

# Needs Assessment

Willow International Community College Center  
State Center Community College District



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



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## 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.

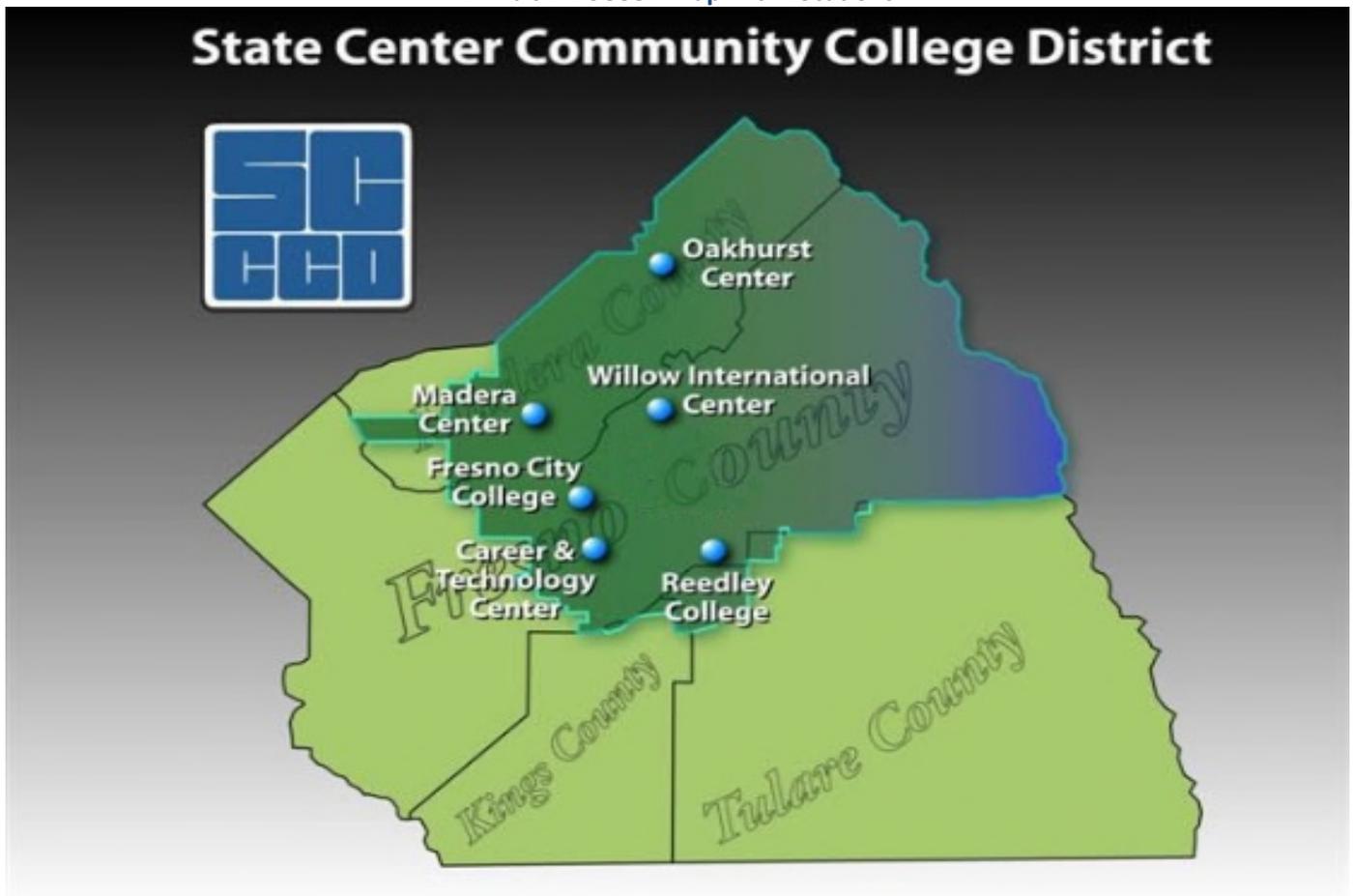


## CHAPTER I – INTRODUCTION

### 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



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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

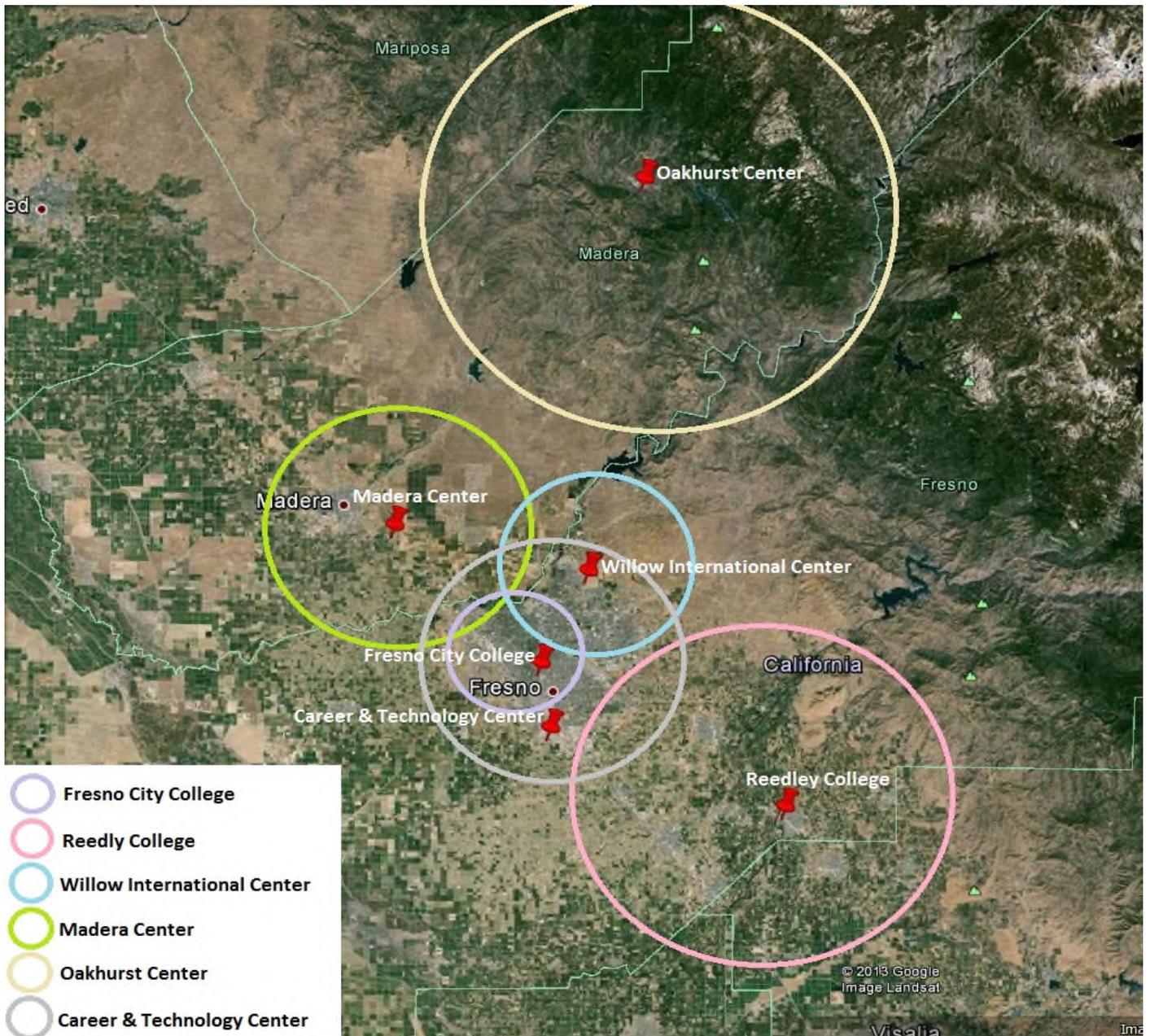


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influence extending from the Center’s site. The Madera Center is located approximately 18 miles north of Fresno in a rural agriculturally rich area with sparsely populated areas. The primary service area for the Madera Center may be represented by 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



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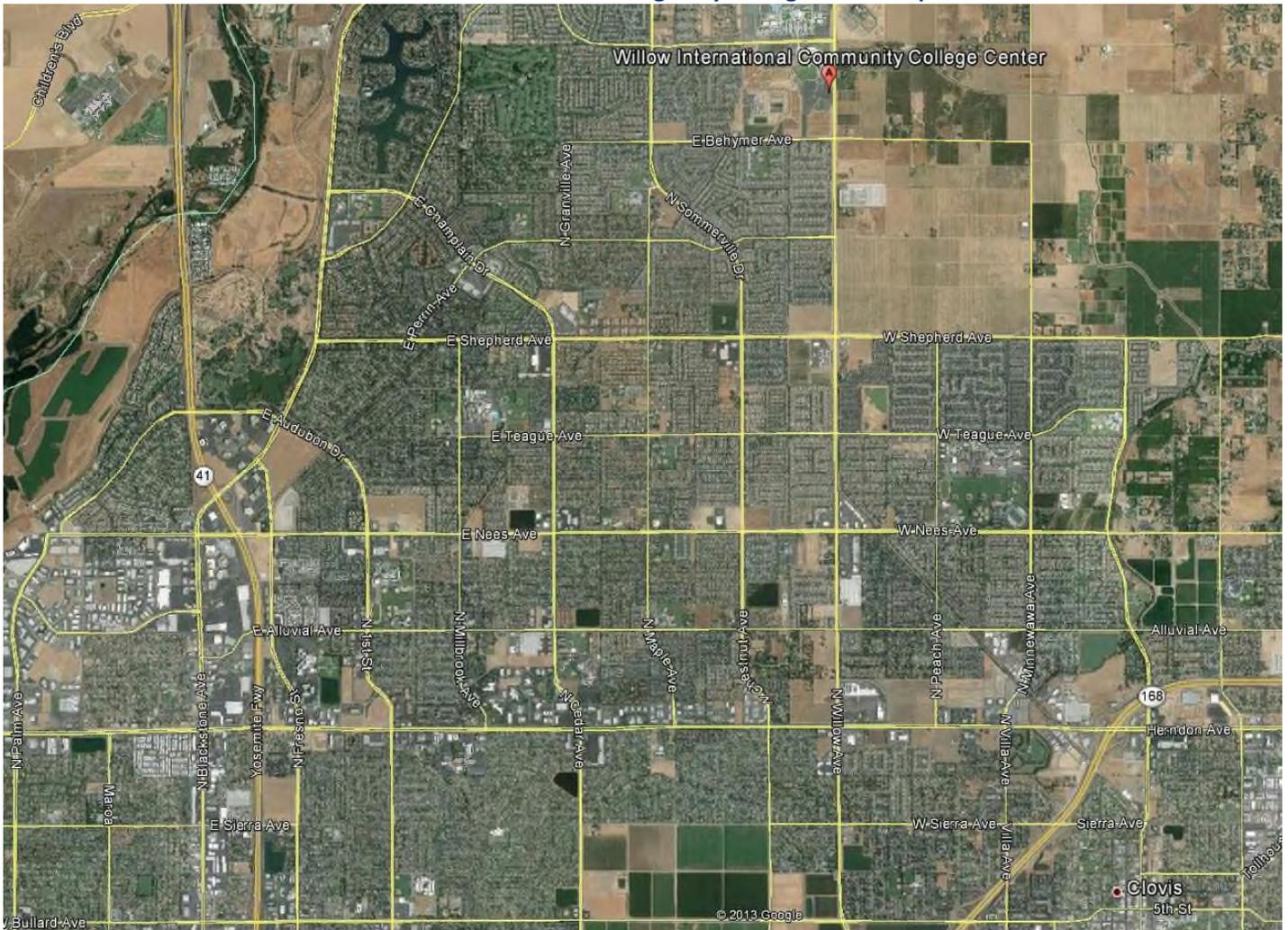


**Willow International Community College Center Site and Facilities**

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

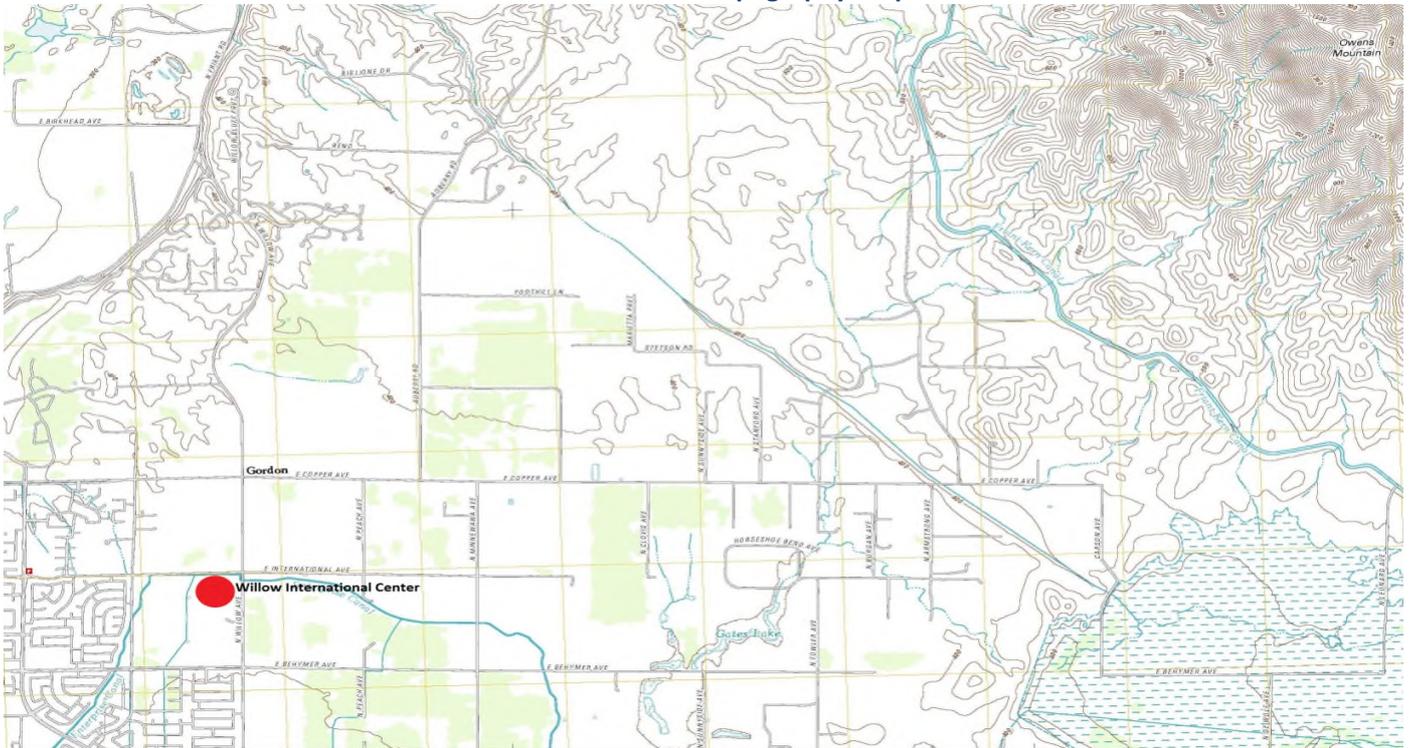
The topography of land surrounding the WICCC is flat with the Sierra Nevada Mountains located approximately 30 miles northeast of the site. Population density surrounding the northern Fresno and central Clovis area is moderate, with 1,001 to 10,000 persons per square mile. Less moderate population density 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**

**Population Density  
(2010 Census)**

**Block Groups**

**2010 Population per Square Mile**

- 100,001 to 382,183
- 25,001 to 100,000
- 10,001 to 25,000
- 1,001 to 10,000
- 101 to 1,000
- 0 to 100
- Zero Population

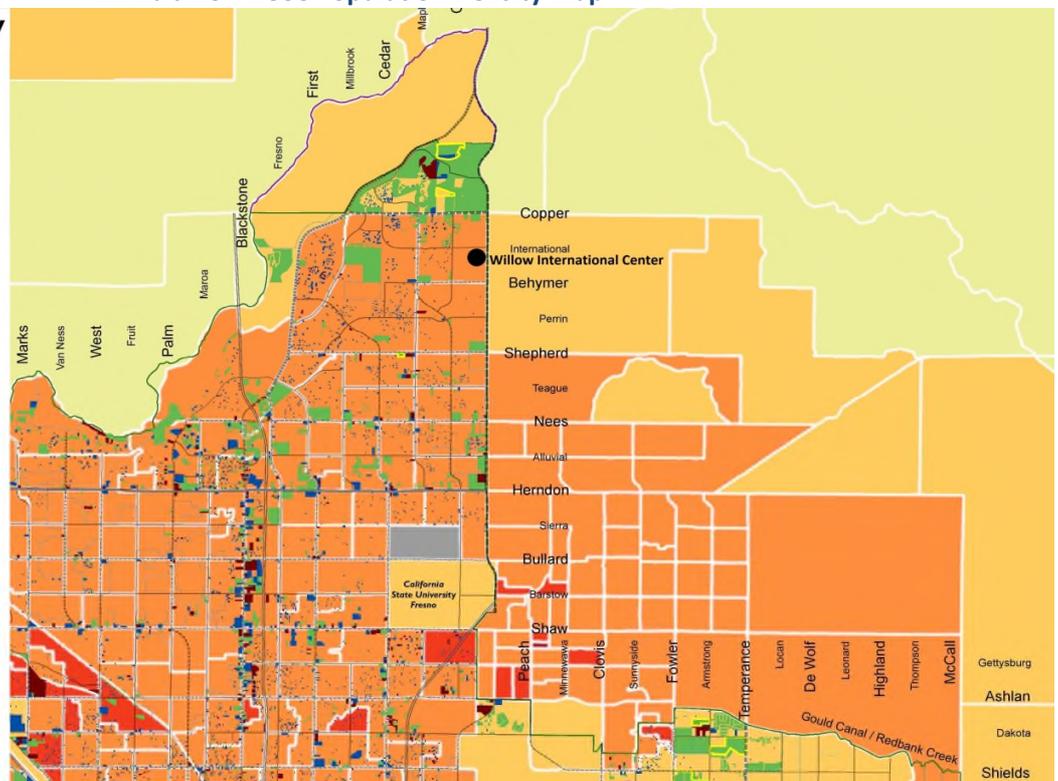
**Tracts**

**2010 Population per Square Mile**

- 100,001 to 226,954
- 25,001 to 100,000
- 10,001 to 25,000
- 1,001 to 10,000
- 101 to 1,000
- 0 to 100
- Zero Population

**Vacant Parcels**

- < 0.5 (Very Underutilized)
- 0.5 - 0.9 (Underutilized)
- 1 - 1.5 (Good Utilization)



Source: City of Fresno, Census 2010 Population Density Map



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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>



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**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.



