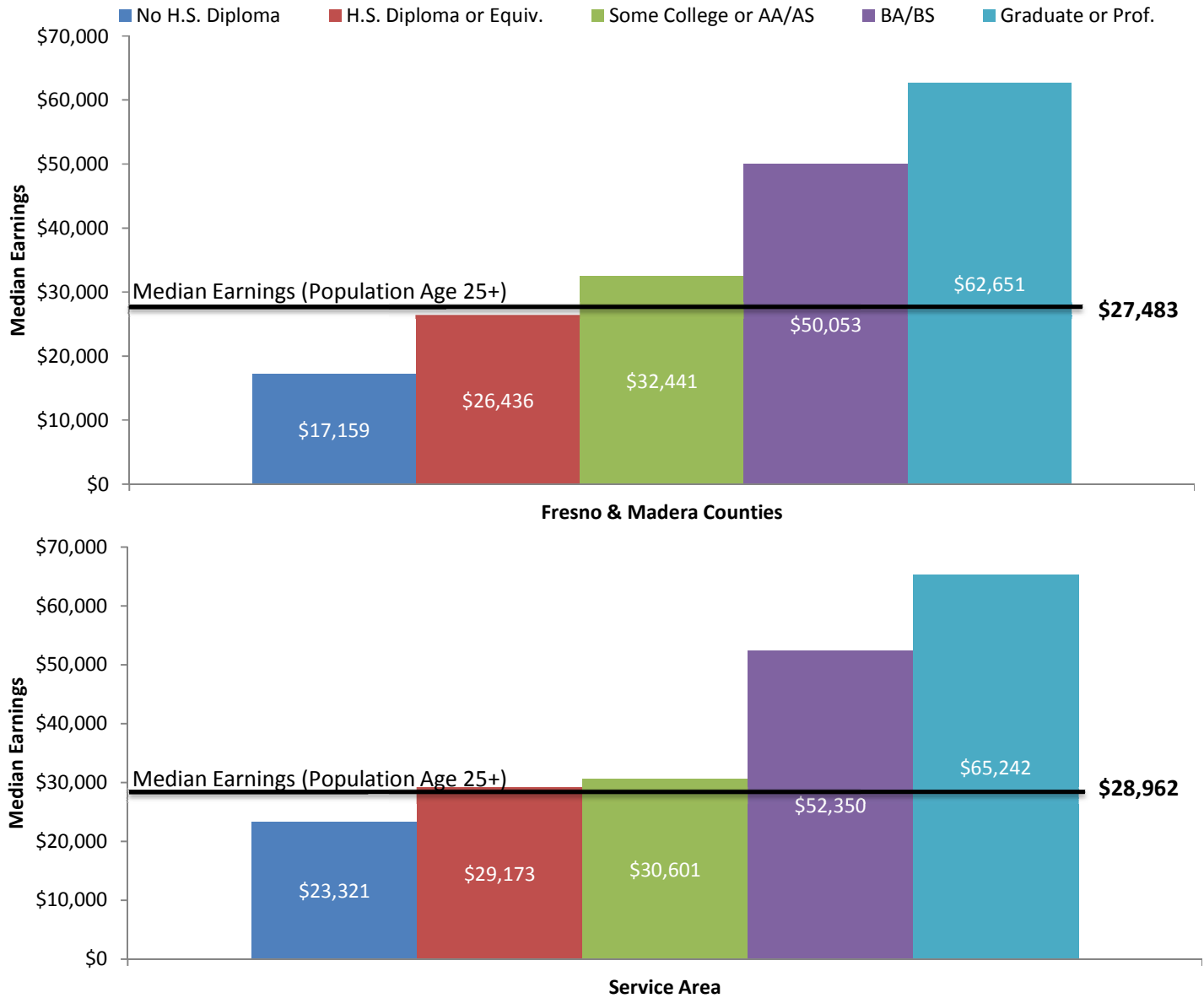
Source: U.S. Census 2010, ACS 5-Year Estimates

Feeder High Schools

Each of the top feeder high schools for the WICCC come from the Clovis Unified School District and include Buchanan High, Clovis East High, Clovis High, Clovis North High, and Clovis West High. Clovis North High School opened in fall 2007 and is located directly across the street from WICCC. WICCC overall top feeder high school enrollment increased by 3.6% (404 students) over five academic years (from 2008-09 to 2012-13).

Exhibit 2.12 Top Feeder High School Enrollment
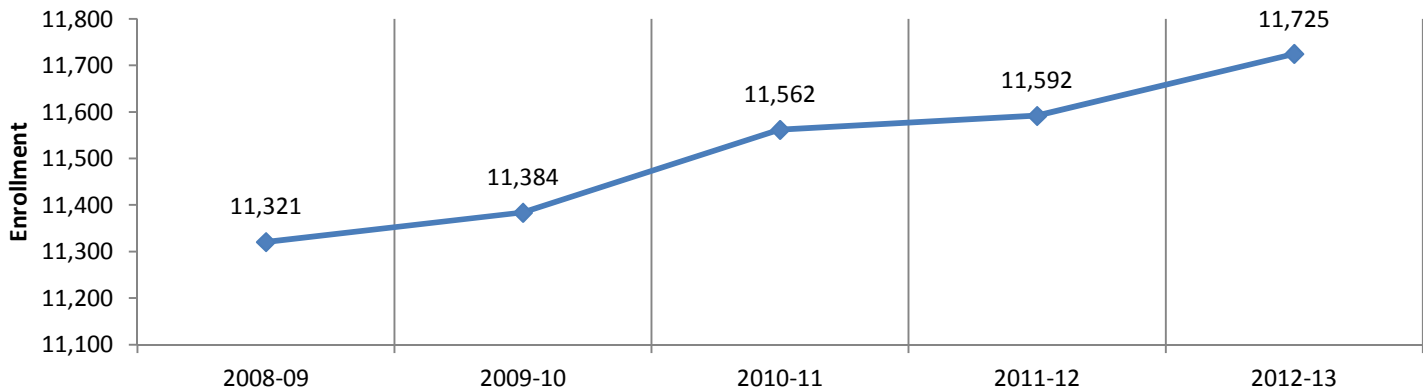
Source: Department of Education, Data Quest

Student proficiency is measured by the California Standards Test (CST), also known as the STAR test, and is administered to students in the 11th grade. CST scores are used in calculating each school's Academic Performance Index (API). 2013 STAR test results reveal that the percentage of feeder high school students proficient or advanced in English was greater than the State-wide average. Clovis East High was the only feeder high school where the percentage of students proficient or advanced in summative mathematics was not above the State-wide average in 2013.

Exhibit 2.13 Feeder High School CST (STAR) Test Results (Administered in 11th Grade)

School	Percent Proficient or Advanced	
	English/Lang. Arts	Summative H.S. Math
Buchanan High	70%	70%
Clovis East High	61%	38%
Clovis High	58%	66%
Clovis North High*	68%	70%
Clovis West High	62%	58%
California	*48%*	*49%*

Source: Department of Education, Data Quest

In 2011-12, Clovis West High had the greatest proportion of graduates with all required courses for UC and CSU entrance with 65.3%, while Clovis High had the lowest proportion at 47.1%. Nonetheless, each feeder high school had a higher proportion of graduates with all required courses for UC and CSU entrance than the State-wide average of 38.3%.

Exhibit 2.14 Feeder High School Percent of Graduates with UC/CSU Required Courses

| School	2010-11	2011-12
Buchanan High	68.5%	63.9%
Clovis East High	57.2%	58.2%
Clovis High	49.3%	47.1%
Clovis North High*	66.5%	63.8%
Clovis West High	67.1%	65.3%
California	*36.9%*	*38.3%*

Source: Department of Education, Data Quest

15

California Department of Finance annual projected high school graduate growth rates for Fresno County were applied to feeder high schools to forecast graduates from 2012-13 to 2021-22. It is anticipated that feeder high school graduates will decline by approximately 12.62% (315 students) over four academic years (from 2011-12 to 2014-15). Significant growth in Fresno County high school graduates is expected during the 2015-16 academic year (7.95%), followed by conservative growth through the 2021-22 academic year. By the 2021-22 academic year, feeder high school graduates are expected to reach a level similar to the 2010-11 academic year.

Exhibit 2.15 Feeder High School Graduate Projections
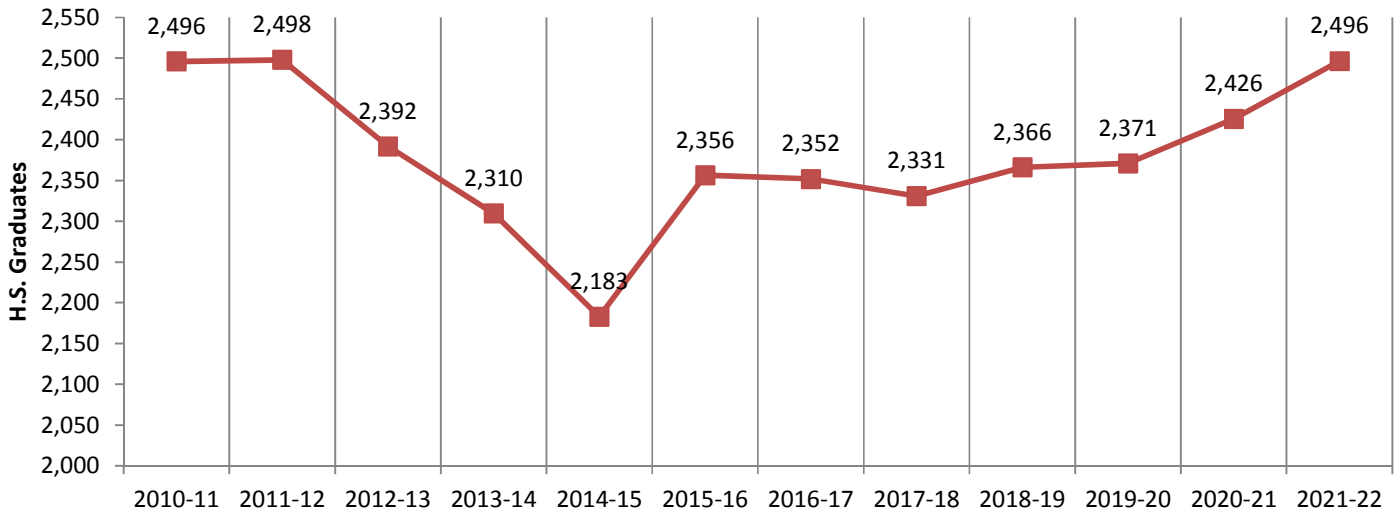
Source: Department of Education, Data Quest; Department of Finance, Demographic Research Unit

Labor Force, Households, Income and Poverty

California Employment Development Department labor market information was utilized to estimate service area and Fresno/Madera County labor force data, household size, income and poverty rates. The service area and Fresno/Madera Counties have some of the highest unemployment rates in the State. Although the San Joaquin Valley region is recovering from the recent "Great Recession", employment growth has been slow and lagging behind other regions throughout the State. In 2012, the service area unemployment rate was 13.89%, slightly less than that within Fresno and Madera Counties combined (14.74%). During the same time, the State-wide unemployment rate was 9.76%.

Exhibit 2.16 Labor Force Data (December 2012)

Area	Labor Force Data			
	Labor Force	Employment	Unemployment	Unemployment Rate
Service Area	314,600	270,900	43,700	13.89%
Fresno & Madera Counties	504,200	429,900	74,300	14.74%
California	*18,540,100*	*16,731,100*	*1,809,000*	*9.76%*

Source: Employment Development Department, LMI

The average household size within the WICCC service area is approximately 3.37 persons, compared to 3.25 persons within Fresno and Madera Counties. The State-wide average household size is 2.91 persons. The median household and per capita income within the service area and Fresno/Madera Counties are well below the State-wide average. Service area per capita income of $22,484 is higher than that of the overall Fresno/Madera Counties combined per capita income of $19,728, however, the State-wide average per capita income is $29,634. Approximately 16.5% of families in Fresno and Madera Counties are below the poverty level, compared to 13.3% of families within the service

area. However, it should be noted that Fresno City, Sanger, Kerman, and Madera City are all WICCC service area cities that have over 18% of families below the poverty level.

Exhibit 2.17 Household Size, Income and Poverty Rate (2007-2011, 5-Year Estimates)

Area	Avg. Household Size	Median Household Income	Per Capita Income	Families Below Poverty (%)
Service Area	3.37	$48,381	$22,484	13.3%
Fresno & Madera Counties	3.25	$47,314	$19,728	16.5%
California	*2.91*	*$61,632*	*$29,634*	*10.8%*

Source: U.S. Census 2010, ACS 5-Year Estimates

Employment Projections

The top industries for employment in Fresno and Madera Counties are farming, local government, educational services/ healthcare/social assistance, and retail trade. The educational services/healthcare/social assistance industry is expected to see the most growth in employment within Fresno and Madera Counties from the year 2010 to 2020, increasing employment by 11,200 persons. During the same time, the professional and business services industry is expected to increase employment by 7,100 persons, while construction and leisure/hospitality industries are expected to increase employment by 6,700 persons each.

Exhibit 2.18 Fresno/Madera County Employment by Industry (2010-2020)

Employment Industry	2010		2020	
Self Employment	32,700	7.88%	35,300	7.40%
Unpaid Family Workers	1,900	0.46%	1,900	0.40%
Private Household Workers	9,500	2.29%	11,500	2.41%
Total Farm	56,300	13.57%	59,500	12.47%
Mining, Logging and Construction	14,100	3.40%	20,800	4.36%
Manufacturing	27,400	6.60%	29,600	6.21%
Wholesale Trade	12,100	2.92%	14,800	3.10%
Retail Trade	36,500	8.80%	43,000	9.01%
Transportation, Warehousing, and Utilities	11,700	2.82%	13,700	2.87%
Information	3,900	0.94%	4,300	0.90%
Financial Activities	14,200	3.42%	15,600	3.27%
Professional and Business Services	29,500	7.11%	36,600	7.67%
Educational Services, Health Care, and Social Assistance	46,600	11.23%	57,800	12.12%
Leisure and Hospitality	29,600	7.13%	36,300	7.61%
Other Services (excludes Private Household Workers)	10,800	2.60%	12,400	2.60%
Federal Government	11,000	2.65%	10,800	2.26%
State Government	13,100	3.16%	14,000	2.94%
Local Government	54,000	13.02%	59,100	12.39%
TOTAL	**414,900**	**100.00%**	**477,000**	**100.00%**

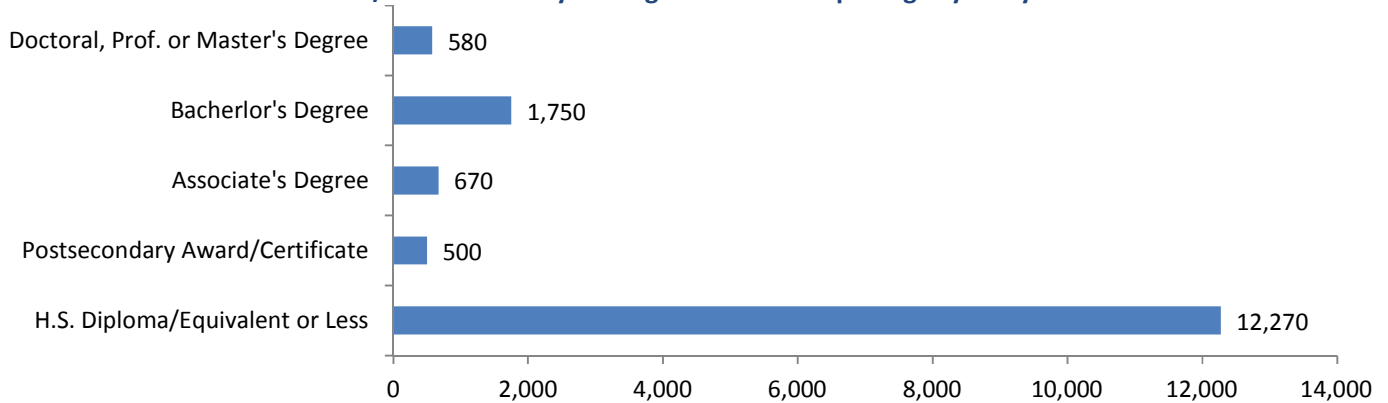*Source: Employment Development Department, Labor Market Information*

Fresno and Madera Counties combined are expected to have approximately 15,770 annual job openings from the year 2010 to 2020, of which 77.81% (12,270 jobs) are anticipated to require an entry level education of a high school diploma or less. Approximately 7.42% of annual job openings in Fresno and Madera Counties are expected to require a

postsecondary award/certificate or associate's degree (1,170 jobs) and 11.1% of annual job openings are anticipated to require at least a bachelor's degree (1,750 jobs).

Exhibit 2.19 Fresno/Madera County Average Annual Job Openings by Entry Level Education

Entry Level Education	Job Openings
Doctoral, Prof. or Master's Degree	580
Bacherlor's Degree	1,750
Associate's Degree	670
Postsecondary Award/Certificate	500
H.S. Diploma/Equivalent or Less	12,270

Source: Employment Development Department, Labor Market Information

Between the year 2010 and 2020, approximately 3,630 job openings that require at least a postsecondary certificate or associates degree in Fresno and Madera Counties are expected within healthcare occupations, the bulk of which are from registered nurses (2,650 jobs). During the same time, approximately 3,740 job openings requiring at least a postsecondary certificate or associates degree are expected within education related occupations, namely elementary and secondary school teachers (3,590 jobs).

Exhibit 2.20 Fresno/Madera County Occupations with Most Job Openings
(Require Postsecondary Certificate or Higher)

Occupational Title	Job Openings (2010-2020)	Median Hourly Wage	Median Annual Wage	Entry Lev. Education
Registered Nurses	2,650	$37.46	77,913	AA/AS
Elementary School Teachers, Except Special Education	2,090	N/A	60,285	BA/BS
Secondary School Teachers, Except Special and Career/Tech. Ed.	1,500	N/A	58,596	AA/AS
General and Operations Managers	1,320	$44.69	92,949	BA/BS
Nursing Aides, Orderlies, and Attendants	830	$12.30	25,571	CERT.
Tax Examiners and Collectors, and Revenue Agents	800	$21.37	44,452	BA/BS
Accountants and Auditors	740	$29.93	62,238	BA/BS
Farm, Ranch, and Other Agricultural Managers	260	N/A	N/A	BA/BS
Medical Secretaries	90	$15.45	32,139	CERT.
Middle School Teachers, Except Special and Vocational Education	90	N/A	N/A	BA/BS
Probation Officers and Correctional Treatment Specialists	80	N/A	N/A	BA/BS
Welders, Cutters, Solderers, and Brazers	80	$16.36	34,042	CERT.
Automotive Service Technicians and Mechanics	70	$16.74	34,830	CERT.
Licensed Practical and Licensed Vocational Nurses	60	$22.22	46,202	CERT.
Preschool Teachers, Except Special Education	60	$13.21	27,466	CERT.

Source: Employment Development Department, Labor Market Information

Not only are registered nurses and school teachers among occupations in Fresno and Madera Counties anticipated having a high number of job openings, they are also among the fastest growing occupations in the area. Average

annual employment for registered nurses is expected to increase by 230 jobs in Fresno and Madera Counties from the year 2010 to 2020. Construction management and Heating/Air Conditioning/Refrigeration occupations are anticipated to increase by 280 jobs in Fresno and Madera Counties from the year 2010 to 2020, making them among the fastest growing occupations in the area. Construction related occupations, such as cost estimators, are also anticipated to have high growth from the year 2010 to 2020, increasing by 240 jobs. Other noteworthy occupations anticipated having high growth in Fresno and Madera Counties are market research analysts/marketing specialists and emergency medical technicians/paramedics.

Exhibit 2.21 Fresno/Madera County Fastest Growing Occupations
(Require Postsecondary Certificate or Higher)

Occupational Title	Avg. Emp.		% Change	Wage		Entry Lev. Edu.
	2010	2020		Median Hourly	Median Annual	
Registered Nurses	1,300	1,530	17.7%	$38.71	$80,518	AA/AS
Construction Managers	1,070	1,350	26.2%	$47.70	$99,205	AA/AS
Elementary School Teachers, Except Special Education	1,090	1,220	11.9%	N/A	N/A	BA/BS
Farm, Ranch, and Other Agricultural Managers	880	960	9.1%	N/A	N/A	BA/BS
HVAC and Refrigeration Mechanics and Installers	640	920	43.8%	$19.84	$41,280	CERT.
Cost Estimators	440	680	54.5%	$26.66	$55,442	BA/BS
Emergency Medical Technicians and Paramedics	470	620	31.9%	$12.58	$26,167	CERT.
Interpreters and Translators	470	590	25.5%	$16.33	$33,965	BA/BS
Hairdressers, Hairstylists, and Cosmetologists	440	560	27.3%	$9.19	$19,105	CERT.
Telecomm. Equip. Installers & Repairers, Except Line Installers	440	560	27.3%	$28.94	$60,187	CERT.
Market Research Analysts and Marketing Specialists	350	510	45.7%	$23.33	$48,538	BA/BS
Physical Therapists	390	510	30.8%	$37.24	$77,459	PROF.
Dental Hygienists	370	470	27.0%	$35.83	$74,531	AA/AS
Network and Computer Systems Administrators	310	420	35.5%	$32.07	$66,720	BA/BS
Respiratory Therapists	330	420	27.3%	$33.40	$69,470	AA/AS
Medical Scientists, Except Epidemiologists	270	380	40.7%	$41.78	$86,904	PROF.
Info. Security Analysts, Web Developers, & Network Architects	280	360	28.6%	$31.50	$65,531	BA/BS
Training and Development Specialists	250	350	40.0%	$33.33	$69,344	BA/BS
Medical Secretaries	280	330	17.9%	$15.45	$32,139	CERT.
Massage Therapists	240	310	29.2%	$18.77	$39,028	CERT.
Computer and Information Systems Managers	240	300	25.0%	$43.74	$90,972	BA/BS
Healthcare Social Workers	220	290	31.8%	$29.51	$61,388	MA/MS
Middle School Teachers, Except Special & Vocational Education	250	280	12.0%	N/A	N/A	BA/BS
Probation Officers and Correctional Treatment Specialists	230	260	13.0%	N/A	N/A	BA/BS
Budget Analysts	200	250	25.0%	$33.70	$70,093	BA/BS
Automotive Service Technicians and Mechanics	180	210	16.7%	$16.74	$34,830	CERT.
Preschool Teachers, Except Special Education	180	200	11.1%	$13.21	$27,466	CERT.
Educational, Vocational, and School Counselors	160	190	18.8%	$26.46	$55,056	MA/MS
Kindergarten Teachers, Except Special Education	170	190	11.8%	N/A	N/A	BA/BS
Licensed Practical and Licensed Vocational Nurses	140	150	7.1%	$22.22	$46,202	CERT.

Source: Employment Development Department, Labor Market Information

Summary of Community Profile

The demographic profile of the WICCC service area supports the need for transitioning the existing Center into a comprehensive community college. WICCC has been and will continue to generate most of its enrollment from the communities directly surrounding it. The primary service area for WICCC includes Fresno, Clovis, Madera, Coarsegold, Sanger, Auberry, Kerman, Oakhurst, Prather, and Tollhouse. The population from within the WICCC service area accounted for approximately 75.58% of the total Fresno County population and 78.89% of the Madera County total population in the year 2010.

The total population within the WICCC service area was approximately 835,356 persons in the year 2012. California Department of Finance population projections suggest that the service area population will increase by 4.74% (39,559 persons) from the year 2012 to 2015, while during the same time, the State-wide population is anticipated to increase by only 2.58% (974,903 persons). From the year 2015 to 2020 the service area population is projected to increase by 9.27% (81,087 persons), which is nearly twice the rate expected at the overall State-wide level during the same time (4.75%). By the year 2025, the service area population is expected to reach 1,035,275 persons. Robust population growth is expected in the service area, supporting the need for increased access to higher education to those within the community.

Service area population within the 19 and under age group accounted for approximately 33.11% of population (272,204 persons) in the year 2010, and the same age group accounted for approximately 33.15% of population in Fresno and Madera Counties (358,453 persons). Approximately 28.1% of the State-wide population in the year 2010 was attributable to those within the 19 and under age group. Persons age 20 to 24 within service area are the primary age group of students attending WICCC, and accounted for 7.97% of the service area population (65,151 persons) in the year 2010. The same age group accounted for 7.98% of the population in Fresno and Madera Counties (86,322 persons). Approximately 7.4% of the State-wide population in the year 2010 was within the 20 to 24 age group. The WICCC service area population consists of a higher proportion of persons within the 19 and under and 20 to 24 age groups compared to the State, thus, the need for higher education options located in proximity to this service area is paramount.

In the year 2010, approximately 45.82% (376,724 persons) of the service area population was Hispanic and 36.15% was White (297,254 persons). The service area has a lower proportion of Hispanics and a higher proportion of Whites than at the overall County level, where 50.78% of the population was Hispanic (549,062 persons) and 33.47% was White (361,902 persons). However, the service area still has a higher proportion of Hispanics and lower proportion of Whites when compared to the State, which was 37.6% Hispanic and 40.1% White in the year 2010. It should be noted that the service area consists of a higher proportion of African Americans (5.16%) and Asians (9.83%) than at the overall County level. Overall, the WICCC serves an ethnically diverse population and will continue to do so as projections suggest that at the overall County level the Hispanic population is expected to increase by an average of 68,564 persons every five years from the year 2010 to 2025.

The service area and overall County populations are slightly female dominated. In the year 2010, approximately 50.72% of the service area population was female (417,075 persons), while 50.29% of Fresno and Madera County population was female (543,822 persons). Population projections suggest that the gender distribution within the service area will remain relatively consistent through the year 2025, when 49.66% of the population is expected to be male (675,650 persons) and 50.34% is expected to be female (684,975 persons).

Educational attainment within the service area has been historically lower than State-wide levels. U.S. Census American Community Survey five-year estimates (2007-11) suggest that 25.43% of the service area population over the age of 25 does not have a high school diploma, compared to 27.84% of the overall County population and only 19.2% of the State-wide population. Approximately 23.07% of the service area population has a high school diploma or

equivalent as their highest level of educational attainment, compared to 21.1% of the State-wide population. While the proportion of the service area population with a bachelor's degree as their highest level of educational attainment (13.91%) is slightly higher than within the overall County (12.68%), it is significantly less than the State-wide average of 19.3%. Interestingly, the proportion of service area population with some college experience (23.35%) is slightly higher than the State-wide proportion of 21.7%. Service area residents with a bachelor's degree rather than only some college experience or an associate's degree increase their earning potential by approximately $21,748. Establishing WICCC as a community college within the service area may help increase opportunities for service area residents to return to college for career training and/or a pathway for transfer to four-year institutions.

The top feeder high schools for WICCC are all within the Clovis Unified School District. Enrollment among the top WICCC feeder high schools increased by 3.6% (404 students) over five academic years (2008-09 to 2012-13). Student proficiency within top feeder high schools, as measured by the California STAR test results administered to those within the 11th grade, is among the highest within the State. Additionally, the percentage of feeder high school graduates with all of the required courses for UC/CSU enrollment is also among the highest within the State. However, socioeconomic limitations within the service area are a major contributing factor preventing many feeder high school graduates from continuing on to four-year higher education institutions directly following high school. Attending community college with the goal of transfer to a four-year institution is often a preferred option for service area residents.

The service area and overall County population have some of the highest unemployment rates in the State. In 2012, the service area unemployment rate was 13.89%, slightly less than at the 14.74% unemployment rate for Fresno and Madera Counties combined. During the same time, the California unemployment rate was 9.76%. Although median household and per capita income within the service area is slightly higher than at the overall County level, they are still significantly less than the State-wide average. Median household income within the service area is approximately $13,251 less than the State-wide average and per capita income is approximately $7,150 less than the State-wide average. The percentage of families below poverty within the service area (13.3%) is less than that at the overall County level (16.5%), however, still above the State-wide average of 10.8%.

The top industries for employment in Fresno and Madera Counties have historically been within farming, local government, educational services/ healthcare/social assistance, and retail trade. Approximately 7.42% of annual job openings in Fresno and Madera Counties from the year 2010 to 2020 are expected to require a postsecondary award/certificate or associate's degree (1,170 jobs), and 11.1% of annual job openings are anticipated to require at least a bachelor's degree (1,750 jobs). Regional occupations anticipated to have the most job openings that require at least a postsecondary award/certificate or associate's degree include registered nurses, elementary/secondary school teachers, and general/operations managers. Regional occupations expected to have the fastest occupation growth that require at least a postsecondary award/certificate or associate's degree include cost estimators, market research analysts/marketing specialists, HVAC/Refrigeration specialists, medical scientists, and training/development specialists. High employment level occupations with notable growth also include registered nurses, construction managers, and elementary school teachers.
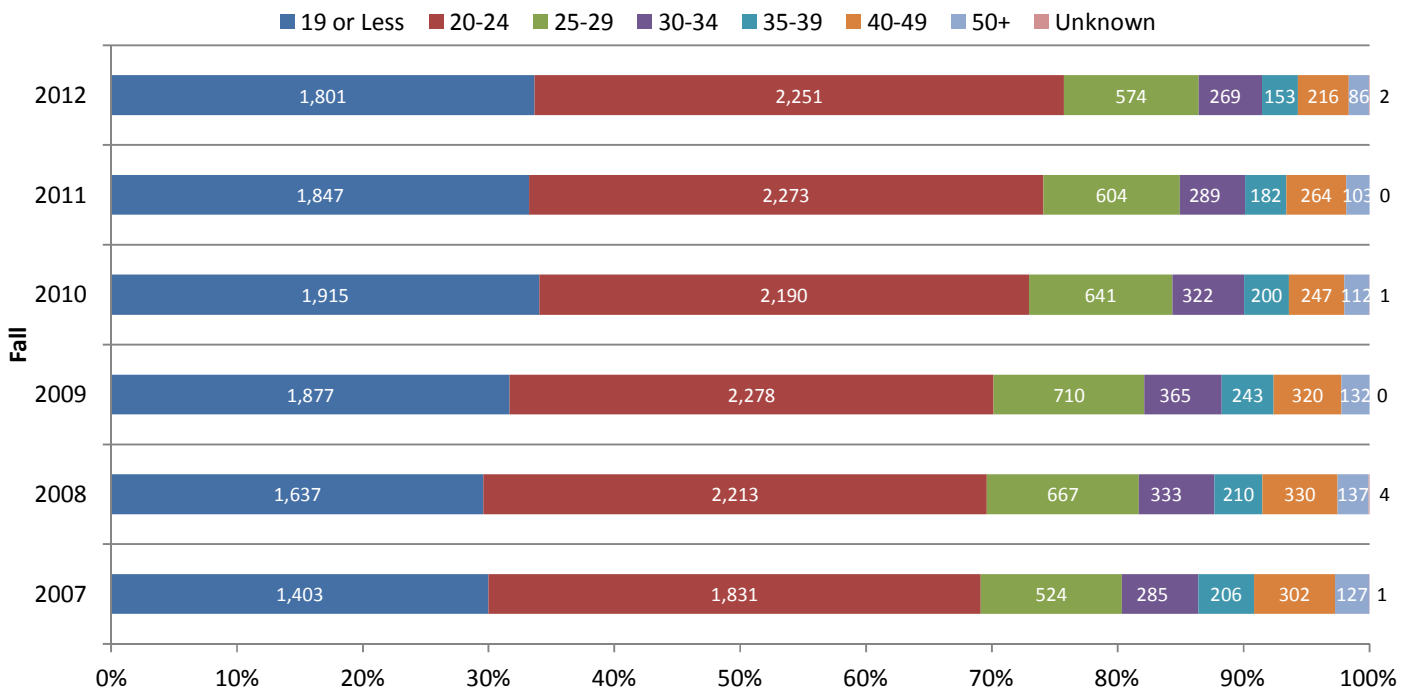
21

CHAPTER III – STUDENT PROFILE

Student Demographics

In order to determine the need to establish WICCC as an official community college, it is necessary to review the characteristics of students at the Center location. The student demographic profile provides an assessment of the type of students who are enrolling at WICCC and compares the internal student profile with the external community profile.

Historically, the 20 to 24 age group has been the largest proportion of student enrollment at WICCC. In fall 2012, 42.1% of unduplicated enrollment at WICCC was attributable to those within the 20 to 24 age group (2,251 students), while 33.7% of the students were age 19 or under (1,801 students). During the same term, approximately 10.7% of unduplicated enrollment at WICCC was within the 25 to 29 age group (574 students). Unduplicated enrollment at WICCC from students age 19 or under increased by 28.4% (398 students) over six academic terms (fall 2007 to fall 2012). During the same period, WICCC students within the 20 to 24 age group increased by 22.9% (420 students), and those within the 25 to 29 age group increased by 9.5% (50 students). Unduplicated enrollment at WICCC from students age 30 and over decreased by 21.3% (-196 students) over six academic terms (fall 2007 to fall 2012).

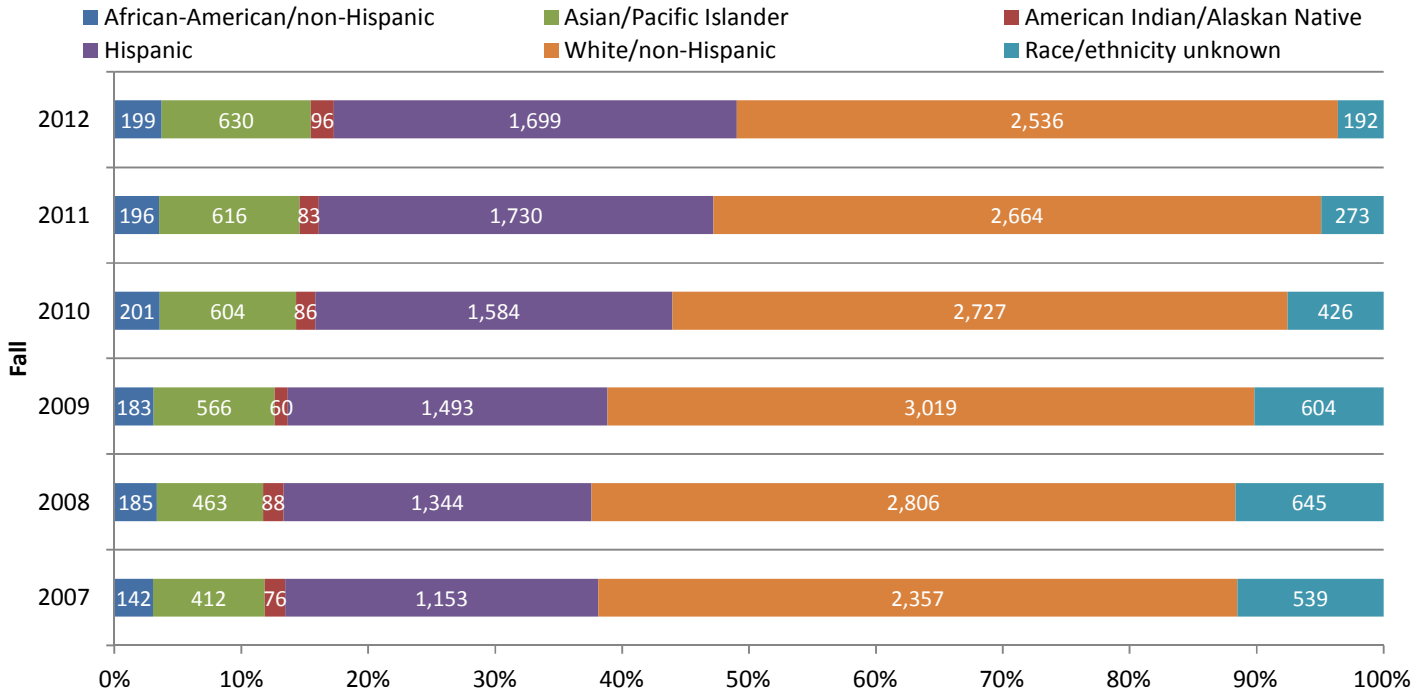**Exhibit 3.1 Unduplicated Enrollment by Age Group (Fall Term)**

Fall	19 or Less	20-24	25-29	30-34	35-39	40-49	50+	Unknown
2012	1,801	2,251	574	269	153	216	86	2
2011	1,847	2,273	604	289	182	264	103	0
2010	1,915	2,190	641	322	200	247	112	1
2009	1,877	2,278	710	365	243	320	132	0
2008	1,637	2,213	667	333	210	330	137	4
2007	1,403	1,831	524	285	206	302	127	1

Source: WICCC Office of Institutional Research

White students have historically been the most dominant race/ethnicity of students at WICCC, followed by Hispanics and Asian/Pacific Islanders. In fall 2012, approximately 49.1% of unduplicated enrollment at WICCC was attributable to White students (2,536 students), while 32.9% of students were Hispanic (1,699 students), and 12.2% were Asian/Pacific Islanders (630 students). Between fall 2007 and fall 2012, while the number of White students at WICCC increased by 179 students, the proportion of White students on campus actually decreased by 7.8. During the same time, the proportion of Hispanic students at WICCC increased by 5.1% while increasing by 546 students, and the proportion of Asian/Pacific Islander students increased by 2.3% while increasing by 218 students.
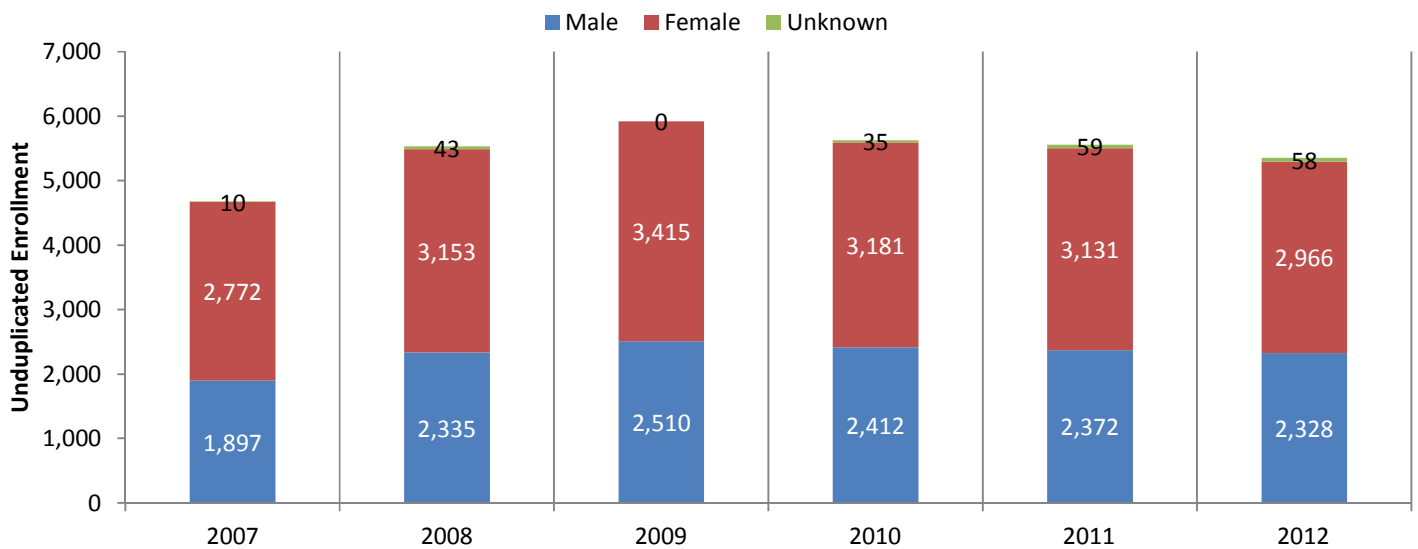
Exhibit 3.2 Unduplicated Enrollment by Race/Ethnicity (Fall Term)

- ■ African-American/non-Hispanic
- ■ Asian/Pacific Islander
- ■ American Indian/Alaskan Native
- ■ Hispanic
- ■ White/non-Hispanic
- ■ Race/ethnicity unknown

Fall	African-American	Asian/Pacific	American Indian	Hispanic	White	Unknown
2012	199	630	96	1,699	2,536	192
2011	196	616	83	1,730	2,664	273
2010	201	604	86	1,584	2,727	426
2009	183	566	60	1,493	3,019	604
2008	185	463	88	1,344	2,806	645
2007	142	412	76	1,153	2,357	539

Source: WICCC Office of Institutional Research

Like most community colleges system-wide, females have historically been the dominant gender of students at WICCC. In fall 2012, approximately 55.4% of unduplicated enrollment at WICCC was female (2,966 students) and 43.5% was male (2,328 students). From fall 2007 to fall 2012, the number of female students at WICCC increased by 194 students (7%), while the number of males increased by 431 students (22.7%). During the same period, the proportions of females enrolled at WICCC decreased by 3.8%, while the proportion of males increased by 3%.

Exhibit 3.3 Unduplicated Enrollment by Gender (Fall Term)

- ■ Male
- ■ Female
- ■ Unknown

Year	Male	Female	Unknown
2007	1,897	2,772	10
2008	2,335	3,153	43
2009	2,510	3,415	0
2010	2,412	3,181	35
2011	2,372	3,131	59
2012	2,328	2,966	58

Source: WICCC Office of Institutional Research

23

Enrollment by Educational Goal

The predominant educational goal of most students at WICCC has historically been to obtain an associate's degree and transfer to a four-year institution in pursuit of a bachelor's degree. In fall 2012, approximately 48.3% of students stated that their educational goal was to obtain a bachelor's degree after receiving an associate's degree at WICCC (2,584 students). During the same term, approximately 13.8% of students stated that their educational goal was to obtain a bachelor's degree without receiving an associate's degree at WICCC (736 students). In fall 2012, approximately 4.71% of students stated that their educational goal was to obtain an associate's degree or certificate without transfer (252 students). During the same term, approximately 3.5% of students at WICCC were already enrolled at a four-year institution and taking classes at WICCC (185 students). It should be noted that during fall 2012 approximately 10.2% of students were undecided of their educational goal (547 students) and 14.5% of the students did not report their educational goal (774 students).

Exhibit 3.4 Unduplicated Enrollment by Educational Goal (Fall Term)

| Educational Goal	Fall					
	2007	2008	2009	2010	2011	2012
AA/AS Degree w/o Transfer	219	228	237	204	199	196
BA/BS Degree after Assoc	1,357	1,708	2,073	2,271	2,503	2,584
BA/BS w/o Assoc Degree	425	577	664	717	719	736
Vocational AA/AS w/o Transfer	51	49	54	45	38	33
Vocational Certification w/o Transfer	38	37	41	34	33	23
Vocational Training Ctr. Certificate	2	1	1	-	-	-
Acquired Job Skills	113	110	100	91	82	69
Update Job Skills	50	44	43	30	18	33
Maintain Certification/License	40	34	36	17	15	13
Basic Skills	16	19	14	14	20	13
Career Exploration	50	60	63	66	64	66
Ed Development	54	64	54	56	45	47
H.S. Diploma/GED	11	15	15	22	22	26
Move from Non-Credit to Credit	11	12	10	8	3	6
4-Yr Student Taking Classes	165	225	243	248	197	185
Apprenticeship Program	4	3	4	1	-	1
Undecided	530	621	706	627	593	547
Uncollected/Unreported	1,543	1,724	1,567	1,177	1,011	774
TOTAL	4,679	5,531	5,925	5,628	5,562	5,352

Source: WICCC Office of Institutional Research

Enrollment from Feeder High Schools

Each of the top feeder high schools for the WICCC come from the Clovis Unified School District and include Buchanan High, Clovis East High, Clovis High, Clovis North High, and Clovis West High. The proportion of WICCC enrollment from feeder high schools increased from 34.3% of unduplicated enrollment in fall 2007 (1,606 students) to 43% of unduplicated enrollment in fall 2012 (2,299 students). From fall 2007 to fall 2012, WICCC enrollment from graduates of Clovis High School increased by 154 students (42.5%), and enrollment from Buchanan High School graduates increased by 125 students (20.3%). During the same period, WICCC enrollment from graduates of Clovis East High School increased by 95 students (49%). It should be noted that Clovis North High School, located directly across the street from WICC, opened in fall 2007 and their graduates accounted for 260 students at WICCC in fall 2012.

Exhibit 3.5 Unduplicated Enrollment by Feeder High School (Fall Term)
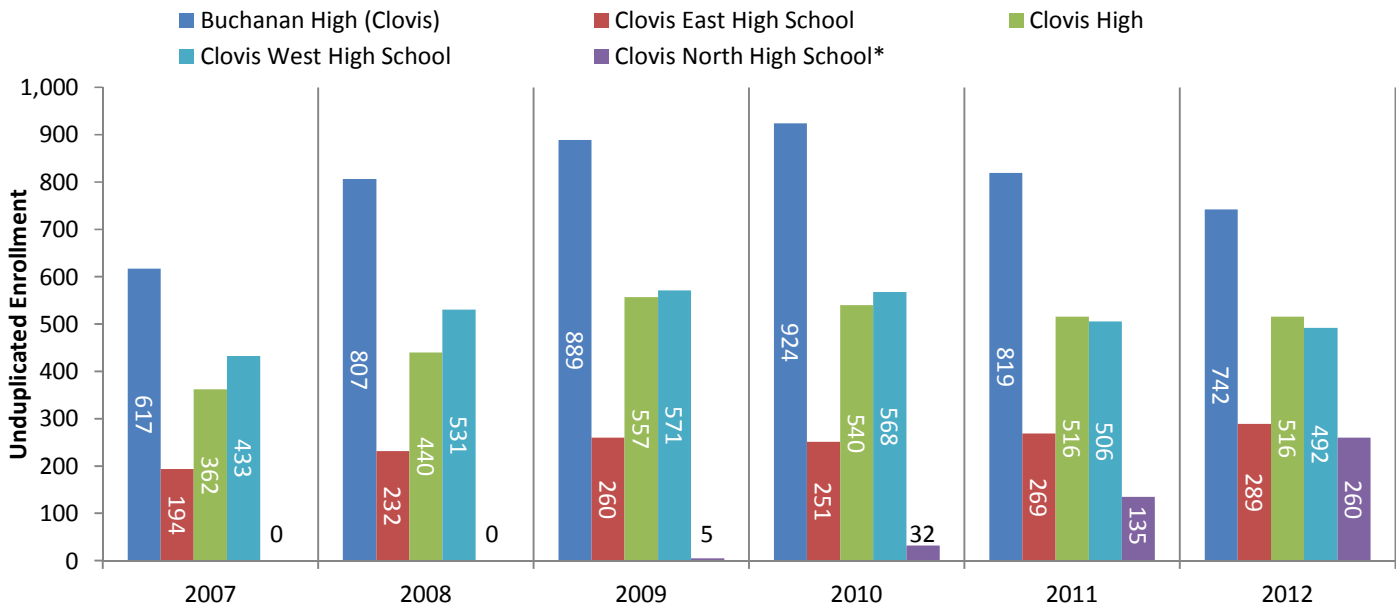
Source: WICCC Office of Institutional Research
* Clovis North H.S. opened in fall 2007

Summary of Student Profile

Students age 24 or under accounted for 75.7% of unduplicated enrollment at WICCC in fall 2012 (4,052 students). Enrollment from students age 24 or under has increased by 818 students (25.29%) over six academic terms (from fall 2007 to fall 2012). Approximately 41.07% of the service area population in the year 2010 was within the 24 or under age group (337,719 persons) and 41.13% of the Fresno/Madera County population was within the same age group in the year 2010 (444,775 persons). Population projections by age group for Fresno and Madera Counties suggest that from the year 2010 to 2015, the population age 24 or under will increase by 14,570 persons (3.28%), and from the year 2015 to 2020 the same age group is forecasted to increase by 33,058 persons (5.56%). Similar growth rates within the service area population are also expected, suggesting that the service area population age 24 or under may reach over 368,000 persons by the year 2020. The anticipated level of growth of the service area population age 24 or under supports the need for establishing WICCC as an official community college and improving higher education access for a growing core college age population.

Although the service area and Fresno/Madera County population is dominated by Hispanics, the race/ethnicity of students at WICCC has historically been predominantly White. In fall 2012, approximately 49.1% of unduplicated enrollment at WICCC was attributable to White students (2,536 students), while 32.9% of students were Hispanic (1,699 students). Approximately 36.15% of the service area population was White in the year 2010 (297,254 persons) while 45.82% was Hispanic (376,724 persons). However, Hispanic student enrollment at WICCC has been among the fasted growing race/ethnicity of students, increasing by 546 students from fall 2007 to fall 2012. While Asians accounted for 9.83% of the service area population in the year 2010 (80,791 persons), Asian students accounted for 12.2% of enrollment at WICCC in fall 2012. Growing Hispanic and Asian student enrollment at WICCC coupled with slow growth among White students has contributed to a declining proportion of White students at WICCC. Fresno/Madera County population projections by race/ethnicity suggest this trend will continue, largely due to the expected high population growth amongst Hispanics through the year 2025. WICCC must prepare for continuing increases in enrollment from Hispanic students, ensure institutional programs are meeting the educational needs of these students, and continue outreach efforts to attract more Hispanics to enroll in higher education opportunities within the community.

25

Females have historically been the dominant gender of students at WICCC, accounting for 55.4% of unduplicated enrollment in 2012 (2,966 students). However, females only marginally outnumber males within the service area and Fresno/Madera County population. In 2010, females accounted for 50.72% of the service area population (417,075 persons) and 50.29% of the Fresno/Madera County population (543,822 persons). However, recent male enrollment growth at WICCC has been out pacing female growth. From fall 2007 to fall 2012, the number of female students at WICCC increased by 194 students (7%), while the number of males increased by 431 students (22.7%). Fresno/Madera County population projections by gender suggest that male population growth will be slightly more than female growth; however, females will proportionally remain the marginally dominant gender within the service area population.

The predominant educational goal of most students at WICCC has been to transfer to a four-year institution and obtain a bachelor's degree. In fall 2012, approximately 62% of students stated their educational goal was to receive a bachelor's degree (3,320 students). During the same term, approximately 4.71% of students stated that their educational goal was to obtain an associate's degree or certificate without transfer (252 students) and 3.5% of students at WICCC were already enrolled at a four-year institution and taking classes at the Center (185 students). WICCC will continue to develop relationships with four-year institutions and enhance student services to ensure students have the tools they need for successful transfer within two years of enrollment at WICCC.

Each of the top feeder high schools for the WICCC come from the Clovis Unified School District and include Buchanan High, Clovis East High, Clovis High, Clovis North High, and Clovis West High. The proportion of WICCC enrollment from feeder high schools increased from 34.3% of unduplicated enrollment in fall 2007 (1,606 students) to 43% of unduplicated enrollment in fall 2012 (2,299 students). WICCC will continue outreach efforts at feeder high schools to encourage enrollment at WICCC following graduation.

CHAPTER IV – ENROLLMENT HISTORY AND PROJECTIONS

Historical Headcount Enrollment, FTES and WSCH

Enrollment and FTES at the WICCC has exceeded the minimum threshold for being considered as an official community college site (1,000 fall term FTES and/or 2,000 annual FTES) each academic year/term since opening at its current location during the 2007-08 academic year. During the fall 2012 term, WICCC served 5,352 unduplicated students and generated 1,613 FTES (48,402 WSCH).

Fall term unduplicated enrollment at WICCC reached a peak during the 2009-10 academic year with 5,925 students, increasing by 1,246 students (26.6%) in three academic terms (fall 2007 to fall 2009). From 2009-10 to 2012-13, WICCC, like most community colleges system-wide, was in a forced enrollment decline due to reduced workload measures and budget allocations from the State. From fall 2009 to fall 2012, unduplicated enrollment at WICCC only decreased by 573 students (-9.7%), far less than the level of enrollment decline experienced at other community college locations in the area.

Exhibit 4.1 Historical Unduplicated Enrollment
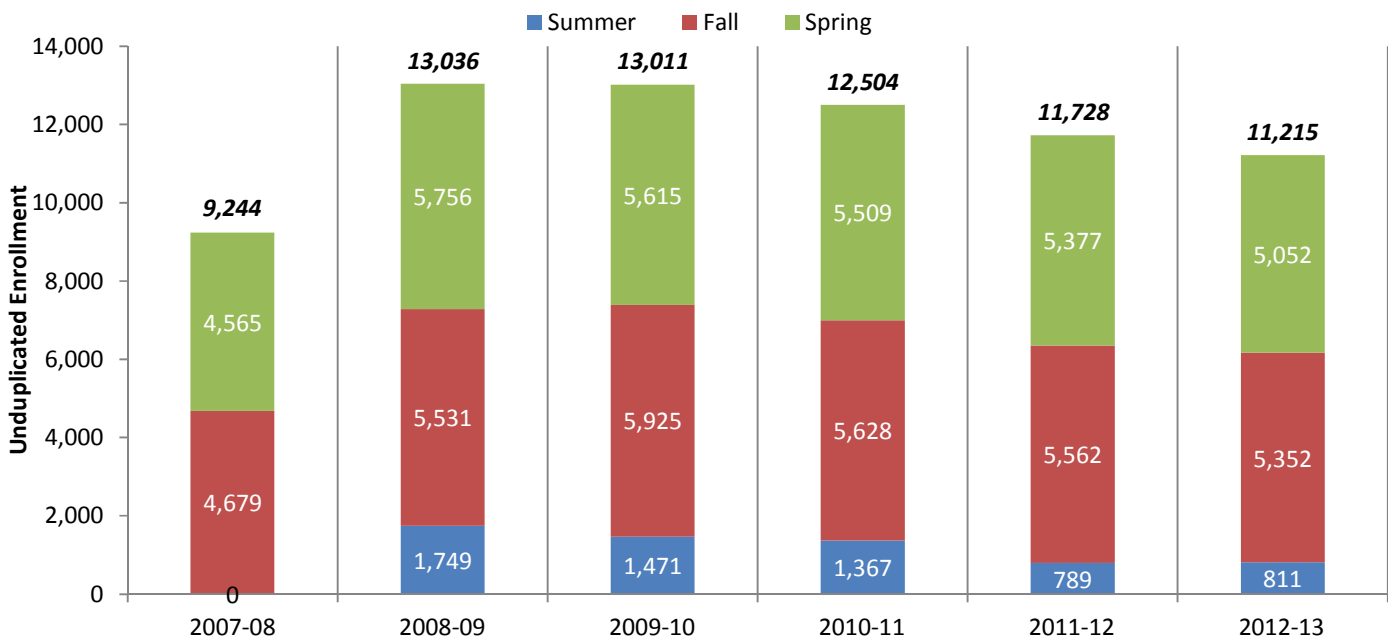
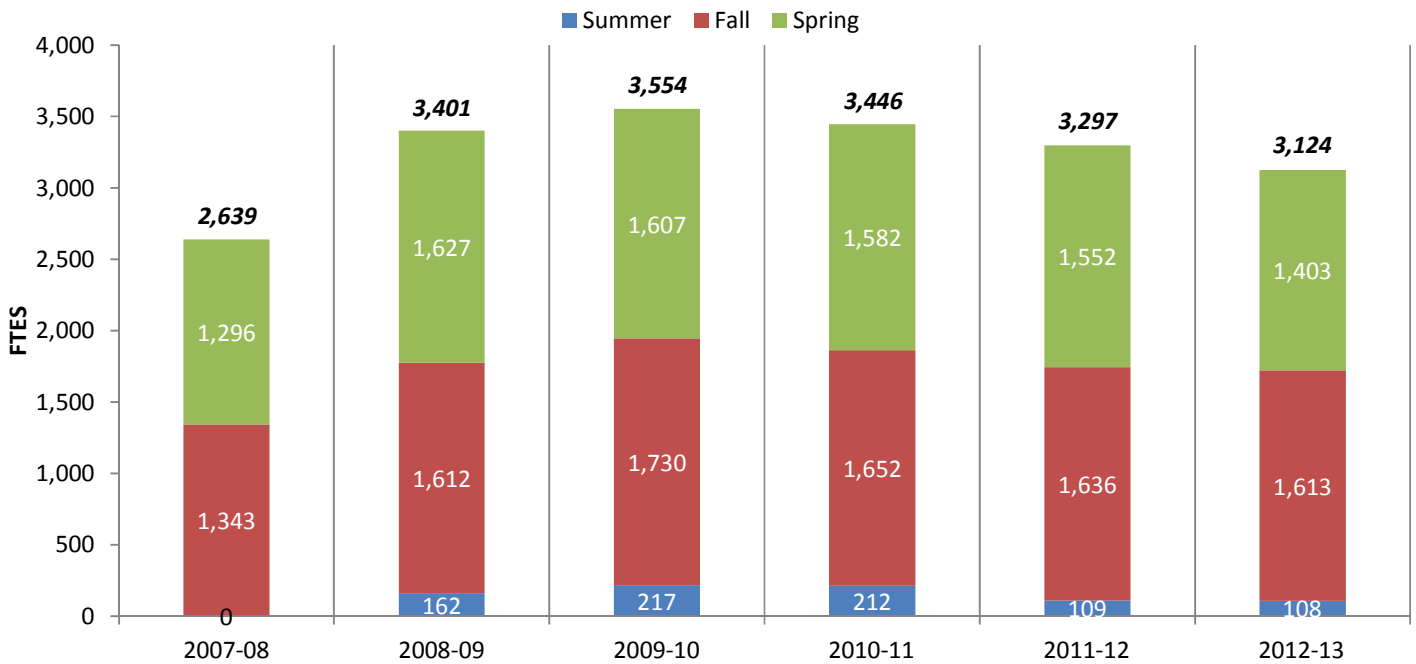*Source: SCCCD, Office of Institutional Research*

Fall term FTES and WSCH at WICCC reached a peak during the 2009-10 academic year with 1,730 FTES and 51,903 WSCH. WICCC FTES and WSCH generation increased by 388 FTES and 11,625 WSCH (28.9%) in three academic terms (fall 2007 to fall 2009). From fall 2009 to fall 2012, FTES at WICCC decreased by 117 FTES and WSCH decreased by 3,502 (-6.7%). Although unduplicated enrollment during the same period decreased by 9.7%, FTES and WSCH declined at a much lesser rate, suggesting that students took a heavier course load from fall 2009 to fall 2012 than they did in prior terms.