## 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%
<b>TOTAL</b>	<b>822,233</b>	<b>1,081,315</b>	<b>76.04%</b>

Source: U.S. Census 2010

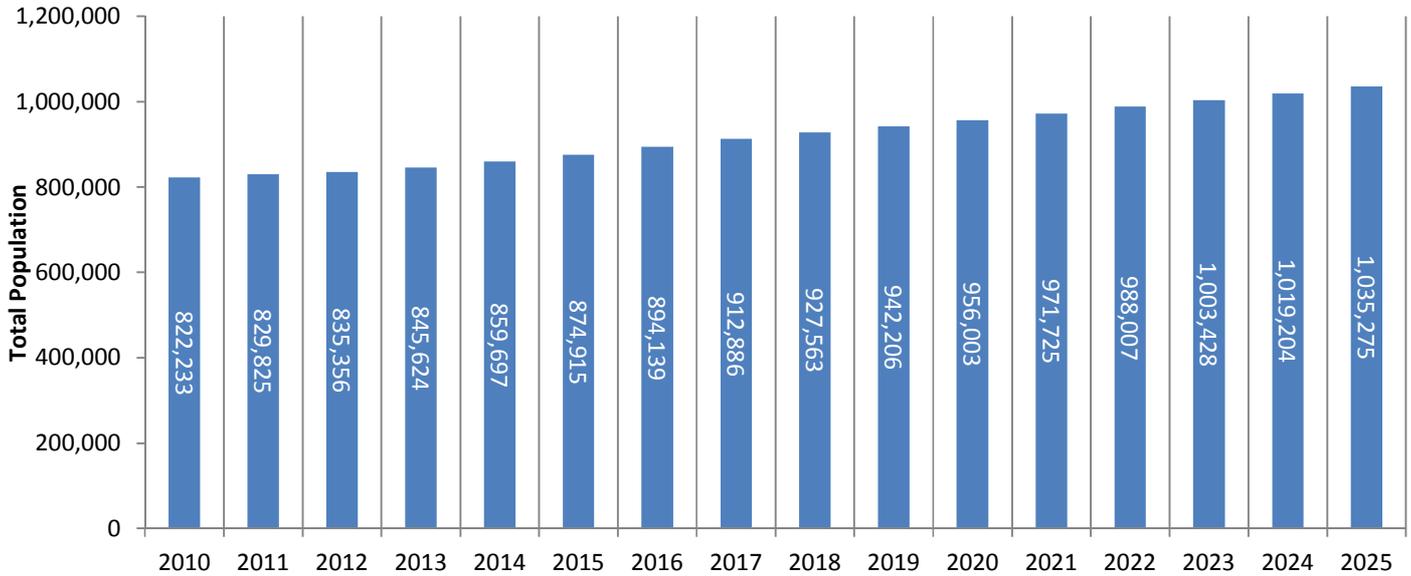
### Service Area Population Estimates and Projections

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**

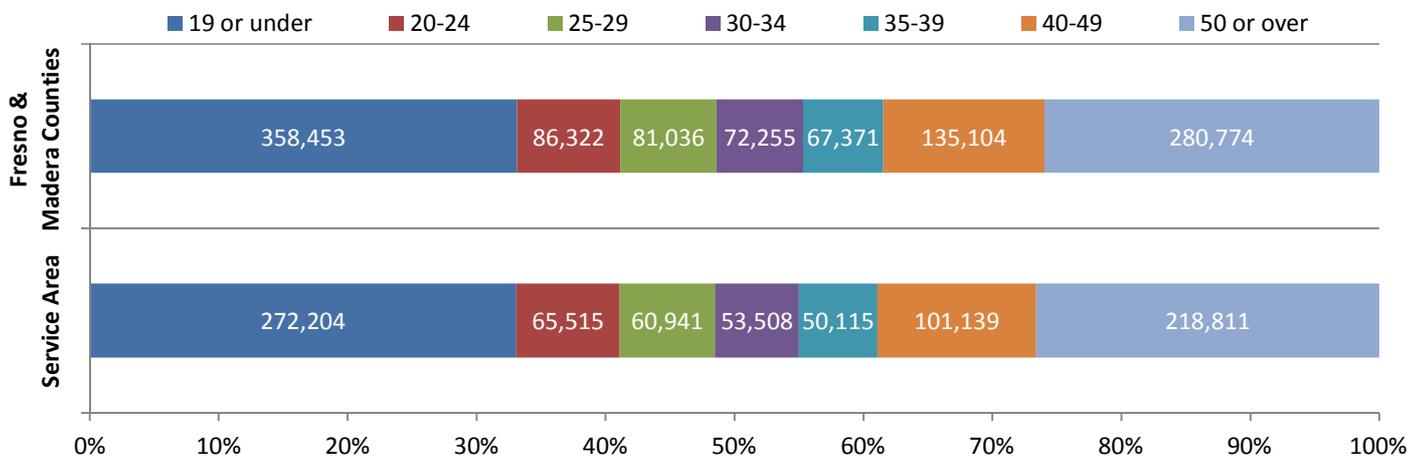


Source: U.S. Census 2010; Department of Finance, Demographic Research Unit (Report P-3); TETER AE

**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

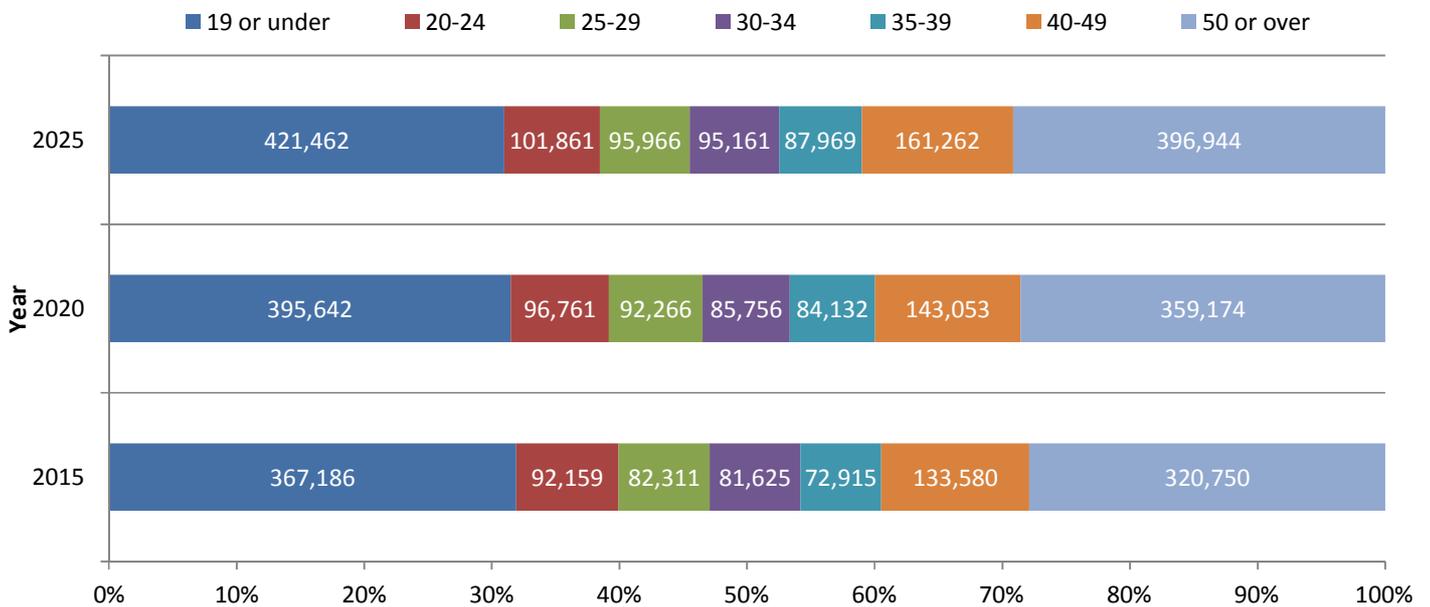


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The overall service area population by age group is proportionately very similar to that of Fresno and Madera Counties combined. It is expected that changes within the service area population by age group will be proportionately similar to changes 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%) from 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**

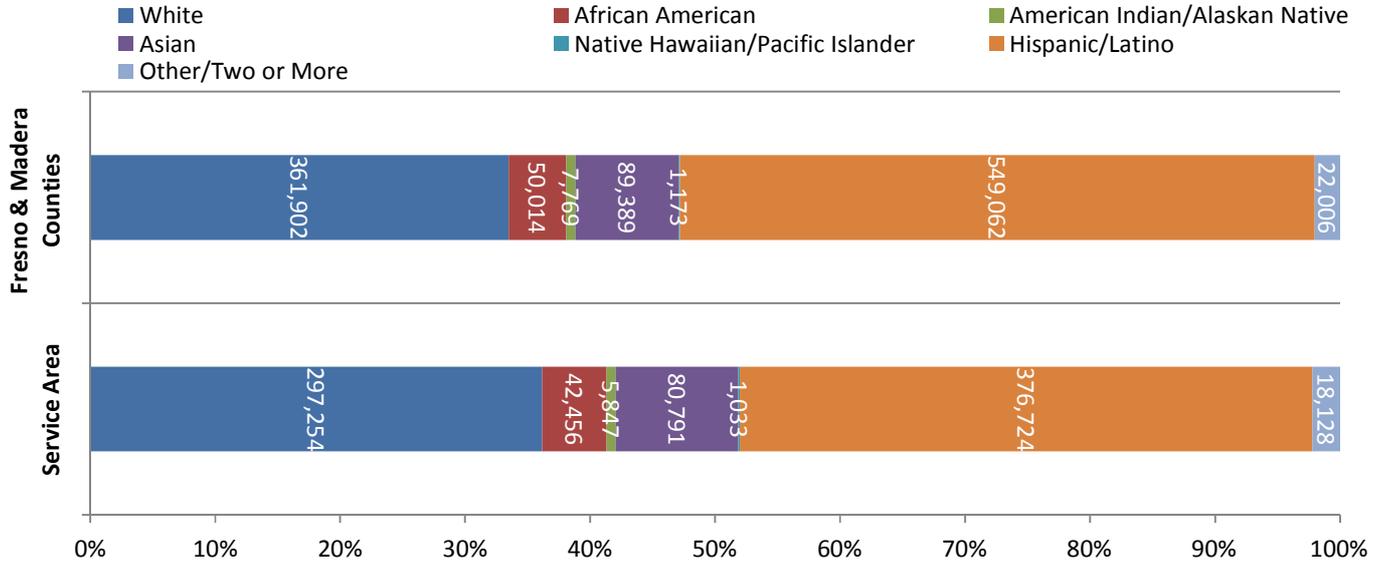


Source: Department of Finance, Demographic Research Unit (Report P-3)

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).



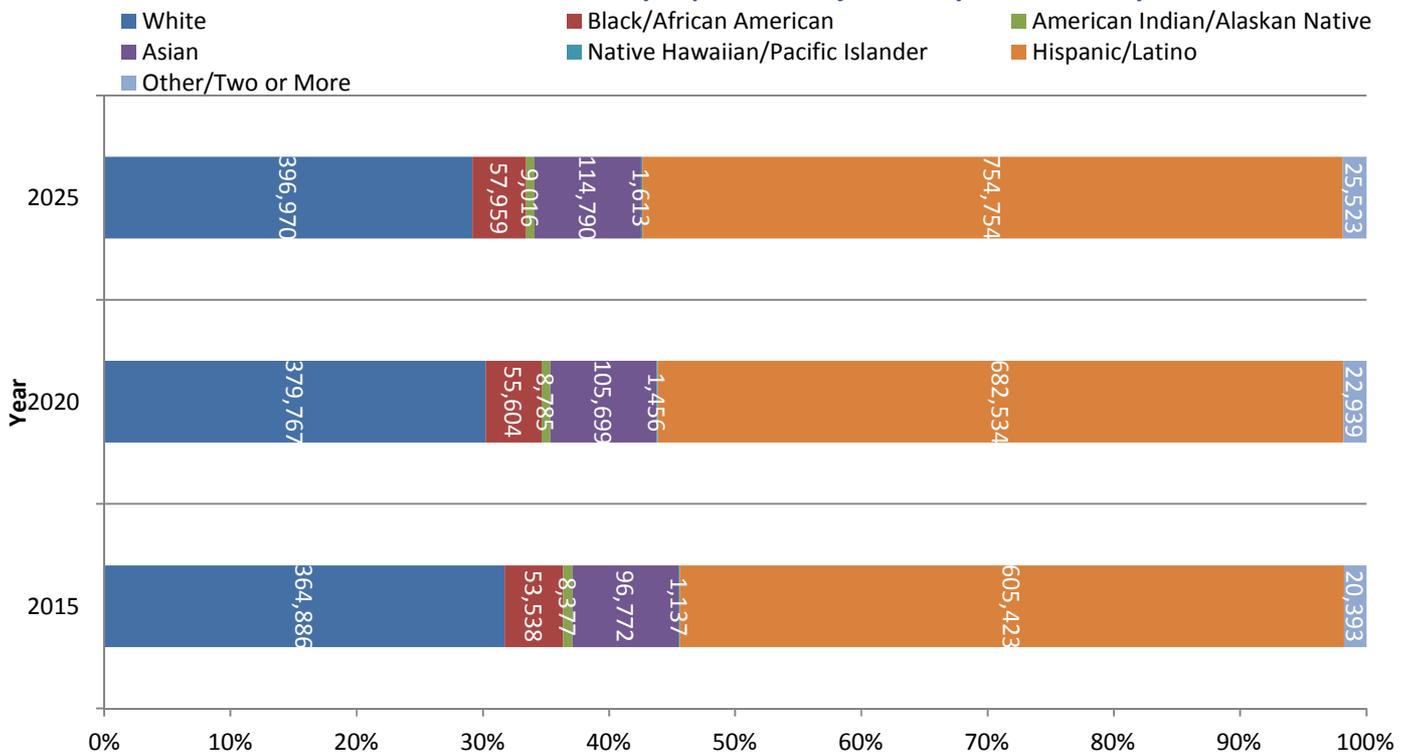
**Exhibit 2.6 Service Area and Fresno/Madera County Population by Race/Ethnicity (2010)**



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**

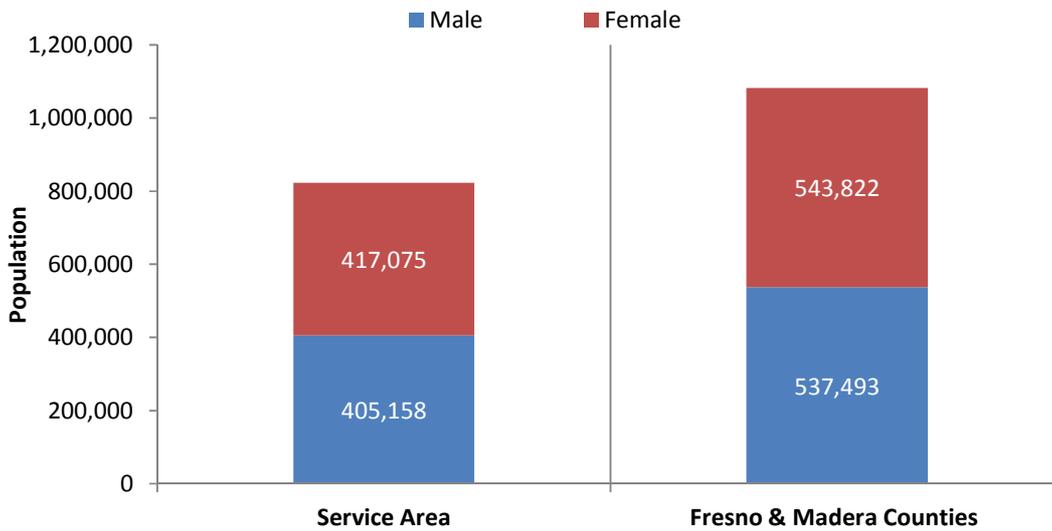


Source: Department of Finance, Demographic Research Unit (Report P-3)



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).

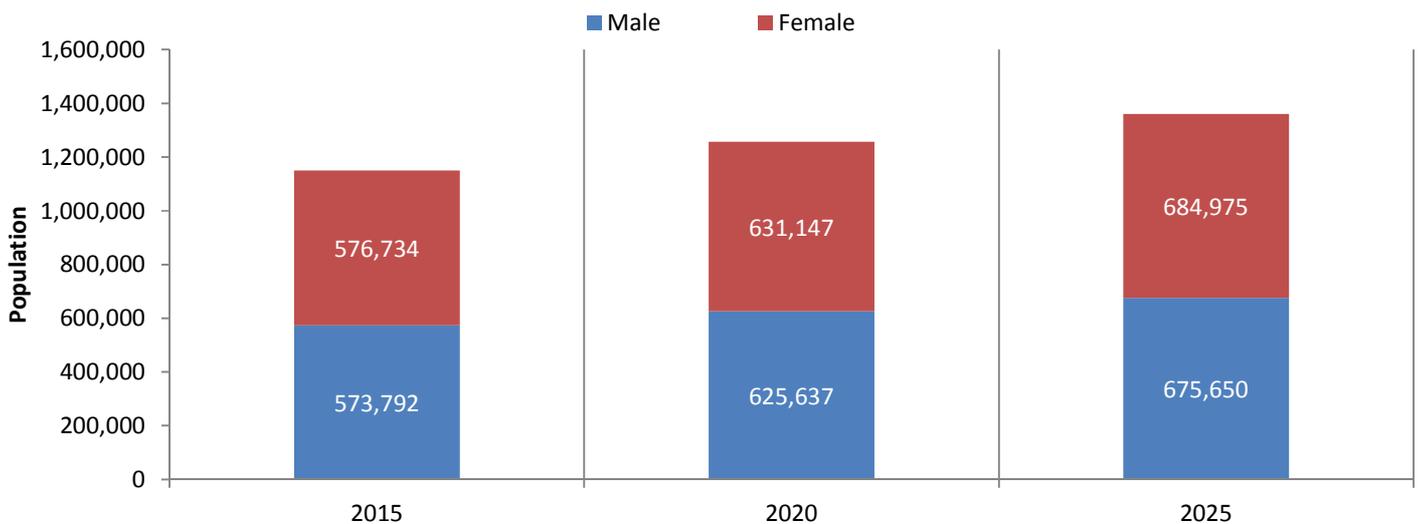
**Exhibit 2.8 Service Area and Fresno/Madera County Population by Gender (2010)**



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**



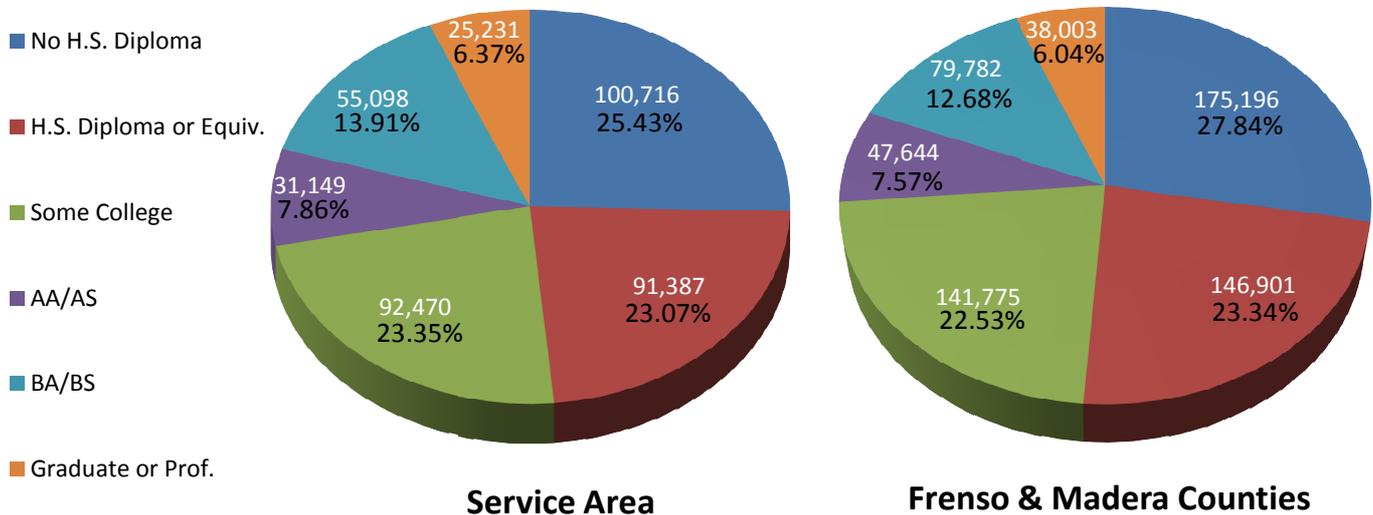
Source: Department of Finance, Demographic Research Unit (Report P-3)



### 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/Madera 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)**

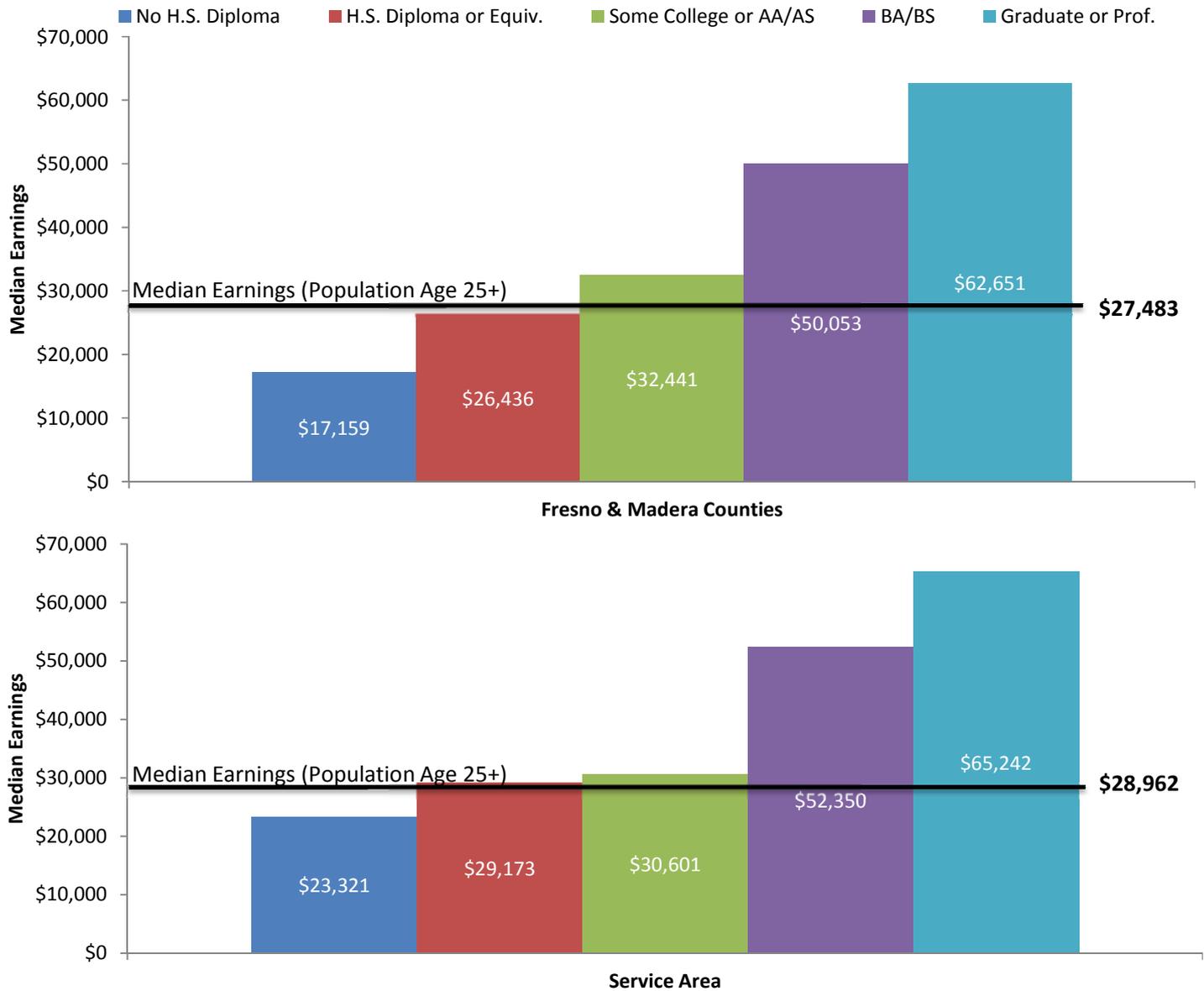


Source: U.S. Census 2010, ACS 5-Year Estimates

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)**



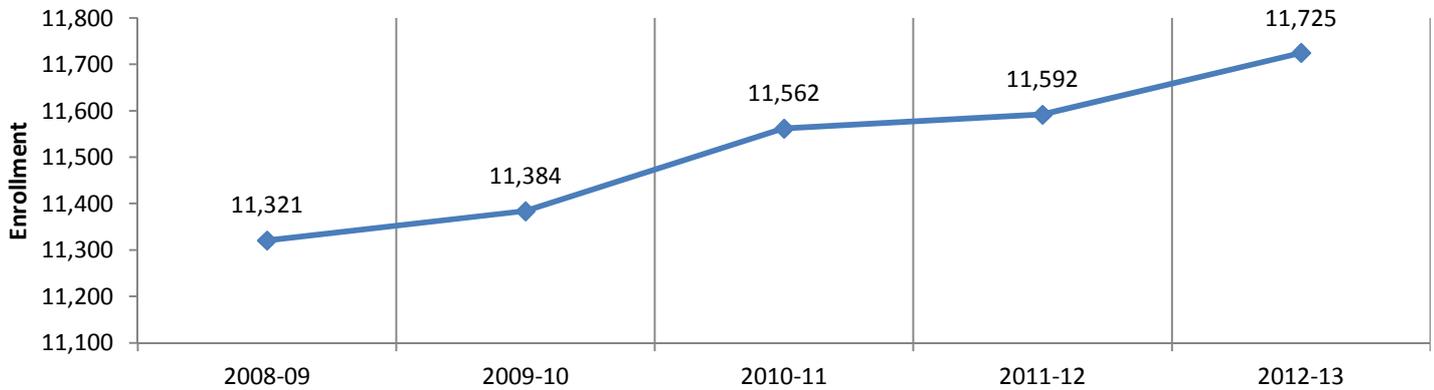
Source: U.S. Census 2010, ACS 5-Year Estimates