27

Exhibit 4.2 Historical Full Time Equivalent Students (FTES)

■ Summer ■ Fall ■ Spring

Year	Summer	Fall	Spring	Total
2007-08	0	1,343	1,296	2,639
2008-09	162	1,612	1,627	3,401
2009-10	217	1,730	1,607	3,554
2010-11	212	1,652	1,582	3,446
2011-12	109	1,636	1,552	3,297
2012-13	108	1,613	1,403	3,124

Source: SCCCD, Office of Institutional Research

Exhibit 4.3 Historical Weekly Student Contact Hours (WSCH)

■ Summer ■ Fall ■ Spring

| Year	Summer	Fall	Spring	Total
2007-08	0	40,278	38,886	79,164
2008-09	4,860	48,354	48,813	102,027
2009-10	6,498	51,903	48,220	106,621
2010-11	6,354	49,547	47,466	103,367
2011-12	3,273	49,085	46,558	98,916
2012-13	3,249	48,402	42,095	93,746

Source: SCCCD, Office of Institutional Research

28
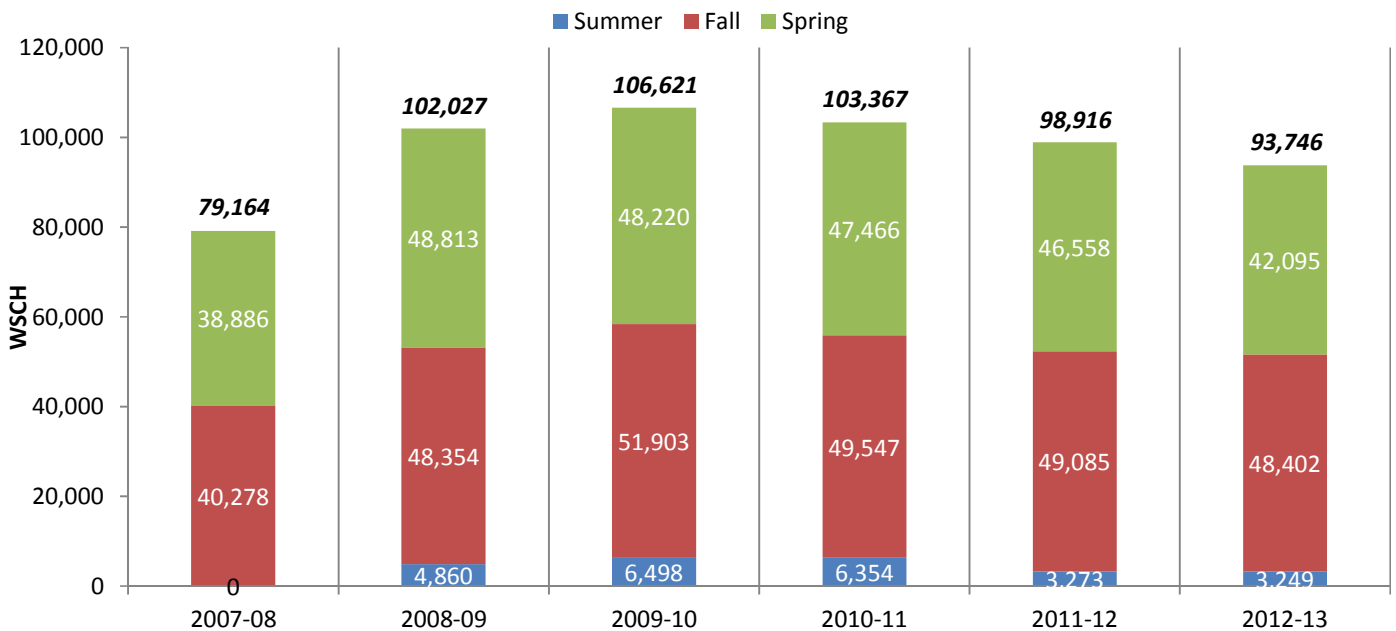
Full Time Equivalent Faculty (FTEF)

FTEF at WICCC reached a peak during the fall 2008 term with 92.2 FTEF, during which time the faculty load was 525 WSCH/FTEF. The California Community College recommended standard for faculty load is between 500 and 525 WSCH/FTEF, representing the point of financial breakeven for a College. From fall 2008 to fall 2012, FTEF at WICCC decreased by 6.9 FTEF (-7.5%). In fall 2012, WICCC had 85.3 FTEF and the faculty load was 568 WSCH/FTEF.

Exhibit 4.4 Historical Full Time Equivalent Faculty and WSCH/FTEF
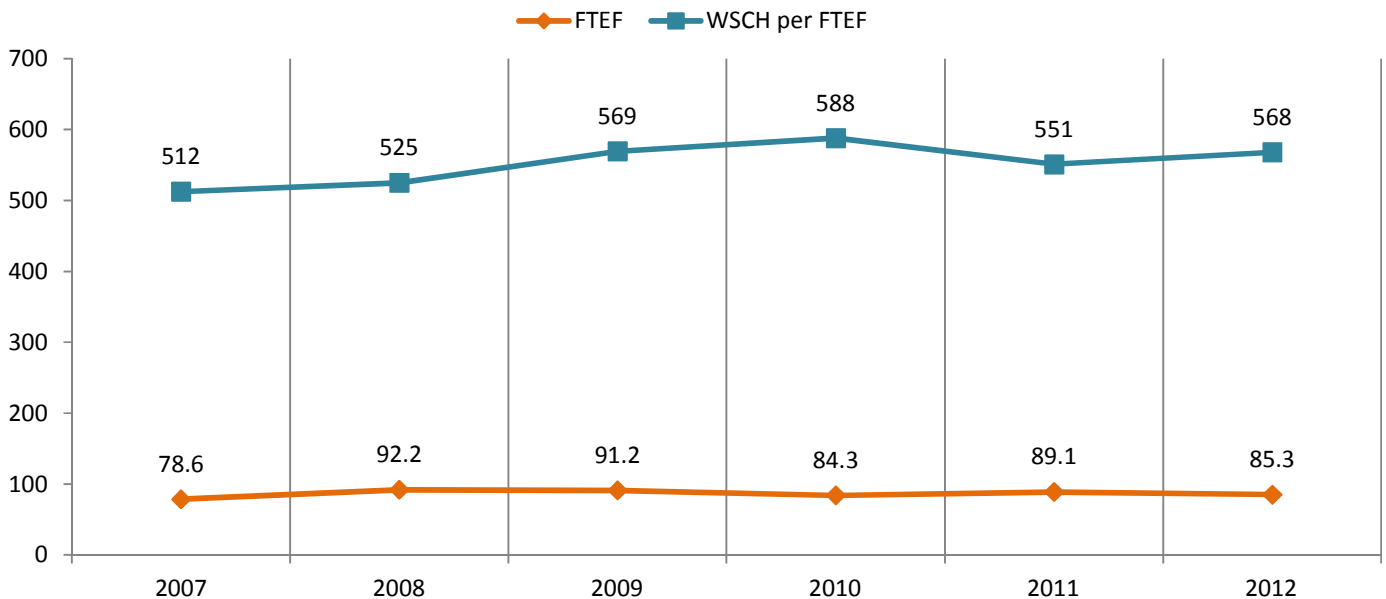
Source: SCCCD, Office of Institutional Research

Enrollment Projections and Methodology

Recently passed legislation at the State has partially restored funding to community colleges for the 2013-14 academic year, thus, the WICCC anticipates growth and recovery from recent enrollment decline. SCCCD prepared and submitted enrollment projections for the WICCC to the Department of Finance and was awarded approval of the projections in August 2009. Due to a significant amount of time passing since the original Department of Finance approval of enrollment projections, the District revised their enrollment projections and resubmitted them to the Department of Finance for review and approval in August 2013. The updated enrollment projections and methodology was approved by the Department of Finance on August 28, 2013 and are presented in this section. The methodology for developing enrollment projections follows the recommended procedures outlined within the California Community College's Facilities Planning Manual developed by the State Chancellor's Office.

The primary service area for WICCC includes Fresno, Clovis, Madera, Coarsegold, Sanger, Auberry, Kerman, Oakhurst, Prather, and Tollhouse. See Exhibit 2.1 for WICCC service area zip codes. In the year 2010, service area zip codes within Fresno County accounted for 75.58% of the total Fresno County population, while service area zip codes within Madera County accounted for 78.89% of the total Madera County population (see Exhibit 2.2).

The subset of service area population within the 18 to 64 age group is important to delineate from the total population since persons within that age group may be considered college age. In 2010, the service area population within the 18 to 64 age group who resided in Fresno County zip codes (422,700 persons) accounted for 75.55% of Fresno County's population age 18 to 64 (559,522 persons). In the same year, the service area population within the 18 to 64 age group

who reside in Madera County zip codes (69,231 persons) accounted for 76.28% of Madera County's population age 18-64 (90,754 persons).

Exhibit 4.5 Population Age 18-64 – Service Area vs. County

County	Service Area Population Age 18-64	Total County Population Age 18-64	Proportion of County Population Age 18-64 in Service Area
Fresno	422,700	559,522	75.55%
Madera	69,231	90,754	76.28%
TOTAL	**491,931**	**650,276**	**75.65%**

The Department of Finance Demographic Research Unit population projections (Report P-3) for Fresno and Madera Counties were utilized to forecast changes within each County's total population and persons within the 18 to 64 age group.

Exhibit 4.6 County Population Projections – Total and Age 18-64

Year	Fresno County		Madera County	
	Total Population	Population Age 18-64	Total Population	Population Age 18-64
2011	939,278	566,688	152,008	91,923
2012	946,823	571,741	151,790	91,913
2013	958,427	578,176	153,688	93,044
2014	972,724	585,623	157,830	95,335
2015	988,970	593,527	161,556	97,301
2016	1,009,582	603,509	166,177	99,691
2017	1,028,911	612,831	171,422	102,476
2018	1,043,431	619,695	176,116	104,938
2019	1,058,234	626,120	180,495	107,213
2020	1,071,728	631,209	185,056	109,577
2021	1,086,930	637,750	190,421	112,224
2022	1,102,832	644,869	195,826	114,891
2023	1,118,372	651,973	200,485	117,336
2024	1,134,757	659,723	204,785	119,585
2025	1,151,711	667,833	208,914	121,746

Source: Department of Finance DRU Report P-3

Based on Census 2010 data, it is calculated that 75.58% of Fresno County total population projections are considered within the WICCC service area, and 78.89% of Madera County total population projections are considered within the Center's service area. Also based on Census 2010 data, it is calculated that 75.55% of the Fresno County population within the 18-64 age group are considered within the WICCC service area, and 76.28% of the Madera County population for the same age group are considered within the Center's service area. Based on the above proportions of County populations within the service area, total population and persons within the 18 to 64 age group were projected for the service area.

Exhibit 4.7 Service Area Population Projections – Total and Age 18-64

Year	Total Population	Population Age 18-64
2010	822,233	491,931
2011	829,825	498,252
2012	835,356	502,062
2013	845,624	507,786
2014	859,697	515,160
2015	874,915	522,631
2016	894,139	531,995
2017	912,886	541,163
2018	927,563	548,226
2019	942,206	554,816
2020	956,003	560,464
2021	971,725	567,425
2022	988,007	574,837
2023	1,003,428	582,070
2024	1,019,204	589,640
2025	1,035,275	597,416

Source: U.S. Census 2010; Department of Finance DRU Report P-3

Participation rate is defined as the number of unduplicated headcount students enrolled at WICCC per 1,000 persons within the service area population age 18 to 64. Participation rate was calculated from 2010 to 2012 based on historical unduplicated enrollment data by term and service area population within the 18 to 64 age group each year.

Exhibit 4.8 Participation Rate by Term 2010-2012

Year	Population Age 18-64	Enrollment (Fall)	Part. Rate (Fall)	Enrollment (Spring)	Part. Rate (Spring)	Enrollment (Summer)	Part. Rate (Summer)
2010	491,931	5,628	11.44	5,615	11.41	1,367	2.78
2011	498,252	5,562	11.16	5,509	11.06	789	1.58
2012	502,062	5,352	10.66	5,377	10.71	811	1.62

Source: U.S. Census 2010; Department of Finance DRU Report P-3; SCCCD, Office of Institutional Research

For unduplicated headcount enrollment projections, a three-year average participation rate was calculated based on historical data from 2010 to 2012. The three-year average participation rate from 2010 to 2012 for fall term was calculated at 11.09 headcount students per 1,000 persons age 18 to 64 in the service area population. For spring term, the average three-year participation rate was calculated at 11.06 headcount students per 1,000 persons age 18 to 64 in the service area population. For summer term, the average three-year participation rate was calculated at 1.99 headcount students per 1,000 persons age 18 to 64 in the service area population.

Exhibit 4.9 Average Participation Rate by Term 2010-2012

Term	Avg. Part Rate
Fall	11.09
Spring	11.06
Summer	1.99

Source: U.S. Census 2010; Department of Finance DRU Report P-3; SCCCD, Office of Institutional Research

31

Based on service area population projections for those within the 18 to 64 age group and three-year average participation rates by term, unduplicated enrollment projections were forecasted by term for years 2013 through 2025.

Exhibit 4.10 Fall Term Unduplicated Enrollment Projections

Fall Term	Service Area Population Age 18-64	Avg. Participation Rate	Projected Enrollment	% Growth
Fall 2013	507,786	11.09	5,631	N/A
Fall 2014	515,160	11.09	5,713	1.45%
Fall 2015	522,631	11.09	5,796	1.45%
Fall 2016	531,995	11.09	5,900	1.79%
Fall 2017	541,163	11.09	6,001	1.72%
Fall 2018	548,226	11.09	6,080	1.31%
Fall 2019	554,816	11.09	6,153	1.20%
Fall 2020	560,464	11.09	6,216	1.02%
Fall 2021	567,425	11.09	6,293	1.24%
Fall 2022	574,837	11.09	6,375	1.31%
Fall 2023	582,070	11.09	6,455	1.26%
Fall 2024	589,640	11.09	6,539	1.30%
Fall 2025	597,416	11.09	6,625	1.32%

Exhibit 4.11 Spring Term Unduplicated Enrollment Projections

Spring Term	Service Area Population Age 18-64	Avg. Participation Rate	Projected Enrollment	% Growth
Spring 2014	515,160	11.06	5,698	N/A
Spring 2015	522,631	11.06	5,780	1.45%
Spring 2016	531,995	11.06	5,884	1.79%
Spring 2017	541,163	11.06	5,985	1.72%
Spring 2018	548,226	11.06	6,063	1.31%
Spring 2019	554,816	11.06	6,136	1.20%
Spring 2020	560,464	11.06	6,199	1.02%
Spring 2021	567,425	11.06	6,276	1.24%
Spring 2022	574,837	11.06	6,358	1.31%
Spring 2023	582,070	11.06	6,438	1.26%
Spring 2024	589,640	11.06	6,521	1.30%
Spring 2025	597,416	11.06	6,607	1.32%

Exhibit 4.12 Summer Term Unduplicated Enrollment Projections

Summer Term	Service Area Population Age 18-64	Avg. Participation Rate	Projected Enrollment	% Growth
Summer 2013	507,786	1.99	1,010	N/A
Summer 2014	515,160	1.99	1,025	1.45%
Summer 2015	522,631	1.99	1,040	1.45%
Summer 2016	531,995	1.99	1,059	1.79%
Summer 2017	541,163	1.99	1,077	1.72%
Summer 2018	548,226	1.99	1,091	1.31%
Summer 2019	554,816	1.99	1,104	1.20%
Summer 2020	560,464	1.99	1,115	1.02%
Summer 2021	567,425	1.99	1,129	1.24%
Summer 2022	574,837	1.99	1,144	1.31%
Summer 2023	582,070	1.99	1,158	1.26%
Summer 2024	589,640	1.99	1,173	1.30%
Summer 2025	597,416	1.99	1,189	1.32%

Based on unduplicated enrollment projections by term, annualized projections for the WICCC were forecasted for the 2013-14 through 2024-25 academic years. Each academic year consists of fall, spring and summer terms. For example, the 2013-14 academic year includes data for summer 2013, fall 2013 and spring 2014.

Exhibit 4.13 Annualized Unduplicated Enrollment Projections

Academic Year	Fall	Spring	Summer	Annual
2013-14	5,631	5,698	1,010	**12,340**
2014-15	5,713	5,780	1,025	**12,519**
2015-16	5,796	5,884	1,040	**12,720**
2016-17	5,900	5,985	1,059	**12,944**
2017-18	6,001	6,063	1,077	**13,142**
2018-19	6,080	6,136	1,091	**13,307**
2019-20	6,153	6,199	1,104	**13,456**
2020-21	6,216	6,276	1,115	**13,607**
2021-22	6,293	6,358	1,129	**13,780**
2022-23	6,375	6,438	1,144	**13,957**
2023-24	6,455	6,521	1,158	**14,135**
2024-25	6,539	6,607	1,173	**14,320**

FTES projections for WICCC are based on the average historical FTES per unduplicated enrollment over six academic years (2007-08 to 2012-13). The average FTES per unduplicated enrollment from fall 2007 through fall 2012 was 0.293 FTES per headcount student. The average FTES per unduplicated enrollment from spring 2008 through spring 2013 was 0.284 FTES per headcount student. The average FTES per unduplicated enrollment from summer 2008 through summer 2012 was 0.133 FTES per headcount student. Please note that WICCC opened for operation at its current location in fall 2007, thus, there is no relevant data available for spring or summer 2007.

33

Exhibit 4.14 Historical and Average FTES per Unduplicated Enrollment

Term	2007	2008	2009	2010	2011	2012	2013	Avg. FTES per Enrollment
Fall	0.287	0.291	0.292	0.293	0.294	0.301	N/A	**0.293**
Spring	N/A	0.284	0.283	0.286	0.287	0.289	0.278	**0.284**
Summer	N/A	0.093	0.147	0.155	0.138	0.134	N/A	**0.133**

Source: SCCCD, Office of Institutional Research

Based on projected unduplicated enrollment and historical average FTES per headcount enrollment by term, FTES projections were forecasted by term for 2013 through 2025.

Exhibit 4.15 Fall Term FTES Projections

Fall Term	Projected Enrollment	Avg. FTES per Enrollment	Projected FTES	% Growth
Fall 2013	5,631	0.293	1,650	N/A
Fall 2014	5,713	0.293	1,674	1.45%
Fall 2015	5,796	0.293	1,698	1.45%
Fall 2016	5,900	0.293	1,729	1.79%
Fall 2017	6,001	0.293	1,758	1.72%
Fall 2018	6,080	0.293	1,781	1.31%
Fall 2019	6,153	0.293	1,803	1.20%
Fall 2020	6,216	0.293	1,821	1.02%
Fall 2021	6,293	0.293	1,844	1.24%
Fall 2022	6,375	0.293	1,868	1.31%
Fall 2023	6,455	0.293	1,891	1.26%
Fall 2024	6,539	0.293	1,916	1.30%
Fall 2025	6,625	0.293	1,941	1.32%

Exhibit 4.16 Spring Term FTES Projections

Spring Term	Projected Enrollment	Avg. FTES per Enrollment	Projected FTES	% Growth
Spring 2014	5,698	0.284	1,618	N/A
Spring 2015	5,780	0.284	1,642	1.45%
Spring 2016	5,884	0.284	1,671	1.79%
Spring 2017	5,985	0.284	1,700	1.72%
Spring 2018	6,063	0.284	1,722	1.31%
Spring 2019	6,136	0.284	1,743	1.20%
Spring 2020	6,199	0.284	1,760	1.02%
Spring 2021	6,276	0.284	1,782	1.24%
Spring 2022	6,358	0.284	1,806	1.31%
Spring 2023	6,438	0.284	1,828	1.26%
Spring 2024	6,521	0.284	1,852	1.30%
Spring 2025	6,607	0.284	1,877	1.32%

Exhibit 4.17 Summer Term FTES Projections

Summer Term	Projected Enrollment	Avg. FTES per Enrollment	Projected FTES	% Growth
Summer 2013	1,010	0.133	134	N/A
Summer 2014	1,025	0.133	136	1.45%
Summer 2015	1,040	0.133	138	1.45%
Summer 2016	1,059	0.133	141	1.79%
Summer 2017	1,077	0.133	143	1.72%
Summer 2018	1,091	0.133	145	1.31%
Summer 2019	1,104	0.133	147	1.20%
Summer 2020	1,115	0.133	148	1.02%
Summer 2021	1,129	0.133	150	1.24%
Summer 2022	1,144	0.133	152	1.31%
Summer 2023	1,158	0.133	154	1.26%
Summer 2024	1,173	0.133	156	1.30%
Summer 2025	1,189	0.133	158	1.32%

Based on FTES projections by term, annualized projections for WICCC were forecasted for the 2013-14 through 2024-25 academic years. Each academic year consists of fall, spring and summer terms. For example, the 2013-14 academic year includes data for summer 2013, fall 2013 and spring 2014.

Exhibit 4.18 Annualized FTES Projections

Academic Year	Fall	Spring	Summer	Annual
2013-14	1,650	1,618	134	**3,403**
2014-15	1,674	1,642	136	**3,452**
2015-16	1,698	1,671	138	**3,508**
2016-17	1,729	1,700	141	**3,569**
2017-18	1,758	1,722	143	**3,624**
2018-19	1,781	1,743	145	**3,669**
2019-20	1,803	1,760	147	**3,710**
2020-21	1,821	1,782	148	**3,752**
2021-22	1,844	1,806	150	**3,800**
2022-23	1,868	1,828	152	**3,848**
2023-24	1,891	1,852	154	**3,897**
2024-25	1,916	1,877	156	**3,949**

WSCH projections for WICCC are based on the average historical WSCH per unduplicated enrollment over six academic years (2007-08 to 2012-13). The average WSCH per unduplicated enrollment from fall 2007 through fall 2012 was 8.80 WSCH per headcount student. The average WSCH per unduplicated enrollment from spring 2008 through spring 2013 was 8.53 WSCH per headcount student. The average WSCH per unduplicated enrollment from summer 2008 through summer 2012 was 4.0 WSCH per headcount student. Please note that WICCC opened for operation at its current location in fall 2007, thus, there is no relevant data available for spring or summer 2007.

Exhibit 4.19 Historical and Average WSCH per Unduplicated Enrollment

Term	2007	2008	2009	2010	2011	2012	2013	Avg. WSCH per Enrollment
Fall	8.61	8.74	8.76	8.80	8.82	9.04	N/A	**8.80**
Spring	N/A	8.52	8.48	8.59	8.62	8.66	8.33	**8.53**
Summer	N/A	2.78	4.42	4.65	4.15	4.01	N/A	**4.00**

Source: SCCCD, Office of Institutional Research

Based on projected unduplicated enrollment and historical average WSCH per headcount enrollment by term, WSCH projections were forecasted by term for 2013 through 2025.

Exhibit 4.20 Fall Term WSCH Projections

Fall Term	Projected Enrollment	Avg. WSCH per Enrollment	Projected WSCH	% Growth
Fall 2013	5,631	8.80	49,556	N/A
Fall 2014	5,713	8.80	50,275	1.45%
Fall 2015	5,796	8.80	51,005	1.45%
Fall 2016	5,900	8.80	51,918	1.79%
Fall 2017	6,001	8.80	52,813	1.72%
Fall 2018	6,080	8.80	53,502	1.31%
Fall 2019	6,153	8.80	54,146	1.20%
Fall 2020	6,216	8.80	54,697	1.02%
Fall 2021	6,293	8.80	55,376	1.24%
Fall 2022	6,375	8.80	56,100	1.31%
Fall 2023	6,455	8.80	56,805	1.26%
Fall 2024	6,539	8.80	57,544	1.30%
Fall 2025	6,625	8.80	58,303	1.32%

Exhibit 4.21 Spring Term WSCH Projections

Spring Term	Projected Enrollment	Avg. WSCH per Enrollment	Projected WSCH	% Growth
Spring 2014	5,698	8.53	48,601	
Spring 2015	5,780	8.53	49,306	1.45%
Spring 2016	5,884	8.53	50,189	1.79%
Spring 2017	5,985	8.53	51,054	1.72%
Spring 2018	6,063	8.53	51,721	1.31%
Spring 2019	6,136	8.53	52,342	1.20%
Spring 2020	6,199	8.53	52,875	1.02%
Spring 2021	6,276	8.53	53,532	1.24%
Spring 2022	6,358	8.53	54,231	1.31%
Spring 2023	6,438	8.53	54,913	1.26%
Spring 2024	6,521	8.53	55,628	1.30%
Spring 2025	6,607	8.53	56,361	1.32%

Exhibit 4.22 Summer Term WSCH Projections

Summer Term	Projected Enrollment	Avg. WSCH per Enrollment	Projected WSCH	% Growth
Summer 2013	1,010	4.00	4,042	
Summer 2014	1,025	4.00	4,101	1.45%
Summer 2015	1,040	4.00	4,160	1.45%
Summer 2016	1,059	4.00	4,235	1.79%
Summer 2017	1,077	4.00	4,308	1.72%
Summer 2018	1,091	4.00	4,364	1.31%
Summer 2019	1,104	4.00	4,416	1.20%
Summer 2020	1,115	4.00	4,461	1.02%
Summer 2021	1,129	4.00	4,517	1.24%
Summer 2022	1,144	4.00	4,576	1.31%
Summer 2023	1,158	4.00	4,633	1.26%
Summer 2024	1,173	4.00	4,694	1.30%
Summer 2025	1,189	4.00	4,755	1.32%

Based on WSCH projections by term, annualized projections for WICCC were forecasted for the 2013-14 through 2024-25 academic years. Each academic year consists of a fall, spring and summer terms. For example, the 2013-14 academic year includes data for summer 2013, fall 2013 and spring 2014.

Exhibit 4.23 Annualized WSCH Projections

Academic Year	Fall	Spring	Summer	Annual
2013-14	49,556	48,601	4,042	**102,199**
2014-15	50,275	49,306	4,101	**103,682**
2015-16	51,005	50,189	4,160	**105,354**
2016-17	51,918	51,054	4,235	**107,207**
2017-18	52,813	51,721	4,308	**108,841**
2018-19	53,502	52,342	4,364	**110,209**
2019-20	54,146	52,875	4,416	**111,437**
2020-21	54,697	53,532	4,461	**112,690**
2021-22	55,376	54,231	4,517	**114,124**
2022-23	56,100	54,913	4,576	**115,589**
2023-24	56,805	55,628	4,633	**117,066**
2024-25	57,544	56,361	4,694	**118,599**

Summary of Enrollment History and Projections

Enrollment and FTES at the WICCC has exceeded the minimum threshold for being considered as an official community college site (1,000 fall term FTES and/or 2,000 annual FTES) each academic year/term since opening at its current location during the 2007-08 academic year. WICCC reached peak enrollment, FTES, and WSCH production during the 2009-10 academic year with 5,925 unduplicated students, 1,730 FTES and 51,903 WSCH in fall 2009. During the 2010-11 academic year, like most community colleges system-wide, WICCC was in a forced enrollment decline due to reduced workload measures and budget allocations from the State. However, from fall 2009 to fall 2012, unduplicated enrollment at WICCC only decreased by 573 students (-9.7%), far less than the level of enrollment decline experienced

at other community college locations in the area. Furthermore, FTES and WSCH declined at a much lesser rate (-6.7%) than enrollment, suggesting that students took a heavier course load from fall 2009 to fall 2012 than they did prior.

Recently passed legislation at the State has partially restored funding to community colleges for the 2013-14 academic year, thus, WICCC anticipates growth and recovery from recent enrollment decline. Enrollment projections for WICCC were developed following recommended procedures outlined within the California Community College's Facilities Planning Manual developed by the State Chancellor's Office and was approved by the Department of Finance on August 28, 2013. Annual enrollment, FTES and WSCH at WICCC are expected to increase at an average annual growth rate of approximately 1.36% from 2013-14 to 2024-25..

Exhibit 4.24 Fall Term Enrollment, FTES and WSCH Projections

Measure	Fall Term Projections												
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Unduplicated Enrollment	5,631	5,713	5,796	5,900	6,001	6,080	6,153	6,216	6,293	6,375	6,455	6,539	6,625
FTES	1,650	1,674	1,698	1,729	1,758	1,781	1,803	1,821	1,844	1,868	1,891	1,916	1,941
WSCH	49,556	50,275	51,005	51,918	52,813	53,502	54,146	54,697	55,376	56,100	56,805	57,544	58,303
FTES per Enrollment	0.293	0.293	0.293	0.293	0.293	0.293	0.293	0.293	0.293	0.293	0.293	0.293	0.293
WSCH per Enrollment	8.800	8.800	8.800	8.800	8.800	8.800	8.800	8.800	8.800	8.800	8.800	8.800	8.800

Exhibit 4.25 Spring Term Enrollment, FTES and WSCH Projections

Measure	Spring Term Projections											
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Unduplicated Enrollment	5,698	5,780	5,884	5,985	6,063	6,136	6,199	6,276	6,358	6,438	6,521	6,607
FTES	1,618	1,642	1,671	1,700	1,722	1,743	1,760	1,782	1,806	1,828	1,852	1,877
WSCH	48,601	49,306	50,189	51,054	51,721	52,342	52,875	53,532	54,231	54,913	55,628	56,361
FTES per Enrollment	0.284	0.284	0.284	0.284	0.284	0.284	0.284	0.284	0.284	0.284	0.284	0.284
WSCH per Enrollment	8.530	8.530	8.530	8.530	8.530	8.530	8.530	8.530	8.530	8.530	8.530	8.530

Exhibit 4.26 Summer Term Enrollment, FTES and WSCH Projections

Measure	Summer Term Projections												
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Unduplicated Enrollment	1,010	1,025	1,040	1,059	1,077	1,091	1,104	1,115	1,129	1,144	1,158	1,173	1,189
FTES	134	136	138	141	143	145	147	148	150	152	154	156	158
WSCH	4,042	4,101	4,160	4,235	4,308	4,364	4,416	4,461	4,517	4,576	4,633	4,694	4,755
FTES per Enrollment	0.133	0.133	0.133	0.133	0.133	0.133	0.133	0.133	0.133	0.133	0.133	0.133	0.133
WSCH per Enrollment	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000

Exhibit 4.27 Annualized Enrollment, FTES and WSCH Projections

Measure	Annualized Projections											
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Unduplicated Enrollment	12,340	12,519	12,720	12,944	13,142	13,307	13,456	13,607	13,780	13,957	14,135	14,320
FTES	3,403	3,452	3,508	3,569	3,624	3,669	3,710	3,752	3,800	3,848	3,897	3,949
WSCH	102,199	103,682	105,354	107,207	108,841	110,209	111,437	112,690	114,124	115,589	117,066	118,599
FTES per Enrollment	0.276	0.276	0.276	0.276	0.276	0.276	0.276	0.276	0.276	0.276	0.276	0.276
WSCH per Enrollment	8.282	8.282	8.283	8.283	8.282	8.282	8.282	8.282	8.282	8.282	8.282	8.282

39

CHAPTER V – ALTERNATIVES

Alternatives to establishing the existing Willow International Community College Center as Clovis Community College have been considered and detailed below:

Remain an Educational Center

WICCC operations could continue offering programs and services in its official designation as an educational center of State Center Community College District. If WICCC remained an educational center with its limited programs and depth of course offerings, it would not be possible for most students to complete their academic programs without traveling to other District locations for necessary courses, and discourage many prospective students within the service area from attending WICCC. If continued as an educational center, many support programs and services also would remain deficient since it would not be efficient or economical to provide redundant activities as support for smaller programs in multiple locations throughout the District. Importantly, these limitations would not encourage participation in higher education, a goal of the State. As an alternative to having limited program depth, WICCC could expand the number of its programs and add more facilities using State Capital Outlay funding, as it has in the past, to more fully service the growing number of potential students. In essence, this would force WICCC to replicate many programs offered at other District locations and operate in many ways as a comprehensive college without many of the benefits associated with official community college status. It is the State's philosophy that community colleges fulfill the needs of its local service areas and this function would be more difficult if WICCC remained under the auspices of a parent institution (Reedley College) with very different service area needs and located over 35 miles away (45 minute driving commute).

Expansion of Fresno City College and Reedley Colleges

SCCCD could choose to expand Fresno City College in lieu of making the WICCC location a comprehensive community college; however, it would be extremely costly and inefficient. Fresno City College is land-locked and now serving approximately 20,000 students on 100-acres, making for extremely overcrowded conditions and very limited parking. Any attempt to expand facilities at Fresno City College will require extensive reconstruction efforts for vertical expansion. Although Fresno City College is located approximately 12 miles from WICCC, and despite recent efforts to expand instructional space capacity at Fresno City College, many students choose to enroll at WICCC due to less overcrowding and better course availability. The WICCC site is on 110-acres and currently serves approximately 5,000 students with adequate space to expand facilities and services to accommodate over 20,000 students. Reedley College is over 35 miles away (45 minute driving commute) from the WICCC and is located in a rural agricultural setting. Expanding facilities at Reedley College would not respond to the needs of the WICCC service area population and most students would not commute to Reedley College unless for specific agricultural program needs. The District first opened the Clovis outreach center in 1994 as part of a decentralization effort to alleviate enrollment pressures at the Fresno City College location and better serve residents in the northern Fresno/Clovis portion of its service area. Overwhelming support and demand at the Clovis outreach location led to the District acquiring land and constructing the existing WICCC at its current location. Clovis Unified School District now has five comprehensive high schools with the last two opening in August 1999 and August 2007. Local high school graduation rates have contributed to increased demand at WICCC and require the Center to expand instructional offerings to meet local needs. Investment of local bond and State Capital Outlay funds have made it possible for WICCC to grow programs and services offered at this location and enrollment continues to thrive despite recent State-wide economic and budgetary challenges.

Increase Utilization of Existing Institutions

The District already promotes increasing utilization of its existing institutions, namely Fresno City College and Reedley College, however, as discussed in previous alternatives, Fresno City College is already heavily impacted and land-locked limiting future growth and Reedley College is a 45 minute driving commute from WICCC. Students at WICCC are encouraged to enroll at multiple District locations to serve their educational needs. However, with increasing utilization of other District institutions comes a risk of losing enrollment from students in the northern Fresno and

Clovis portions of the District service area, a primary reason for originally developing the WICCC. There is a significant need that is being met with the WICCC operation and it is not viable to diminish an important educational resource for those in the Center's primary service area. Investment of local and State bond funding used to construct the existing WICCC would be lost with this option.

Shared Use with Other Postsecondary Institutions

There are approximately 18 different neighboring higher educational institutions located in or near the primary service area of WICCC, most of which are private for-profit institutions. Sharing facilities with private institutions, or CSU Fresno which is located approximately 6.4 miles from WICCC, would not be a viable option for WICCC due to the variety of program-specific facilities and scheduling needs. Additionally, the purpose of WICCC is to provide local service area residents with the opportunity to get the education needed for transfer or an associate's degree/certificate without having a long commute from their home. Thus, WICCC is improving access to higher education to local residents while providing students with the tools needed for transfer to other postsecondary institutions, if that is their educational goal. WICCC will continue to enrich its transfer pathways and relationships with four-year institutions; however, sharing facilities with those institutions is not feasible.

Use of Non-Traditional Instructional Delivery Methods

The District and WICCC already supports various types of non-traditional instructional delivery methods. WICCC offers online and point-to-point interactive classes to address students with a variety of scheduling needs and learning styles. Hybrid courses which include a combination of both online and face-to-face instruction are offered at WICCC and utilize Blackboard, a learning management system, to post assignments and engage students in discussion forums. WICCC offers also Cooperative Work Experience courses which allow students to earn units of college credit by enrolling in an internship class and participating in a semester-long paid or unpaid internship. Unfortunately, the current faculty contract which extends through the 2015 year required that all faculty in the District receive Lecture Hour Equivalent (LHE) credit on the ratio of four LHE per three units taught, making distance education classes less cost effective than traditional instruction. Although the use of non-traditional instructional delivery is important to meet a broad range of educational needs within the community, access to traditional educational facilities and services is important to maintain awareness and promote higher education opportunities.

Private Fund Raising and Donations

The WICCC campus was constructed through the use of local and State Capital Outlay bond funding. In 2002, local voters approved a $161,000,000 bond measure for the construction and renovation of SCCCD facilities. Specifically included within the bond measure was $36,160,000 for phase one and two construction of the WICCC. Furthermore, AB-16 (California Joint Use Facilities) legislation made funding available for construction of the WICCC Child Development Center through collaboration between the District and Clovis Unified School District (CUSD), providing $4,000,000 from the Department of Education and CUSD as well as $2,000,000 from SCCCD resources.

The District Grants Office assists all District campus locations with all phases of their grant writing efforts to obtain external funding for college/center programs and services. The SCCC Foundation is a private non-profit organization that is designated to receive gifts to any division of the District from private sources such as individuals, foundations and corporations.

Benefits of WICCC over Other Alternatives

Attributes of the WICCC suggest that gaining comprehensive community college status offers numerous advantages, both financial and instructional, compared to other alternatives.

1. Outreach efforts to those within the northern Fresno and Clovis communities of the District service area have been in place for over 19 years. The Clovis Center opened in 1994 and overwhelming demand led to site

acquisition, construction and operation of the WICCC at its current location in fall 2007. Site acreage, already obtained and paid for by the District, is sufficient to support a comprehensive college. Phase one and two construction at WICC is complete with adequate space for expansion of programs and services at this site. The expansion of Fresno City College, Reedley College, or any other District outreach center would have no perceived educational or financial advantages over the existing WICCC location.

2. WICCC is ideally situated to service the growing population of northern Fresno and Clovis. Without WICCC the District could see a significant loss in unduplicated enrollment and FTES, which could result in loss of State apportionment funding.

3. WICCC has cultivated positive working relationships with multiple community organizations and school districts. The Center is an important institution for the community, providing access to higher educational opportunities near their place of residence.

4. The WICCC was constructed with support from a locally approved bond measure and State Capital Outlay funding.

5. WICCC would receive additional State apportionment funding by becoming an officially approved community college. The additional funding would make it possible for this location to enhance existing program offerings, develop additional programs, and increase student services for its students. The availability of expanded programs and services would encourage more local students to participate in higher education, a major goal of the State.

6. If WICCC becomes an approved community college, it will provide a valuable resource to increase the college-going-rate in an area which in 2009 was 17.96% for Fresno County, compared to 40.57% for the State of California (according to last California Postsecondary Education Commission data).

CHAPTER VI – ACADEMIC PROGRAMS AND STUDENT SERVICES

Mission, Vision and Core Values

The mission statement of WICCC is "to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes."

The vision statement of WICCC is to "achieve independent college status with a broad, technology based curriculum that meets the individual educational needs of our clients in a global environment. We will provide access to people from diverse economic, demographic, intellectual, and technological communities. Our multi-faceted approach, including but not limited to, student contact, technological outreach, and building community partnerships, will provide a comprehensive system of learning opportunities and educational support services."

Core values of the faculty and staff at WICCC include: integrity, communication, respect, diplomacy, flexibility, mentorship, cooperation/collaboration, empathy, initiative, curiosity, responsibility, participation, challenges, confidence, and supportiveness.

Academic Programs

Currently, academic programs at WICCC are organized under three major instructional divisions which include Humanities, Math/Science/Engineering (including Health Science and Physical Education), and Social Science/Business. The fourth division is Student Support Services which is responsible for the counseling and library science course.

Humanities

The Humanities Division at WICCC is for students seeking an integrated liberal arts education, either as a pre-professional major or self-enrichment program. The traditionally recommended sequence of courses will satisfy all requirements of an associate in arts degree and general education transfer certification. Certificates of achievement and completion are available in many programs for those who meet the necessary requirements. Programs within the Humanities Division include Foreign Language (Spanish, French, and German), Art, Fine Arts (Music, Photography), Film, and English (including English as a Second Language).

Math, Science, and Engineering

The Math, Science and Engineering Division at WICCC offers courses for fulfilling requirements in its own programs as well as programs offered by other divisions. Many courses in the Division are for students in transfer programs, including those which fulfill lower division requirements for majors as well as courses taken for general education. Certificates of achievement and completion are available in many programs for those who meet the necessary requirements. The Math Science and Engineering Division offers programs and courses in Biology, Chemistry, Engineering, Geology, Mathematics, Physics, Science, and Statistics.

Health Science and Physical Education at WICCC offers career training, lower division courses for transfer, special condensed programs for specialization and immediate employment, and elective courses. The traditional two- year Health Sciences program with a transfer objective leads to an associate in science degree. Occupational competency demands in-depth concentration over a like period of time, culminating in an associate in science degree. Certificates of achievement and completion are available in many programs for those who meet the necessary requirements. Health Science and Physical Education programs and classes are offered in the areas of Physical Education, Dance, and Health Education.

Social Science and Business

The Social Science and Business Division at WICCC includes curriculum that studies human behavior and most courses within the division may be used to satisfy transfer and associate degree general education requirements. Certificates of achievement and completion are available in many programs for those who meet the necessary requirements. The Social Science portion of the Division offers programs and courses in Anthropology, Child Development, Criminology, Communication, Economics, Education, Food and Nutrition, Physical/Human/Regional Geography, History, Human Services, Political Science, Psychology, Sociology, Philosophy, Linguistics, and American Sign Language.

The Business portion of the Division is equipped to offer career training, lower division business courses for transfer, special condensed programs for specialization and immediate employment, and elective courses. The traditional two-year Business program with a transfer objective leads to an associate in science degree. Occupational competency demands in-depth concentration over a like period of time, culminating in an associate in science degree. Certificates of achievement and completion are available in many programs for those who meet the necessary requirements. Business programs and classes are offered in the areas of Accounting, Business Administration, General Business, Information Systems, Management, Office Technology, and Small Business Management.

Student Support Services Division

The Student Support Services Division at WICC includes the counselors, librarian, College Nurse, and DSP&S. The counselors and librarian offer courses for tutors, college preparation, transfer, career awareness and preparation, learning strategies, life skills, and library skills.

Developmental Education/Basic Skills

The Developmental Education Program is designed to prepare students for degree credit instruction. The program is recommended for students who are assessed as not meeting the skills requisites in Mathematics and English and not recommended for students who are learning English as a Second Language. WICCC offers Interdisciplinary Studies courses for basic skills development in reading, mathematics, writing and study skills. Basic skills development courses are also offered under English and Mathematics programs for developing reading, writing, and mathematics skills necessary for higher education success.

Career Advancement Academy

WICCC offers vocational courses for an Information Technology Support Technician Certificate, Information Technology Support Specialist Certificate, and Wastewater Treatment Operator Certificate.

Exhibit 6.1 WICCC List of Course Offerings (Fall 2013)

Program	Course	Course Name
Accounting	ACCTG 1A	Principles of Accounting
Accounting	ACCTG 1B	Principles of Accounting
Accounting	ACCTG 31	Computerized Accounting
Accounting	ACCTG 40	Applied Accounting
American Sign Language	ASL 1	Beginning American Sign Language
American Sign Language	ASL 2	High-Beginning American Sign Language
Anthropology	ANTHRO 2	Cultural Anthropology
Art	ART 1	Art Basics: 2/3 Dimensional Design
Art	ART 2	Art Appreciation
Art	ART 5	Art History
Art	ART 7	Beginning Drawing
Art	ART 9	Beginning Painting: Oil and Acrylic
Art	ART 17	Intermediate Drawing
Art	ART 30A	Illustrator: Beginning Computer Drawing & Desgin
Art	ART 37A	Photoshop: Digital Visual Art
Biology	BIOL 3	Introduction to Life Science
Biology	BIOL 5	Human Biology
Biology	BIOL 11A	Biology for Science Majors
Biology	BIOL 20	Human Anatomy
Biology	BIOL 22	Human Physiology
Biology	BIOL 31	Microbiology
Business Administration	BA 5	Business Communications
Business Administration	BA 10	Introduction of Business
Business Administration	BA 18	Business and Legal Environment
Business Administration	BA 19V	Cooperative Work Experience, Business
Business Administration	BA 27	Students in Free Enterprise (SIFE)/Collegiate Entrepreneurs Org.
Business Administration	BA 38	Operation of the Small Business
Business Administration	BA 39	Finite Mathematics for Business
Chemistry	CHEM 1A	General Chemistry
Chemistry	CHEM 3A	Introductory General Chemistry
Chemistry	CHEM 28A	Organic Chemistry
Chemistry	CHEM 29A	Organic Chemistry Laboratory
Child Development	CHDEV 1	Principles and Practices of Teaching Young Children
Child Development	CHDEV 3	Introduction to Curriculum
Child Development	CHDEV 5	Parent Education
Child Development	CHDEV 6	Health, Safety and Nutrition in Early Childhood Education
Child Development	CHDEV 7	Infant-Toddler Development and Care
Child Development	CHDEV 12	Child Abuse
Child Development	CHDEV 15	Diversity and Culture in Early Care and Education Programs
Child Development	CHDEV 19V	Cooperative Work Experience, Child Development
Child Development	CHDEV 30	Child, Family, and Community
Child Development	CHDEV 33B	Early Childhood Curriculum: Emph. On Math, Science & Literacy
Child Development	CHDEV 37B	Advanced Practicum in Early Childhood Education

Program	Course	Course Name
Child Development	CHDEV 38	Lifespan Development
Child Development	CHDEV 39	Child Growth and Development
Child Development	CHDEV 49	Guidance for Young Children
Communication	COMM 1	Public Speaking
Communication	COMM 1H	Honors Public Speaking
Communication	COMM 2	Interpersonal Communication
Communication	COMM 8	Group Communication
Communication	COMM 25	Argumentation
Computer Science	CSCI 40	Programming Concepts and Methodology I
Cooperative Work Experience	COTR 19G	Cooperative Work Experience
Counseling	COUN 2	Tutoring Practicum
Counseling	COUN 47	Learning Strategies
Counseling	COUN 263	Leadership Development
Criminology	CRIM 1	Introduction to Criminology
Criminology	CRIM 10	Vice Control
Criminology	CRIM 12	Criminal Justice Communications
Criminology	CRIM 15	Introduction to Police Ethics
Criminology	CRIM 28	Probation and Parole
Dance	DANCE 9	Dance Conditioning
Dance	DANCE 10	Modern Dance
Dance	DANCE 14	Beginning Jazz Dance
Economics	ECON 1A	Introduction to Macroeconomics
Economics	ECON 1B	Introduction to Microeconomics
Education	EDUC 10	Introduction to Teaching
Engineering	ENGR 1	The Engineering Profession
Engineering	ENGR 8	Statics
Engineering	ENGR 40	Programming for Scientists and Engineers
English	ENGL 1A	Reading and Composition
English	ENGL 1AH	Honors Reading and Composition
English	ENGL 1B	Introduction to the Study of Literature
English	ENGL 1BH	Honors Introduction to the Study of Literature
English	ENGL 2	Critical Reading and Writing Through Literature
English	ENGL 3	Critical Reading and Writing
English	ENGL 72	Writing Center Theory and Practice
English	ENGL 125	Writing Skills for College
English	ENGL 126	Reading Skills for College
English	ENGL 130	Accelerated Writing
English	ENGL 252	Writing Improvement
English	ENGL 262	Reading Improvement
English	ENGL 272	Assistance in College Writing
Film	FILM 1	Introduction to Film Studies
Film	FILM 2A	History of Cinema 1895-1960
Foods & Nutrition	FN 40	Nutrition
French	FRENCH 1	Beginning French

Program	Course	Course Name
Geography	GEOG 5	Physical Geography: Environmental Conditions
Geography	GEOG 9	Physical Geography: Land Formation
Geography	GEOG 40A	World Regional Geography
Geology	GEOL 1	Physical Geology
German	GERMAN 1	Beginning German
Health Education	HLTH 1	Contemporary Health Issues
Health Education	HLTH 2	First Aid and Safety
History	HIST 1	Western Civilization to 1648
History	HIST 11	History of the United States to 1877
History	HIST 12	History of the United States to 1877
History	HIST 20	Comparative World Civilization to 1600
Information Systems	IS 12	Computer Literacy
Information Systems	IS 15	Computer Concepts
Information Systems	IS 16	Word Processing
Information Systems	IS 18	Spreadsheet Fundamentals
Information Systems	IS 19V	Cooperative Work Experience, IS
Information Systems	IS 40A	Internet Concepts & Design
Information Systems	IS 42A	Business and Web Graphics
Information Systems	IS 47	Visual Basic
Information Systems	IS 60	Operating Systems
Information Systems	IS 61	Computer Building and Configuration
Information Systems	IS 62	Computer Troubleshooting and Maintenance
Information Systems	IS 63	Computer Networking
Interdisciplinary Studies	INTDS 301	Basic Skills Development
Linguistics	LING 11	Introduction to Language for Teachers
Mathematics	MATH 4A	Trigonometry
Mathematics	MATH 4B	Pre-calculus
Mathematics	MATH 5A	Math Analysis I
Mathematics	MATH 5B	Math Analysis II
Mathematics	MATH 6	Math Analysis III
Mathematics	MATH 7	Differential Equations and Linear Algebra
Mathematics	MATH 10A	Structure and Concepts in Mathematics I
Mathematics	MATH 11	Elementary Statistics
Mathematics	MATH 45	Contemporary Mathematics
Mathematics	MATH 103	Intermediate Algebra
Mathematics	MATH 201	Elementary Algebra
Music	MUS 12	Music Appreciation
Music	MUS 31	Concert Choir
Office Technology	OT 10	Medical Terminology
Office Technology	OT 17	Job Retention and Responsibilities
Philosophy	PHIL 1	Introduction to Philosophy
Philosophy	PHIL 1C	Ethics
Philosophy	PHIL 1D	World Religions
Philosophy	PHIL 2	Critical Thinking and Writing

Program	Course	Course Name
Philosophy	PHIL 6	Introduction to Logic
Photography	PHOTO 1	Basics of Digital Photography
Physical Education	PE 7	Golf
Physical Education	PE 12	Swimming
Physical Education	PE 15	Weight Training
Physical Education	PE 19	Weight Training and Aerobics
Physical Education	PE 29	Yoga
Physics	PHYS 2A	General Physics
Physics	PHYS 4A	Physics for Scientists and Engineers
Physics	PHYS 4B	Physics for Scientists and Engineers
Political Science	POLSCI 2	American Government
Political Science	POLSCI 2H	Honors American Government
Psychology	PSY 2	General Psychology
Psychology	PSY 2H	Honors General Psychology
Psychology	PSY 16	Abnormal Psychology
Psychology	PSY 25	Human Sexuality
Psychology	PSY 38	Lifespan Development
Psychology	PSY 45	Introduction to Research Methods in Psychology
Science	SC 1A	Introductory Chemical and Physical Science
Sociology	SOC 1A	Introduction to Sociology
Sociology	SOC 2	American Minority Groups
Spanish	SPAN 1	Beginning Spanish
Spanish	SPAN 2	High-Beginning Spanish
Spanish	SPAN 3	Intermediate Spanish
Statistics	STAT 7	Elementary Statistics
Wastewater Treatment & Distribution	WTD 106	Basic Wastewater Treatment and Distribution
Wastewater Treatment & Distribution	WTD 114	Water Mathematics

Source: WICCC Summer-Fall 2013 Class Schedule

Associate Degree and Certificate Programs

Most courses offered at WICCC lead to an associate's degree or certification in specific programs of study. Currently, the WICCC location offers many core courses for students to achieve their degree or certification goals. However, due to operational limitations with being an educational center, many students have to travel to other District campus locations, primarily Fresno City College and Reedley College, for more advanced courses. If WICCC is approved as a comprehensive community college, the location would have the resources it needs to offer these advanced program courses so that students would not need to travel between multiple District locations to achieve their academic goals.

Based on existing and potential future course offerings at WICCC, if the Center is approved as a comprehensive college it will offer the following range of associate degree and certificate programs on campus.

48

Exhibit 6.2 WICCC Existing and Proposed Associate Degree and Certification Programs

Program	Degree/Certificate Type					
	AA-T	AS-T	AA	AS	CA	C
Accounting				●	●	
Accounting Assistant						●
Accounting Intern						●
Art, Three-Dimensional Program			●			
Administration of Justice		●				
Art, Two-Dimensional Program			●			
Associate Teacher					●	
Biological Science				●		
Business Administration		●		●		
Business Administration, Accounting				●		
Business Administration, Entrepreneurship				●		
Business Administration, General Business				●		
Business Administration, Information Systems				●		
Business Administration, Logistics/Distribution				●		
Business Administration, Management				●		
Business Administration, Marketing				●		
Business Administration, Real Estate				●		
Business Intern					●	●
Child Care for School-Age Children/Teacher					●	
Child Development				●	●	
Coaching Certificate						●
Computer Animation						●
Computer Literacy Brief Courses						●
Computer Science				●		
Creative Writing						●
Criminology - Corrections				●	●	
Criminology - Law Enforcement				●	●	
Early Intervention Assistant					●	
Early Childhood Education		●				
Engineering				●		
English	●		●			
Entrepreneur						●
Entry Level Management						●
Family Child Care					●	
Fine Arts			●			
Foreign Language			●			
General Business				●		
Graphic Design						●
Health Care Interpreter						●
Help Desk					●	
Hospitality Management					●	●
Human Services					●	

	AA-T	AS-T	AA	AS	CA	C
Information Systems				●	●	
Information Systems, Help Desk				●		
Information Systems, Networking					●	
Information Systems, Programming for the Web					●	
Information Systems, Web Design				●		
Information Systems, Web Programming				●		
Liberal Arts			●			
Liberal Arts & Sciences, American Studies			●			
Information Technology Support Technician						●
Information Technology Support Specialist						●
Liberal Arts & Sciences, Arts & Humanities			●			
Liberal Arts & Sciences, Natural Sciences			●			
Liberal Studies			●			
Management				●		
Managerial Assistant					●	
Mathematics		●		●		
Medical Administrative Assistant				●	●	
Music, Instrumental			●			
Music, Vocal			●			
Networking					●	
Office Assistant					●	
Physical Education			●			
Physical Science				●		
Psychology	●					
Receptionist					●	
Small Business Management				●	●	
Social Science			●			
Web Design					●	
Wastewater Treatment Operator Certificate						●

AA-T: Associate in Arts Degree for Transfer
AS-T: Associate in Science Degree for Transfer
AA: Associate in Arts Degree
AS: Associate in Science Degree
CA: Certificate of Achievement
C: Certificate

Student Services Programs

Admissions and Records

The Admissions and Records office provides services by processing admissions applications for individuals interested in attending WICCC. Upon completion of applicable admission requirements, registration materials are processed through the district's centralized Admissions and Records functions. The Admissions and Records Department at Reedley College's main campus is also responsible for recording student grades, transcripts, and other processes dealing with student academic history. Hours of operation for the Admissions and Records Office are 8:00 a.m. to 5:00 p.m. Monday through Friday.

Alpha Gamma Sigma

Outstanding student scholars are eligible for membership in the Sigma Gamma Chapter of Alpha Gamma Sigma (AGS), the honor society for California Community Colleges. Students meeting eligibility criteria can join the WICCC chapter of Alpha Gamma Sigma known as Sigma Gamma. Students who earn at least a B average (3.0) for 12 units of college work

(with no D or F grade) are eligible to join Alpha Gamma Sigma. AGS members meet to hear speakers, raise funds for scholarships and attend conferences, participate in college activities, educational excursions, and in special community projects.

Assessment Services

Assessment Services provide placement testing that measures a student's reading, writing, and math skills for appropriate placement in English and math. Placement testing is provided at the WICCC by appointment basis on designated days and times. The assessment test is accessible and is available in alternate format such as Braille. The assessment results guide counselors and students in determining the best choice of classes to start their academic careers. Assessment Testing Services are available by appointment only.

Bookstore

The WICCC Bookstore carries a wide range of school supplies, College merchandise and textbooks for students. The WICCC Bookstore also offers a service where students may purchase textbooks online for pick-up at the Bookstore, as well as a textbook rental service. Hours of operation at the WICCC Bookstore vary depending on the semester; however, normal operating hours are from 7:45 a.m. to 6:00 p.m. Monday through Thursday, and closed on Friday.

Career Planning and Job Opportunities

The WICCC Career Services include occupational information, computer-based job search information, and computer-based career assessments: Eureka, California Career Café, O Net, and other career-based internet media. Counselors are available to provide career assessment interpretation, career counseling, and to teach career awareness courses. At this point, the WICCC does not offer comprehensive job placement services. Currently, WICCC offers job opportunities through the following: Work Study Programs through financial aid, job placement services through CalWORKs, and a job reference binder at our front desk in student services. Career Services are available at WICCC during the same hours as the Counseling Department.

Child Development Center (CDC)

The Child Development Center (CDC) at WICCC opened in the fall of 2007. The six million dollar facility was funded through collaboration with the State Department of Education, Clovis Unified School District, State Center Community College District, and First Five of Fresno and serves as a dual role; providing high quality child development and child-care services for children and as a model demonstration site for students studying child development. The center is accredited by the national Association for the Education of Young Children.   The CDC gives priority to children of Clovis Unified School District employees (enrollment of this group is handled through CUSD Child Development Department), SCCCD students taking a minimum of 6 units per semester, and SCCCD staff and faculty. The CDC hours of operation are from 7:30 a.m. to 5:30 p.m. Monday through Friday, with the exception of Mondays during mid-August through mid-June, when the CDC closes at 4:00 p.m. for weekly staff meetings.

College Relations - Outreach and Recruitment

The College Relations program endeavors to create a college-going culture for high school students and the community at large by providing information and outreach services to encourage individuals to further their education. The college outreach specialist and the Registration-to-Go Orientation Assistants (RTGOA's) promote education as a means to upward mobility by regularly conducting high school presentations. This team is assigned to designated feeder high schools within the WICCC service area and is actively involved in the Registration-to-Go (RTG) program. The RTG program includes assisting students with the college admissions process by providing instructions on completing the online admission application, providing assessment testing, promoting the completion of the new student online orientation, coordinating the counseling/advising sessions, and providing training on how to register online and follow up registration services.   In addition, this team participates in community events, such as College Night, and is in regular contact with community organizations. Also, campus tours are provided introducing prospective college

students and their parents to the programs and services available at WICCC.   Hours of operation for the Outreach and Recruitment office are from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Counseling

The Counseling Department provides comprehensive counseling services to assist students towards a successful college experience. Counselors help promote student development and success by coordinating quality services and programs that are focused on students' needs. The programs are designed to provide each student with individualized help in assessing personal interests and abilities. Counselors assist students by developing Student Education Plans (SEPs) that guide students towards earning a certificate, Associates degree and/or transfer to a four-year university. New Student Welcome sessions are provided each fall semester for new students. New student orientations are also available online. The Counseling Department also offers counseling courses that are geared toward enhancing students' personal responsibility as well as intellectual and personal development.   The Counseling Office is open from 8:00 a.m. to 5:00 p.m. Monday through Friday, with extended hours on Thursday until 6:00 p.m., for students with appointments. Counselors are also available on a walk-in basis from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Financial Aid and Scholarships

The WICCC's financial aid functions are directed by a Financial Aid Manager in conjunction with Reedley College. The Financial Aid Offices processes applications for several types of financial aid and monitor federal, state, and local financial aid programs, including, grants, loans, scholarships, and student work study opportunities. The WICCC's Financial Aid Office aims to increase accessibility to higher education through assisting students in applying for and receiving federal, state, and local sources of financial aid. WICCC also offers multiple scholarship opportunities. Additionally, Reedley College offers two separate scholarship programs: (1) the Reedley College Financial Aid Scholarship Program, in conjunction with the State Center Community College Foundation, and (2) Reedley College Foundation Scholarship Program. Students attending or planning to attend the WICCC are strongly encouraged to apply for both. General hours of operation for the Financial Aid Office are from 9:00 a.m. to 3:00 p.m. Monday through Friday.

Health Services & Mental Health Services

The WICCC Health Services program began in fall 2006 with the implementation of the student health fee and the hiring of a college nurse to establish the campus health services program. Health Services at WICCC is funded entirely out of the student health fee and services continue to grow and expand with the growth of the new campus. Currently, the health office is located in the Academic Center Two building and is staffed 5 days a week by one registered nurse (RN) and one department secretary. The office is currently open Monday through Friday, from 8:30 a.m. to 3:30 p.m. Services provided to students include nursing consultation for any health- related issue, first aid and emergency care, illness evaluation and referral, health promotion and outreach, tuberculosis (TB) skin testing, vision & hearing screening, blood pressure screening, blood glucose screening, height, weight, BMI, body fat and waist-height ratio screening, flu immunizations, Cardiopulmonary Resuscitation (CPR) classes, coordination of the campus Automated External Defibrillator (AED) program, coordination of staff training regarding CPR and AED, student insurance and student injury procedures, and coordination of claims for campus-related student injuries.

The learning support needs of the general student population in regards to health issues are identified by Health Services in a variety of ways, the most extensive and comprehensive of which is through participation in the American College Health Association National College Health Survey (ACHA NCHA). The ACHA NCHA was first used at the Clovis site, the previous location for the WICCC, to assess student health needs, especially those that impacted student learning, in order to best prioritize health services activities to meet those needs.

Data results from the ACHA NCHA, as well as input from faculty and academic counselors, clarified the need for mental health services for students. As a result, the WICCC began to offer student mental health services on campus.