**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 11<sup>th</sup> 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 11<sup>th</sup> 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%
<i>California</i>	<i>48%</i>	<i>49%</i>

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**

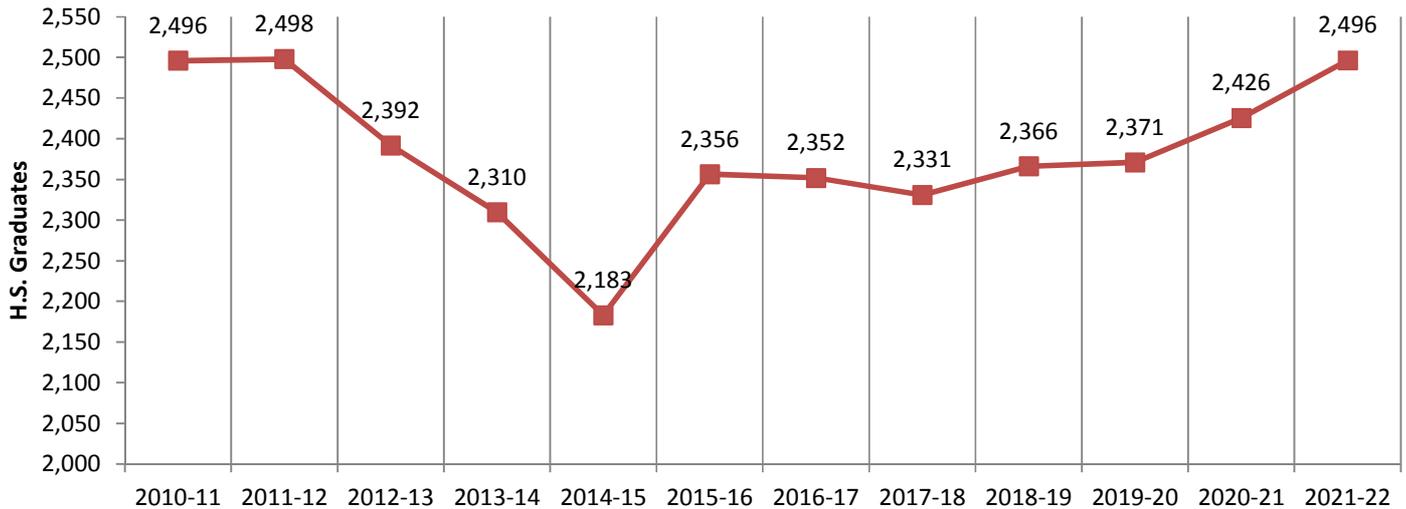
School	2010-11	2011-12
Buchanan High	68.5%	63.9%
Clovis East High	57.2%	58.2%
Clovis High	49.3%	47.1%
Clovis North High*	66.5%	63.8%
Clovis West High	67.1%	65.3%
<i>California</i>	<i>36.9%</i>	<i>38.3%</i>

Source: Department of Education, Data Quest



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	
	Count	%	Count	%
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%
<b>TOTAL</b>	<b>414,900</b>	<b>100.00%</b>	<b>477,000</b>	<b>100.00%</b>

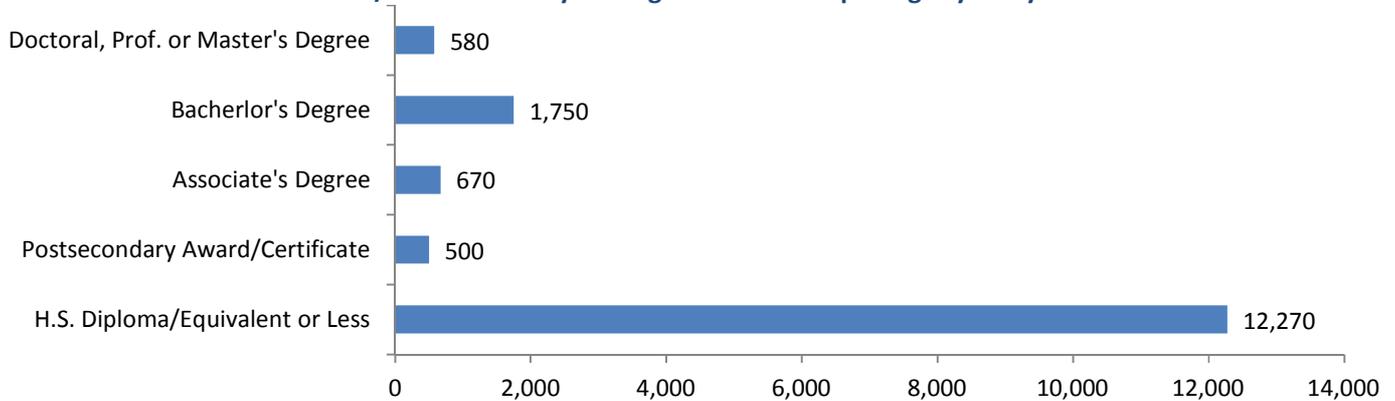
Source: Employment Development Department, Labor Market Information

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**



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



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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



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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 11<sup>th</sup> 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.



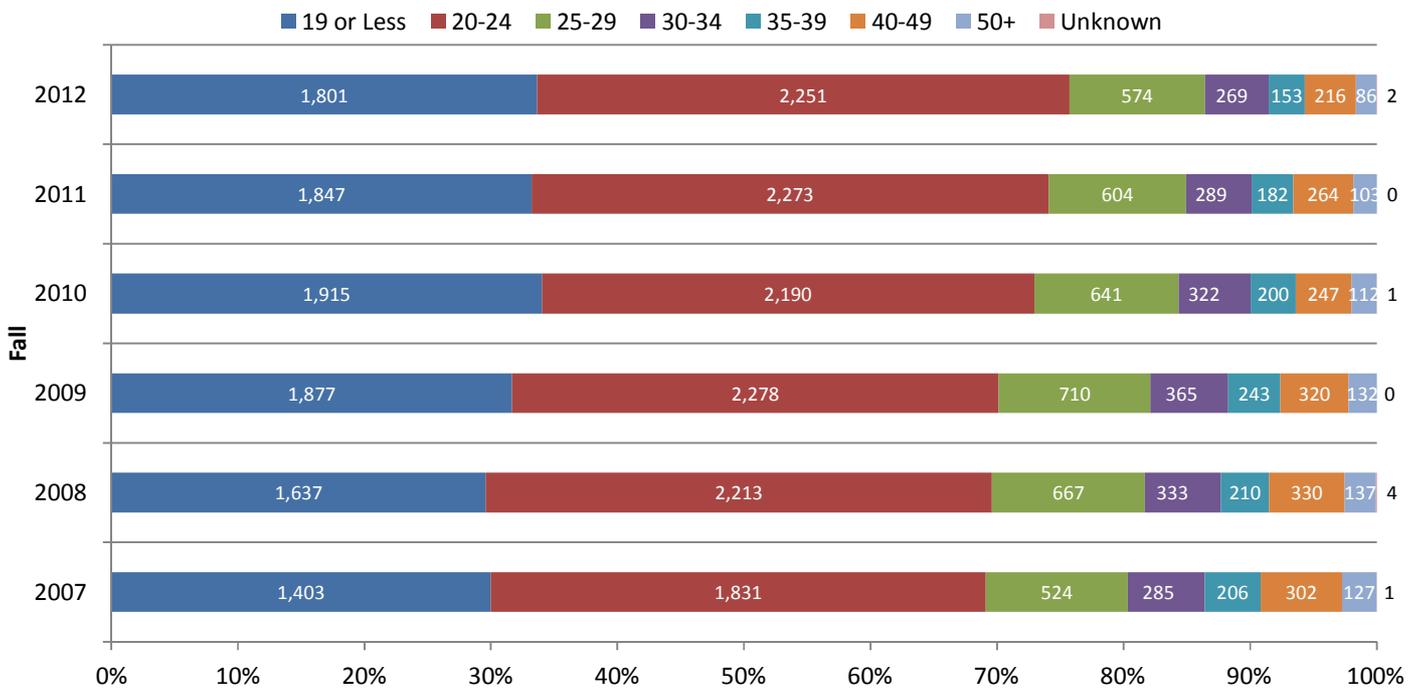
## CHAPTER III – STUDENT PROFILE

### 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)**



Source: WICCC Office of Institutional Research

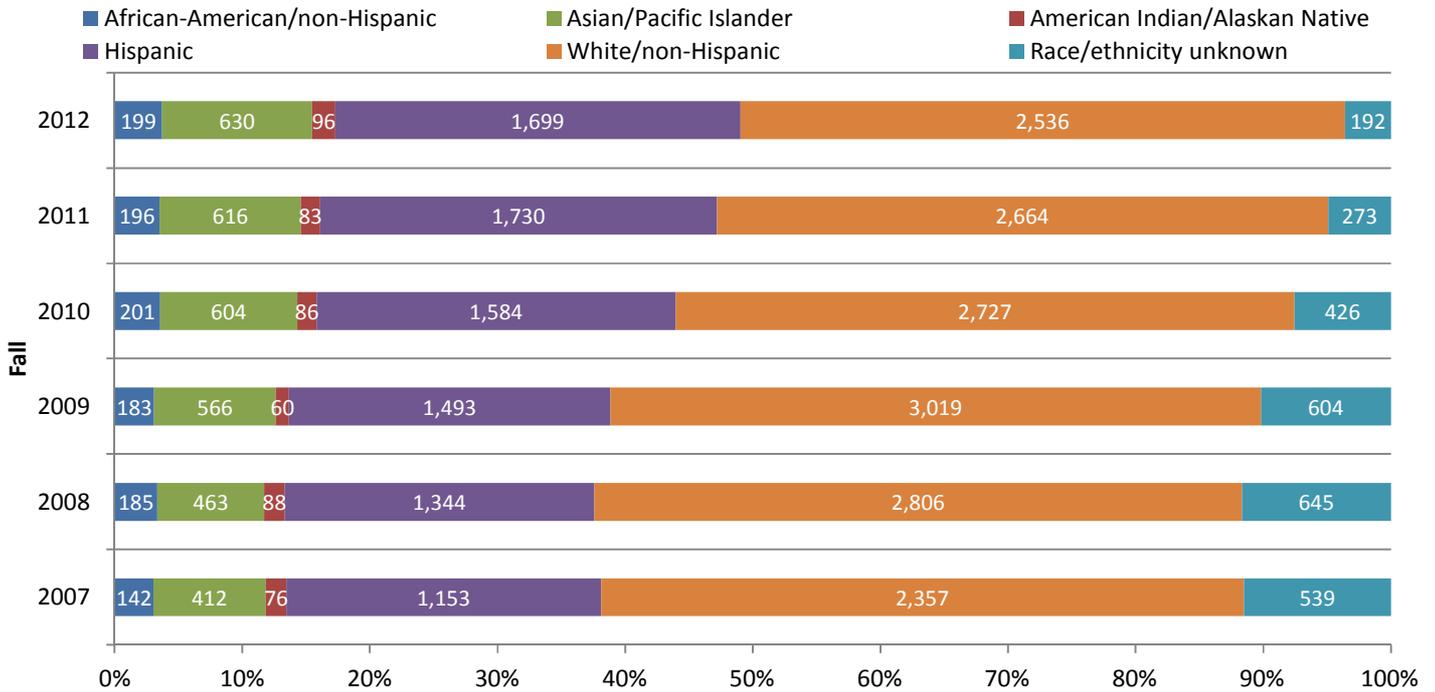
White students have historically been the most dominant race/ethnicity of students at WICCC, followed by Hispanics and Asian/Pacific Islanders. In fall 2012, approximately 49.1% of unduplicated enrollment at WICCC was attributable to White students (2,536 students), while 32.9% of students were Hispanic (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.



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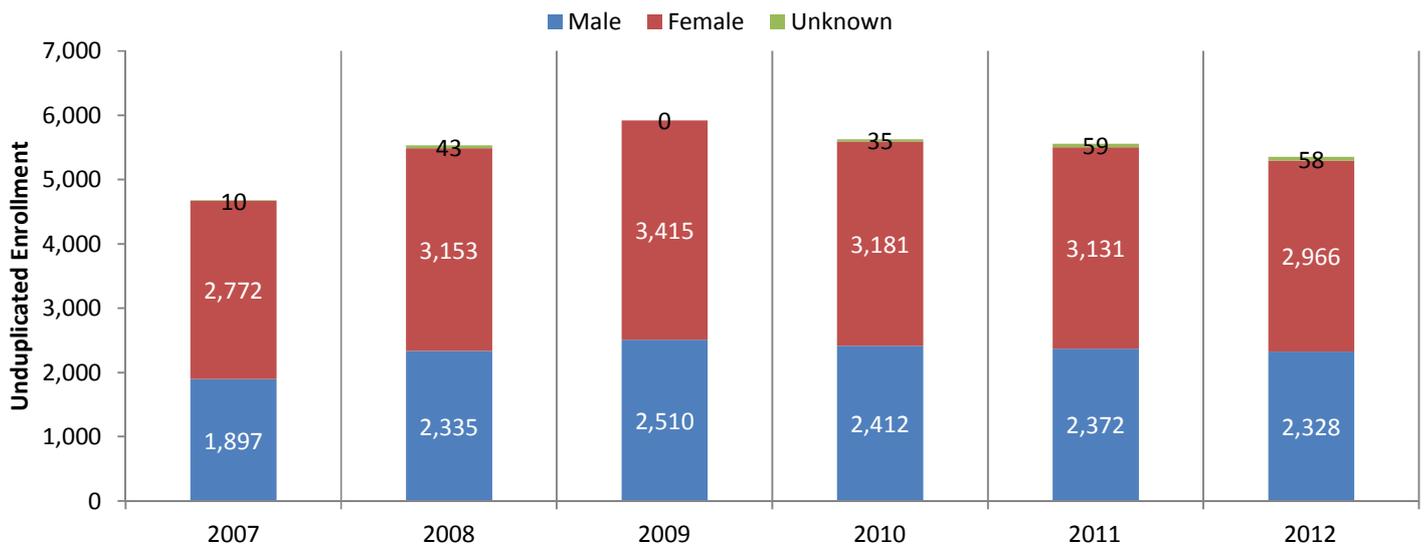
**Exhibit 3.2 Unduplicated Enrollment by Race/Ethnicity (Fall Term)**



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)**



Source: WICCC Office of Institutional Research



### 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
<b>TOTAL</b>	<b>4,679</b>	<b>5,531</b>	<b>5,925</b>	<b>5,628</b>	<b>5,562</b>	<b>5,352</b>

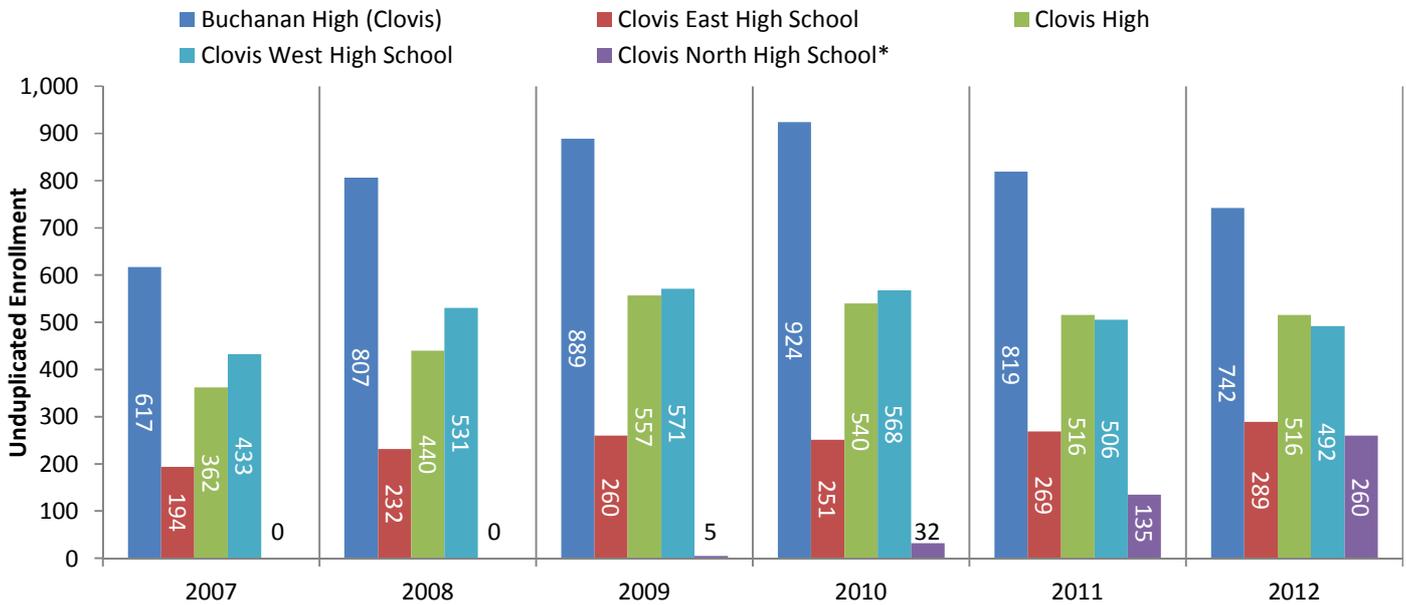
Source: WICCC Office of Institutional Research

### 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 WICCC, 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 fastest 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.



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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 outpacing 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.



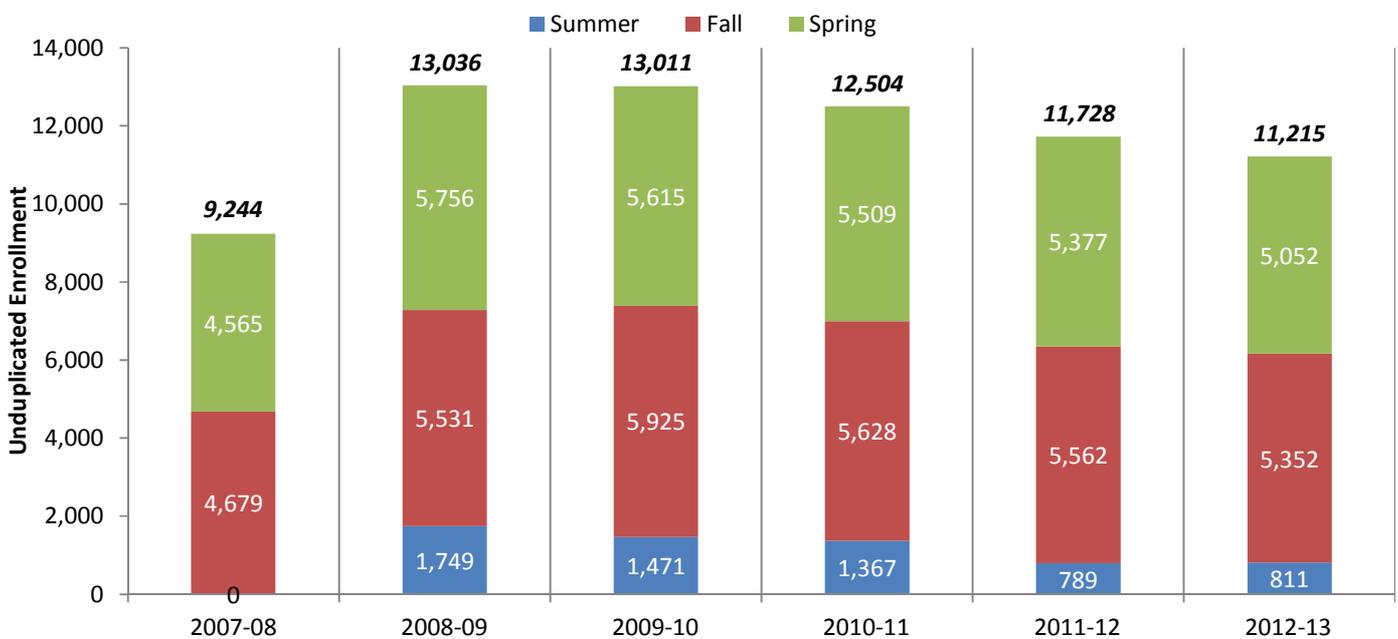
## CHAPTER IV – ENROLLMENT HISTORY AND PROJECTIONS

### 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: SCCC, Office of Institutional Research

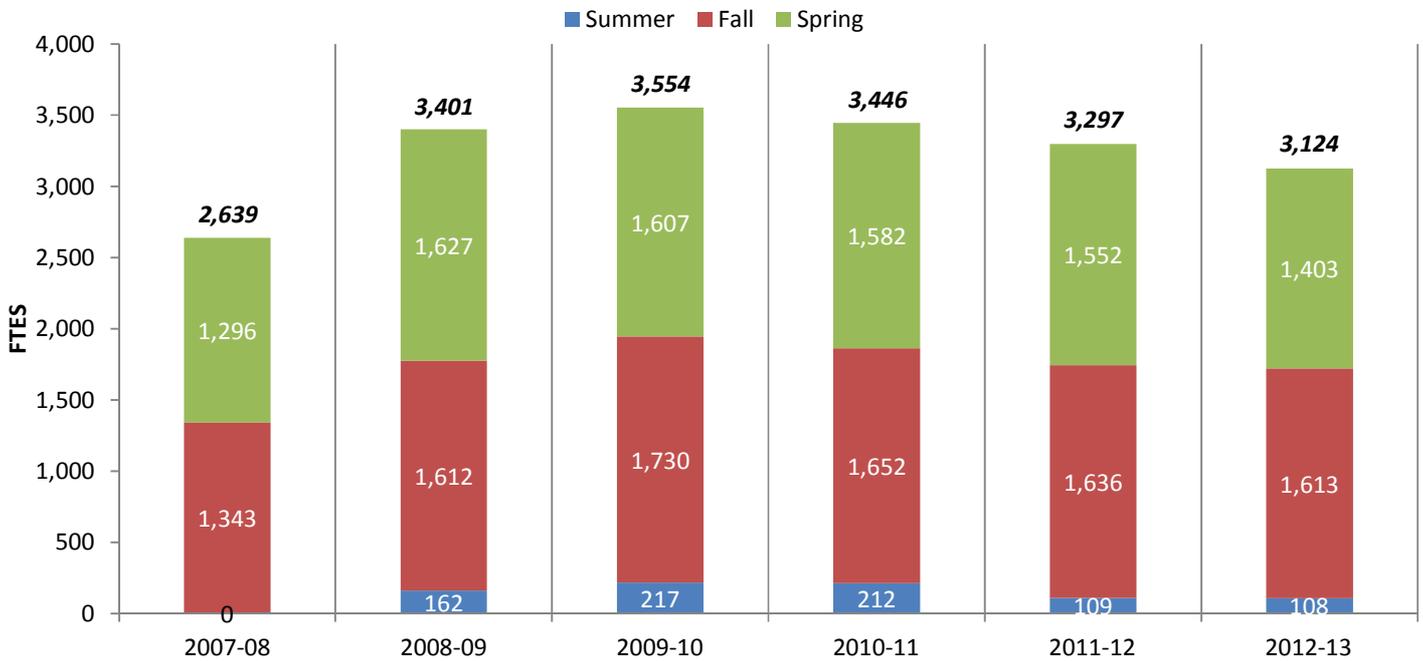
Fall term FTES and WSCH at WICCC reached a peak during the 2009-10 academic year with 1,730 FTES and 51,903 WSCH. WICCC FTES and WSCH generation increased by 388 FTES and 11,625 WSCH (28.9%) in three academic terms (fall 2007 to fall 2009). From fall 2009 to fall 2012, FTES at WICCC decreased by 117 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.



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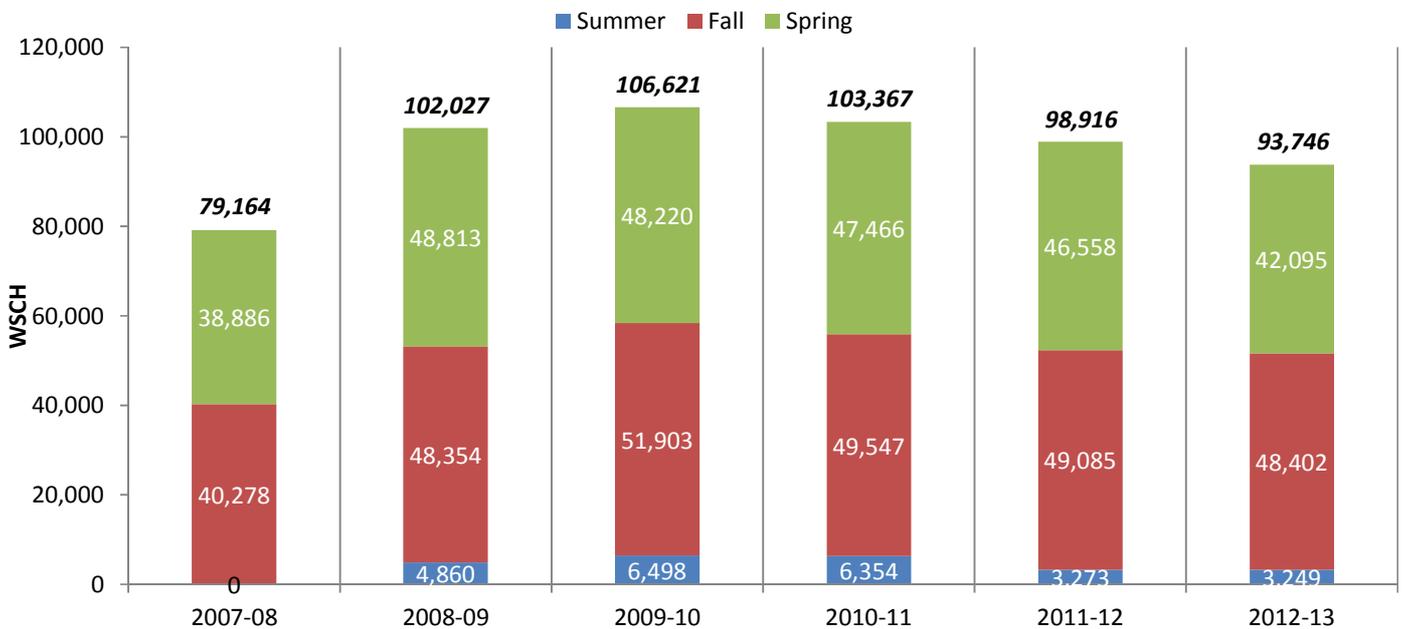


**Exhibit 4.2 Historical Full Time Equivalent Students (FTES)**



Source: SCCC, Office of Institutional Research

**Exhibit 4.3 Historical Weekly Student Contact Hours (WSCH)**



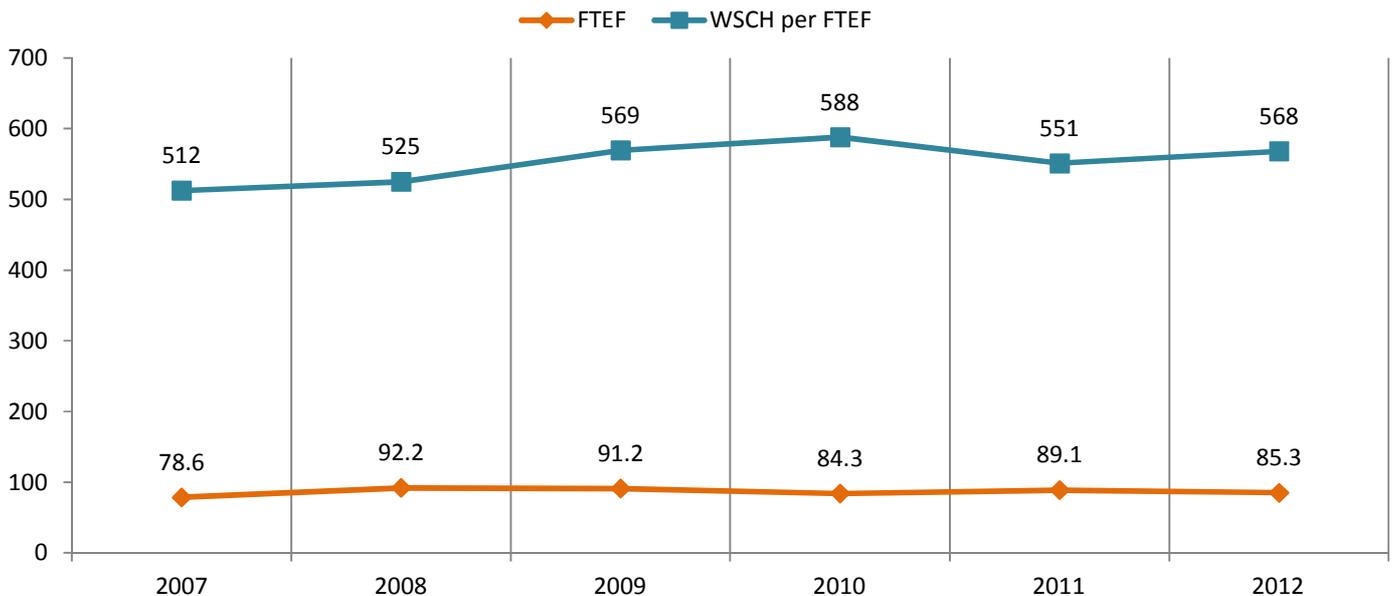
Source: SCCC, Office of Institutional Research



### 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: SCCC, 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. SCCC 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%
<b>TOTAL</b>	<b>491,931</b>	<b>650,276</b>	<b>75.65%</b>

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



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

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.



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**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	<b>0.293</b>
Spring	N/A	0.284	0.283	0.286	0.287	0.289	0.278	<b>0.284</b>
Summer	N/A	0.093	0.147	0.155	0.138	0.134	N/A	<b>0.133</b>

Source: SCCC, 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%



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

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.



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**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	<b>8.80</b>
Spring	N/A	8.52	8.48	8.59	8.62	8.66	8.33	<b>8.53</b>
Summer	N/A	2.78	4.42	4.65	4.15	4.01	N/A	<b>4.00</b>

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

**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



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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



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**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



## 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 SCCC 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 SCCC 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



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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.



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### 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.



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**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 & Design
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/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 Curric.: Emph. on Math, Science & Literacy
Child Development	CHDEV 37B	Advanced Practicum in Early Childhood Education



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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



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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



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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.



**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					●	



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	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

AA: Associate in Arts Degree

CA: Certificate of Achievement

AS-T: Associate in Science Degree for Transfer

AS: Associate in Science Degree

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



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(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), SCCC students taking a minimum of 6 units per semester, and SCCC 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



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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 Office 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.



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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



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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



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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



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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 11<sup>th</sup> and 12<sup>th</sup> 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.



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### 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 measurable. Student Learning Outcomes can be defined as the specific observable or measurable 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



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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
<b>TOTAL</b>	<b>8,956</b>	<b>3,472</b>	<b>9,441</b>	<b>4,054</b>

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



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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.



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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 (HIPAA). 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



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:

- 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)
- 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
- 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. These requests are reviewed and prioritized through the Department Chairs. The recommendations from the Department 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.



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**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 CCCC 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, CCCC, 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





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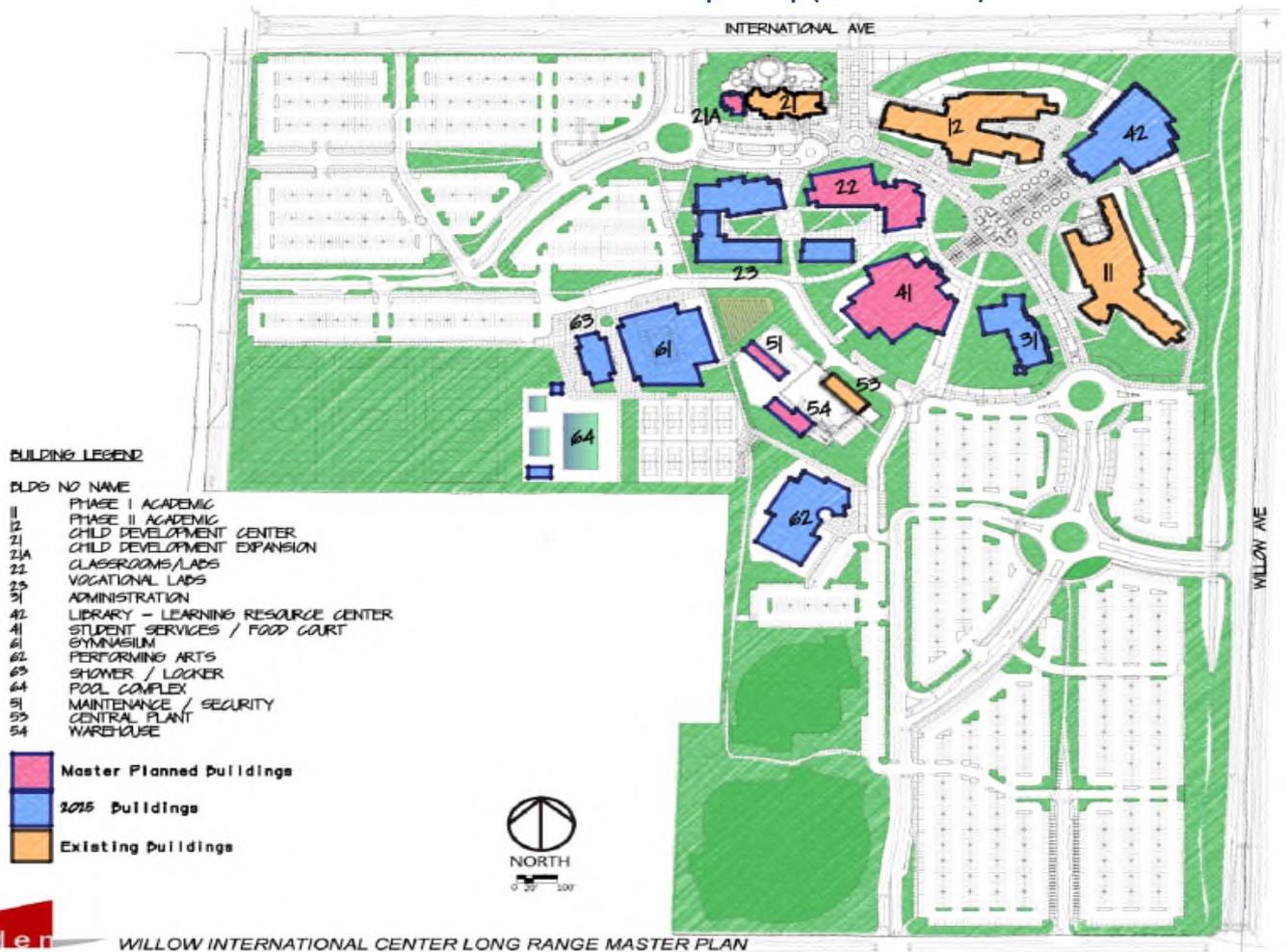


As WICCC enrollment grows, campus academic program offerings and student services will increase to move towards being a more full-service comprehensive college location. Along with expected enrollment growth and more comprehensive academic program/student services offerings come potential organizational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



WILLOW INTERNATIONAL CENTER LONG RANGE MASTER PLAN

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 health 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
<b>TOTAL</b>	<b>117,625</b>	<b>117,625</b>	<b>117,625</b>	<b>117,625</b>	<b>117,625</b>	<b>117,625</b>	<b>144,425</b>	<b>144,425</b>	<b>144,425</b>	<b>144,425</b>	<b>185,400</b>



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**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
<b>EXPENSES</b>								
Administrative Staff	Beginning	6.4	\$832,814	\$832,814	\$909,142	\$909,142	\$909,142	\$1,014,193
	Cost/Additional		\$0	\$76,328			\$105,051	
	Change		0.0	0.6	0.0	0.0	1.0	0.0
Full-Time Faculty	Beginning	45	\$4,055,518	\$4,055,518	\$4,418,078	\$4,708,126	\$4,925,662	\$5,070,686
	Cost/Additional			\$362,560	\$290,048	\$217,536	\$145,024	\$145,024
	Change			5.0	4.0	3.0	2.0	2.0
Part-Time Faculty	Beginning	145	\$1,990,349	\$1,990,349	\$1,853,086	\$1,743,273	\$1,674,640	\$1,647,187
	Cost/Additional			-\$137,263	-\$109,813	-68,633.0	-\$27,453	-\$27,453
	Change			-10.0	-8.0	-5.0	-2.0	-2.0
Classified Staff	Beginning	34.5	\$1,686,802	\$1,713,567	\$1,914,866	\$2,282,551	\$2,320,658	\$2,320,658
	Cost/Additional		\$26,765	\$201,299	\$367,685	\$38,107		\$41,962
	Change		1.0	5.0	7.0	1.0	0.0	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
<b>TOTAL PROJECTED EXPENSES</b>			<b>\$12,256,722</b>	<b>\$13,196,717</b>	<b>\$13,736,795</b>	<b>\$14,069,642</b>	<b>\$14,439,211</b>	<b>\$14,729,552</b>
<b>INCOME</b>								
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
<b>TOTAL PROJECTED INCOME</b>			<b>\$21,274,567</b>	<b>\$21,556,721</b>	<b>\$21,871,880</b>	<b>\$22,210,777</b>	<b>\$22,522,415</b>	<b>\$22,788,255</b>
<b>BALANCE</b>			<b>\$9,017,845</b>	<b>\$8,360,004</b>	<b>\$8,135,085</b>	<b>\$8,141,135</b>	<b>\$8,083,204</b>	<b>\$8,058,703</b>

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



## 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 trail 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.

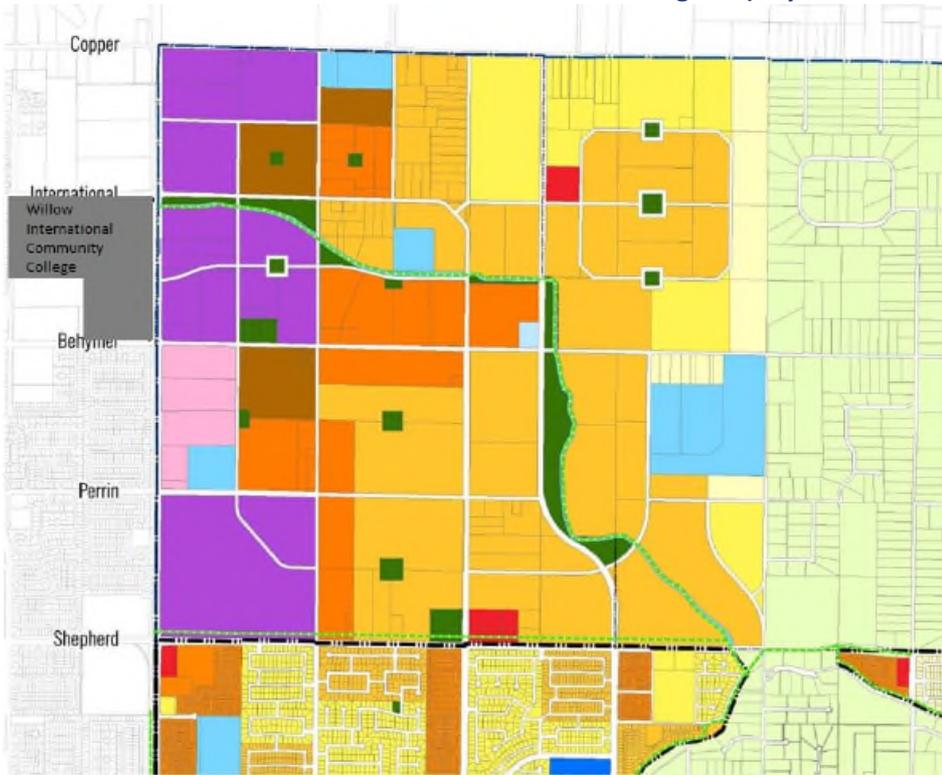
As enrollment at WICCC grows and the area adjacent to the campus is developed with primarily mixed use business, office, and medium to medium-high density residential uses, the need for expanding regular public bus transit service to the WICCC site may be justifiable and financially feasible.