52

Recently, services have been expanded through the acquisition of one doctoral psychological intern five days a week on campus in place of the part-time MFT. The Mental Health Services office is located in the Academic Center Two building adjacent to the Health Services office. The support provided through the Mental Health Services office includes individual and group psychotherapy, mental health student outreach, classroom presentations, crisis intervention, community resources, and staff/faculty consultation. The psychological intern also serves as a member of WICCC's Behavioral Intervention Team (BIT) for the purpose of maintaining overall health and safety for all students and the campus. Office hours for WICCC's Mental Health Services are from 8:00 a.m. to 5:00 p.m. Monday through Wednesday, and 1:00 p.m. to 5:00 p.m. Thursday and Friday.

Honors Program
The Honors Program is designed to challenge students with a customized curriculum and reward their efforts through priority registration, scholarships, field trips, and opportunities to apply for a transfer admission guarantee (TAG) to a University of California campus. Second year honors students are eligible to apply for a Willow International Honors scholarship. Students who have demonstrated exceptional academic achievement in high school or at WICCC are provided the opportunity to apply to Willow International's Honors Program. They begin a two-year sequence of classes and activities that prepare them for transfer to a four-year university.

Internet Café
Campus-wide high speed wireless Internet access is free and available to all students and staff on campus. Wireless Internet access is available 24 hours a day, 7 days a week. The Café also provides a variety of food services options for students and is open from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Library
The WICCC Library provides access to traditional books, electronic books (ebooks), online databases, Internet access, periodicals, newspapers, reference and research assistance, copier, inter-library loan, and reserve books. The Library Research Skills class helps students with techniques for accessing, evaluating, organizing and using information for papers, projects, and speeches. The Library also provides faculty with instructional sessions on library resources and takes media requests from faculty. The WICCC Library is open from 8:00 a.m. to 8:00 p.m. Monday through Thursday, and from 8:00 a.m. to 3:00 p.m. on Fridays.

Online Student Services
The State Center Community College District, including the WICCC, has developed and implemented a variety of online educational services for students. Counselors at each campus/center in the district have collaboratively developed online educational service programs including: Frequently Asked Questions (FAQs), Live Help (Online Academic Counseling), Online Probation Workshop, and an Online Orientation. All of these programs provide students with information with a district focus, regardless of where they take their classes. Also, these programs provide students and faculty with a variety of online student services to meet their needs on and off campus.

Open Computer Lab
WICCC offers open computer laboratory access for students conducting research, writing papers, and needing computer access for academic related activities. The hours of operation for the open computer laboratory at WICCC are from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Student Activities - Associated Student Government (ASG)
The Associated Student Government (ASG) is comprised of six elected officers and a body of student senators. They are governed by a Constitution and By-Laws and are guided by the Student Senate Advisors (ASG Advisors). Many of the elected officers are enrolled in Leadership Development (COUN 263) taught by an ASG Advisor. A weekly general meeting is held in which elected ASG officers meet to discuss issues pertinent to student directed events and campus

53

wide committee reports. Student club representatives meet with an ASG representative weekly in a separate meeting to discuss events, issues, etc. The Associated Student Government works in conjunction with the Student Activities Office to coordinate student directed extra-curricular activities at WICCC. These activities are financed primarily from the student body card sales and fundraisers throughout the year. Some of the annual activities include Club Rush, Student Body Elections, Fall Harvest Festival, Kids' Day Paper Sales, and our Rocktoberfest event. There are various other activities held monthly through the academic year. Students are able to enjoy a wide variety of clubs including scholastic, social, athletic, and honors groups. Information about the various clubs is readily available upon request from the Student Activities Office, or by accessing the Student Life page of the WICCC website.

Study Abroad
The Study Abroad Program is offered on a District level and offers study abroad opportunities to students at all of its locations. These programs are developed, coordinated, and led by faculty at the campuses, and cover various areas of study and different locations throughout the world. Study Abroad programs in the past have included locations such as Belize, China, Europe, Vietnam/Cambodia, Italy, Galapagos Islands, Iceland, and London.

Transfer Center Services
The WICCC's Transfer Services provides a variety of resources and services to help students transfer to other colleges and universities for completion of their educational goals. These resources include major sheets, transfer counseling, articulation agreements, university/college representatives on campus, college catalogs, field trips, college CD ROMS and videos, and transfer admission guarantees to several University of California campuses. A Blackboard site has been developed providing detailed transfer information for students. A WICCC transfer center Facebook page has been established and is updated weekly with pertinent transfer information. Students are also provided with transfer application workshops and individual assistance with the completion of their California State University (CSU) and/or University of California (UC) admissions application and their Transfer Admission Guarantee (TAG) application. Transfer Services at WICCC are available during the same hours as the Counseling Department.

TRIO Programs (SSS/STEM)
WICCC offers two TRIO programs that serve first generation, low income students and/or students with disabilities. The Student Support Services (SSS) Program provides opportunities for academic development, assists students with basic college requirements and serves to motivate students towards the successful completion of their post-secondary education. The Science, Technology, Engineering, and Mathematics (STEM) Program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education. In addition, the program mentors and assists students to successfully transfer to the University of California (UC) and California State University (CSU) into STEM majors. SSS/STEM grants are fully funded by the U.S. Department of Education.

Tutorial Services
The WICCC Tutorial Center houses tutorial services. Tutorial Services provide individual (one-on-one) and small-group tutoring in a variety of academic subjects to any student who needs and wants to improve his or her class performance. Students improve subject understanding, study skills, and test preparation to become strong independent learners. Tutoring is provided by appointment or on a drop-in basis for selected courses. Online tutoring is available to the WICCC students through the Fresno City College online tutoring portal. All tutors and students receiving tutoring are tracked through the SARS Trak system. The WICCC Tutorial Center assists students with writing assignments for any course in which they are enrolled. The Writing Center offers students the opportunity to enroll in English 272, a lab class designed to improve their performance on class writing assignments. The Tutorial Center helps students become stronger writers, readers, and provides assistance with math assignments through one-on-one and small group tutoring. Peer tutors, the center coordinator, and other assigned faculty are available to assist students. Through the

WICCC Science, Technology, Engineering and Math (STEM) Grant, additional tutoring is available in these subject areas. The Tutorial Center operates during the same hours as the Counseling Department.

Veterans

The WICCC has designated counseling services to serve the needs of the Veterans. There is constant communication between WICCC and Reedley College's Veterans/Financial Aid Office. The official Veteran Benefit Certifier is located in the Financial Aid office at Reedley College. WICCC Academic Counselors provide veterans with the necessary services to achieve their educational goal, including academic and personal counseling, developing the veteran's student educational plan, providing appropriate veteran chapter application forms, and working as the liaison between WICCC and Reedley College. Counselors are also encouraged to attend local veteran trainings and workshops. As a result of the Reedley College Veterans Advisory Committee, Reedley College's Website provides a link to Veterans Benefits and Services.

We are currently working closely with Veteran Resource Agencies to bring more services on to campus. The Veteran Center has implemented a Mobile Veteran Bus unit that travels to college campuses and community agencies providing personal counseling and support for veterans. We are working with the Veteran Center to set up a schedule to provide these services to our students at Willow International. In an effort to reach out to more veteran students and to provide information on the resources available to them, WICCC coordinated a Veteran Resource Day with representatives from Cal Vet (California Department of Veterans Affairs), State of California Department of Rehabilitation, Fresno County Veterans Service Office, and University of Phoenix. Additionally, a designated area for Veterans has been established in the Student Center in AC1-160.

Writing Center

The WICCC Writing Center is designed to help students with any academic writing or reading task for which they need or want assistance. Trained tutors strive to help students improve their reading and writing processes so that they may excel in and beyond the academic setting. The Writing Center offers assistance to students in topic choice, planning and pre-writing, research, drafting, revising, correct English usage, grammar, punctuation, and documentation. The Writing Center at WICCC is open from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Distance Education

The WICCC determines learning support needs of students enrolled in distance education as they would for traditional students. The college application allows students to identify what special support services they might be interested in. Students can access various services online that include college orientation, counseling and advising, career/transfer information, and library resources. Student utilizing the online counseling services are given the opportunity to complete an online survey to determine how well we are addressing their needs relative to counseling. The Online Academic Counseling services can be accessed at http://counseling.scccd.edu. The orientation covers a broad range of information including admissions requirements, policies and procedures, and general information on programs and degree requirements. The online orientation has a satisfaction survey that allows students to indicate if the orientation has provided them with the necessary information to enroll in college. There is also a quiz students complete after the orientation to demonstrate that they retained and understood the information provided. Students utilizing online counseling services are also given the opportunity to complete an online survey to determine how well we are addressing their needs relative to counseling.

Specialized Student Support Services Programs

CalWORKs

The California Work Opportunities and Responsibility to Kids (CalWORKs) program at the WICCC is designed to help recipients of cash aid complete short-term training programs. This program provides academic counseling, career counseling, employment training, mentoring, and job placement through its work study program. Other specialized

services include assistance with child care, allowance for textbooks, school supplies and transportation, teacher permit processing services, and work experience opportunities. Hours of operation for the CalWORKs program are from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Career Advancement Academy (CAA)

The Career Advancement Academy (CAA) programs were designed to establish pipelines for under-prepared, underemployed, young adults to careers and additional higher education opportunities. The Career Advancement Academy programs addressed foundational skills in reading, writing, and mathematics in the context of particular career pathways of importance to the regional economy. The programs provide one-on-one attention, small class size (cohorts), counseling, skills assessments, hands-on-learning projects, instruction in the language and math required on the job, job shadowing or on-the-job training, internships, industry tours, links to workforce partners, and placement assistance upon successful completion of the chosen program. The certificate programs offered at the Willow International Community College Center are Wastewater Treatment Operator Program and Information Technology Support Specialist.

Cooperative Agencies Resources for Education (CARE)

CARE services at WICCC are currently administered through Reedley College. CARE assists single head of household parents receiving cash aid with additional resources such as grants, allowances and/or services for educationally-related expenditures for dependent care, transportation, textbooks and school supplies. As enrollment at WICCC grows, a dedicated CARE office could be established on campus. Hours of operation for the CARE Office are from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Disabled Students Programs and Services (DSP&S)

DSP&S is designed to provide specialized services and accommodations that assist students with documented temporary or permanent physical, psychological, and/or learning disabilities to reach their maximum potential while achieving their educational goals. DSP&S services and accommodations are designed to meet each student's specific needs for educational access and success. Staff specialists interact with all areas of the campus to eliminate physical, academic, and attitudinal barriers. This program offers alternate media as a service, in which printed materials such as textbooks and printed instructional materials are converted into another medium such as Braille, large print, and e-text. The Disabled Students Program and the campus open computer lab offer access for students with disabilities to computers with adaptive technology to aid in their progress to success. DSP&S counselors are available during the same hours of operation as the Counseling Department.

Educational Enrichment (CCCAP)

Current high school students in the 11th and 12th grades within the WICCC service areas who can benefit from advanced scholastic or vocational work can enroll in college courses and receive college credit through the Educational Enrichment Program. In addition to our general Educational Enrichment program, the WICCC has partnered with Clovis North High School (CNHS) in the development of the Community College Center College Advantage Program (CCCAP). The program began in the fall 2010 semester with 19 juniors at CNHS. These students are enrolled in two college level courses for the fall and spring terms and received both college and high school credit.

Extended Opportunity Programs and Services (EOP&S)

EOP&S services at WICCC are currently administered through Reedley College. EOP&S enables low income, educationally disadvantaged students affected by language, social, and economic handicaps to achieve a college education. Services offered include individualized counseling and support, academic progress monitoring, textbook services program, and specialized transition services. Hours of operation for the EOPS Office at Reedley College are from 8:00 a.m. to 5:00 p.m. Monday through Friday. WICCC plans to implement an EOP&S program upon receiving college status.

Foster Youth

WICCC currently provides special services to foster youth and has worked closely with our local schools to provide the necessary services to this population. WICCC offers a variety of resources to assist emancipated students exiting the foster care system. Foster youths are encouraged to contact the Financial Aid Office and Counseling Department at WICCC and the EOP&S Office at Reedley College for assistance. Services offered to foster youths at WICCC include admissions assistance, financial aid assistance, academic counseling, assistance with finding on-campus employment (for those who qualify), assistance finding housing, and career advising.

Student Retention Services Programs

Early Alert

WICCC is committed to student success and utilizes an Early Alert/Progress Monitoring program to identify students with potential academic and performance difficulties in the classroom. The goal is to identify and contact at-risk students early in the semester and encourage these students to access campus support services. The WICCC is currently utilizing the Scheduling and Reporting System (SARS) Alert program to streamline the Early Alert process for instructors, students, and counselors.

Probation Workshops

Probation workshops are provided and required for all students on Level 1 probation. The purpose of the probation workshop is to provide students with information on probation, strategies to succeed, and information on services and resources that can assist in completing their educational goal(s). The Online Probation Workshop is available for students online.

Student Services Planning, Staffing and Evaluation

Program Review

The program review process is conducted every five years by each department within the student services division. This intra-department self-study involves extensive dialogue assessing and evaluating how well services are being provided to students. Faculty and student surveys are utilized to determine awareness and satisfaction levels of student support services provided.   Data are collected and analyzed by the Office of Institutional Research. The report is reviewed by the Program Review Committee and the College Center Council which consists of representatives from all college constituent groups including administration, faculty, classified staff, and students. Program review recommendations are shared in annual program review reports and updates are provided discussing progress on program recommendations and student learning outcomes. The recommendations made as a consequence of this process are reviewed at specified intervals to ensure that appropriate action is occurring. Results are used to maintain and improve programs and may be used to drive future budget allocations and planning.

Student Learning Outcomes

Through the program review process for all student support services, each program is required to establish Student Learning Outcomes (SLOs) that are measureable. Student Learning Outcomes can be defined as the specific observable or measureable results that are expected subsequent to a learning experience. Student Learning Outcomes (SLOs) have been developed for all student service areas. SLOs have been designed to identify outcomes in each program area and an assessment component to measure the effectiveness of services provided. Evaluation results of assessments are analyzed to determine if our efforts contribute to student success and if student learning outcomes are achieved. Through discussion and feedback at the department level, results may lead to decisions as to where to focus on strengthening services and how to allocate resources. Once data is collected from the student surveys, student services can make the necessary improvements to enhance student development and success. There are three different levels of SLOs that include general education, program, and course outcomes. The WICCC shares an institutional researcher

with Reedley College who reviews the data collected for the Student Learning Outcomes assessments to ultimately provide for necessary improvements.

Employee Evaluations
Employees, including certificated, classified, and administrators, go through a periodic evaluation. The purpose of evaluations is to provide faculty, staff and administrators with feedback from students, peers, and supervisors to improve our services to students.

Surveys & Assessments
In order to assess the student satisfaction with services, the college utilizes student satisfaction surveys including the ACT College Student Outcomes Survey (2010). Additionally, the Financial Aid Student Satisfaction Survey, program review, Student Learning Outcomes, Student Health Needs Assessment, faculty and staff evaluations, online satisfaction assessments, express counseling surveys, and Registration-to-Go surveys have been administered. The SARS (Scheduling and Reporting System) calendaring system allows for the student services departments to track the number of student services which can be used to assess the student/staff ratio.

Distance Education
The WICCC regularly reviews online programs and services to determine if these services are meeting student needs. The systematic review is similar to the traditional program review process undertaken for all support services and programs. However, given the constant change and improvements in technology, there is continuous discussion (district-wide) in the various campus committees. The Distance Education Technology Advisory Committee (DETAC), Technology Coordinating Committee (district), and the Datatel Users Group engage in continuous dialogue to ensure that technology based media are supporting the various student support programs. Additionally, these groups review and discuss how well student support services are being provided and what improvements can be made. These discussions include the various programs that provide online services for students.

The WICCC has developed evaluation tools to assess how online services contribute to achieving Student Learning Outcomes. All student services support programs are in the process of developing Student Learning Outcomes (SLOs) to address student achievement. Student satisfaction surveys, along with the establishment of SLOs, will allow for continuous evaluation of online services for programs providing those services. Through the various campus committees, the program review process, and with the use of student surveys, results from these processes will guide recommendations and action plans for improvement.

Meeting Student Needs with Student Services
The WICCC utilizes several methods and processes to determine the learning support needs of its students. The first point for identifying student needs is on the initial online or hard copy application that has a section that allows students to identify support needs. The application for admission has several areas where students can specify special services they may need to become successful. This includes financial aid information, academic counseling, services for disabled students, career counseling, and/or other support services. These requests are used by student support services to contact students and provide information about the available services. The exhibit below shows the services indicated by WICCC students on the admissions application over the past few academic terms:

Exhibit 6.3 Student Services Needs Identified On Admissions Applications

Service Indicated on Admissions Application	Fall 2013	Spring 2013	Fall 2012	Spring 2012
Educational Enrichment	4	1	21	4
Admissions Office	3	3	1	2
Athletics	11	4	17	8
Bridge Program	1	4	0	1
Career Counseling	1,148	452	1,088	494
Child Care	292	24	337	145
Class Schedule	35	1	25	18
Counseling/Orientation	50	22	47	30
Disabled Students	110	40	104	46
Employment Assistance	735	323	759	337
English Second Language	51	27	46	23
EOP & S/ OASIS	311	144	326	154
Financial Aid	2,781	967	2,675	1,069
Have Received Cash Aid within 2 Years	7	9	11	11
Health Science Orientation	4	3	2	1
Honors Program	4	1	6	0
High School enrichment	7		28	1
International Student Information	1	1	0	1
International Students	3	0	1	0
Learning Disability Asses	5	1	7	3
Online Classes	998	475	1,088	543
Online Counseling Services (OCS)	77	48	217	68
Other	2	10	12	7
Probation (GS 41)	9	5	10	4
Scholarship Information	1	3	2	2
SEP (financial aid)	3	1	3	0
Student Government	159	64	163	63
Study Skills	73	40	73	38
Testing, Assessment and Orientation	67	42	275	132
Transfer Services	1,093	413	1,182	486
Tutoring/Basic Skills	903	341	906	362
USEAA Program	3	0	1	0
Veteran's Counseling	5	3	8	1
TOTAL	*8,956*	*3,472*	*9,441*	*4,054*

The WICCC also determines and addresses the support needs of its students through the program review process. It is an ongoing process, used to assess and improve student learning and achievement. The results of the reviews assist in refining and improving program practices resulting in appropriate improvements of services provided. Additionally, the development and assessment of Student Learning Outcomes (SLOs) are ongoing and used for continuous quality improvement. The use of student surveys and assessments provide for decision-making processes which include dialogue on the results of assessment that are purposefully directed toward improving student learning. These methods, including data from the Office of Institutional Research, are utilized to help identify the educational support needs of our students

The WICCC's administration is involved in advisory committees with the local feeder high schools to discuss student needs. Additionally, the WICCC's administration and counseling faculty meet regularly with the Clovis North High School principal, vice principal, and counselors to discuss their students' needs and the development of programs to better serve their students. An example is the Community College Center Advantage Program (CCCAP) which allows a select group of students to take courses at the WICCC during the day along with their regular high school coursework. These students are given dual credit for both college and high school for college courses completed. The purpose of these meetings is to open dialogue regarding student preparedness and college success. These meetings allow for open communication and sharing of ideas and information. This includes discussion on how well the college can serve its students, what areas might need improving, and how the college can continue to be of service.

The WICCC identifies students with special needs through various student services programs dedicated to serving these populations. These programs provide specialized services for their students that generally include a much more personalized relationship with program staff to monitor student progress and develop student education plans to help bring about academic success. The following programs support student learning needs and provide services and resources that fit students' interests and needs.

Student Confidentiality and Record Keeping

In conjunction with Reedley College, the WICCC maintains student records as required by the California Education Code and secures these records in compliance with the Family Educational Rights and Privacy Act (FERPA) regulations as described in the college catalog. Also, WICCC abides by the Family Educational Rights and Privacy Act regulations in the release of student records.

Institutional Policies

The WICCC complies with the rules and regulations of California Title 5 and the California Education Code on the retention and destruction of records. The Reedley College Admissions and Records Office and WICCC make provisions for the permanency and security of student records (admission applications and transcripts). Both online and paper admissions application forms are available. Hard copy admission applications dating back to three years are housed in the Admissions and Records Office in Reedley. All student information is inputted into the Datatel student record system. Datatel access is restricted to specific users and is password protected. User access is restricted to those Datatel elements which the user requires in performance of his or her job. Students have the option of denying the release of directory information. A privacy statement then appears on every computer screen in the software program. Student information on online application is also restricted to specific users and is password protected.

Security of Records

The WICCC utilizes the Hershey STARRS system implemented by Reedley College. This system has allowed Reedley College's Admissions and Records Office to scan and digitize all student records. All new records received in a digital format or received on paper are then digitized within a week. All paper records are destroyed by shredding. Access to the Hershey system data is restricted by password with users only having access to that data required for their jobs. In case of a disaster, recovery of student records is possible. All computer-based data regarding student records are backed up by Information Systems at the District Office. Each night District Information Systems completes two full backups of the Datatel system. One backup stays in the tape library at the District and the second backup is on an external tape drive. Each morning (M-F) the tape from the external drive is taken across the street to the Health Science building. In addition there is a second Datatel server for disaster recovery that is housed at the Fresno City College Learning Resource Center. The district plans to add a third nightly backup to place all of the Datatel data on this server as well. This backup would then be used in case there was a major fire in the District Office data center. This server would allow us to continue operations. All student information gathered prior to 1985 is maintained on microfiche and housed in the Admissions and Records Office at Reedley College.

All other offices within student services (including California Work Opportunity and Responsibility to Kids (CalWORKs), Counseling, Disabled Students Programs and Services (DSP&S), Financial Aid, Health Services/Personal Counseling Services) maintain departmental records in a similarly secure manner. The Disabled Students Programs and Services Office, in addition to complying with FERPA requirements, comply with applicable provisions of the American Disabilities Act with regard to records. The Health Services Office complies with all provisions of Health Insurance Portability and Accountability Act (HIPPA). The Financial Aid Office is in the process of digitizing all student records using the Hershey system. All student services records are kept in a secure, locked cabinet or office and are not released without a student's signed approval based on the Family Educational Rights and Privacy Act regulations. All staff computers are password protected. Some of the student services' records have been digitized, including student transcripts from high school and/or other colleges; however, other student service areas are still moving toward digitizing their student records.

Release of Student Records
Release of students' records is restricted based on the Family Educational Rights and Privacy Act (FERPA). The WICCC adheres to its policy for release of student records which is published in its catalog, application for admission, schedule of classes, and all district websites. Student workers in all student services areas are required to sign the "Student Worker Confidentiality Agreement" prior to being granted access to secure areas, documents, or Datatel.

Self-Evaluation
Admissions and Records functions are centralized within State Center Community College District; WICCC adheres to established policies and procedures regarding the safeguarding of student records in accordance with California Title 5, the California Education Code, and the Family Educational Rights and Privacy Act (FERPA). Access to student records is limited to district personnel and the student unless a signed waiver is on file; online access is secured through encrypted passwords. District personnel are granted access to student records' information on a need-to-know basis, requiring approval of a dean or higher level administrator for any access to specific areas of the student database (Datatel). Access to Disabled Student records is strictly limited to Disabled Student Program staff only.

Continued expansion of the district's Datatel system allows for student records, such as grades and the application for admission, to be captured directly into the Datatel system with appropriate backup. In addition, the scanning of other records using the Hershey STARRS system also increases accuracy and provides a digital record, again with appropriate backup of information. All records are securely backed up and duplicated in two separate buildings in the district.

Confidentiality of student records is maintained by granting access to Datatel records to those with a need to know, as directed by the District Dean of Admissions and Records. Student workers are not allowed access to student information unless it is determined necessary, and all student workers must sign a Student Worker Confidentiality Agreement.

Student Outreach & Recruitment
This program endeavors to create a college-going culture for high school students and the community at large by providing information and outreach services to encourage individuals to further their education. The college outreach specialist and the Registration to Go Orientation Assistants (RTGOA's) promote education as a means to upward mobility by regularly conducting high school presentations. This team is assigned to designated feeder high schools within the Willow International Community College Center service area and is actively involved in the Registration-to-Go (RTG) program. The RTG program includes assisting students with the college admissions process by providing instructions on completing the online admission application, providing assessment testing, promoting the completion of the new student online orientation, coordinating the counseling/advising sessions, providing training on how to register online and follow up registration services. In addition, this team participates in community events, such as

61

College Night, and is in regular contact with community organizations. Also, campus tours are provided introducing prospective college students and their parents to the programs and services available at WICCC.

Student Support Services Staffing

The Clovis Community College transitional staffing plan has been developed and includes support for the following positions:

- o Prior to Initial Accreditation 2014-2015:
  - Student Services: Office Assistant III (Other 50% funded with matriculation funds)
  - Financial Aid: Financial Aid Assistant I
  - Student Services: Office Assistant III
  - Instruction: Faculty (includes counseling faculty)

- o Initial Accreditation 2015-2016:
  - Student Services: Student Services Specialist
  - Financial Aid: Director of Financial Aid – changed from manager
  - Financial Aid: Financial Aid Assistant II
  - Financial Aid: OA III-Financial Aid

- o 2017+:
  - Student Services: Admissions and Records Manager
  - Student Services: College Relations Coordinator
  - Student Services: Office Assistant III – A&R
  - Student Services: Educational Advisor
  - Student Services: Office Assistant 1/II Tutorial Center

Each year faculty are encouraged to submit certificated faculty position requests for additional faculty positions. There requests are reviewed and prioritized through the Department Chairs. The recommendations from the Departments Chairs are then review at the College Center Council. All position requests must include supportive documentation from Program Review, Strategic Plan, Student Success Act (SB 1456) mandates, and any other planning document. All positions are also based on state funding and the needs of our students.

Timeline for Attaining Initial Accreditation

WICCC remains accredited through Reedley College until it is granted community college status. In March 2013, the WICCC was granted Candidacy for Accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (see Attachment E). Candidacy for Accreditation is a status of preliminary affiliation with the Commission initially awarded for a period of two years. WICCC is scheduled for its initial accreditation evaluation visit in the spring 2015 term. WICCC hopes to receive State Board of Governor's approval of community college status by the end of the 2013-14 fiscal year, at which time the campus may begin to implement a name change to Clovis Community College. The campus will complete an Initial Accreditation Self Study by the end of the 2014-15 fiscal year. WICCC hopes to receive initial accreditation by mid 2015.

Exhibit 6.4 Proposed Timeline for Initial Accreditation

Task	Start	Finish	Duration	Agencies
Receive Candidacy for Accreditation status	2010-11	2012-13	Complete	WASC
Submit a Needs Assessment to CCCCO for College status	2013-14	2013-14	Complete	SCCCD
Obtain Board of Governors approval for College status	2013-14	2013-14	9 months	CCCCO, LAO, DoF, BOG
Implement name change to Clovis Community College	2013-14	2013-14	6 months	SCCCD, CCCCO, WASC
Initial Accreditation Self Study	2013-14	2014-15	1 year	SCCCD
Self Study Approval and Accreditation Site-Visit	2014-15	2014-15	6 months	SCCCD, WASC
Initial Accreditation Granted	2014-15	2015-16	3 months	WASC

CHAPTER VII – OPERATIONAL SUPPORT AND CAPITAL OUTLAY PROJECTIONS

Organizational Structure

WICCC, like most other educational outreach locations of SCCCD, operates under Reedley College. As each of the District's outreach locations developed into educational centers, the Board of Trustees established a governance structure that allowed a great deal of autonomy to each center from Reedley College. Although, WICCC continues to be accredited through Reedley College, the Board of Trustees approved an administrative structure that is led by a Campus President who reports to the SCCCD Chancellor. The Marketing and Communications Manager, Director of Technology, Associate College Business Manager, Facilities Maintenance and Operations, Vice President of Administrative Services, and Vice President of Instruction and Student Services all report directly to the Campus President.

The Dean of Instruction, Dean of Student Services, Institutional Research, and Health Services all directly report to the Vice President of Instruction and Student Services. The Instructional Department Chairs', Library Services, Child Development Coordinator, and Tutorial Coordinator at WICCC report to the Dean of Instruction/Technology. All student services departments, school relations, and associated student government report to the Dean of Student Services.

Exhibit 7.1 WICCC Organizational Structure Chart
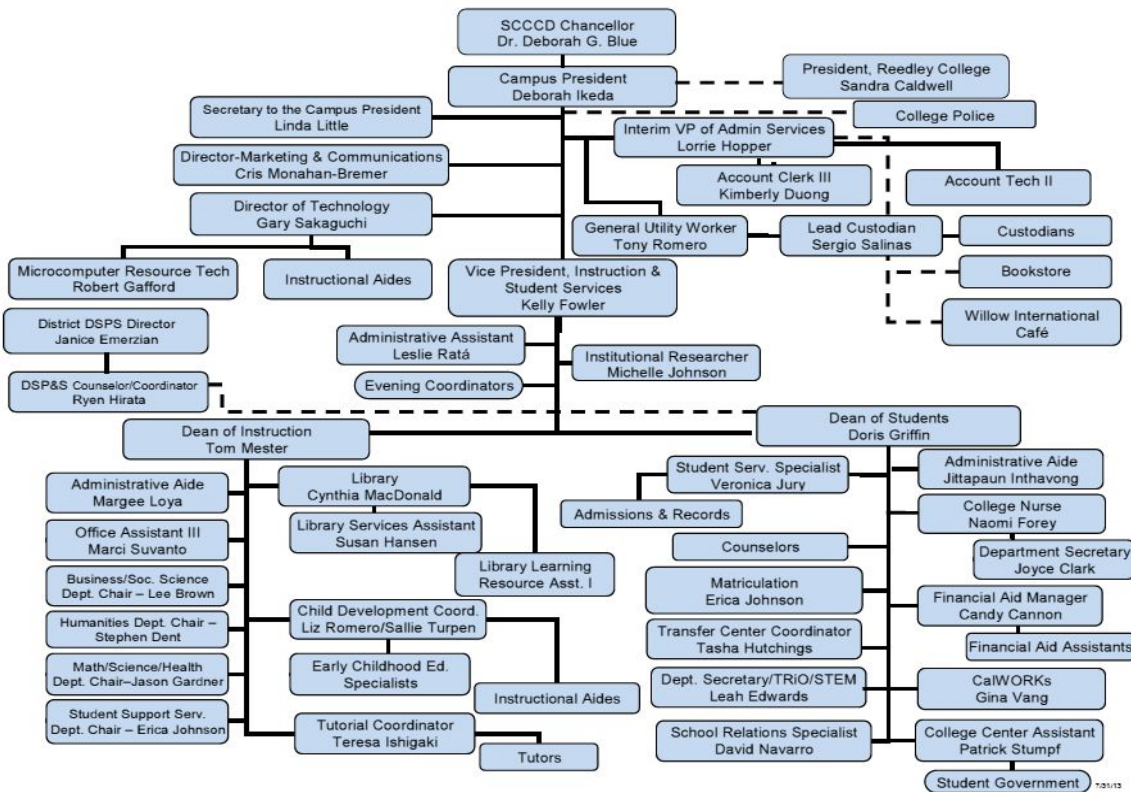
Source: WICCC, Office of the President

As WICCC enrollment grows, campus academic program offerings and student services will increase to move towards being a more full-service comprehensive college location. Along with expected enrollment growth and more comprehensive academic program/student services offerings come potential organizational structure changes.