Willow International Community College Center  
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Exhibit 8.3 Draft Land Use Diagram (City of Clovis General Plan)



DRAFT  
 LAND USE  
 DIAGRAM

- AG, Agriculture (1 DU/20 Ac)
- RR, Rural Residential
- VL, Very Low Density Residential (0.6-2.0 DU/Ac)
- L, Low Density Residential (2.1-4.0 DU/Ac)
- M, Medium Density Residential (4.1-7.0 DU/Ac)
- MH, Medium High Density Residential (7.1-15.0 DU/Ac)
- H, High Density Residential (15.1-25.0 DU/Ac)
- VH, Very High Density Residential (25.1-43.0 DU/Ac)
- MU, Mixed Use/Business Campus
- C, Commercial
- O, Office
- I, Industrial
- OS, Open Space
- PK, Park
- P, Public Facilities/Quasi-Public Facilities
- S, School
- W, Water Basin/Canal
- City Boundary
- Sphere of Influence
- Project Area
- Off-Street Existing and Proposed Bike Path

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
Menonite 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 SCCC 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



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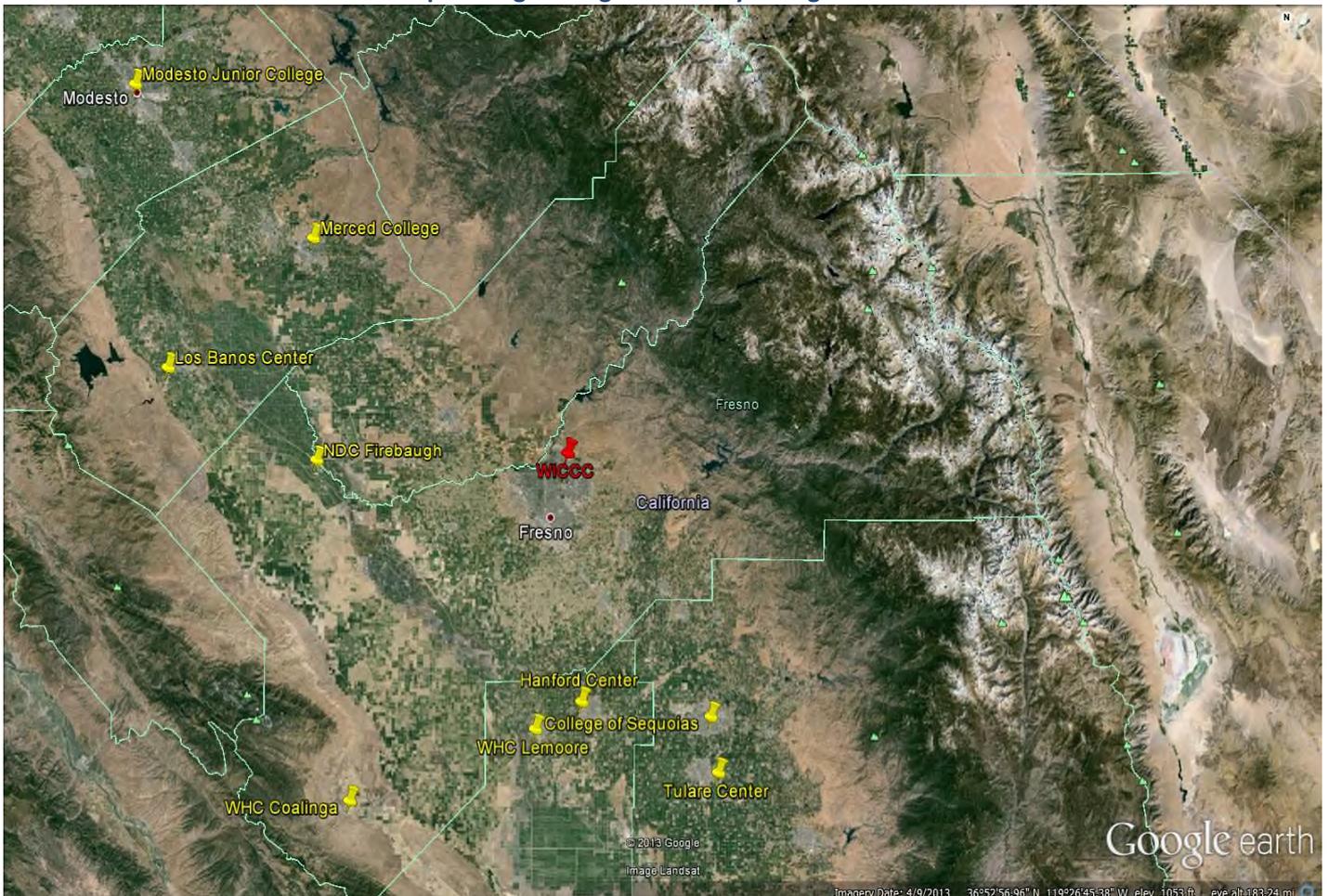
WICCC and enrollment at the Center is not expected to be impacted with WICCC transitioning to a comprehensive community college.

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 SCCCDC 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



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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 SCCC 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 SCCC 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 skills 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



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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



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

PRESENTED TO BOARD OF TRUSTEES

DATE: October 10, 2013

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SUBJECT: Consideration to Approve the Willow  
International Community College Center  
Needs Assessment and Adopt Resolution  
to Establish an Independently Accredited  
College

ITEM NO. 13-86

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EXHIBIT: Needs Assessment and Resolution No. 2013.28

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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 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) through the New College Needs Assessment Checklist.

The college approval process is a multi-step process, starting with the district submitting a letter of intent. Once the letter of intent is reviewed and approved by the CCCCCO, an approval letter is transmitted to the district. The next step is the development of a Needs Assessment per California Community Colleges guidelines. The Needs Assessment provides the findings from a comprehensive needs analysis for the project. The purpose of a Needs Assessment is to provide evidence of the need for and location 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.

Item No. 13-86  
Page 2

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

**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, THEREFORE, 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: 7      NOES: 0      ABSENT: 0      ABSTAIN: 0



Board of Trustees Secretary  
State Center Community College District



# ATTACHMENT B

## Preliminary Notice Letter



**Exhibit 1: Required Preliminary Notice**



**State Center Community College District**

Office of the Chancellor  
1525 East Weldon Avenue • Fresno, California 93704  
Telephone (559) 244-5901 • FAX (559) 226-3757 • www.scccd.edu

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Terry Kershaw

*Vice Chancellor*  
*Finance & Administration*  
Douglas R. Brinkley

*Vice Chancellor*  
*Workforce Development*  
*& Educational Services*  
Cynthia E. Azari

May 7, 2008

Dr. Diane Woodruff, Interim Chancellor  
California Community Colleges  
1102 Q Street  
Sacramento, CA 95811-6549

Dear Diane:

This letter constitutes the State Center Community College District's "Preliminary Notice" to secure college status for the existing Willow International Center that was State approved as an educational center in 2002.

The center is located at the intersection of Willow and International Avenues in Fresno adjacent to the City of Clovis, as shown in Exhibit A. The Board of Trustees purposely acquired the 110-acre property rather than a smaller site more suitable to educational center status. It did so with the clear intention that it would begin as an educational center but would eventually transition to a full, comprehensive college as it serves the fast-growing northeast Fresno and greater Clovis areas. Evidence of the Board of Trustees' continuing and unwavering support for seeking college status is noted in Exhibit B.

The Willow International Center offers over 650 courses annually in 39 areas of study and gives students a choice of transfer courses, Associate Degrees, Certificates of Achievement and Certificates of Completion. Occupational programs, including Business, Criminal Justice, Education, Child Development, Information Systems, and Graphic Arts, are being taught as well. They are housed in a state-of-the-art, Phase One, 80,000-square-foot Academic Center. Through cooperative initiatives within the community, other joint-use facilities have been created that will further complement the Phase One development. In addition, final plans have been developed for an 80,000-square-foot, Phase Two facility that will include allied health and science laboratories, a fitness center, library/learning center, student services, offices and general classrooms. Funding for this facility, which is scheduled to open in the fall of 2010, has been secured from local bond and matching State bond funding.

State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

Diane Woodruff  
May 7, 2008  
Page 2

The Willow International Center enrollments in this, its second year of operation, exceed 2,700 annualized FTES (or approximately 1,350 for fall or spring) – greatly exceeding the threshold requirements for newly created colleges. Preliminary population and enrollment projections suggest that student attendees will almost double that number by the year 2012. The Letter of Intent to follow will provide numbers of greater accuracy and detail, and the Needs Study will include the most recent service area population and enrollment projections accompanied by the required DOFDRU endorsements.

In addition to pursuing new college status from the State, the State Center Community College District is also pursuing separate college accreditation status for the Willow International Center. The applications to follow will address to the extent necessary the District's efforts in that regard.

It is our understanding that this Preliminary Notice represents an informational document and will not require formal consideration or approval by the Chancellor's Office staff or the California Postsecondary Education Commission staff; however, we look forward to working with Fred Harris and our assigned specialist, Gin Yang-Staehlin, as we assemble the application materials.

Sincerely,



Thomas A. Crow  
Chancellor

TAC:pc

Enclosures

cc: Fred Harris  
Gin Yang-Staehlin  
Murray J. Haberman  
Stacy Wilson  
Terry Kershaw  
Doug Brinkley  
Brian Speece  
Allan Petersen



Willow International Community College Center  
State Center Community College District  
Needs Assessment



# ATTACHMENT C

## Letter of Intent and Chancellor's Office Approval



**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET  
SACRAMENTO, CA 95811-6549  
(916) 445-8752  
HTTP://WWW.CCCCO.EDU



July 21, 2009

Thomas A. Crow, Chancellor  
State Center Community College District  
1525 East Weldon Avenue  
Fresno, CA 93704

Dear Chancellor Crow:

The California Postsecondary Education Commission (CPEC) has reviewed and approved your district's Letter of Intent (LOI) seeking state approval for the Willow International Educational Center to become a fully accredited community college. Their review of the LOI was based on provisions of their Guidelines for Review of Proposed University Campuses, Community Colleges, and Education and Joint-Use Centers (April 2002).

Now that CPEC has approved your LOI, please prepare and submit a Needs Study for review by our office and CPEC. Particular attention should be given in the Study to the effects this facility could potentially have on other postsecondary institutions in the region. Please refer to the *California Code of Regulations* Title 5 Sections 55828-31 and CPEC's guidelines for further detail on the elements of a Needs Study.

Please contact Shelley Petavini in our Facilities Planning Unit at (916) 327-5363 or [spetavin@cccco.edu](mailto:spetavin@cccco.edu) with any further questions or information. Thank you.

Sincerely,

A handwritten signature in blue ink that reads 'Frederick E. Harris'. The signature is written in a cursive style with a large initial 'F'.

FREDERICK E. HARRIS, Assistant Vice Chancellor  
College Finance and Facilities Planning

**STATE CENTER COMMUNITY  
COLLEGE DISTRICT**

---



**Letter of Intent**

**Transition to College Status for  
Willow International Community College Center  
To  
Clovis Community College**

**November 2008**

## **STATE CENTER COMMUNITY COLLEGE DISTRICT**

**November 2008**

### **Board of Trustees**

<b>NAME</b>	<b>OFFICE</b>
<b>H. Ronald Feaver</b>	<b>President</b>
<b>Phillip J. Forhan</b>	<b>Vice President</b>
<b>William J. Smith</b>	<b>Secretary</b>
<b>Isabel Barreras</b>	<b>Member</b>
<b>Patrick E. Patterson</b>	<b>Member</b>
<b>Dorothy Smith</b>	<b>Member</b>
<b>Leslie W. Thonesen</b>	<b>Member</b>

### **ADMINISTRATION**

**Thomas Crow**  
**Chancellor**

**Doug Brinkley**  
**Vice Chancellor**  
**Administration & Finance**

**Terry Kershaw**  
**Vice Chancellor**  
**North Centers**

**Brian Speece**  
**Associate Vice Chancellor**  
**Business & Operations**

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State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

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## **LETTER OF INTENT TO SEEK COLLEGE STATUS FOR THE PROPOSED WILLOW INTERNATIONAL COMMUNITY COLLEGE CENTER\***

### **I. Background**

#### **A. State Guidelines as Applicable to the State Center Community College District**

Among the statutory responsibilities of the California Postsecondary Education Commission (CPEC) is the review of proposals for new campuses and off-campus centers of the State's public higher educational institutions. (Section 66904 of the California Education Code).

In order to carry out its given responsibilities in this area, policies and procedures have been developed that are known as the *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers*. The Guidelines, as revised in April 2002 and as applied to community college districts, call for a three-stage application process:

- (1) Preliminary notice that a district is beginning a planning process to establish a new community college or center. A preliminary notice is an informational process, and does not require formal consideration or approval by the Commission. The State Center Community College District (SCCCD) submitted a preliminary notice to transition its Willow International Center from Center status to college status in May 2008.
- (2) Letter of intent (LOI) to proceed that identifies the district's plan to create one or more institutions. CPEC staff will not engage in any review of an LOI without the prior approval of the Chancellor's Office. This submittal constitutes the SCCC's letter of intent to continue the planning for the Willow International Community College Center (WICCC) to become accredited as Clovis Community College is subject, of course, to the required approvals.
- (3) A formal needs study for the proposed institution follows the approval of the LOI by both the Chancellor's Office and CPEC staff, and provides certain prescribed data elements and satisfies specific criteria. The needs study for the proposed Willow International Community College Center being accredited as Clovis Community College will formally commence following the approval of the LOI by both the Chancellor's Office and CPEC staff. The formal needs study must be approved by both the Board of Governors and the Commission before a district can claim "state approval" status. Following such approval, coupled with college accreditation a district may begin to apply for state funding through the established capital outlay process.

\*Willow International Community College Center (WICCC) will be renamed the Clovis Community College when initial accreditation is granted.

## **B. State Center Community College District**

### 1. The SCCCCD

The SCCCCD was officially formed in 1964 in a move that brought together, under one governing board, the then existing Fresno City and Reedley Colleges. The District's service area includes most of Fresno, Madera, and portions of Kings and Tulare counties. It encompasses 550 square miles, and now serves an estimated 34,000 students.

Currently, the SCCCCD consists of two colleges and five educational centers, three of which have been previously state approved. They are Fresno City College, Reedley College, the Oakhurst Center, the Clovis Center, the Madera Center, the Career Technology Center and the Willow International Community College Center. Their locations within the District are noted on **Map 1**.

Fresno City College was established in 1910. It is California's oldest community college, and currently enrolls more than 23,000 students and offers more than 100 associate of arts and sciences courses. In addition to the extensive course offerings for AA and AS degrees, the college offers 60 different programs in vocational and occupational offerings.

Reedley College enrolls approximately 5,700 students and was first established in 1926. It is located 25 miles southeast of Fresno, and offers a wide variety of courses in the arts and sciences as well as occupational education. Due to its location within an agriculturally related region that is becoming more urbanized it offers a unique combination of rural-focused and urban-themed classes.

As well as operating Reedley and Fresno City colleges the SCCCCD also operates five educational centers that offer students high quality public educational centers close to homes and work.

These centers include the following five entities:

#### 1. Career Technology Center

The Career Technology Center is located south of Fresno City College in Fresno. Its primary purpose is to prepare minorities and the economically disadvantaged for gainful employment through a series of short-term vocational/technical courses and programs. It was recently state-approved as a grandfathered educational center in connection with a planned moved to a yet to be developed more student friendly property site in the same region.

2. Clovis Center

The Clovis Center sits on only 6.37 acres of land in central Clovis, and has been in operation since 1994. It is comprised of two permanent buildings and two relocatables, and is not expandable in any direction for either needed parking or instructional space. Its rapid growth dictated that the district plan for an inevitable replacement campus that resulted in the now operational WICCC. It was intended that the original Clovis Center be used for other purposes. However, because of Willow International's phenomenal acceptance within the community and its accompanying rapid growth the original Clovis site continues in operation. It serves as the headquarters of the State Center's contract education offerings.

3. Madera Educational Center

With the opening of the Fall 1996 semester the Madera Educational Center moved to a 110 acre donated site on the southern outskirts of the City of Madera. Its first and second phase facilities of some 50,000 square feet of classrooms, laboratories, and offices are gradually replacing portable buildings. Over 2,300 students attend the Madera Educational Center which offers about 285 course sections each semester leading to 30 academic or occupational Associate Degree programs, with plans for new academic and occupational programs now under review. Although the population increases about Madera and its environs do not match those of the Clovis and North East Fresno region that are served by the Willow International Community College Center, the Madera Educational Center is experiencing steady growth and will eventually transition to college status without the necessity of relocating.

4. Oakhurst Educational Center

While not a state-approved educational center because of its limited enrollment, the educational center in Oakhurst is now established on a two and one-half acre site that includes nine relocatable buildings that are arranged into a small campus setting. Since its establishment in 1996 there has been a steady increase in enrollment. At the present time approximately 550 students are enrolled, and about 55 class sections are offered each fall and spring. One of the most significant developments has been the increased interest in distance learning. Students now have opportunity to enroll in advanced classes that are linked to the other campuses within the State Center CCD.

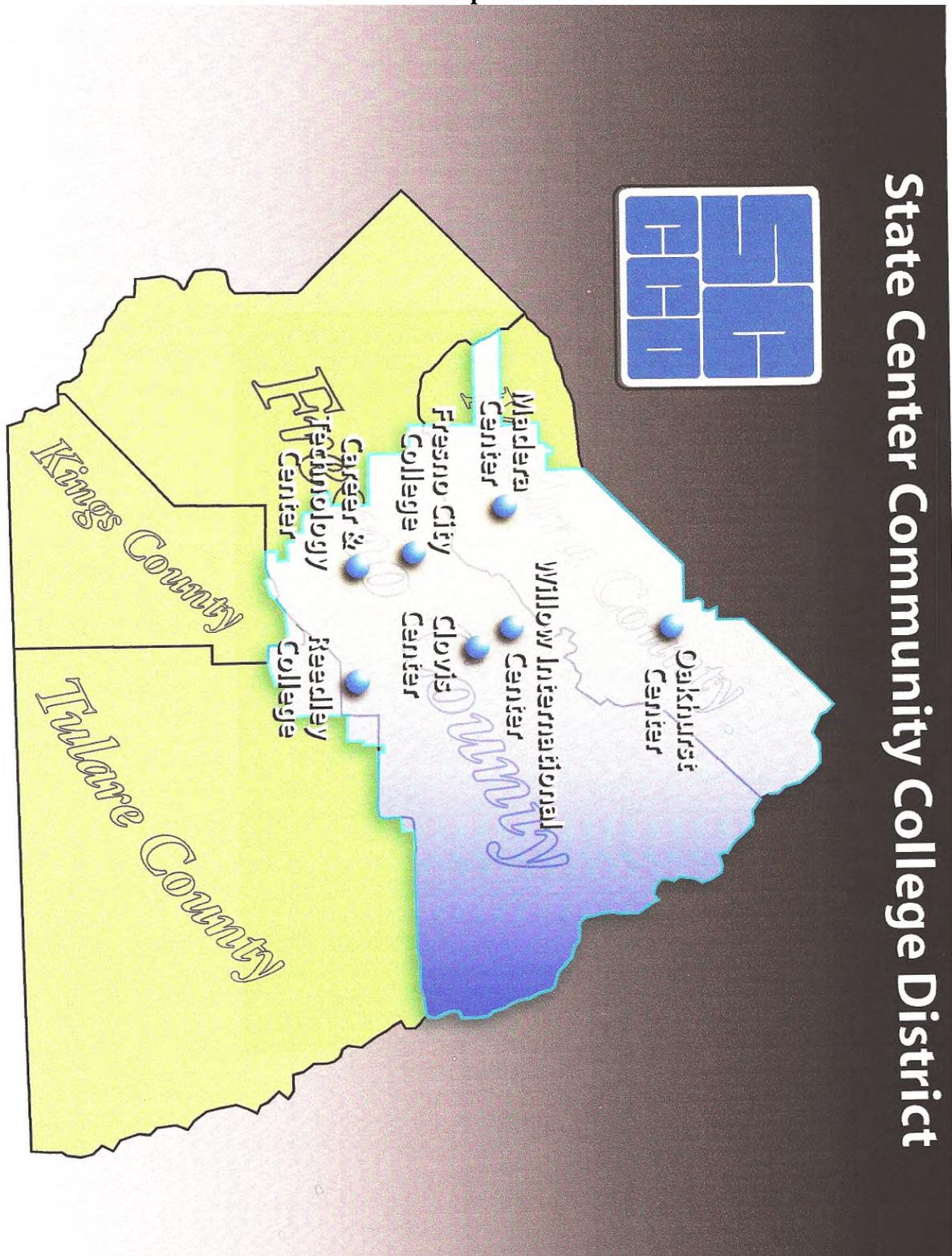
5. The Willow International Community College Center (WICCC)

The existing WICCC is thriving in only its second year of operation. It currently offers over 650 classes annually leading to 39 associate of science degrees and certificate programs along with a core of transfer and enrichment

State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

courses. The WICCC now exceeds the threshold enrollment requirements for College status by over 50%, is a candidate for college status, and the subject of this LOI. As of the fall, 2008 semester, the WICC served 5,530 unduplicated students taking classes at the Clovis Center, WICC, and through the web-based online offerings. In terms of full time equivalent students (ftes), the WICC now serves 1,585 ftes, an increase of 235 ftes as compared to fall 2007 when the center first opened. The required "Preliminary Notice" has been filed with the Chancellor's Office and with CPEC staff as shown in **Exhibit 1**. The balance of this report deals specifically with the proposed Willow International Community College Center (WICCC) moving towards full campus status at which time the name of the college will become Clovis Community College.

**Map 1**  
**SCCCD Campus Locations**



**Exhibit 1: Required Preliminary Notice**



State Center Community College District

Office of the Chancellor  
1525 East Weldon Avenue • Fresno, California 93704  
Telephone (559) 244-5901 • FAX (559) 226-3757 • www.scccd.edu

TRUSTEES

*President*  
H. Ronald Feaver

*Vice President*  
Phillip J. Forhan

*Secretary*  
William J. Smith

Isabel Barreras

Patrick E. Patterson

Dorothy Smith

Leslie W. Thonesen

ADMINISTRATION

*Chancellor*  
Thomas A. Crow

*President*  
*Reedley College*  
Barbara A. Hioco

*President*  
*Fresno City College*  
Ned Doffoncy

*Vice Chancellor*  
*North Centers*  
Terry Kershaw

*Vice Chancellor*  
*Finance & Administration*  
Douglas R. Brinkley

*Vice Chancellor*  
*Workforce Development*  
*& Educational Services*  
Cynthia E. Azari

May 7, 2008

Dr. Diane Woodruff, Interim Chancellor  
California Community Colleges  
1102 Q Street  
Sacramento, CA 95811-6549

Dear Diane:

This letter constitutes the State Center Community College District's "Preliminary Notice" to secure college status for the existing Willow International Center that was State approved as an educational center in 2002.

The center is located at the intersection of Willow and International Avenues in Fresno adjacent to the City of Clovis, as shown in Exhibit A. The Board of Trustees purposely acquired the 110-acre property rather than a smaller site more suitable to educational center status. It did so with the clear intention that it would begin as an educational center but would eventually transition to a full, comprehensive college as it serves the fast-growing northeast Fresno and greater Clovis areas. Evidence of the Board of Trustees' continuing and unwavering support for seeking college status is noted in Exhibit B.

The Willow International Center offers over 650 courses annually in 39 areas of study and gives students a choice of transfer courses, Associate Degrees, Certificates of Achievement and Certificates of Completion. Occupational programs, including Business, Criminal Justice, Education, Child Development, Information Systems, and Graphic Arts, are being taught as well. They are housed in a state-of-the-art, Phase One, 80,000-square-foot Academic Center. Through cooperative initiatives within the community, other joint-use facilities have been created that will further complement the Phase One development. In addition, final plans have been developed for an 80,000-square-foot, Phase Two facility that will include allied health and science laboratories, a fitness center, library/learning center, student services, offices and general classrooms. Funding for this facility, which is scheduled to open in the fall of 2010, has been secured from local bond and matching State bond funding.

State Center Community College District  
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Diane Woodruff  
May 7, 2008  
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The Willow International Center enrollments in this, its second year of operation, exceed 2,700 annualized FTES (or approximately 1,350 for fall or spring) – greatly exceeding the threshold requirements for newly created colleges. Preliminary population and enrollment projections suggest that student attendees will almost double that number by the year 2012. The Letter of Intent to follow will provide numbers of greater accuracy and detail, and the Needs Study will include the most recent service area population and enrollment projections accompanied by the required DOFDRU endorsements.

In addition to pursuing new college status from the State, the State Center Community College District is also pursuing separate college accreditation status for the Willow International Center. The applications to follow will address to the extent necessary the District's efforts in that regard.

It is our understanding that this Preliminary Notice represents an informational document and will not require formal consideration or approval by the Chancellor's Office staff or the California Postsecondary Education Commission staff; however, we look forward to working with Fred Harris and our assigned specialist, Gin Yang-Staehlin, as we assemble the application materials.

Sincerely,



Thomas A. Crow  
Chancellor

TAC:pc

Enclosures

cc: Fred Harris  
Gin Yang-Staehlin  
Murray J. Haberman  
Stacy Wilson  
Terry Kershaw  
Doug Brinkley  
Brian Speece  
Allan Petersen

**II. Responses to Each of the Letter of Intent Criteria for new colleges in the Order Established in the CPEC Guidelines.**

*A. A 10-year enrollment and attendance history (headcount and FTES) of the educational center, or the complete enrollment history, if the center has been in operation for less than 10 years.*

*B. A preliminary 10-year enrollment and attendance projection (headcount and FTES) for the proposed campus (from the campus' opening date), developed by the district or the Chancellor's Office. The Chancellor's Office may seek the advice of the Demographic Research Unit (DRU) in developing the projection.*

**Population in Clovis:  
 Changes from 1990 through 2005**

**Area Growth**

Located in the northeast portion of the SCCCDC Service Area that includes the city of Clovis, this city area has seen strong growth over the last 18 years, from a population of 49,300 in 1990 to 86,015 in 2005, growing by 42.7% over this time period. From 2000 to 2005 alone, the population increased by 17.8% gaining 15,269 new residents. Clovis was among the top growth communities in the SCCCDC Service Area.

**Table 1  
 Population Trends in the Clovis Area and Rate of Change: 1990 through 2005**

	1990	1995	2000	2005	5- Year % Change: 2000 to 2005	10- Year % Change: 1995 to 2005	15- Year % Change: 1990 to 2005
<b><u>Primary Community:</u></b>							
<b>Clovis Total Population</b>	49,300	64,750	70,746	86,015	17.8	24.7	42.7

**Table 2**  
**Population Trends in the Clovis Area and Change in Number of Residents: 1990 through 2005**

	1990	1995	2000	2005	5-Year Change: 2000 to 2005	10-Year Change: 1995 to 2005	15-Year Change: 1990 to 2005
<b><u>Primary Community:</u></b>							
<b>Clovis Total Population</b>	49,300	64,750	70,746	86,015	15,269	21,265	36715

**Source:**  
 City of Clovis (<http://ci.clovis.ca.us/UMAP.asp?ID=1518>)  
 US 2000 Census – Geographic Area Clovis City, CA

**Projected Population in Clovis:  
 Changes from 2005 through 2020**

**Area Projected Growth**

Clovis is projected to grow at a higher rate than many other communities located in the State Center Community College District Service Area. The California Department of Finance, Demographic Research Unit estimates that Madera County will grow by 30,000 residents by 2020 and Fresno County will grow by 60,000 residents.

**Table 3**  
**Population Projections in Clovis in the Future: Rate of Growth, 2005 to 2020**

	2005	2010	2115	2020
<b><u>Primary Community:</u></b>				
<b>Fresno Total Population</b>	893,300	970,900	1,043,100	1,134,600
<b>Madera Total Population</b>	152,600	178,900	203,000	229,200

**Source:** Department of Finance Demographic Research Unit. Interim County Population Projections.

**Projected Enrollment, WSCH and FTES: 2006 through 2015**

Ten years after an initial Clovis site opened and two years after the opening of the Willow International Community College Center, enrollment growth is out stripping the ability of the new center to meet demand and not have to turn students away.

**Table 4**  
**Projected Enrollment, WSCH and FTES Generated by Students Taking Courses in Clovis through 2015**

Year	Enrollment	WSCH	WSCH/ Enrollment Ratio	FTEs	% change in FTEs
2000	2,455	24,756	10.1	825	
2005	3,603	36,390	10.1	1,213	47.0
2010	6,331	63,943	10.1	2,131	75.7
2015	7,449	76,720	10.3	2,557	19.9

**Source:**  
 Department of Finance Demographic Research Unit

**Table 5** shows the WSCH distribution to each of the State Center’s campuses through 2007 and the projected WSCH for those same campuses through 2014. The WICCC is growing faster than any other campus and will almost overtake the Reedley College’s growth by 2014.

**Table 5**  
**Actual and Projected WSCH and FTES Distributed by Institutional Location**

Calif. Comm. Colleges	Five Year Construction Plan Load Distribution and Staff Forecast State Center CCD	6/9/2008
		Page 13

**Instructional Load by Campus or Location**  
 Reference: Chancellor's Office Forecast

WSCH Distributed to Campuses or Other Locations										
Campus	Actual			Projected						
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Fresno City College	223,132	219,881	226,604	228,894	231,619	236,379	241,226	244,940	247,229	250,222
Reedley College	67,652	66,981	70,993	71,805	71,854	73,946	74,819	76,905	79,352	81,831
State Center District Office*										
Career & Technology Center	11,169	10,949	13,400	14,330	15,655	17,033	20,210	22,227	24,769	27,908
Madera Center	19,076	19,010	21,276	21,805	22,600	24,510	26,230	28,006	32,566	35,003
Willow/International Center	33,542	39,839	40,984	50,465	59,691	63,560	67,509	72,460	74,765	78,046
<b>Total</b>	<u>354,571</u>	<u>356,660</u>	<u>373,256</u>	<u>387,299</u>	<u>401,419</u>	<u>415,428</u>	<u>429,993</u>	<u>444,538</u>	<u>458,680</u>	<u>473,009</u>

State Center Community College District  
 Letter of Intent - Transition to College Status for Willow International Community College Center

**Table 6** shows the WSCH through the same years as **Table 5** and adds to it the FTES generated by the WSCH. It should be noted that the actual 2005, 06, and 07 FTES exceeded the threshold requirement of 1,000 and the projected FTES of 2,602 in the year 2014 is two and a half times that of 2005.

**Table 6**  
**WSCH and Annual FTES for Willow International Community College Center**

Year	Actual			Projected						
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>WSCH</b>	33,542	39,834	40,984	50,465	54,691	63,560	67,509	72,460	74,765	78,046
<b>FTES</b>	1,118	1,328	1,366	1,682	1,990	2,119	2,250	2,415	2,492	2,602

As evidence of the integrity of the above projections the State Department of Finance Demographic Research Unit's approval letters for the WICCC are included as Exhibit 2a and 2b. These letters refer to a projected WSCH of 76,720 or 2,557 FTES in 2015.

State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

**Exhibit 2a**



**State Department of Finance  
Demographic Research Unit Support Letters**

GRAY DAVIS, GOVERNOR

915 L STREET ■ SACRAMENTO CA ■ 95814-3706 ■ WWW.DOF.CA.GOV

November 5, 2001

Allan Petersen  
Educational and Facilities Planning  
5340 Bunker Court  
Fair Oaks, CA 95628

Dear Allan:

The Demographic Research Unit has reviewed and approves the following enrollment projection for the State Center Community College District's proposed Clovis Center:

Clovis Center Enrollment Projection

Year	Enrollment	WSCH / Enrollment	WSCH
2000	2,455	10.1	24,796
2005	3,603	10.1	36,390
2010	6,331	10.1	63,943
2015	7,449	10.3	76,720

This unit has expressed concern regarding the large area drawn to represent the center's service area. The same participation rates were applied to distant Bass Lake, Caruthers, Fowler, Kerman, Madera, Parlier, Selma, and Wishon populations as were applied to the Clovis population. This approach could easily produce a misleading projection if the population near the center were growing at a different rate than the population more distant from the center. The Clovis Center projections are approved in light of the unit's own analysis, which indicates that population growth in Clovis and in nearby ZIP codes appears to be sufficient to sustain the projected enrollment growth.

We extend our best wishes for the success of the campus.

Sincerely,

Mary Heim, Chief  
Demographic Research Unit  
Department of Finance

cc: Jon Sharpe, State Center Community College District  
Dr. Ernest Berg, Allan Petersen & Dr. Ernest Berg & Associates  
Fred Harris, Community Colleges Chancellor's Office  
Walt Reno, Community Colleges Chancellor's Office  
Gin Yang-Staehlin, Community Colleges Chancellor's Office  
Gil Velazquez, California Postsecondary Education Commission

State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

**Exhibit 2b**



**State Department of Finance  
Demographic Research Unit Support Letters**

GRAY DAVIS, GOVERNOR

915 L STREET ■ SACRAMENTO CA ■ 95814-3706 ■ WWW.DOF.CA.GOV

December 5, 2001

Allan Petersen  
Educational and Facilities Planning  
5340 Bunker Court  
Fair Oaks, CA 95628

Dear Allan:

In November, the Demographic Research Unit approved State Center Community College District's proposed Clovis Center enrollment projection of 7,449 students in 2015.

Approval was based upon the current population size and the projected growth in Clovis and the surrounding communities. If the actual 2000 participation rates for the existing Clovis facility were applied to the projected population, enrollment by 2015 would grow to 3,200 or by 30 percent. By assuming that participation rates for the center will rise with construction of a larger new center (with the greatest participation rate increase in Clovis, and diminishing increase with distance from the center) our Unit's analysis indicates that the enrollment projection of 7,449 students in 2015 is a reasonable one.

I hope that this information answers questions that may arise regarding the enrollment projections. Thank you and Ernie very much for your help and cooperation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mary Heim", is written in black ink.

Mary Heim, Chief  
Demographic Research Unit  
Department of Finance

***C. Maps of the area of the proposed campus indicating population densities, topography, road and highway configurations and any other features of interest***

A site for the proposed WICCC had been identified prior to the approval by the State of the WICCC – the same site that will serve as the new Clovis Community College once the Willow International Community College Center receives accreditation status. The various required maps were included in that application that has since been approved. However, several of them are included here for the purposes of continuity. **Map 2** depicts general region to be served relative to the state of California. **Map 3** depicts the location of the site relative to the cities of Clovis, Fresno, and other nearby communities; principal surface streets and State and Interstate highways and freeways; and topography. **Map 4** shows the location more closely relative to nearby neighborhoods and the dividing line of Willow that separates the city of Clovis from the city of Fresno. **Map 4** also shows the location of the Clovis Unified School District’s most recent high school that is located just north of International Avenue. **Map 5** shows the specific locations of each SCCCD’s colleges and educational centers. **Table 7** shows the travel time and distance from the proposed college to other campuses in the district and other districts that are contiguous with the SCCCD campuses.

State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

**Map 2.**  
Central Valley and Clovis Area Overview



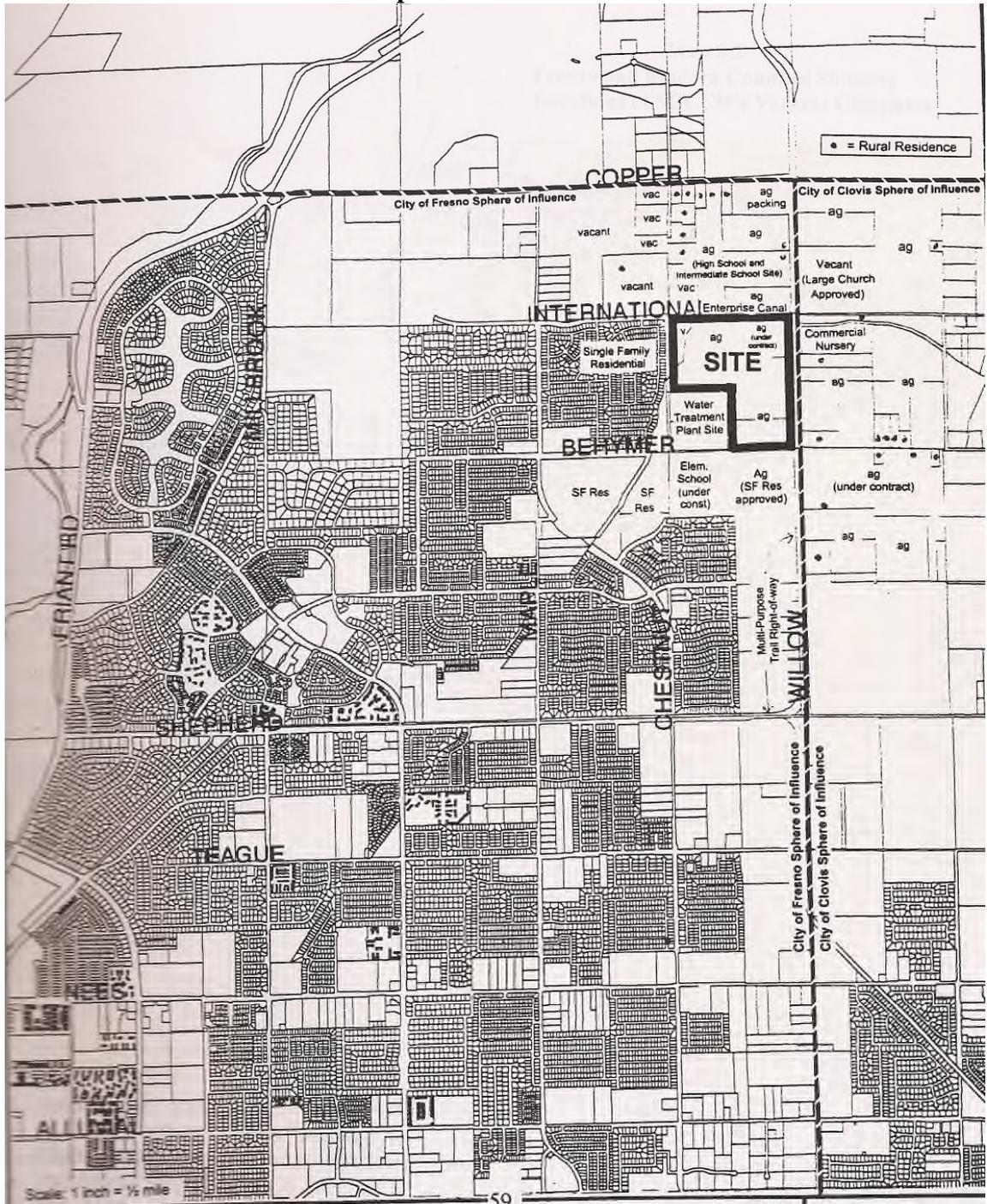
**Map 3**

State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

**Clovis, Fresno and Surrounding Areas**

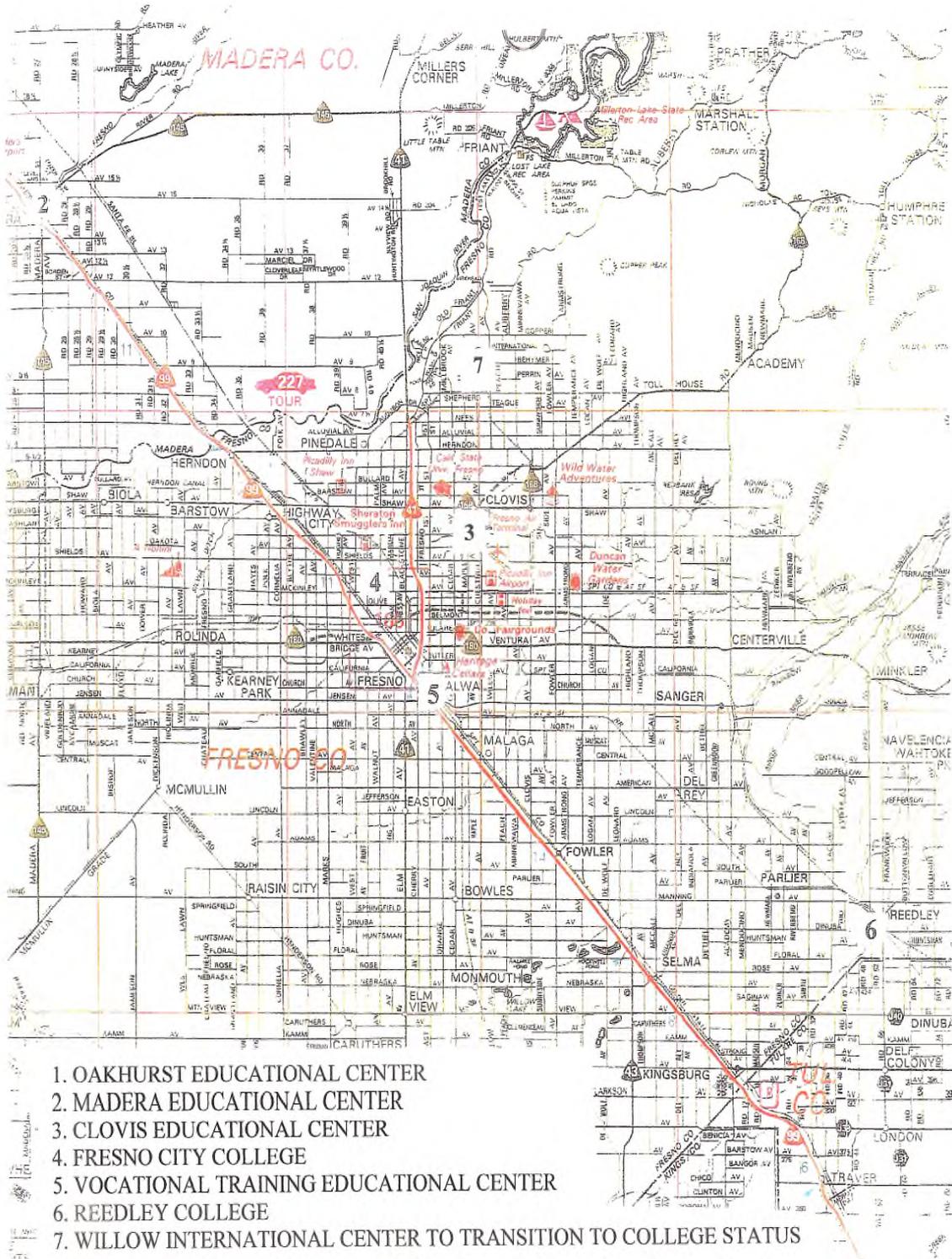


Map 4 Location of Site



State Center Community College District  
 Letter of Intent - Transition to College Status for Willow International Community College Center

**Map 5 Locations of SCCCD Campuses**



**Table 7**  
**Estimated Distances and Travel Times from the**  
**Willow International Community College Center to Various Post Secondary Institutions\***

Location	Miles from Willow International Center	Normal Travel Time (minutes)
Merced College	61.8	69
Los Banos Educational Center	78.2	81
Sequoias Community College	55	54
West Hills College Coalinga	81.1	85
Fresno City College	12.0	20
Reedley College	35.9	42
Oakhurst Educational Center	39.9	45
Madera Educational Center	23.6	29

***D. A time schedule for converting the educational center and for developing the campus, including preliminary dates and enrollment levels at the opening, intermediate, and final build out stages.***

The WICCC presently (fall 2008 semester) enrolls a semester head count of about 5,530 students and generates 1,585 FTES. Furthermore, students can select from over 650 course offerings during the fall and spring semesters (including over 80 online classes), as well as short-term summer sessions. Additionally, they have the opportunity to complete an associate degree or follow a transfer degree program in selected education majors. Particular emphasis is placed on engineering, pre-teaching, child development, information systems, liberal studies, business, graphic arts, and pre-transfer allied health classes. The number of students enrolled at Willow International and the plentiful options of study exceed many of California’s already state approved, and fully accredited community colleges.

In terms of facilities, WICCC is beyond the “temporary facilities” stage of development. It is situated upon a level 100+ acre lot and occupies an 80,000 square foot two story “Academic Center One” (**Exhibit 3a and 3b**) that houses classrooms and laboratories, the administration, a forum hall, and student services. A 12,000 square foot Child Development Center was also completed in 2007, with a food service/bookstore facility now in operation as well. Three additional parking lots with 750 additional spaces have recently been completed. Importantly, an 80,000 square foot “Academic Center Two” is now being constructed and will be completed in the fall of 2010 in order to serve Willow International’s projected surging student enrollment. Once the Academic Center Two is

opened, the classes now being held at the Clovis Center will be moved to WICC and the Clovis Center will be converted to the new SCCCD office. **Exhibit 4** displays the existing buildings, those in design, and those under construction.