Potential changes to the WICCC organizational structure over the next 10 years will include creating additional Deans/Department Chairs of added instructional programs, and additional student services managers with added services.

Facilities Master Plan

The 2012 Districtwide Facilities Master Plan provides a long-range horizon for the build-out at WICCC. By the year 2025, the master plan calls for a five building expansion to meet specific goals to improve student success and promote a full-service comprehensive college atmosphere. Facilities planned at the WICCC campus include a Vocational Career Technology building, Performing Arts building, Library Learning Resource building, Student Services/Administration building, and Physical Education facilities. Additional facilities anticipated by full build-out of the WICCC campus include a Central Plant, Receiving/Maintenance & Operations Warehouse, Child Development Center expansion, and a new Classroom/Laboratory building. The WICCC master plan also calls for providing approximately 3,900 surface parking stalls by full build-out that would service approximately 20,000 staff, employees and students.

Exhibit 7.2 WICCC Facilities Master Plan Campus Map (Full Build-Out)
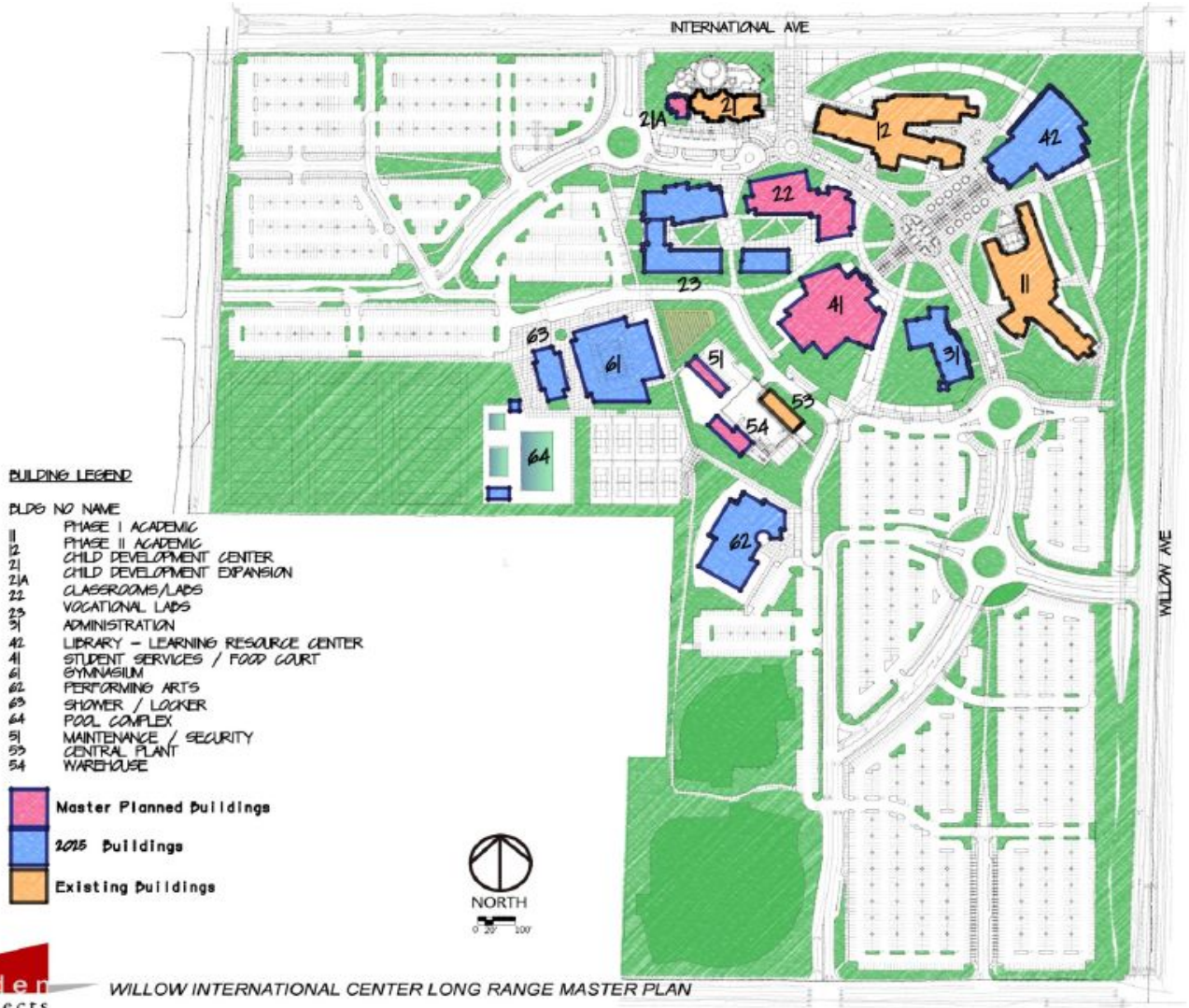
Source: 2012 District Facilities Master Plan

Ten-Year Capital Outlay Projection

WICCC is currently working on a new soccer athletic field capital improvement project on campus. The athletic field project is currently under construction and scheduled for occupancy during the 2014-15 academic year. The soccer field will not add any assignable square footage (ASF) on campus and is purely an outdoor athletic field project. The estimated total project cost for the soccer field is $138,000.

WICCC is planning to increase instructional capacity by constructing a new Applied Technology Building on campus for occupancy by the 2019-20 academic year. This project is also referred to as the Vocational Career Technology building per the 2012 Facilities Master Plan. Currently, the Applied Technology Building project proposes to construct a 40,000 Gross Square Foot (GSF), 26,800 ASF, building on campus for environmental technology, electronics/electric technology, water/wastewater technology, and heath care occupations programs. The proposed project would add approximately 14,400 ASF of laboratory space for the afore mentioned programs, 6,700 ASF of lecture classroom space, 3,600 ASF of faculty office space, 1,200 ASF of library space, and 900 ASF of other support spaces. The estimated project cost for the Applied Technology Building project is approximately $28,895,144. The Applied Technology Building project has been submitted to the State Chancellor's Office as an Initial Project Proposal (IPP) for 100 percent State funding to be initiated during the 2016-17 academic year and projected for occupancy during the 2019-20 academic year. By the 2023-24 academic year, WICCC anticipates a need for occupying a new Library Learning Resource Center. This project is currently in initial conceptual planning stages to determine scope, schedule, budget and potential funding sources. Project planning thus far has determined that the new Library Learning Resource building will be approximately 58,536 GSF (40,975 ASF) and consist of classroom, laboratory, faculty office, library/study, audio/visual, and other support spaces. The estimated total project cost is approximately $37,217,005. Following occupancy of the new Library, most of the existing library and audio visual space on campus will be converted to classroom and laboratory space.

Exhibit 7.3 Ten-Year Capital Outlay Projection

Project	Funding Source	Planning Phase	Occupancy	Total Project Cost	ASF	Const. Cost/ASF
Athletic Field (Soccer)	Local	In Construction	2014-15	$138,000	0	N/A
Applied Technology Building	State	IPP Submitted	2019-20	$20,895,144	26,800	$528.46*
Library Learning Resource Ctr.	TBD	Conceptual	2023-24	$37,217,005	40,975	$526.37*

Const. Cost/ASF = New Construction Cost/ASF. Applied Technology = $14,162,700/26,800; LRC = $21,568,100/40,975

Currently, the WICCC campus consists of 117,625 ASF and by the year 2023 is projected to increase to approximately 185,400 ASF as a result of the capital outlay projects proposed within the next ten years.

Exhibit 7.4 Ten-Year Campus ASF Change Projection

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Classroom	18,215	18,215	18,215	18,215	18,215	18,215	24,915	24,915	24,915	24,915	31,490
Laboratory	36,929	36,929	36,929	36,929	36,929	36,929	51,329	51,329	51,329	51,329	63,229
Office	14,783	14,783	14,783	14,783	14,783	14,783	18,383	18,383	18,383	18,383	20,883
Library	12,567	12,567	12,567	12,567	12,567	12,567	13,767	13,767	13,767	13,767	25,767
AV, TV, Radio	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	4,109	5,609
Physical Edu.	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410	5,410
Assembly	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504	3,504
Inactive	0	0	0	0	0	0	0	0	0	0	0
All Other	22,108	22,108	22,108	22,108	22,108	22,108	23,008	23,008	23,008	23,008	29,508
TOTAL	**117,625**	**117,625**	**117,625**	**117,625**	**117,625**	**117,625**	**144,425**	**144,425**	**144,425**	**144,425**	**185,400**

Five-Year Operational Support Budget Projection

The projected five-year operational support budget for WICCC provides an estimate of forecasted expenses and income for the campus. The estimated five-year operational support budget demonstrates that projected FTES at WICCC would generate an income that could provide a contingency fund for the campus. The projected income for credit apportionment was calculated at $4,636.50 per FTES (Title V, Section 58771). A significant factor that must continue to be monitored is the fiscal policy at the State level which determines that ability of the institution to collect apportionment for those students enrolled over the established cap.

Exhibit 7.5 Five-Year Support Budget Projection

PROJECTED OPERATIONAL BUDGET			2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
EXPENSES								
Administrative Staff	Beginning Cost/Additional Change	6.4	$832,814 $0 0.0	$832,814 $76,328 0.6	$909,142 0.0	$909,142 0.0	$909,142 $105,051 1.0	$1,014,193 0.0
Full-Time Faculty	Beginning Cost/Additional Change	45	$4,055,518	$4,055,518 $362,560 5.0	$4,418,078 $290,048 4.0	$4,708,126 $217,536 3.0	$4,925,662 $145,024 2.0	$5,070,686 $145,024 2.0
Part-Time Faculty	Beginning Cost/Additional Change	145	$1,990,349	$1,990,349 -$137,263 -10.0	$1,853,086 -$109,813 -8.0	$1,743,273 -68,633.0 -5.0	$1,674,640 -$27,453 -2.0	$1,647,187 -$27,453 -2.0
Classified Staff	Beginning Cost/Additional Change	34.5	$1,686,802 $26,765 1.0	$1,713,567 $201,299 5.0	$1,914,866 $367,685 7.0	$2,282,551 $38,107 1.0	$2,320,658 0.0	$2,320,658 $41,962 1.0
Employee Benefits (25.58% of above)			$2,197,660	$2,326,545	$2,466,703	$2,514,540	$2,571,487	$2,612,295
Supplies			$286,341	$300,000	$320,000	$350,000	$385,000	$410,000
Operating Expenditures			$664,191	$700,000	$735,000	$775,000	$810,000	$855,000
Other Expenses*			$516,282	$775,000	$572,000	$600,000	$620,000	$640,000
TOTAL PROJECTED EXPENSES			$12,256,722	$13,196,717	$13,736,795	$14,069,642	$14,439,211	$14,729,552
INCOME								
Credit Apportionment FTES			$4,636.50	$4,636.50	$4,636.50	$4,636.50	$4,636.50	$4,636.50
Projected Annual FTES			3,403	3,452	3,508	3,569	3,624	3,669
Projection Annual Apportionment Income			$15,778,010	$16,005,198	$16,264,842	$16,547,669	$16,802,676	$17,011,319
Other Income*			$5,496,557	$5,551,523	$5,607,038	$5,663,108	$5,719,739	$5,776,936
TOTAL PROJECTED INCOME			$21,274,567	$21,556,721	$21,871,880	$22,210,777	$22,522,415	$22,788,255
BALANCE			***$9,017,845***	***$8,360,004***	***$8,135,085***	***$8,141,135***	***$8,083,204***	***$8,058,703***

* Other Expenses includes equipment, and transfers out to Capital Outlay projects; Other Income includes enrollment fees, property taxes, categorical programs, etc.

67

CHAPTER VIII – GEOGRAPHIC AND PHYSICAL ACCESSIBILITY

Transportation and Commute Times

The WICCC campus is located in a convenient location, accessible from major roadways and highways. The WICCC site is located approximately 4.8 miles east of Highway 41 (Yosemite Freeway) and 4.8 miles north of Highway 168 (Sierra Freeway). There is a strong network of major surface streets surrounding the Willow International Community College Center, making the location easily accessible with various routes to campus. The average commuting time for residents within WICCC service area zip codes is approximately 28.3 driving minutes (17.2 miles). Service area residents within the City of Clovis zip codes have an average commute time of 17.5 driving minutes to the WICCC, while service area residents within the City of Fresno zip codes have an average commute time of 22.4 driving minutes to campus. Service area zip codes on the outer perimeter of the WICCC service area include Auberry, Coarsegold, Oakhurst, Tollhouse, and Madera, from which residents have over a 40 minute driving commute to the WICCC campus.

Exhibit 8.1 Estimated Commute Times to WICCC for Service Area Residents

Zip Code	Area	County	Distance (miles)	Commute Time (mins.)
93720	Fresno, CA	Fresno	3.9	10
93730	Fresno, CA	Fresno	5	11
93729	Fresno, CA	Fresno	4.7	12
93613	Clovis, CA	Fresno	5.8	15
93612	Clovis, CA	Fresno	6	15
93611	Clovis, CA	Fresno	6.6	16
93710	Fresno, CA	Fresno	6.5	17
93726	Fresno, CA	Fresno	7.9	18
93711	Fresno, CA	Fresno	9	20
93703	Fresno, CA	Fresno	10.1	21
93704	Fresno, CA	Fresno	11.7	22
93727	Fresno, CA	Fresno	12.3	23
93619	Clovis, CA	Fresno	13.8	24
93702	Fresno, CA	Fresno	10.9	24
93705	Fresno, CA	Fresno	12	26
93722	Fresno, CA	Fresno	12.4	26
93636	Madera, CA	Madera	18.2	27
93737	Fresno, CA	Fresno	16	28
93725	Fresno, CA	Fresno	20.9	28
93651	Prather, CA (UI)	Fresno	18.7	31
93657	Sanger, CA	Fresno	22.8	33
93723	Fresno, CA	Fresno	24.5	36
93706	Fresno, CA	Fresno	25.4	37
93630	Kerman, CA	Fresno	28.8	38
93614	Coarsegold, CA (CDP)	Madera	32.5	41
93667	Tollhouse, CA (UI)	Fresno	26.1	43
93638	Madera, CA	Madera	31.9	45
93637	Madera, CA	Madera	32.5	47
93602	Auberry, CA (CDP)	Fresno	34.2	54
93644	Oakhurst, CA (CDP)	Madera	44.2	59

CSU Fresno is located approximately 17 driving minutes (6.4 miles) from the WICCC campus. Other notable out-of-District public higher education institutions within a one hour commute from WICCC are West Hills College Lemoore (52 driving minutes), College of the Sequoias (54 driving minutes), and COS Hanford Center (56 driving minutes).

Exhibit 8.2 Estimated Commute Times from WICCC to Various Higher Educational Institutions

Location	Distance from WICCC (miles)	Commute Time (mins.)
CSU Fresno	6.4	17
Fresno City College*	12	20
Madera Educational Center*	23.6	29
Reedley College*	35.9	42
Oakhurst Educational Center*	39.9	45
West Hills College Lemoore	44.8	52
College of the Sequoias (COS)	55	54
COS Hanford Center	47.4	56
North District Center Firebaugh	48.1	65
COS Tulare Center	61.5	66
Merced College	61.8	69
UC Merced	64.2	74
Los Banos Educational Center	78.2	81
West Hills College Coalinga	81.1	85

* SCCCD campus locations

Transportation Plan

The WICCC campus has been designed to maximize access, with major entrances located from all directions. The internal vehicular circulation on campus includes strategically placed roundabouts intended to ease traffic congestion and provide free flowing movement within the campus. The east side of the campus features a community tail providing both pedestrians and bicycles easy access to the campus. The trail is part of the interconnected community wide bikeway trail system maintained by the City of Fresno and City of Clovis.

There is ample parking on campus for students and staff with 2 surface parking lots located on opposite ends of the site. The WICCC Facilities Master Plan provides for approximately 3,900 parking stalls which would serve approximately 20,000 staff, employees and students at full build-out.

Currently, the WICCC campus is not within the Fresno Area Express (FAX) or Clovis Transit Stageline public bus transportation service areas. However, the FAX Handy Ride and Clovis Round Up Transit services are available to meet transportation needs of eligible persons with disabilities and includes the WICCC campus within its service area. FAX Handy Ride and Clovis Round Up Transit may be utilized by persons with disabilities needing a public transportation option for commuting to campus.

As enrollment at WICCC grows and the area adjacent to the campus is developed with primarily mixed use business, office, and medium to medium-high density residential uses, the need for expanding regular public bus transit service to the WICCC site may be justifiable and financially feasible.

Exhibit 8.3 Draft Land Use Diagram (City of Clovis General Plan)

Source: 2012 District Facilities Master Plan

Americans with Disabilities Act (ADA) Accessibility Plan

SCCCD seeks to make all programs, services and facilities accessible to people with disabilities. The District is committed to raising the level of awareness of accessibility issues at all campus locations, providing reasonable accommodation for persons with special needs, documenting accessibility issues, systematically addressing issues involving accessibility, and involving faculty, staff and students in planning efforts to identify, report, and assist the campuses in meeting their accessibility goals.

The ADA Assessment Database established the District's ADA Transition Plan to identify needed accessibility improvements and provide a systematic approach to correcting known deficiencies. Through the use of the database, the District has prioritized the needed improvements on each campus and is able to track progress in their efforts to reach established accessibility policy goals.

A list of open ADA issues at the WICCC campus from the District ADA Assessment Database has been provided in Attachment F.

CHAPTER IX – EFFECTS ON OTHER INSTITUTIONS

Neighboring Higher Education Institutions

There are approximately 21 neighboring postsecondary institutions within a 25 mile radius of WICCC, of which 17 are for-profit private or state approved institutions. These institutions typically serve a different clientele than the potential students at WICCC and most offer programs that are directed to a special interest of potential students. The private or state approved institutions neighboring WICCC offer a unique curriculum that focuses on specific areas of study and are not anticipated to be impacted by WICCC achieving college status. Furthermore, none of these institutions have expressed any concerns about WICCC plans to transition into a comprehensive community college.

Exhibit 9.1 Neighboring Higher Education Institutions (Within a 25 Mile Radius)

Institution	Type	Address
Fresno City College (SCCCD)	Community College	1101 E. University Ave. Fresno, CA 93741
Career & Technology Center (SCCCD)	Educational Center	1525 E. Weldon Ave Fresno, CA 93704
Madera Educational Center (SCCCD)	Educational Center	30277 Avenue 12 Madera, CA 93638
UEI College	Private 2-Year	2002 N. Gateway Blvd. Fresno, CA 93727
Heald College	Private 2-Year	255 W. Bullard Ave. Fresno, CA 93704
San Joaquin Valley College	Private 2-Year	295 E. Sierra Ave. Fresno, CA 93710
Kaplan College - Fresno	Private 2-Year	44 Shaw Ave. Clovis, CA 93612
San Joaquin Valley College Aviation Campus	Private 2-Year	4985 E. Anderson Ave. Fresno, CA 93727
Institute of Technology (Culinary) - Clovis	Private 2-Year	564 W. Herndon Ave. Clovis, CA 93612
Fresno Pacific University	Private 4-Year	1717 S. Chestnut Ave. Fresno, CA 93702
Mennonite Brethren Biblical Seminary	Private 4-Year	1717 S. Chestnut Ave. Fresno, CA 93702
National University	Private 4-Year	20 River Park Place West Fresno, CA 93720
University of Phoenix - Central Valley	Private 4-Year	45 River Park Place West Fresno, CA 93720
Fresno Pacific University, North Center	Private 4-Year	5 River Park Place West Fresno, CA 93720
Alliant International University, Fresno	Private 4-Year	5130 E. Clinton Way Fresno, CA 93727
San Joaquin College of Law	Private 4-Year	901 5th Street Clovis, CA 93612
ITT Technical Institute	State Approved	362 N. Clovis Ave Clovis, CA 93612
California Christian College	State Approved	4881 E. University Ave. Fresno, CA 93703
DeVry University - Fresno	State Approved	7575 N. Fresno St. Fresno, CA 93720
Oakbrook College of Law	State Approved	7750 N. Fresno St. Fresno, CA 93720
CSU Fresno	State University	5241 N. Maple Ave. Fresno, CA 93740

Fresno City College, Career and Technology Center, and Madera Educational Center are all SCCCD institutions located within a 25 mile radius of WICCC. Fresno City College is severely impacted, land-locked and serving approximately 20,000 students on 100-acres, making for extremely overcrowded conditions. The prospect of WICCC transitioning into a comprehensive college is a much welcomed and needed alternative for service area residents. Fresno City College will continue to offer specialized programs that are not planned to be duplicated at WICCC, mitigating any negative impact on enrollment at Fresno City College. The expected population growth in the northern Fresno and Clovis area are also expected to provide the primary service area enrollment at WICCC, while Fresno City will continue to serve all other portions of the City of Fresno. The District's Career & Technology Center serves a specific student population and offers specialized programs, most of which are non-credit. Programs at the Career & Technology Center will not be duplicated at WICCC and enrollment there is not expected to be impacted as a result of WICCC achieving community college status. Similarly, the District's Madera Educational Center serves a service area demographic very different from that of WICCC. Many core programs offered at the Madera Educational Center location will not be duplicated at

WICCC and enrollment at the Center is not expected to be impacted with WICCC transitioning to a comprehensive community college.

CSU Fresno is the only public four-year higher education institution within a 25 mile radius of WICCC. Many of WICCC's students transfer to CSU Fresno. Approval of WICCC as a comprehensive community college is expected to have very little or no negative impact on enrollment at CSU Fresno. In fact, WICCC would positively impact CSU Fresno's enrollment by increasing transfer rates from WICCC to CSU Fresno. Other benefits may include more opportunity to enhance working relationships between the institutions through joint use ventures.

Neighboring Community College Districts

Community College Districts' adjacent to SCCCD include West Hills Community College District, Sequoias Community College District, Merced Community College District, and Yosemite Community College District.

Exhibit 9.2 Map of Neighboring Community College District Locations
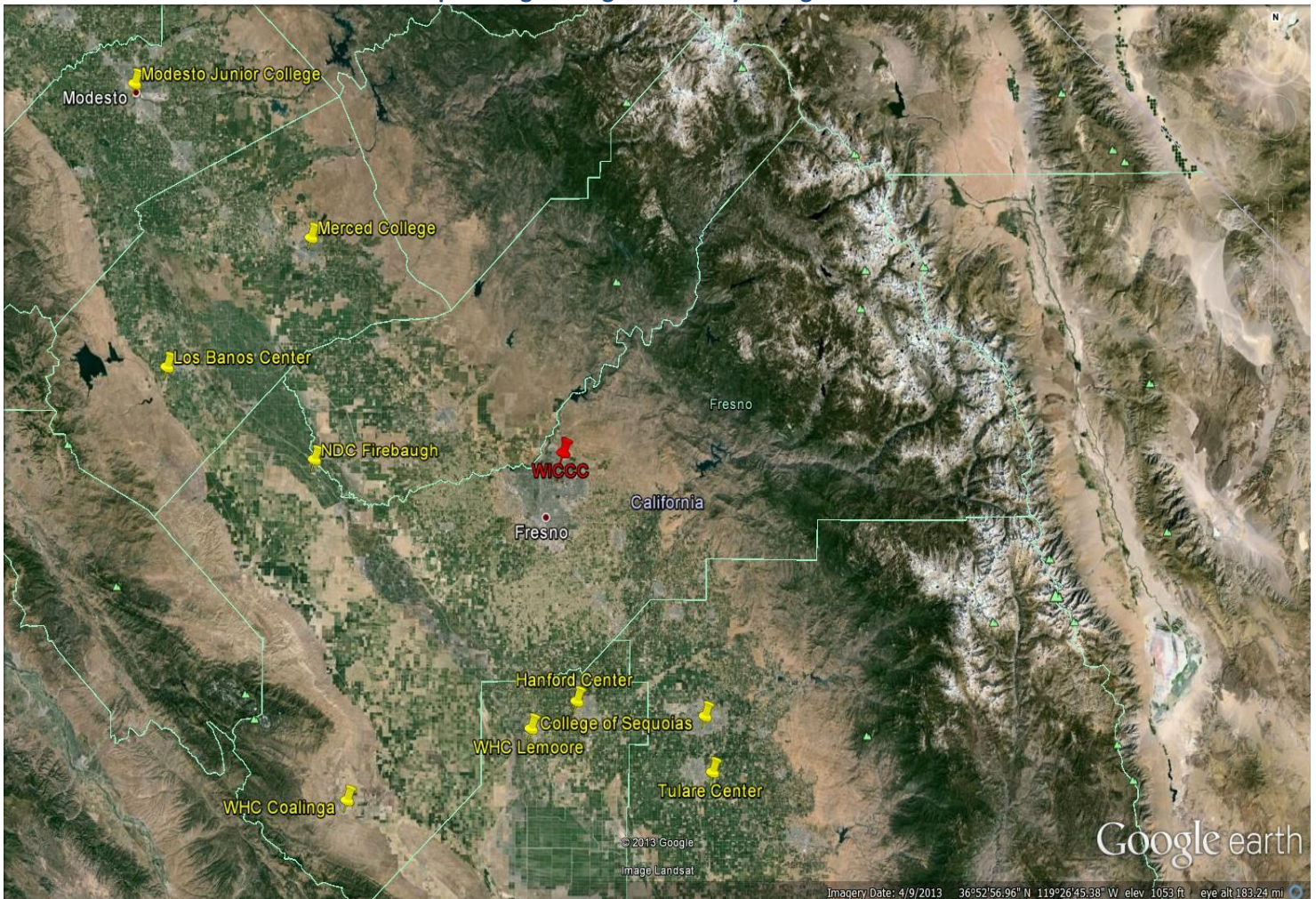
Source: Google Maps

All neighboring community college district locations are approximately 44.8 miles to 120 miles from the WICCC campus, with approximate driving commute times ranging from 52 minutes to 144 minutes. The nearest neighboring community college district location to WICCC is West Hills College Lemoore, located approximately 44.8 miles (52 driving minutes) from campus. Primary service area population growth and relieving impacted enrollment at the

District's Fresno City College location are the principal factors contributing to the need to establish WICCC as a comprehensive college. WICCC is expected to continue to draw enrollment from its local community/service area and does not anticipate offering any specialized programs that would draw students from other neighboring community college district service areas. It is not anticipated that students would commute over an hour from neighboring community college service areas to enroll at the WICCC campus when comparable programs would be locally available. Establishing WICCC as a comprehensive college will not have any negative impact on enrollment at adjacent community college districts.

Letters of Support

WICCC has received letters of support from the community and neighboring higher education institutions for the development of the campus into a comprehensive community college. Letters of support from neighboring higher education institutions verify that these entities were consulted during the process of obtaining community college status, there will be no negative impact on enrollment or economy of operations, WICCC's college status will not create excess enrollment capacity, and WICCC's college status will not lead to an unnecessary duplication of programs. Letters of support for WICCC achieving community college status have been received from College of the Sequoias, West Hills College Lemoore, West Hills College Coalinga, Merced College, Modesto Junior College, Reedley College, Fresno City College, CSU Fresno, UC Merced, Fresno Pacific University, Clovis Unified School District, City of Clovis, Kiwanis Club of Clovis, Clovis Rotary Club, and the Clovis Chamber of Commerce.

Letters of support for establishing WICCC as a comprehensive community college have been provided in Attachment G.

CHAPTER X – ENVIRONMENTAL IMPACT

Considerations of California Environmental Quality Act (CEQA)

In February 2002, the SCCCD Board of Trustees certified the Final Environmental Impact Report (Final EIR) pursuant to the California Environmental Quality Act, approving the site acquisition and construction at WICCC. The Final EIR was developed based on the anticipation that WICCC will be constructed in multiple phases over a 20-year (or longer) period and would ultimately serve approximately 10,000 students (6,500 FTES) in the year 2020.

In March 2005, the SCCCD Board of Trustees certified an addendum to the Final EIR to amend the project to construct WICCC such that it included the installation of a 60-inch-diameter raw water pipeline under the property to be connected to the City of Fresno's surface water treatment plant.

A copy of the Board Resolution certifying the Final EIR, Final EIR Findings and Statement of Overriding Considerations Pursuant to State CEQA Guidelines Sections 15091 and 15093, and Board Resolution approving the Addendum to the Final EIR have been provided in Attachment H. A Notice of Preparation, Draft EIR, Notice of Determination, and Final EIR were all submitted to the State Clearinghouse (SCH), SCH # 2000111026.

The environmental effects of using the current site have been studied appropriately, including the consideration of alternative sites, through the environmental review process. The criteria at the time of the original site selection of WICCC included consideration of the site to be expanded to meet the needs of a comprehensive college. Additionally, a substantial local and State investment has been made to provide facilities and infrastructure for the WICCC. The existing site may be expanded and modified to accommodate the needs of a comprehensive college and is ideally situated with a strong network of surface roads and expected new development areas. No reasons have been identified to support consideration of a change in site if WICCC becomes a comprehensive college.

Additional environmental studies may be conducted with future proposed capital outlay projects to ensure full compliance with CEQA requirements.

CHAPTER XI – CONCLUSIONS OF THE NEEDS ASSESSMENT

State Center Community College District strives to maintain a rich tradition of responding to the educational needs of its service area population. Evidence of this tradition is evident with the development of the existing Willow International Community College Center.   In 2003, responding to growth and educational demand at the Clovis outreach center, the District completed acquisition of a 110-acre site for a permanent location of the WICCC. In fall 2007, WICCC opened for operation to primarily serve the northeast Fresno and greater Clovis portion of the District service area, providing comprehensive educational opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning. Historical enrollment and FTES growth at WICCC have supported expanding facilities and programs at the campus. However, limited program offerings, depth of course offerings and facilities limitations are restricting the Center's ability to fully serve its potential students.

Approximately 90% of WICCC's unduplicated enrollment during the 2012-13 academic year came from students residing in Fresno, Clovis, Madera, Coarsegold, Sanger, Auberry, Kerman, Oakhurst, Prather, and Tollhouse. In 2010, the total population within the WICCC primary service area was 822,233 persons, accounting for approximately 75.58% of the total Fresno County population and 78.89% of the total Madera County population. From the year 2015 to 2020, the service area population is expected to increase by 81,087 persons, to a total population of approximately 956,003 persons. Population growth expected in the service area from the year 2015 to 2020 is 9.27%, nearly twice the expected average State-wide growth of 4.75% during the same period. By the year 2023, the WICCC service area total population is anticipated to exceed 1,000,000 persons. Robust population growth is expected in the service area, supporting the need for increased access to higher education to those within the community.

Educational attainment within the service area has been historically lower than State-wide levels. Approximately 25.43% of the service area population over the age of 25 does not have a high school diploma, compared to only 19.2% of the State-wide population. Moreover, the proportion of the service area population with a bachelor's degree is merely 13.91%, compared to the State-wide average of 19.3%. The service area and overall County population have some of the highest unemployment rates in the State. In 2012, the service area unemployment rate was 13.89%, slightly less than at the 14.74% unemployment rate for Fresno and Madera Counties combined. During the same time, the California unemployment rate was 9.76%. The percentage of families below poverty within the service area (13.3%) is less than that at the overall County level (16.5%), however, still above the State-wide average of 10.8%. The presence of a community college in the service area that provides comprehensive programs for transfer to a four-year institution and career technical education will improve participation within higher education for persons who may otherwise not attended college, increase educational attainment, and provide job training sills for obtaining employment or career advancement.

WICCC has met the initial requirement of 2,000 annual FTES (1,000 fall term FTES) since initial operations began at the current site location during the 2007-08 academic year. As demonstrated by enrollment and FTES projections which were approved by the Department of Finance, the WICCC is expected to reach over 6,000 unduplicated students and 1,781 FTES by fall 2017. Annualized projections anticipate WICCC serving 13,142 students and 3,624 FTES during the 2017-18 academic year. It should be noted that enrollment projections for WICCC were intentionally conservative and enrollment growth may be faster than expected due to new residential and business development in the immediate area surrounding WICCC.

Establishing WICCC as a community college is not anticipated to have any negative impact on other neighboring higher education institutions. The WICCC has received letters of support from the following neighboring institutions: College of the Sequoias, West Hills College Lemoore, West Hills College Coalinga, Merced College, Modesto Junior College, Reedley College, Fresno City College, CSU Fresno, UC Merced, Fresno Pacific University, and Clovis Unified School District. Additional local support for WICCC achieving college status has been expressed by the City of Clovis, Kiwanis

Club of Clovis, Clovis Rotary Club, and the Clovis Chamber of Commerce. Letters of support from neighboring higher education institutions verify that these entities were consulted during the process of obtaining community college status, there will be no negative impact on enrollment or economy of operations, WICCC's college status will not create excess enrollment capacity, and WICCC's college status will not lead to an unnecessary duplication of programs.

This Needs Assessment demonstrates that there are a number of positive points to support the transition of the WICCC to Clovis Community College, including, but not limited to: providing increased transfer opportunities; increasing the options to complete programs without requiring a student to commute to another site; enhancing convenience and access to larger numbers of potential students; extending outreach to underserved populations; allowing unique collaboration arrangements with four-year institutions (UC and CSU); promoting a focus on programs for local needs; and, increasing educational options for students both within and outside of the formal service area.

To mitigate any negative impact that WICCC may have on enrollment at other District locations as well as neighboring institutions, there has been and will continue to be careful consideration regarding the types of programs and services offered at the campus. The District recognizes that careful planning must occur as new programs are planned and existing programs are expanded to strategically manage course offerings and ensure availability of adequate resources. It should be noted that these same issues would remain without a transition for WICCC to become a community college, unless campus expansion is capped at its present level of enrollment, which is a solution that does not address service area community needs.

With all factors considered, the information in this Needs Assessment analysis shows the clear need and justification for the transition of the Willow International Community College Center into a comprehensive community college.

ATTACHMENT A

SCCCD Board of Trustees Support

ATTACHMENT B
Preliminary Notice Letter

ATTACHMENT C

Letter of Intent and Chancellor's Office Approval

ATTACHMENT D
Department of Finance Enrollment Projection Approval

creating
opportunities
one student at a time

80

ATTACHMENT E

Letter Granting Candidacy for Accreditation (WASC)

ATTACHMENT F

ADA Transition Plan: WICCC Open Issues

ATTACHMENT G
Letters of Support

ATTACHMENT H

CEQA Documentation

RESOLUTION NO. 2013.28

AUTHORIZING STATE CENTER COMMUNITY COLLEGE DISTRICT TO ESTABLISH AN INDEPENDENTLY ACCREDITED COLLEGE TO SERVE NORTH FRESNO AND THE CITY OF CLOVIS

WHEREAS, the Willow International Community College Center began operation in 2007; and

WHEREAS, the population in north Fresno and the City of Clovis has grown dramatically during the past several years as has the number of students served by the campus, and that growth will continue for the foreseeable future; and

WHEREAS, during the last six years, the Willow International Community College Center reached a critical mass of students, faculty, and staff, as well as facilities infrastructure; and

WHEREAS, the Willow International Community College Center needs the autonomy to interact with the community it serves; and

WHEREAS, such service can best be rendered by an independently accredited college working in concert within the multi-college district;

NOW, THERFORE, BE IT RESOLVED that the governing board of the State Center Community College District, enthusiastically supports the transition of the Willow International Community College Center towards college status as Clovis Community College within a multi-college district.

PASSED AND ADOPTED on this 10th day of October 2013, by the following vote:

AYES: _____   NOES: _____   ABSENT: _____   ABSTAIN: _____

_____
Board of Trustees Secretary
State Center Community College District

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Accept 2012-2016 SCCCD   ITEM NO.   13-87
            Strategic Plan Annual Assessment

EXHIBIT: Executive Summary of the 2012-2016 SCCCD Strategic Plan Annual Assessment
            2012-2016 SCCCD Strategic Plan Annual Assessment
            Revised Planning Calendar and Timeline for the SCCCD Strategic Plan

Background:

The District Strategic Planning Committee (DSPC) was given responsibility for the annual
assessment of the 2012-2016 SCCCD Strategic Plan, which includes both quantitative and
qualitative data from the colleges, centers and district office units that support the accomplishments
of the strategic plan.

The DSPC worked with the colleges, centers and the district office units in the development of this
2012-2016 SCCCD Strategic Plan Annual Assessment, which highlights quantitative and
qualitative indicators for each goal and objective in the SCCCD 2012-2016 Strategic Plan.

The Executive Summary of the 2012-2016 SCCCD Strategic Plan Annual Assessment provides
an analysis and summary of the quantitative data and districtwide accomplishments for 2012-
2013.

Recommendation:

It is recommended the Board of Trustees
a) accept the 2012-2016 SCCCD Strategic Plan Annual Assessment; and
b) accept the Revised Planning Calendar and Timeline for continued imp0lementation of the
   2012-2016 SCCCD Strategic Plan.

Executive Summary of the 2012-2016 SCCCD Strategic Plan Annual Assessment

*Approved by DSPC September 13, 2013

The 2012-2016 SCCCD Strategic Plan Executive Summary provides a narrative for the quantitative data that support the accomplishments of the strategic plan in year one. It highlights the 2012-2016 SCCCD Strategic Plan Annual Assessment, which focuses directly on the quantitative data associated with the goals of the strategic plan.

The District Strategic Planning Committee (DSPC) is responsible for the oversight of the SCCCD 2012-2016 Strategic Plan and organized the update of accomplishments during the first year of the plan. DSPC is comprised of all constituent groups from the district, colleges and centers and meets twice a month through the academic year to ensure oversight of strategic planning. The District will continue to implement and monitor progress of the strategic plan and provide an Annual Report to the Board in October of each academic year.

SCCCD Goal 1 *Student Success*

The persistence rate for FCC first time students in three semesters is 72.6% which demonstrates a 4% increase since 2011. The RC persistence rate is 68.8% which demonstrates a 1.3% increase since 2011. Both colleges demonstrate a higher rate than the state persistence rate of 65%. The graduation rates for FCC is 14%% which demonstrates a -4% decrease since 2011. The RC graduation rate is 22% which demonstrates a -1% decrease since 2011. Both colleges demonstrate a lower graduation rate that the community college state graduation rate of 20%.

The transfer rate for FCC is 43% which demonstrates a 3% increase since 2011. The RC transfer rate is 43% which demonstrates a -1% decrease since 2011. Both colleges demonstrate a higher transfer rate than the community college state transfer rate of 41%. RC demonstrates a slight increase of 0.2% in their success rate, while FCC (-0.5%), WI (-1.3%), MC (-0.5%), and OC (-2.5%) all demonstrate decreases in their success rates. Both WI (1.4%) and OC (0.4%) demonstrate an increase in their retention rates, FCC shows no change, and RC (-0.1%) and MC (-1.7%) show a decrease in their retention rates.

The results from the Registration-to-Go Survey demonstrated a districtwide decrease in student response in the areas of feeling welcomed by college staff and made to feel at ease (-0.9%), in feeling their time spent at the event was worthwhile (-0.7%), and in feeling more confident about going to college after getting help from college staff (-1.6%). The results demonstrated a districtwide increase in the areas of feeling college staff adequately explained the process (1.7%) and in feeling RTG assisted them in matriculating into the community college and in registration into coursework (6.5%).

SCCCD Goal 2 *Student Access*

Although no quantitative targets are available in year one of the plan, the 2012-2016 SCCCD Strategic Plan Objectives Matrix provides significant evidence of qualitative data in support of accomplishments of Goal 2 by the district, colleges and centers. As this report only focuses on quantitative data in year one, it is anticipated that quantitative data will be provided for this goal in coming years as the district, colleges and centers prioritize different goals in subsequent years of the plan.

SCCCD Goal 3 *Teaching and Learning Effectiveness*

The districtwide section count in distance education demonstrated a 5% increase and a 10% increase in districtwide enrollments in distance education from fall 2011 to fall 2012. FCC demonstrated increases in distance education headcount (539), sections (11), success (.7%), retention (.1%), and GPA (.01%). RC demonstrated increases in distance education headcount (25), sections (1), success (1.1%), and retention (0.8%), but showed a decrease in GP (-.05%). MC/OC demonstrated increases in distance education success (4.2%), retention (1.4%) and GPA (.12), demonstrated a decrease in headcount (-36) and no change in sections. WI demonstrated increases in distance education success (2.3%) and retention (3.1%), but showed a decrease in headcount (-63), sections (-3), and GPA (-.1%).

SCCCD Goal 4 *Economic and Workforce Development*

The districtwide success rates in CTE demonstrated a 1% increase fall 2011 to fall 2012 and no change in districtwide retention rates in CTE courses. Success rates in CTE courses increased for FCC (1%), RC (2%), and MC (2%), but decreased for WI (-3%) and OC (-3%). Retention rates in CTE courses increased for RC (1%), WI (1%) and OC (8%) and showed no change for FCC and MC.

The districtwide course sections in CTE demonstrated a 3% increase fall 2011 to fall 2012 and a 2% increase in enrollments. Course sections increased for FCC (3%), RC (3%), and MC (10%), but decreased for WI (-3%) and OC (-25%). CTE enrollments increased for FC (3%), RC (1%), MC (9%), but decreased for WI (-3%) and OC (-37%).

SCCCD Goal 5 *Communication*

Although no quantitative targets are available in year one of the plan, the 2012-2016 SCCCD Strategic Plan Objectives Matrix provides significant evidence of qualitative data in support of accomplishments of Goal 5 by the district, colleges and centers. As this report only focuses on quantitative data in year one, it is anticipated that quantitative data will be provided for this goal in subsequent years as the district, colleges and centers prioritize different goals in years 2-4 of the plan.

SCCCD Goal 6 *Organizational Effectiveness*

Although no quantitative targets are available in year one of the plan, the 2012-2016 SCCCD Strategic Plan Objectives Matrix provides significant evidence of qualitative data in support of accomplishments of Goal 6 by the district, colleges and centers. As this report only focuses on quantitative data in year one, it is anticipated that quantitative data will be provided for this goal in subsequent years as the district, colleges and centers prioritize different goals in years 2-4 of the plan.

SCCCD Goal 7 *Community and Resource Development*

Although no quantitative targets are available in year one of the plan, the 2012-2016 SCCCD Strategic Plan Objectives Matrix provides significant evidence of qualitative data in support of accomplishments of Goal 7 by the district, colleges and centers. As this report only focuses on quantitative data in year one, it is anticipated that quantitative data will be provided for this goal in

subsequent years as the district, colleges and centers prioritize different goals in years 2-4 of the plan.

<u>"Lessons Learned": Additional Planning Recommendations</u>

As part of the annual assessment report, DSPC developed the following recommendations for the development of the SCCCD strategic plan.

Annual Strategic Plan Assessment and Report

It is proposed that the Board of Trustees approve a revised timeline that identifies October for the annual report on the strategic plan due to the timeline required in the collection of spring data on the success measures and benchmarks by the institutional researchers.

Plan Review and Revision

It is recommended that the second annual assessment of the strategic plan includes recommendations by the district, colleges and centers to inform the deliberations of DSPC that will assume responsibility for shaping the next District Strategic Plan. Assessment of the plan objectives will be identified by 4 areas: *Substantially Achieved, Progress Made, Little Progress Made* and *Continue/Revise in Next Cycle*. Some objectives may not be recommended for continuation because they have been substantially achieved or because they have now become part of normal institutional operating procedures and expectations. This assessment should be shared with the Chancellor's Cabinet, Communications Council and the Board of Trustees.

DSPC

DSPC is the first standing districtwide planning committee and it has been responsible for leading transformational change by shifting our district to embracing a planning culture. DSPC has focused on increasing both the consistency and the capacity of planning and assessment. We are moving towards developing new tools to ensure common understanding of planning, including a districtwide planning glossary.

2012-2016 SCCCD Strategic Plan Annual Assessment

Fall 2013

Below is the District Strategic Planning Committee's annual assessment of the SCCCD 2012-2016 Strategic Plan.

Goal 1: *Student Success*		
SCCCD is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.		
Outcome Measures/Targets	Current Status	Change since 2011
FCC Persistence rate of first time students in three semesters	72.6%	+4.0%
RC-All Persistence rate of first time students in three semesters	68.8%	+1.3%
FCC Graduation Rate	14%	-4%
RC Graduation Rate	22%	-1%
FCC Six Year Transfer rate	43%	+3%
RC-All Six Year Transfer rate (DataMart)	43%	-1%
FCC FA12 Success Rate	68.2%	-0.5%
RC FA12 Success Rate	67.2%	0.2%
WI FA12 Success Rate	68.9%	-1.3%
MC FA12 Success Rate	66.2%	-0.5%
OC FA12 Success Rate	68.5%	-2.5%
FCC FA12 Retention Rate	90.2%	0.0%
RC FA12 Retention Rate	90.7%	-0.1%

WI FA12 Retention Rate	92.0%	1.4%
MC FA12 Retention Rate	89.4%	-1.7%
OC FA12 Retention Rate	90.0%	0.4%

RTG – Registration-to-Go Survey results		
Student survey results from fall 2012 to fall 2013: I felt welcomed by college staff and was made to feel at ease.	Fall 2012 65.2 Fall 2013 64.3	-0.9 FCC 64.6 61.8 -2.8 RC 63.2 64.3 1.1 WI 70.0 71.1 1.1 MC 69.7 61.0 -8.7 OC 40.7 40.0 -0.7
Student survey results from fall 2012 to fall 2013: I felt that my time and effort spent at this event was worthwhile.	Fall 2012 66.7 Fall 2013 66.0	-0.7 FCC 65.2 64.2 -1.0 RC 65.8 64.8 -1.0 WI 69.8 70.8 1.0 MC 76.6 69.4 -7.2 OC 42.9 60.0 17.1
Student survey results from fall 2012 to fall 2013: College staff adequately explained the registration process.	Fall 2012 63.2 Fall 2013 61.5	+1.7 FCC 65.4 62.0 -3.4 RC 59.5 59.4 -0.1 WI 68.8 66.9 -1.9 MC 66.1 57.9 -8.2 OC 33.3 40.0 6.7
Student survey results from fall 2012 to fall 2013: After getting help from college staff I am now more confident about going to college.	Fall 2012 57.3 Fall 2013 55.8	-1.6 FCC 56.5 53.9 -2.6 RC 56.5 55.2 -1.3 WI 58.2 61.9 3.7 MC 67.5 54.4 -13.1 OC 44.4 40.0 -4.4
Student survey results from fall 2012 to fall 2013: The RTG program did assist me matriculate into community college and resulted in me registering into coursework.	Fall 2012 49.2 Fall 2013 55.7	+6.5 FCC 45.8 51.8 6.0 RC 46.9 57.1 10.2 WI 54.5 60.1 5.6

		MC	70.5	58.7	-
		OC	46.4	20.0	11.8
					-
					26.4

Goal 2: *Student Access*
SCCCD recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.

Outcome Measures/Targets	
	No Quantitative Targets Available.

Goal 3: *Teaching and Learning Effectiveness*
SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.

Outcome Measures/Targets	Current Status	Change since 2011
Districtwide Section Count in Distance Education from fall 2011 to fall 2012	Fall 2011 - 164 Fall 2012 – 173	+5%
Districtwide Enrollments in Distance Education Districtwide from fall 2011 to fall 2012	Fall 2011 – 4,588 Fall 2012 – 5,053	+10%
FCC Headcount in Distance Education Fall 2011 and Fall 2012	Fall 2011 1,848 Fall 2012 2,387	**539**
FCC Sections in Distance Education Fall 2011 and Fall 2012	Fall 2011 77 Fall 2012 88	**11**
FCC Success in Distance Education Fall 2011 and Fall 2012	Fall 2011 63.4% Fall 2012 64.1%	**+.7%**
FCC Retention in Distance Education Fall 2011 and Fall 2012	Fall 2011 85.0% Fall 2012 85.1%	**+.1%**
FCC GPA in Distance Education Fall 2011 and Fall 2012	Fall 2011 2.43 Fall 2012 2.44	**+.01%**
RC Headcount in Distance Education Fall 2011 and Fall 2012	Fall 2011 1,224 Fall 2012	**25**

	1,249	
RC Sections in Distance Education Fall 2011 and Fall 2012	Fall 2011 43 Fall 2012 44	**1**
RC Success in Distance Education Fall 2011 and Fall 2012	Fall 2011 55.5% Fall 2012 56.6%	**+1.1%**
RC Retention in Distance Education Fall 2011 and Fall 2012	Fall 2011 83.3% Fall 2012 84.1%	**+0.8%**
RC GPA in Distance Education Fall 2011 and Fall 2012	Fall 2011 2.12 Fall 2012 2.07	**-.05%**
WI Headcount in Distance Education Fall 2011 and Fall 2012	Fall 2011 953 Fall 2012 890	**-63**
WI Sections in Distance Education Fall 2011 and Fall 2012	Fall 2011 28 Fall 2012 25	**-3**
WI Success in Distance Education Fall 2011 and Fall 2012	Fall 2011 61.9% Fall 2012 64.2%	**+2.3%**
WI Retention in Distance Education Fall 2011 and Fall 2012	Fall 2011 85.4% Fall 2012 88.5%	**+3.1%**
WI GPA in Distance Education Fall 2011 and Fall 2012	Fall 2011 2.45 Fall 2012 2.35	**-.1%**
MC/OC Headcount in Distance Education Fall 2011 and Fall 2012	Fall 2011 563 Fall 2012 527	**-36**
MC/OC Sections in Distance Education Fall 2011 and Fall 2012	Fall 2011 16 Fall 2012 16	**No Change**
MC/OC Success in Distance Education Fall 2011 and Fall 2012	Fall 2011 58.1% Fall 2012 62.3%	**+4.2%**
MC/OC Retention in Distance Education Fall 2011 and Fall 2012	Fall 2011 83.8% Fall 2012 85.2%	**+1.4%**

MC/OC GPA in Distance Education Fall 2011 and Fall 2012	Fall 2011 2.27 Fall 2012 2.39	**+.12%**

Goal 4: *Economic and Workforce Development*
SCCCD is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.

Outcome Measures/Targets	Current Status	Change since 2011
Districtwide Success Rates in CTE courses from fall 2011 to fall 2102	76%	+1%
Districtwide Retention Rates in CTE courses from fall 2011 to fall 2102	92%	No Change
FCC CTE Success Rates from fall 2011 to fall 2012	78%	+1%
RC CTE Success Rates from fall 2011 to fall 2012	75%	+2%
WI CTE Success Rates from fall 2011 to fall 2012	69%	-3%
MC CTE Success Rates from fall 2011 to fall 2012	74%	+2%
OC CTE Success Rates from fall 2011 to fall 2012	71%	-3%
FCC CTE Retention Rates from fall 2011 to fall 2012	92%	No Change.
RC CTE Retention Rates from fall 2011 to fall 2012	93%	+1%
WI CTE Retention Rates from fall 2011 to fall 2012	91%	+1%
MC CTE Retention Rates from fall 2011 to fall 2012	92%	No Change.
OC CTE Retention Rates from fall 2011 to fall 2012	91%	+8%

Goal 5: *Communication*
SCCCD is committed to open and clear communication among its constituent groups and with its external communities.

Outcome Measures/Targets	No Quantitative Targets Available.

Goal 6: *Organizational Effectiveness*
SCCCD is committed to continually improve its organizational process to ensure its institutional effectiveness and accountability.

Outcome Measures/Targets	No Quantitative Targets Available.

Goal 7: *Community and Resource Development*
SCCCD is committed to optimizing its resources while maintaining its fiscal integrity.

Outcome Measures/Targets	No Quantitative Targets Available.

Definitions with Data Sources:

CTE – Career Technical Education

Distance Education Headcount: The unduplicated number of students enrolled in a distance education course.

Enrollment in distance education: Number of all enrollments in sections. Not unduplicated by student.

GPA – Grade Point Average

Graduation Rate – IPEDS: Percentage of full-time, first-time, degree/certificate-seeking undergraduates who complete a program within 150% of normal time to program completion.

Persistence Rate – Student Success Scorecard- CCCCO: Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.

Retention Rate – Colleague; Research and Planning Group for California Community Colleges definitions: Percentage of students who do not withdraw from class and who receive a valid grade. (Numerator: A, B, C, CR, D, F, I*, NC, NP, P, RD; Denominator: A, B, C, CR, D, F, FW, I*, NC, NP, P, RD, W)

RTG – Registration-to-Go Survey results: RTG and survey conducted spring for the following summer/fall terms.

Six Year Transfer Rate – CCCCO Datamart: Percentage of first-time students with a minimum of 12 units earned who attempted a transfer level math or English course and subsequently enrolled at a Bachelors-granting institution within six years.

Success Rate - Colleague; Research and Planning Group for California Community Colleges definitions: Percentage of students who receive a passing/satisfactory grade. (Numerator: A, B, C, CR, IA, IB, IC, IPP, P; Denominator: A, B, C, CR, D, F, FW, IA, IB, IC, ID, IF, INP, IPP, P, NC, NP, W)

Planning Calendar and Timeline for Updated SCCCD Strategic Plan
Timeline for SCCCD Strategic Plan
District Timeline runs from Fall 2012 – Fall 2016
College Timeline run from Fall 2013 to Fall 2017

District Only

Date	Duties	Area
March 2011	Survey for minor updates Timeline Created	District
April 2011	1st Draft	District
May 2011	Final Draft	District
June 2011	Present to the Board update on the 2008 Strategic Plan	District
July 2011	Board approval of timeline And final draft which includes minor revisions	District
Aug. - January 2012	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans.	District
February 2012	Charrette & all survey information gathered	District
April 2012	1st Draft	District
May 2012	Final Draft	
June 2012	Board approval of Strategic Plan for District	District/Board
July 2012	Implementation of new District Strategic Plan	District
Aug. – January 2013	Annual scan for District (1st year)	District
March 2013	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to Board	District
June 2013	Annual report to Board on District Strategic Plan	District/Board
Aug. – March 2014	Annual scan for district (2nd year)	District

1

May – Aug. 2014	Summary of results from annual scan, review of results from 1st year report, recommended changes made to the Board. (these are minor updates)	District
September 2014, Presented to Board in October	Minor revisions/updates to the District Strategic Plan are presented to the Board (Keeping in mind these would ONLY be minor changes – addendums or appendixes)	District/Board
October 2014	Implementation of changes to District Strategic Plan (Keeping in mind these would ONLY be minor changes – addendums or appendixes)	District
Aug. – March 2015	Annual scan for District (3rd year)	District
May – Aug. 2015	Summary of results from annual scan, review of results from 1st year report, recommended changes made to the Board. (these are minor updates)	District
September 2015, presented to Board in October	Minor revisions/updates to the District Strategic Plan are presented to the Board (Keeping in mind these would ONLY be minor changes – addendums or appendixes)	District/Board
October 2015	Implementation of changes to District Strategic Plan (Keeping in mind these would ONLY be minor changes – addendums or appendixes)	District
Aug. - January 2016	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans. (4th year)	District
February 2016	Charrette & all survey information gathered	District

2

April 2016	1st Draft	District
May 2016	Final Draft	
June 2016	Board approval of Strategic Plan for District	District/Board
July 2016	Implementation of new District Strategic Plan	District

Colleges and Centers Only

Date	Duties	Area
June 2012	District Strategic Plan is approved	Board/District
Aug. – January 2013	Colleges/centers prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/centers will develop college/center strategic plans that include the District Strategic Plan goals.	Colleges
February 2013	Charrette, all survey information gathered	Colleges
March 2013	1st Draft	Colleges
May 2013	Final Draft Presentation to appropriate constituency groups	Colleges
June 2013	Board presentation of Strategic Plan for each college/center	College/Board
July 2013	Implementation of College/ Center Strategic Plans	Colleges
Aug. – March 2014	Annual Scan for Colleges (1st year)	
May – Aug 2014	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
Aug. 2014	Reports to constituency groups and College Council	Colleges
Aug. – March 2015	Annual scan for Colleges/Centers (2nd year)	Colleges
May – Aug. 2015	Summary of results from annual scan, review of results from 1st year report, recommend changes to the board. (minor revisions)	Colleges
Aug. 2015	Changes given to constituency groups, College Council and the Board (Keeping in mind	Colleges/Board

	these would ONLY be minor changes – addendums or appendixes)	
October 2015	Board approval	Board
October 2015	Implementation of modified College/Center Strategic Plans (Keeping in mind these would ONLY be minor changes – addendums or appendixes)	Colleges
August 2015 – March 2016	Annual scan for Colleges/Centers (3rd year)	Colleges
May – Aug. 2016	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
August 2016	Changes or report given to College Council and constituency groups. (Keeping in mind these would ONLY be minor changes – addendums or appendixes)	Colleges
June 2016	District Strategic Plan is approved	Board/District
August 2016 - January 2017	Preparation for comprehensive assessment (Charrette) and full revision process. Gather data from all areas internal and external scans. (4th year) Colleges/centers prepare for comprehensive assessment, Charrette, internal and external scans. Colleges/centers will develop college/center strategic plans that include the District Strategic Plan goals.	Colleges
February 2017	Charrette, all survey information gathered	Colleges

5

March 2017	1st Draft	Colleges

Approved by Strategic Planning Workgroup April 15, 2011.
Approved by the Board of Trustees on July 5, 2011.
Revised by the DSPC on September 13, 2013.

6

AMENDED

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Approve West Side Initiative   ITEM NO. 13-88
              Funding Proposal

EXHIBIT: West Side Initiative Funding Proposal Report

Background:

In 2010-2011, Sarah Reyes, Regional Program Manager for the Central Valley at the California
Endowment approached the State Center Community College District (SCCCD) to apply to the
Endowment's Building Healthy Communities (BHC) Initiative for funding to support Fresno
City College to provide adult basic education and skill training in west and southwest Fresno that
would lead to jobs. In December 2011, the State Center Community College Foundation
submitted a proposal to the California Endowment and funding was awarded for $200,000 over a
two year period from February 2011 to June 30, 2013.

The target population of this initiative is the central/west Fresno area, which has a population of
78,000.   According to the central/west Fresno census tract data, the current poverty rate is 30%
and the unemployment rate exceeds 15%.

On June 15, 2011, a team of college and district administrators convened a kick-off meeting for
the West Side Training Initiative with community members at the Hinton Center. More than 60
community leaders and residents attended the meeting to express their ideas about current job
opportunities that existed in the community and about the job opportunities and vocational
training programs the community expected or felt they needed.

The feedback from the community highlighted the need for access to basic skills courses in
General Educational Development (GED), English as a Second Language (ESL), and Computer
Literacy, as well as course offerings in job skills and life skills. Additionally, the meeting
participants expressed a need for SCCCD to develop partnerships with local community
businesses and non-profit organizations that could support the West Side Training Initiative.