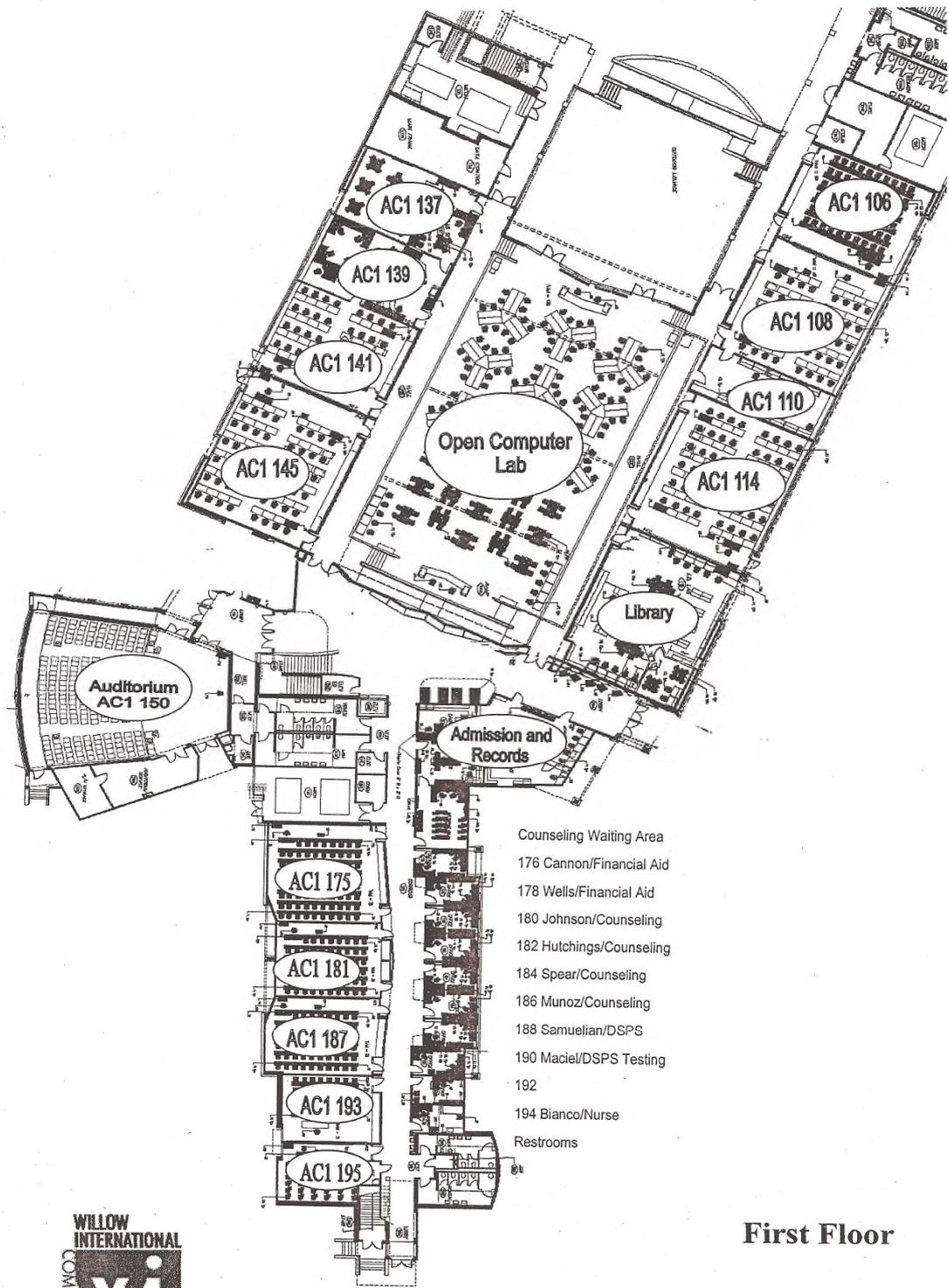
The SCCCD, in concert with the Accrediting Commission for Community and Junior Colleges (ACCJC) has developed a tentative time schedule leading to anticipated State-approved status and initial accreditation. **Exhibit 5** displays the agencies and commissions involved in the two-part schedule through the fall of 2010 for state approval and initial accreditation in 2011 or 2012.

Enrollment levels at the opening, intermediate, and final build out stages can be gleaned from **Table 6**, shown in the enrollment projection component of this report.

State Center Community College District  
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**Exhibit 3a “Academic Center One”**

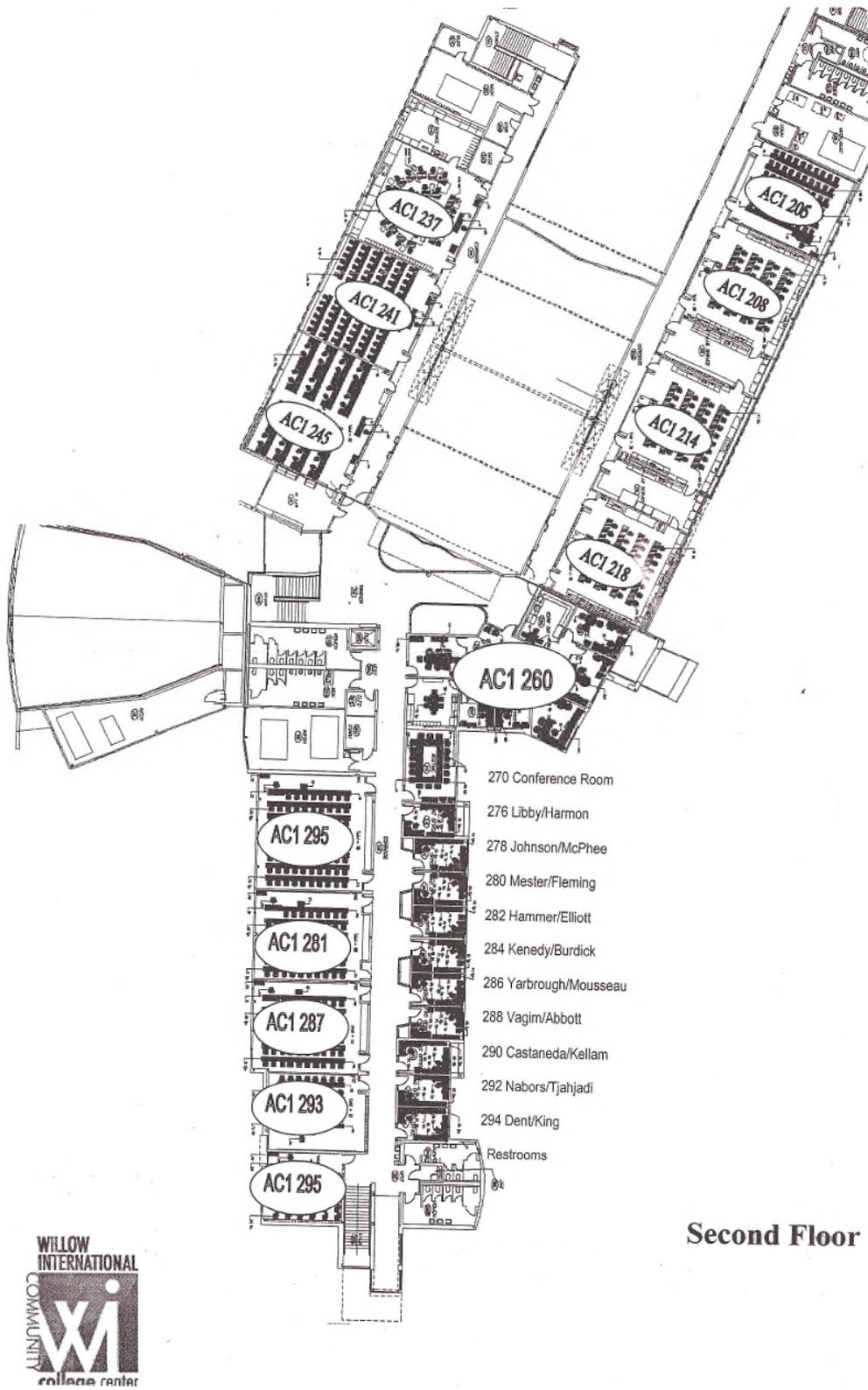
State Center Community College District  
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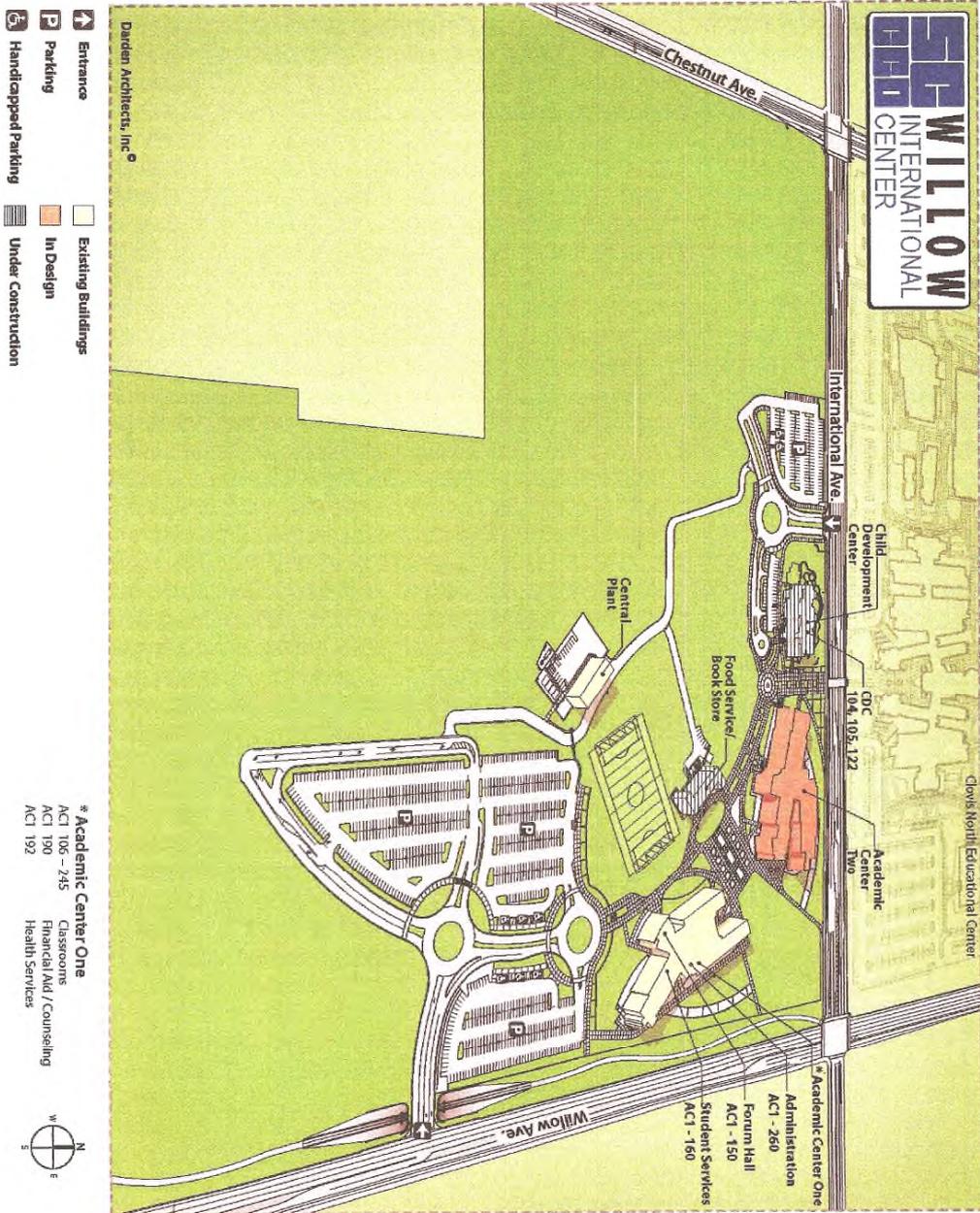
**First Floor**



**Exhibit 3b "Academic Center One"**



**Exhibit 4 Existing and Proposed Buildings**



### Exhibit 5 Approval and Accreditation Timeline



## ACCREDITATION TIMELINE PROPOSAL



Agencies	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Chancellors Office-California Community Colleges (COCCC) Board of Governors (BOG) California Postsecondary Education Commission (CPEC)	Step One: Preliminary Notice Submitted- Evaluation of Growth Potential COCCC CPEC	Step Two: Letter of Intent Submitted COCCC Review & Approval COCCC/BOG CPEC	Step Three: Needs Study Submitted CPEC	Certification of Needs Study: CPEC Dept. of Finance Office of Legislative Analyst	Approval: CPEC (One Year)			COCCC Accepts WASC recommendation
Accrediting Commission for Community and Junior Colleges (ACCJC)  Western Association of Schools and Colleges (WASC)	*Apply for Eligibility  *Options: WASC Eligibility Committee: 1. Approve 2. Reject 3. Defer to Commission  Stage One: Begin to Prepare Eligibility for Candidacy Application	*Stage One: Submit Eligibility to Apply for Candidacy Application  *Options: 1. Approve 2. Deny 3. Defer with reasons given for deferral	*Stage Two: Self Study Training  Begin the Institutional Self Study for Candidacy	*Stage Two: Complete Self Study for Candidacy  Submit Candidacy Self Study to WASC	Team Visit- Institutional Self Study for Candidacy  *Options: 1. Grant 2. Extend 3. Defer 4. Deny  Team Option: Request Initial Accreditation WASC: 1. Approve 2. Disapprove (2 year period)	Stage Three: Begin Initial Accreditation Self Study  (Students receive financial aid if candidacy is granted)	Initial Self-Study Approved by SCCCD Board of Trustees  Submit Initial Self-Study to WASC  Team Visit	Initial Accreditation WASC: *Options: 1. Grant-Midterm Report 2. Grant-Focused Midterm Report 3. Grant-Focused Midterm Report & Visit 4. Grant-Progress Report 5. Grant-Progress Report & Visit 6. Extend Candidacy 7. Defer Decision 8. Deny

***E. A tentative five-year capital outlay budget starting on the date of the first capital outlay appropriation for the proposed campus.***

Capital outlay funding for the existing WICCC came about through a successful SCCC bond measure election in November of 2002 that funded \$161,000,000 and assured participation in the State Capital Outlay Funding Program.

The text of the ballot proposition that authorized the local funding for a variety of district sponsored projects follows is shown in **Appendix A**. It illustrates that the Willow International site phases 1 and 2 would consume \$36,000,000 of the local bond funds. **Appendix B** notes that state funds for phase 1 were approved by the State Department of Finance and the State Public Works Board in June of 2004. **Appendix B** further defines capital outlay costs and construction schedule from preliminary planning September of 2003 through project completion in September 2007. **Exhibit 6** shows the phased construction of the Clovis campus from phase 1 (2000-2005) through a phase 4 (2015-2040).

**Exhibit 7** taken from the District's 2009-2013 Five Year Construction Plan, depicts major construction projects in priority order. Priority 2, the Phase 1 WICCC instructional building has been completed and is occupied and priority 7 provided the locally funded WICCC food service/bookstore facility. Priority 12 includes Academic Center Phase 2 state and local funding that will provide the additional instructional facilities to contain the increased enrollments anticipated in the years ahead.

## Exhibit 6 Construction Outlays

# Phased Construction of Clovis Campus

### A Schedule for ASF and Capital Outlay Needs

#### Space Requirements in Assignable Square Feet by Year

	Period	FTE	Total ASF	State	Non-State
Phase I	2000-2005	2034	48820	39120	9700
Phase II	2005-2010	2879	34100	32000	2100
Phase III	2010-2015	3948	86700	77700	9000
Phase IV	2015-2040	10300	254696	237000	17696
Total: All Phases			424316	385820	38496

Note: Some facilities can not be supported by state funds (parking, auxiliary services, and others)

#### Capital Outlay Requirements by Year

Phase I	State	Non-State	Total
Acquisition	0	by District	0
Site Development	8,000,000	950,000	8,950,000
Buildings	18,000,000	4,500,000	22,500,000
Total	26,000,000	5,450,000	31,450,000
Phase II			
	State	Non-State	Total
Site Development	3,000,000	990,000	3,990,000
Buildings	16,000,000	966,000	16,966,000
Total	19,000,000	1,956,000	20,956,000
Phase III			
	State	Non-State	Total
Site Development	2,000,000	1,200,000	3,200,000
Buildings	36,000,000	4,200,000	40,200,000
Total	38,000,000	5,400,000	43,400,000
Phase IV			
	State	Non-State	Total
Site Development	4,000,000	2,000,000	6,000,000
Buildings	118,000,000	8,000,000	126,000,000
Total	122,000,000	10,000,000	132,000,000
Totals for Buildout			
	State	Non-State	Total
Acquisition		by District	by District
Site Development	9,000,000	4,190,000	13,190,000
Buildings	170,000,000	13,166,000	183,166,000
Total	179,000,000	17,356,000	196,356,000

Note: Non-State funds are used for construction of those facilities that can't be funded using state funds.



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Calif. Comm. Colleges Five Year Construction Plan 6/15/2007  
**District Projects Priority Order**  
 State Center CCD Page 6

No.	Project	Occupancy		Source	Schedule of Funds							
		ASF	Total Cost		2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	
15	Facilities Modernization Campuswide											
	2009/2010											
	\$12,195,860	NonState			\$11,175,860							
16	OAB Secondary Effects											
	2010/2011											
	\$1,109,000	NonState			\$99,000	\$999,500	\$10,500					
17	CTC Site Development & Phase I Facil											
	23,303											
	\$38,160,000	State										
	\$25,441,000	NonState			\$25,441,000							
18	OAB - Auditorium - Phase IV											
	2011/2012											
	\$2,560,000	NonState			\$300,000			\$2,000,000	\$260,000			
19	OAB - North and East Wings - Phase II											
	1,384											
	\$8,663,000	State			\$143,000	\$7,728,000	\$792,000					
	\$642,000	NonState			\$642,000							
20	Bldg 34 Bungalows Renovation											
	2011/2012											
	\$583,500	NonState						\$79,356	\$504,144			
21	Student Center											
	2010/2011											
	\$600,000	NonState			\$81,600	\$518,400						
22	Child Development Center											
	12,700											
	\$9,310,000	State			\$680,000	\$8,630,000						
23	Child Development Center											
	16,480											
	\$9,750,000	State				\$364,000	\$340,000	\$8,567,000	\$479,000			
24	Physical Education Complex Moderniza											
	2,922											
	\$15,096,000	State						\$1,431,000		\$13,665,000		
25	Architectural Barrier Removal-Ph 1											
	2012/2013											
	\$1,906,000	State						\$169,000	\$1,737,000			
26	Architectural Barrier Removal - Phase											
	2012/2013											
	\$5,013,000	State						\$448,000	\$4,565,000			
27	Architectural Barrier Removal-Ph 2											
	2012/2013											
	\$736,000	State						\$80,000	\$658,000			
28	Architectural Barrier Removal-Ph 2											
	2013/2014											
	\$940,000	State						\$90,000	\$850,000			

Calif. Comm. Colleges Five Year Construction Plan 6/15/2007  
**District Projects Priority Order**  
 State Center CCD Page 7

No.	Project	Occupancy		Source	Schedule of Funds							
		ASF	Total Cost		2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	
29	Applied Technology Modernization											
	2006/2007											
	\$12,579,000	State										
30	Willow International Center											
	2007/2008											

***F. The identification of neighboring public and independent institutions in the area in which the proposed campus is to be located.***

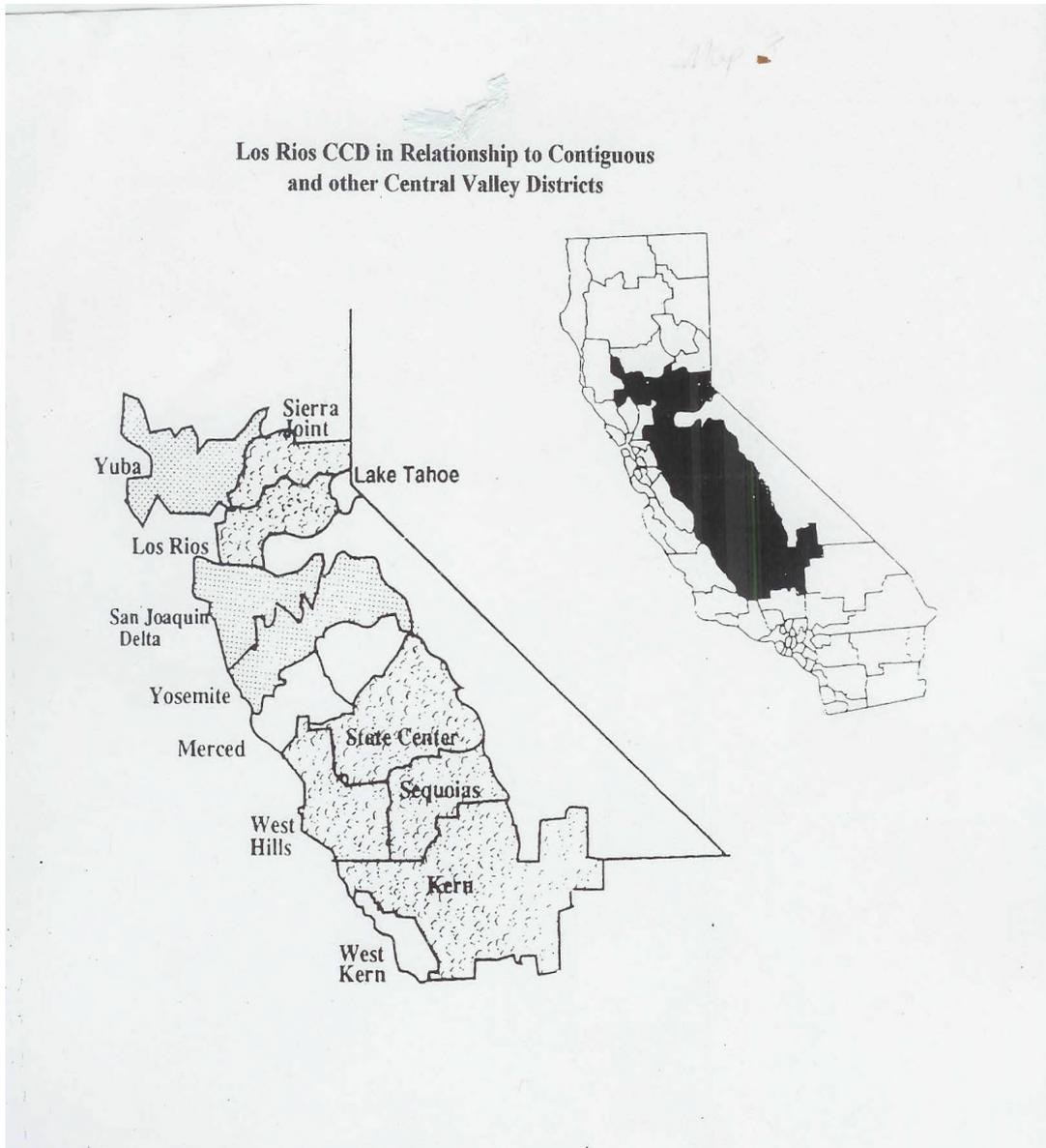
There are no accredited public or private postsecondary institutions in the immediate area in which the proposed college is to be located. However, there are several privately operated non-accredited schools in the Clovis/Fresno region. These schools normally serve a different clientele, and none of them have expressed concerns about the WICCC or the District's current plans to transition it to state-approved and accredited college status. College and Educational Centers within the District pose no threat of duplication because of the continuing surge in population and enrollments in Clovis and Northeast Fresno. That is why the earlier Clovis site that was relocated and replaced continues to function.