A West Side Training Initiative Task Force was formed to develop ideas and strategies for
bringing to fruition the ideas received from the June 15, 2011, meeting. Anne Watts of Fresno
City College, who worked closely with the task force and served as the West Side Training

Initiative Coordinator, led a series of task force meetings held on August 25, September 29 and October 27 of 2011, and March 22, 2012; several Building Healthy Communities presentations, including a Gallery Walk on November 15, 2011; and a Building Healthy Communities hub presentation on March 20, 2012. As a result of these planning meetings, courses were offered in counseling that focused on college and work success.

During the past two years of California Endowment funding, more than 380 central/west Fresno community members have enrolled in Adult Education/job training course offerings. A total of 245 adult learners completed a course/job training, ten secured employment and 25 enrolled at Fresno City College.

Warehouse Fundamentals Training was launched as the first vocational offering with two cohorts being offered. A total of 36 students were enrolled with 15 completing the two cohorts. Of these, four reported that they became gainfully employed at large distribution companies.

Three cohorts of Security Guard training were offered, serving 49 students. Seventy-five aspirants attended the initial orientation prior to registration in the program. The program had a 100% completion rate, and a partnership with the Employment Development Department provided job referrals and interviews for completers. GED courses were offered at the Hinton Center, Fresno Rescue Mission and Rescue the Children, a low-income women's housing facility. More than 42 students were enrolled, with 16 testing on one or more of the GED modules and one completing the GED. Several more students are scheduled to complete the GED testing by December 2013.

In addition, 130 students enrolled in Computer Literacy courses at Catholic Charities and the Fresno Economic Opportunities Commission. The open enrollment program has had more than 110 additional applications and maintains a waiting list of approximately 24 students.

Assembly Bill 86, Adult Education Consortium Program, was approved by Governor Brown on July 1, 2013. The 2013-2014 State Budget appropriated $25 million to the California Community College Chancellors Office to allocate funding for two-year grants for the purpose of developing regional plans to better serve the educational needs of adults.

"The intent of AB 86 is to better position California—via these consortia—for incremental investments starting with the 2015-2016 fiscal year to expand and improve the provision of adult education." During this two-year planning period, California's community colleges will be required to be partners in regional consortia with K-12 school districts to develop plans for providing adult education.

The purpose of this request for lottery funding is to allow SCCCD to continue the West Side Training Initiative with future plans of funding adult education through a partnership with Fresno Unified School District and AB 86 program funding.

Fiscal Impact

This project is an adult education initiative; however, for the 2013-2014 and 2014-2015 fiscal years, adult education funding from the state is limited to the purpose of supporting regional consortia to develop plans for adult education. After the two year planning process, funds will be allocated from the state to support adult education programs.

Staff is recommending the use of lottery funds ($97,464) for fiscal years **2013-2014** and again in **2014-2015** to pay for the West Side Initiative. Staff will collaborate with other potential organizations to support fiscal year 2014-2015 costs. In 2015-2016, it is anticipated there will be adult education funds to support this initiative.

Recommendation:

It is recommended the Board of Trustees approve 2013-2014 funding to continue the West Side Training Initiative in west Fresno.

West Side Initiative Funding Proposal

Presented to

State Center Community College District Board of Trustees

By

Dr. George Railey, Vice Chancellor of Educational Services
Anne Watts, Coordinator

October 10, 2013

West Side Initiative Funding Request Rationale

During the past two years, California Endowment funding of $200,000 supported the adult basic education and work skills course offerings in the central/west Fresno target area. The California Endowment grant expired August 2013. More than 380 west side community members have enrolled in adult education/job training course offerings during the course of the grant.

The purpose of this request for lottery funding is to allow SCCCD to continue the West Side Adult Education and Training Initiative, with future plans of funding adult education through a partnership with Fresno Unified School District and AB 86 program funding.

For the 2013-14 and 2014-15 fiscal years, adult education funding from the state is limited to the purpose of supporting regional consortia to develop plans for adult education. After the two year planning process, funds will be allocated from the state to support adult education programs.

For FY 2013-14, staff is recommending the use of lottery funds ($97,464) to pay for the West Side Initiative . Staff will collaborate with other potential organizations to assist with support for 2014-15 costs. In 2015-16, it is anticipated that there will be adult education funds to support this program.

West Side Initiative Alignment with District Strategic Goals Crosswalk

Goal 1: Student Success
SCCCD is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.

1.1 Develop strategies to address unique needs of matriculating recent high school graduates and older students to ensure their academic success;
  ➢ The districtwide West Side Initiative offers pre-college level classes to eighteen year old and older adults who did not complete high school by providing free access to GED preparation. Adults are able to obtain a GED and improve their academic preparedness for further education.

Goal 2: Student Access
SCCCD recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.

2.3 Enhance student support program coordination and development in areas such as outreach, recruitment, co-curricular and career awareness activities throughout the district.
  ➢ The district collaborates with community partners to reach and recruit students who are typically not college bound to seek to improve their academic and workplace readiness.

➢ By participation in these programs, students will understand the value of furthering their education and seek to enroll in college.

Goal 4: Economic and Workforce Development
SCCCD is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.

4.1 Assess, maintain and develop effective and relevant career technical programs and curriculum in collaboration with external partners;
➢ Utilize research on emerging and growth workforce development opportunities locally and vet various options with vested community partners and referral agencies.

4.2 Regularly assess workforce program and skill based upon up to date, relevant employment and other business data;
➢ The project conducts frequent focus groups to identify local relevant employment opportunities and skills gaps, and develops targeted programs accordingly.

Goal 5: Communication
SCCCD is committed to open and clear communication among its constituent groups and with its external communities.

5.4 Maintain and improve relationships with the district's community, economic and workforce partners.

West Side Initiative Strategic Program Outcomes

The West Side Adult Education and Training Initiative is committed to developing and strengthening external relationships that can benefit the community. Examples of beneficial relationships include: referrals, recommendations for program offerings, joint use agreements, memorandums of understanding for joint service delivery, recruitment, funding acquisition and advocacy.

- Extending services to west Fresno and other underserved areas satisfies the strategic objectives of the district as indicated in the strategic plan crosswalk. Expanding services into the community will further the goal of securing the State Center Community College District's position as a flagship and forward-leaning community college district in the state and the nation.
- Offering programs in community centers in neighborhoods affords access to individuals who would not otherwise attend classes on the college campus. The campus environment is intimidating to people who have previously not been successful academically or have dropped out of high school. This initiative provides access to these individuals in a familiar setting and environment.

- By offering GED, computer literacy, and other pre-college courses, the district is preparing for the shift to community college adult education programs and establishing locations, programs, instruction, and referral agencies to have in place in preparation for this shift.
- Programs that are pre-college level allow underprepared students the opportunity to experience success and thereby improve the possibility of success at the college level.
- Students who enroll in and complete these adult education courses begin to see themselves as college students, and many of them go on to enroll at the college. By spring 2013, 25 students from these programs had enrolled at the college. The majority of these students had never considered college prior to their experience in these programs.

West Side Initiative 2013-2014 Funding Request

The district proposes to offer GED at the Hinton Center and Fresno Rescue Mission, Computer Literacy at Catholic Charities, and Computer Literacy at the EOC. The attached Decision Package Funding Proposal for FY 2013-14 delineates the projected cost of continuing adult basic education and skill course offerings (not for credit) in the central/west Fresno area for the 2013-2014 academic year.

STATE CENTER COMMUNITY COLLEGE DISTRICT
Fiscal Year 2013-14

DECISION PACKAGE

Title: West Fresno Initiative   Location: DO North/FCC
Prepared By: Dr. George Railey

DISTRICT/COLLEGE/CENTER GOAL(S)

District Strategic Plan Nos. 1, 2, 4 and 5

PROPOSED BUDGET DETAIL:

Major Object	2012-13
91000	$ 6,350
92000	$ 69,900
93000	$ 9,264
94000	$ 8,250
95000	$ 3,700
TOTAL	$ 97,464

PROPOSED PROJECT DESCRIPTION:

The goal of this proposal is to provide adult basic education and training in the central/west Fresno area and empower its residents to improve their education and employability skills, resulting in increased opportunities in gaining employment, and breaking the cycle of poverty and unemployment.

The primary focus is to target the central/west Fresno area which has a population of 78,000 who face multiple challenges including high levels of poverty, gang violence, and low-wage economy unemployment rate which regularly exceeds 10 percent. Central/west Fresno census tract data shows the current poverty rate to be 30 percent, and an unemployment rate that exceeds 15 percent.

OBJECTIVES TO BE ACHIEVED:

1. Continue development and strengthening of external relationships that benefit the community

                                                              TOTAL: $ 97,464

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: ACCJC/WASC Letters to Fresno City College   ITEM NO. 13-89
            and Reedley College

EXHIBIT: August 16, 2013, Letters from the ACCJC/WASC

Background:

The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) accredits associate degree granting institutions in California, Hawaii, the territories of Guam and American Samoa, the Commonwealth of the Northern Marianas, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands.

The United States Department of Education (USDE), in its 2012 briefing for accrediting agencies, focused on the need to ensure institutional compliance with federal regulations. Some of the areas of increased accountability focused on the requirement that accrediting agencies monitor and evaluate institutional compliance with standards; assess institutional strength and stability, as well as institutional performance in areas of student achievement and program assessment.

The Monitoring and Evaluating Compliance Regulation, 34 C.F.R. section 602.19(B) requires that accrediting agencies conduct an assessment of an institution's strengths and stability. Specifically, the USDE stressed the "need for accreditors to ensure indicators of fiscal health and student achievement be included in its regular monitoring activities."

According to ACCJC/WASC's summer report of July 19, 2013, the percentage of colleges reviewed who were sanctioned due to financial deficiencies or practices since 2009 has remained at slightly over 50%. In the 2012-2013 accreditation cycle, 25 California community colleges were evaluated, and 13 colleges "lacked appropriate and sustainable financial management."

In August 2013, the Fresno City College and Reedley College presidents received correspondence from ACCJC/WASC indicating that at its meeting June 5-7, 2013, the Commission reviewed the staff analysis of the 2013 Annual Fiscal Reports (AFR). The analysis included data from the 2012-2013 year and a comparison of the data from 2009-2010, 2010-2011, and 2011-2012. As a result, Fresno City College and Reedley College were assigned a

category R (Referred), requiring a more comprehensive analysis to be conducted by ACCJC/WASC Financial Reviewers.

The reasons provided for the review of Reedley College include:
- Excessive Salary/Benefits as a proportion of expenditures
- Low contribution toward OPEB liability
- Significant decline in Cash balance
- Excessive decline in enrollment
- Excessive Federal Student Loan default rate

The reasons for the review of Fresno City College include those noted above, with the addition of:
- Significant leadership changes.

Neither the presidents nor district administration received any prior notification from ACCJC/WASC that these letters were forthcoming or of the Commission's new process for reviewing annual audits and annual fiscal reports and follow-up actions. The district has further learned that ACCJC used a "score card of factors" to rank college's financial data (category N - Normal Risk, M – Moderate Risk, and R – Referred) and a financial taskforce will be doing an in-depth forensic review. Based on the forensic review, reports will be sent to colleges in November detailing potential follow-up Commission actions which may include a written report, additional reporting, or a follow-up visit.

This information is being shared at this time to assist the board and public in understanding why ACCJC/WASC is taking this action with institutions, and to note the district's efforts to address these issues over the last two years. The district has self-identified these issues as fiscal issues to be addressed for the long-term fiscal health and stability of the district and has begun to address these areas.

Administration will document the actions taken by SCCCD and catalog the evidence generated to demonstrate how the areas of concern have been mitigated and/or eliminated since ACCJC/WASC's review of the district's fiscal status for the years 2009-2012.

Recommendation:

This item is to officially inform the Board of Trustees of the correspondence received from ACCJC/WASC, forwarded to the board on September 11, 2013, in a Friday memo. No action is required at this time; however, district administration welcomes any questions or guidance by the Board of Trustees.

August 16, 2013

Mr. Anthony Cantu
President
Fresno City College
1101 East University Avenue
Fresno, CA 93741

Dear President Cantu:

Colleges are required to submit an Annual Financial Report (AFR), including their Annual Audit, to the Commission. The purpose of the Annual Financial Report is to monitor the fiscal condition of colleges in accordance with federal requirements and to enable the Commission to identify colleges that are at potential financial risk. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 5-7, 2013, reviewed the staff analysis of the 2013 Annual Fiscal Report. This analysis includes data from the current year and a comparison of data from the 2010, 2011, and 2012 Annual Fiscal reports to assess changes in colleges' financial condition.

The factors used to identify levels of potential risk include ending balances, reserves, enrollment decreases, default rates on Federal Student Loans, audit reports, and other financial information. Based on the analysis, colleges are assigned one of three levels of fiscal risk. Colleges in category **N** (Normal risk) are not subject to additional monitoring. Colleges in category **M** (Moderate Risk) will be more closely monitored in subsequent reporting years to assess whether financial conditions improve or deteriorate. Colleges assigned as category **R** (Referred) undergo a more comprehensive analysis of their financial condition by the ACCJC's Financial Reviewers. The Commission will take action upon a finding of severe risk.

As a result of the analysis of the 2013 Annual Fiscal Report, Fresno City College has been identified as **category R** and will receive a more in-depth analysis by the Financial Reviewers. The Financial Reviewers will analyze college related documents and reports that have been submitted to the Commission. The reasons for review include:

- Excessive Salary/Benefits as a proportion of expenditures
- Low contribution toward OPEB liability
- Significant decline in Cash balance
- Excessive decline in enrollment
- Excessive Federal Student Loan default rate
- Significant leadership changes
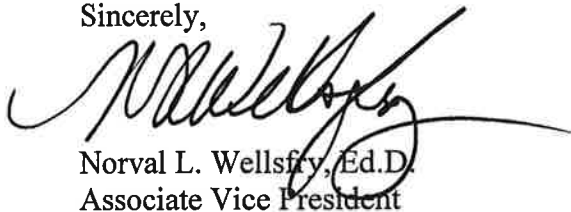
Mr. Anthony Cantu
Fresno City College
August 16, 2013
Page Two

The Commission will receive a report from the Financial Reviewers regarding recommendations for referred colleges and determine if any additional follow-up action is required. This process enables the Commission to better engage with financially challenged institutions about achieving and sustaining institutional effectiveness in the area of financial resources.

Each college will receive its individual report. At this time, no action is required by your College. The Commission will be in contact if it is determined that additional action or reporting is required of your College.

Sincerely,

Norval L. Wellsfry, Ed.D.
Associate Vice President

NLW/mg

August 16, 2013

Dr. Sandra Caldwell
President
Reedley College
995 North Reed Avenue
Reedley, CA 93654

Dear President Caldwell:

Colleges are required to submit an Annual Financial Report (AFR), including their Annual Audit, to the Commission. The purpose of the Annual Financial Report is to monitor the fiscal condition of colleges in accordance with federal requirements and to enable the Commission to identify colleges that are at potential financial risk. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 5-7, 2013, reviewed the staff analysis of the 2013 Annual Fiscal Report. This analysis includes data from the current year and a comparison of data from the 2010, 2011, and 2012 Annual Fiscal reports to assess changes in colleges' financial condition.

The factors used to identify levels of potential risk include ending balances, reserves, enrollment decreases, default rates on Federal Student Loans, audit reports, and other financial information. Based on the analysis, colleges are assigned one of three levels of fiscal risk. Colleges in category **N** (Normal risk) are not subject to additional monitoring. Colleges in category **M** (Moderate Risk) will be more closely monitored in subsequent reporting years to assess whether financial conditions improve or deteriorate. Colleges assigned as category **R** (Referred) undergo a more comprehensive analysis of their financial condition by the ACCJC's Financial Reviewers. The Commission will take action upon a finding of severe risk.

As a result of the analysis of the 2013 Annual Fiscal Report, Reedley College has been identified as category **R** and will receive a more in-depth analysis by the Financial Reviewers. The Financial Reviewers will analyze college related documents and reports that have been submitted to the Commission. The reasons for review include:
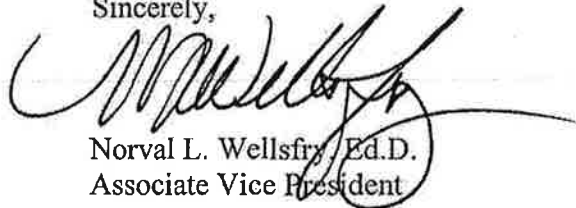- Excessive Salary/Benefits as a proportion of expenditures
- Low contribution toward OPEB liability
- Significant decline in Cash balance
- Excessive decline in enrollment
- Increasing Federal Student Loan default rate

Dr. Sandra Caldwell
Reedley College
August 16, 2013
Page Two

The Commission will receive a report from the Financial Reviewers regarding recommendations for referred colleges and determine if any additional follow-up action is required. This process enables the Commission to better engage with financially challenged institutions about achieving and sustaining institutional effectiveness in the area of financial resources.

Each college will receive its individual report. At this time, no action is required by your College. The Commission will be in contact if it is determined that additional action or reporting is required of your College.

Sincerely,

Norval L. Wellsfry, Ed.D.
Associate Vice President

NLW/mg

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Approve Revised Job Duties for   ITEM NO.   13-90
            International Trade Specialist

EXHIBIT: None

Background:

A vacancy in Position #1147, International Trade Specialist, brings about the opportunity to update the current classification specification. The examples of duties are being updated to more accurately reflect the duties being performed by this position. This will also allow the district to recruit and place individuals suited to the requirements of this position. The new duties more specifically delineate the functions of this position.

According to Education Code Section 88009, the Board of Trustees shall fix and prescribe the duties to be performed by all persons in the classified service. Following the board's approval of the revised duties, the director of classified personnel will update the minimum qualification requirements and knowledge and abilities. Those revisions will then be forwarded to the Personnel Commission for approval according to Education Code Section 88095.

Examples of Duties:

Performs a wide variety of duties including, but not limited to:
- Organize in-bound and out-bound buying missions for various organizations and/or agencies such as the Western United States Agricultural Trade Association (WUSATA), the U.S. Agricultural Trade offices, U.S. Embassies, U.S. Department of Agriculture, local, state and and/or private delegations.
- Develop, market, and promote business and economic development, investment and trade, and technology projects aimed at creating new export opportunities, which include recruitment of companies for trade activities, make logistical arrangements, assist firms with presentations, organize booth setup and staffing, conduct post-activity surveys, and prepare post-activity reports.
- Provide consulting assistance; develop and disseminate information through case studies, market research, handbooks, brochures, seminars, presentations, on-site visits, and training workshops.

- Provide technical assistance to small business owners, domestic or international commercial businesses and their representatives, local government or nonprofit entities, communities or state and federal agencies.
- Attend and/or present at workshops, seminars, conferences and other program-related events in order to stay up-to-date with current trends.
- Assist director in trade grant initiative programs and services to achieve program and district goals, objectives and performance measures consistent with the District's quality and service expectations.
- Develop and execute marketing and outreach activities to enhance brand recognition and increase program participation.
- Research and analyze international market opportunities that receive increased attention by companies.
- Educate California agricultural industry members on the opportunities available to them; research and respond to industry questions regarding issues and import requirements of foreign countries.
- Respond to marketing inquiries, including foreign buying missions, trade activities, and company requests.
- Advise California exporters of various marketing opportunities in a timely and efficient manner.
- Assist exporters with product export, market opportunities, export barriers, import requirements, and other requested information.
- Assist companies and commodity organizations to participate in local, state, and federal export programs.
- Write grant proposals to leverage the programs resources.
- Prepare budget for trade activities and monitor budget expenditures.
- Enter, retrieve, and maintain data into appropriate computer systems and maintain exporter database.
- Serve as advocate for the business community to attract and promote new businesses, expand existing businesses, mitigate the effect of business closures, and enhance local economic development.
- Interpret and apply laws and regulations, grant and program guidelines/requirements and district policies and procedures to assist in carrying out program services.
- Represent the Center for International Trade Development in government and private-sector events.
- Perform other related duties as needed.

Recommendation:

It is recommended the Board of Trustees approve revised job duties for the International Trade Specialist position.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Approve New   ITEM NO. 13-91
            Veterans and International Student Services
            Coordinator Duties

EXHIBIT: None

Background:

As the result of a reclassification study, the Personnel Commission reclassified Position #2009, Student Personnel Services Assistant, to a new classification specification with a working title of Veterans and International Student Services Coordinator. According to Education Code Section 88009 the Board of Trustees shall fix and prescribe the duties to be performed by all persons in the classified service. Following the Board of Trustees' approval of these duties, the director of classified personnel, in accordance with Education Code Section 88095, will recommend minimum qualifications, along with the knowledge, skills and abilities required for this position, to the Personnel Commission for their approval.   The district will then meet and negotiate a salary placement with CSEA, as required by the California Government Code Section 3543.2.

Examples of Duties:

Veterans Office Duties
Performs a wide variety of duties including, but not limited to:
- Plans, develops, coordinates, and implements the activities and daily functions of the veterans office.
- Organizes, plans, and develops timelines for fulfilling requirements according to federal regulations.
- Evaluates program processes and procedures and presents recommendations and/or concerns to management for evaluation.
- Serves as a technical information resource and liaison between veterans and college academic divisions, student services division, the public, and other governmental and community agencies regarding the veterans programs, policies, procedures, and practices.
- Meets with students to discuss the educational benefits available to veterans, explains requirements and restrictions, determines eligibility for benefit programs and services, ensures receipt of required paperwork, verifies forms are complete, and provides students with general information on program services.
- Advises students and parents on policies and procedures governing veterans benefits.

- Processes and verifies educational benefit claims to the Veterans Administration (VA) for veterans, service members, reservists, and dependents of veterans.
- Advises and provides information to veterans regarding availability of tutorial assistance, financial aid, extended opportunity programs and services, disabled student programs and services, student activities, health services, and career and employment services.
- Reviews transcripts, military records, and other information for accuracy and completeness, certifies the validity and source of the documents, and resolves discrepancies related to the supporting documentation.
- Processes veteran applications and completes the certification of veteran benefits under the guidelines set by the Department of Veterans Affairs and State Approving Agency.
- Monitors student enrollment to verify that classes meet program and graduation requirements, reviews and identifies non-qualified classes, notifies students regarding classes that are not eligible for program payment, advises students regarding appropriate courses of study to meet current educational objectives in compliance with VA federal rules and regulations.
- Audits student files for accuracy and completion, reviews student educational study plans, ensures veterans students are attending classes, reviews grade point average (GPA), units passed, and monitors academic records for changes in status and/or unsatisfactory progress and reports changes to VA in a timely manner.
- Explains and interprets complex regulations, technical manuals, federal and state laws, district policies and procedures, and monitors program activities to ensure compliance.
- Maintains current knowledge of VA programs, regulations, and veteran-related legislation.
- Meets with compliance specialist and serves as campus representative during audits and compliance surveys.
- Assesses student problems, resolves conflicts or misinterpretations, and assists students in resolving educational benefit payment issues.
- Maintains confidentiality of office and student records and demonstrates professionalism, tact and poise in working with the faculty, staff, and students on matters of a confidential and sensitive nature.
- Collects, analyzes, and organizes information to produce reports.
- Enters, retrieves, and maintains student data in appropriate computer systems, including the VA Once Program which is used to transfer enrollment certifications electronically to appropriate processing center.
- Operates a computer and assigned software to transfer enrollment certification electronically to appropriate processing center.
- Reviews correspondence and creates letters, templates, reports, and other forms of communication using current computer software applications, VA databases, and the internet.
- Creates guidelines, brochures, newsletters and other informational materials to keep veteran students and others informed regarding changes in policies.
- Attends workshops and conferences, participates in college events and community committees to develop and increase the operational effectiveness of the program.

- Develops and coordinates events, receptions, forums, and presentations, conducts orientation sessions for new and returning students, creates specialized workshops to meet the various needs of the veteran population, and trains staff members on the guidelines of the veterans program.
- Assists with outreach activities by promoting programs and services, interfacing with local community agencies, producing appropriate outreach materials, and organizing outreach events to recruit veterans to the college.
- Serves as the designated Certifying Official for the college.
- Serves as liaison between the college and the United States Veterans Administration (USDVA), the California Department of Veterans Affairs (CDVA) and the State Approving Agency.
- Responsible for veterans' office program review.
- Monitors office expenditures for budgetary compliance.
- Coordinates the VA's work-study program by placing eligible students, maintaining records and time sheets, submitting appropriate paperwork to the VA, interviewing, hiring and terminating students as needed.
- Assigns, monitors, and reviews the work of others.

International Student Services Office Duties
Performs a wide variety of duties including, but not limited to:
- Responsible for the coordination of the daily functions of the International Student Services office.
- Participates in the development of goals, objectives, policies and procedures and makes recommendations for the purpose of improving student success.
- Coordinates the admission of international students which includes reviewing admission applications and files, determining eligibility, and making admission decisions.
- Acts as a source of information and liaison between the International Student Program and the college academic divisions, admissions and records, student services division, the public, and other governmental and community agencies regarding international student programs, policies, procedures and practices.
- Serves as Principal Designated School Official (PDSO) and is primary contact for international students in situation of inquiry, crisis and problem resolution.
- Processes international student admission applications, analyzes and authenticates immigration documents and validates students' F-1 status, official transcripts, financial statements, bank letters, TOEFL scores, and immunization records.
- Advises faculty, staff, students, parents and the public regarding immigration and admissions policies and procedures as they relate to international students which includes providing information on program offerings, eligibility requirements, college admission, application procedures and deadlines, immigration regulations, required visas, F-1 employment resources, medical insurance, and scholarships.
- Assists students with services such as visa changes and obtaining a social security number and driver's license.

- Prepares the Form I-20 for first time entrants and transfer students in accordance with federal rules and regulations.
- Collects, copies, and tracks status of official documents such as I-20, I-94, passports, visas, etc.
- Serves as an advocate for students in the application, renewal, and reinstatement process.
- Advises students and monitors the process for Student and Exchange Visitor Information System (SEVIS) compliance including such functions as work authorizations, recertifications, reinstatements, change of status, transfer procedures, and updates.
- Explains, interprets, and applies complex federal and state laws, ensures compliance with the United States Citizenship and Immigration Services (USCIS) rules and regulations, district policies, procedures, and administrative regulations and monitors program activities
- Develops, plans, and coordinates special events for the benefit of international students such as welcoming receptions, forums, and special recognition programs and presents at workshops, training seminars or other meetings as needed.
- Represents the college at various events and attends workshops and seminars, participates in professional organizations, special projects, committees, and networks with other colleges and organizations to stay abreast of current trends in international student programs.
- Maintains current knowledge of immigration regulations and legislation related to international students and maintains current information
- Maintains international student files and records, periodically reviews overall status of students, compiles data and generates reports as necessary on program activities and for reporting purposes.
- Enters, retrieves, and maintains student data into appropriate computer systems, including the SEVIS, which is used to report the status of international students electronically to the federal government.
- Reviews correspondence and creates letters, forms, flyers, brochures, guidelines, and other forms of communication using current computer software applications.
- Assigns, monitors and reviews the work of others.

Recommendation:

It is recommended the Board of Trustees approve new Veterans and International Student Services Coordinator duties.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: October 10, 2013

SUBJECT: Consideration to Approve Six-Month Limited   ITEM NO.   13-92
            Term Accounting Technician I Position, Fresno
            City College

EXHIBIT: None

Background:

Fresno City College has had a vacant Accounting Technician II position (#2075) being under filled by a provisional Accounting Technician I pending an assessment of the duties. The time limit for the provisional position will expire in November. The duties performed by this position will soon be converted to an automated system, thereby eliminating the bulk of the duties. It is anticipated that this computer conversion will be completed and online within a few months. It is in the best interest of the college to not fill the vacant accounting technician II position until an assessment of the new duties is completed. Therefore, Fresno City College administration is recommending under filling the vacant Accounting Technician II position with a limited term Accounting Technician I position for a period not to exceed six months. Filling the vacant position in this manner will eliminate the possibility of laying-off a new employee within a few months of being hired.

Recommendation:

It is recommended the Board of Trustees approve a six-month limited term Accounting Technician I position at Fresno City College, effective October 11, 2013.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE:___October 10, 2013___

SUBJECT: Consideration to Appoint Interim Dean of   ITEM NO.   13-93
            Instruction, Reedley College

EXHIBIT: None

Background:

As a result of Jan Dekker's appointment to Interim Vice President of Instruction and Student
Services, the district conducted an internal recruitment for the position of Interim Dean of
Instruction of the Math, Engineering & Computer Sciences, Science, and Health Sciences
Division at Reedley College. The position was originally posted for ten days in August 2013.
One person applied for the position but withdrew their application. Therefore, the position was
reposted on September 9, 2013. Following the new posting, four people applied for the position
of Interim Dean of Instruction, Reedley College. The Search Advisory Committee consisted of
five faculty members, one administrator, and one student. Two candidates were interviewed by
the Search Advisory Committee. They were then interviewed by the college president and the
interim vice president of instruction. The last interview was with Dr. Deborah G. Blue,
chancellor.

Ms. Marie Byrd-Harris is being recommended for the position of Interim Dean of Instruction at
Reedley College. Ms. Byrd-Harris currently works for the district as the STEM grant project
coordinator. She has held this position since March 2009. Ms. Byrd-Harris also serves as an
adjunct instructor at Reedley College. In addition to her educational experience, she is
owner/consultant for D&M Harris, Inc., which is a grant writing consulting business.   Ms. Byrd-
Harris earned her Associate of Arts degree from Reedley College, her Bachelor of Arts in
communication from California State University, Bakersfield, and her Masters of Business
Administration from University of Phoenix, Raleigh, North Carolina.

Recommendation:

It is recommended the Board of Trustees appoint Ms. Marie Byrd-Harris as Interim Dean of
Instruction of the Math, Engineering & Computer Sciences, Science, and Health Sciences
Division at Reedley College, with placement on the management salary schedule at range 62 step
1 ($8,929.92 monthly), effective October 11, 2013.