**Map 6** displays the Central Valley and Sierra Foothills Community College Districts. Those contiguous (or nearly so) with the SCCCD are Merced, West Hills, Sequoias, and Kern. None of their colleges are located sufficiently close to suggest duplication of resources. The closest, College of Sequoias in the Sequoias CCD is 55 minutes away. The previously displayed table 7 shows the travel distances and travel times from various other centers or colleges to Willow International Community College Center.

An important and welcomed neighboring public school is Clovis Unified School District's newly constructed educational center that houses Granite Ridge Middle School and Clovis North High School. It is located directly north of the proposed college across International Avenue. Cooperative planning for use and sharing of facilities and staff is underway, and will be highlighted in the needs study to follow. **Map 7** displays its location adjacent to the WICCC.

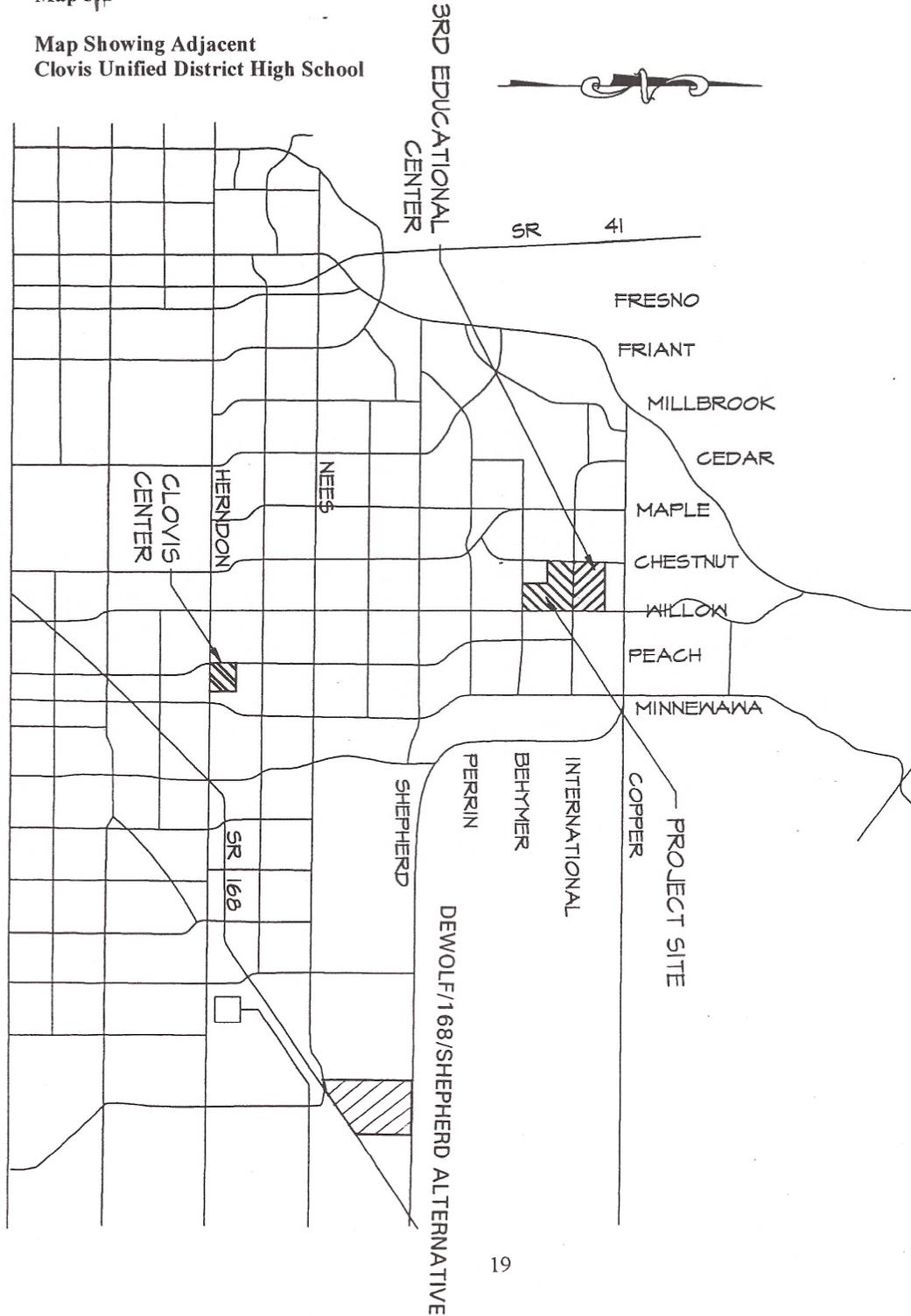
As required, the Needs Study will display numerous expressions of support from nearby colleges and universities, local officers, state representatives, and civic and educational leaders.

**Map 6. Adjoining Community College Districts**



**Map 7 Clovis Unified School District High School in relation to the WICCC**

Map Showing Adjacent  
Clovis Unified District High School



*K.D. Anderson*  
Transportation Engineers

Figure 21-1

## Appendix A Ballot Proposition and State Dept. of Finance Approvals

### FULL TEXT BALLOT PROPOSITION OF THE STATE CENTER COMMUNITY COLLEGE DISTRICT BOND MEASURE ELECTION NOVEMBER 5, 2002

The following is the full proposition presented to the voters by the State Center Community College District.

“To prepare students at Fresno City/Reedley College (Clovis, Madera, Oakhurst Centers) for transfer to four-year colleges and careers, including public safety, firefighting, healthcare technology and business, by upgrading equipment, lighting, wiring, fire safety; replacing portables; repairing plumbing, heating/ventilation; repairing/constructing/equipping classrooms, libraries, computer labs, buildings, parking, acquiring land, shall State Center Community College District issue \$161,000,000 of bonds at legal rates, with a Citizens Oversight Committee, annual financial audits and no money for administrator salaries?”

The Board of Trustees of the State Center Community College District has evaluated safety, class size reduction, and information technology needs in developing the scope of school facility projects to be funded, as outlined in the District’s Bond Implementation Plan, as shall be amended from time to time, on file with the Public Information Office, including the following projects:

#### PROJECTS

##### FRESNO CITY COLLEGE

###### Technology Upgrades

- Computer systems for vocational training
- Internet access in labs and classrooms
- Instructional space & equipment
- Local/wide area network

\$14,650,000

###### Career and Technology Center

- Modernize and add classrooms, labs, and Fire Academy training tower
- Relocate Police Academy from 50-year-old “portables” to a modern, efficient building
- Upgrade fire alarms, smoke detectors, sprinklers
- Improve access for disabled

30,000,000

###### Historic Old Administration Building (OAB)

- Seismic upgrades for earthquake safety
- New classrooms and labs for general education, vocational training
- Remove asbestos
- Improve access for disabled
- Install emergency lighting, exit signage, exterior lighting, non-slip surfaces on interior and exterior stairs for health and safety
- Health and safety repairs: sewer lines, restrooms, ventilation upgrade
- Install new fire alarms, smoke detectors, sprinklers and safety equipment

25,000,000

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**Student Technology Center** 2,500,000

- Upgrade Internet access for general education, vocational training classes in high-tech learning center
- Improve access for disabled
- Install fire alarms, smoke detectors, sprinklers, and safety equipment to meet current safety codes

**Parking** 2,630,000

- Add spaces to minimize on-street parking and relieve traffic congestion in adjoining neighborhoods

**Instructional Buildings Repairs** 7,250,000

- Make health and safety repairs of student service buildings, including improved access for disabled students
- Renovate, modernize and equip physical education facilities
- Replace outdated heating, ventilation and cooling systems
- Improve electrical wiring for Internet access, install fire safety equipment, and provide access for disabled persons at the former Police Academy bungalows

**Fresno City College: \$82,030,000**

**REEDLEY COLLEGE**

**New Classrooms** \$3,750,000

- Increase instructional space and updated equipment
- Increase Internet access
- Install upgraded electrical wiring for fire safety

**Renovate, Replace and Repair Existing Classrooms** 11,080,000

- Repair and modernize 40-year-old classrooms
- Health and safety repairs for heating / air conditioning / ventilation, plumbing, electrical systems and air quality
- Replace deteriorated physical education classrooms and facilities
- Upgrade electrical systems for Internet access

**Student Center Renovations and Repairs** 1,790,000

- Health and safety repairs, including additional electrical service to avoid risks of overloaded circuits;
- Improve heating, air conditioning and ventilation systems for energy efficiency, air quality
- Improve access for disabled students

**Replacement Facilities** 8,370,000

- Replace bookstore to meet safety standards and improve access for disabled
- Replace outdated housing to relieve pressure on neighboring community

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<b>Repair of Existing Residence Hall</b>	2,990,000
<ul style="list-style-type: none"> <li>• Improve sewer, plumbing, heating, air conditioning and ventilation systems</li> <li>• Upgrade electrical for Internet access &amp; technology</li> <li>• Improve access for disabled</li> <li>• Upgrade fire safety, smoke detector and alarm systems</li> </ul>	
	<b>Reedley College: \$27,980,000</b>
 <b>EDUCATIONAL CENTERS</b>	
<b>Madera Vocational Training Labs</b>	\$3,590,000
<ul style="list-style-type: none"> <li>• Increased instructional space to accommodate demand for vocational training</li> </ul>	
<b>Renovate Madera Student Center</b>	600,000
<ul style="list-style-type: none"> <li>• Expand bookstore, food services, and dining areas</li> </ul>	
<b>Madera Health &amp; Fitness Center</b>	300,000
<ul style="list-style-type: none"> <li>• Upgrade physical education classrooms</li> </ul>	
<b>Oakhurst Classrooms</b>	290,000
<ul style="list-style-type: none"> <li>• Add new classrooms for general education and occupational training</li> </ul>	
<b>Willow / International Site (serving NE Fresno, Clovis, Fresno County)</b>	
<ul style="list-style-type: none"> <li>• <b>Phase I:</b> Build new classrooms, computer and digital art laboratories, lecture hall, library, distance learning, and instructional and student support space</li> </ul>	23,680,000
<ul style="list-style-type: none"> <li>• <b>Phase II:</b> Build new chemistry, biology, and science classrooms, laboratories, lecture hall and instructional support space</li> </ul>	12,480,000
<b>Site Acquisition – Fourth Center</b>	10,000,000
<ul style="list-style-type: none"> <li>• Acquire land for establishment of a new educational center</li> </ul>	
	<b>Education Centers: \$50,940,000</b>

Listed repairs, rehabilitation projects and upgrades will be completed as needed at a particular site. Each project is assumed to include its share of costs of the architectural, engineering, and similar planning costs, construction management, and a customary contingency for unforeseen design and construction costs. The allocation of bond proceeds will be affected by the District's receipt of State matching funds and the final costs of each project. The District requires State matching funds to complete certain of the projects. The budget for each project is an estimate and may be affected by factors beyond the District's control. The final cost of each project will be determined as plans are finalized, construction bids are awarded, and projects are completed.

**“FISCAL ACCOUNTABILITY REQUIREMENTS.** To ensure that funds are spent as promised to voters, a Citizens Oversight Committee will monitor expenditures and make regular reports to the public. The Committee will include, among others, bona fide representatives of taxpayer, business and senior citizens organizations. Performance and financial audits will be performed annually, and all Bond expenditures will be reviewed by the Committee to ensure that funds are spent as promised to voters.”

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No Administrator Salaries. Proceeds from the sale of the bonds authorized by this proposition shall be used only for the construction, reconstruction, rehabilitation, or replacement of college facilities, including the furnishing and equipping of college facilities, and not for any other purpose, including faculty and administrator salaries and other operating expenses. By law, all funds can only be spent on repair and improvement projects.

State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

**Appendix B**

**REQUEST FOR APPROVAL TO PROCEED OR ENCUMBER FUNDS**

The Department of California Community Colleges hereby requests PWB / DOF action related to the following project:

1. **Project ID:** 40.64.500 **Project Title:** California Community Colleges  
 State Center Community College District  
 Willow International Center  
 Academic Facilities & Site Development, Phase I  
**Chap/Item:** 208/04, 6870-301-6028 (65)

2. **Requested PWB/DOF Action Date:** Jul 9, 2004 **Date of last SPWB approval:**

3. **Requested Action:** (all reporting requirements related to this request as defined in SAM, are attached)

- Site Acquisition - Section 6848 (an agenda package has been submitted to DGS)
- x Approve Preliminary Plans - Section 6851
- Approve Working Drawings - Section 6852
- Approve Proceed to Bid - Section 6852:
- Approve Construction Contract Award - Section 6853
- Request for Augmentation / Reversion - Section 6861, 6862
- Approve Scope Change - Section 6863
- Other, Specify:

4. **Project Completion Reporting:** (reporting requirements as defined in Section 6856 are attached)

- Project Occupancy
- 03/06 Project Completion (est)
- Project Close-out

5. **Project Certifications:**

CEQA Compliance: (reporting requirements as defined in Section 6850 are attached)

- x This project meets CEQA compliance requirements.
- The action requested does not invalidate the CEQA compliance.
- The action requested mandated a review of the CEQA compliance.

Scope Changes: (reporting requirements as defined in Section 6863 are attached)

- x Project scope has not changed from that as defined in the previous reporting.
- A change in project scope is necessary in order to proceed with the project.

Costs/Funding/Schedule Changes: (reporting requirements as defined in Section 6861 are attached)

- x Costs, funding, and schedules have not changed from that as defined in the previous reporting.
- Changes in cost, funding and/or schedules are necessary in order to proceed with the project.

Post-It Fax Note	Date	7/6/04
To: Brian Speer	From: Dale	
Out Dept: SECAD	CA: CCO	
Phone #	Phone #	916 221 5772
Fax #	Fax #	

I hereby certify that the above is accurate and that the necessary reporting requirements as defined in SAM are included with this request.

See Attached Letter

Project Manager

Date

Department Director/Designee

Date

**RESULTING ACTION**

- \_\_\_\_\_ The above action(s) are approved. Authority is granted to proceed when funding authority permits.
- \_\_\_\_\_ The following must be addressed prior to granting approval of all actions:

Dale  
Department of Finance

8/13/04  
Date

DF 14D (rev 7/97)  
Do#14ds/14Dex.doc

State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

<b>Capital Outlay Cost, Funding and Schedule Summary</b>							
Organization Code: 6870		Department: California Community Colleges					
Project ID Code: 40.64.500		Project Title: State Center Community College District Willow International Center Academic Facilities & Site Development, Phase I					
<p><i>This form provides a chronological history of the project. The initial column reflects the detail related to implementing the Budget Act or authorizing legislation. Subsequent columns reflect all reportable project phases listed in the schedule section below plus additional reporting for mid-phase scope/funding changes.</i></p>							
Requested Action:	2003-04	PP Estimate	WD	Bid	Group II		
	COBCP	PWB	Estimate	Result	Equipment		
PWB/DOF Action Date:	7/9/2004						
<b>COSTS</b> - Display new totals for each category. (\$ in 1,000's)							
Study							
Acquisition							
Preliminary Plans	905	905					
Working Drawings	1,606	1,606					
Total Construction	34,684	34,684	-	-	-	-	-
Equipment Phase (Group 2)	3,916	3,916					
Other (local funds)							
<b>Total Costs</b>	<b>41,111</b>	<b>41,111</b>	-	-	-	-	-
<b>Construction Detail</b> - Must tie to total construction costs above.							
ENR - Construction Cost Index	4100	4100					
Contract	31,069	31,069					
Contingency	1,553	1,553					
A&E Costs	497	497					
T & I Costs	451	451					
Construction Mgmt. Costs	1,114	1,114					
Group 2 Equipment							
Agency Retained							
<b>Total Construction</b>	<b>34,684</b>	<b>34,684</b>	-	-	-	-	-
<b>FUNDING DATA</b> - Include all funding provided. For reversions and augmentations indicate EO number.							
Chapter / Item	Must tie to Total Costs, above						
0,6870-301-6028 ( )C	34,684	34,684					
Local Funds, P	905	905					
Local Funds, W	1,606	1,606					
Change Requested							
Future Funding	3,916	3,916					
<b>Total Funding</b>	<b>41,111</b>	<b>41,111</b>	-	-	-	-	-
<b>SCHEDULE</b> - Include all project dates (MM/DD/YYYY).							
Study Completion							
Acquisition Completion							
Start Preliminary Plans	08/01/03						
Preliminary Plan Approval	02/01/04	07/09/04					
Approval to Proceed to Bid	01/01/05	06/01/05					
Contract Award Approval	03/01/05	08/01/05					
Project Completion	04/01/07	09/01/07					

State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

**COST ESTIMATE SUMMARY AND ANTICIPATED TIME SCHEDULE-JCAF 32**

District: State Center Date Prepared: February 1, 2000  
 College: Clavis Center Budget Ref. No.: \_\_\_\_\_  
 Project Name: Academic Facilities & Site Dev.-Ph. 1 CFIS Ref No.: \_\_\_\_\_  
 Prepared By: Cannon CCI/ENR Index: CCI 3909  
 Request for:      A       P       W       C       E

1. Site Acquisition	Acres: _____				
A. Purchase price of property	_____				
B. Appraisals	_____				
C. Costs incurred in escrow	_____				
D. Surveys	_____				
E. Other costs	_____				0
2. Plans and Working Drawings	<i>(Total may not exceed 13% of construction)</i>				
A. Architect's fee for preliminary plans	_____			558,410	
B. Architect's fee for working drawings	_____			717,958	
C. Project Management	_____			189,432	
D. Office of State Architect, plan check fee	_____			108,010	
E. Community College, plan check fee	_____			28,519	
F. Preliminary Tests <i>(Soil Tests)</i>	_____			50,000	
G. Other Costs (EIR and other site fee costs)	_____			220,000	1,880,328
3. Construction					
A. Utility Service	_____			4,000,000	
B. Site development, service	_____			1,500,000	
C. Site development, general	_____			2,800,000	
D. Other site development	_____			400,000	
E. Reconstruction	_____			0	
F. New Construction <i>(Building)(including Group 1 Equipment)</i>	_____			11,543,225	
G. Other -	_____			0	19,843,225
4. Tests and Inspection	18 months @ \$ 7000				325,432
5. Contingency					997,161
6. Construction Management <i>(if justified)</i>					398,864
7. Architectural and Engineering Oversight					319,092
8. Total <i>(Construction costs)(Items 3 through 7)</i>					21,985,774
9. Furniture and Group II Equipment					1,505,888
10. Total <i>(Project cost)(Items 1, 2, 8 and 9)</i>					25,389,988

11. Project Data	Outside Gross Square Feet	Assignable Square Feet	Ratio ASF/GSF	Unit Cost per ASF	Unit Cost per GSF
Construction	60,185	39,120	0.65	295.07	191.80
Reconstruction	0	0	n/a	n/a	n/a
<b>12. Anticipated Time Schedule</b>					
Start Preliminary Plans		Aug 2002	Advertise Bid for Construction		Dec 2003
Start Working Drawings		Dec 2002	Award Construction Contract		Jan 2004
Complete Working Drawings		June 2003	Advertise Bid for Equipment		Aug 2004
State Architect (ORS) Final Approval		Nov 2003	Complete Project		June 2005

State Center Community College District  
 Letter of Intent - Transition to College Status for Willow International Community College Center

**Initial Project Proposal (IPP)**

*California Community Colleges*

District Name State Center/Clovis Project Title Academic Facilities & Site Dev.-Ph. 1

**TYPE OF PROJECT AND QUALIFYING INFORMATION**

Please answer all questions. Unanswered questions will be considered not applicable.

Yes	No	N/A
-----	----	-----

- LIFE SAFETY PROJECT**  
 Required supporting report is attached to establish imminent danger.
- PROJECT DESIGN**  
 Construction and equipment design conform with State design and cost guidelines.
- INFRASTRUCTURE**  
 Loss or failure of infrastructure is imminent.
- Other funding sources have been considered (i.e. Sch. Maint., haz. Sub., other)
- MASTER PLANNING OR PROJECT PLANNING**  
 District's general fund's unrestricted ending balance is less than 5% of the total general fund expenditures refer to CCFS 311).

- Project Type**
- Instructional Space
  - Academic Support, Student Service or Administrative Space
  - Other Facility Projects, specifically
    - physical education,
    - performing arts,
    - child development,
    - maintenance,
    - warehouse,
    - cafeteria, and/or
    - other facilities to complete a balanced campus.

**Capacity/Load Ratio Analysis:** Refer to District's Five-Year Construction Plan

- Primary ASF**  Classroom,  Teaching Labs,  Library/Learning Resources,  AV/TV,  Office
- If the capacity/load ratio of any existing space is greater than 110%, this project considered remodeling existing space for efficiency.
- This project will cause ASF in at least one space category to exceed 110% of capacity/load ratio as confirmed by calculations in the Five-year Construction Plan.

**SUPPLEMENTAL INFORMATION AND ALTERNATIVES EXPLORED**

- There is an existing facility in use for proposed project.
- Cost to reconstruct existing building is more than 50% of cost of a new building.
- Usage in new building will be the same as usage in the building replaced
- Replaced building will be demolished and costs are included in the project.
- Regional or joint use project with: other college(s), agency, private developer.
- Scheduling alternatives in existing facilities (Saturday, year-round, etc.)
- Alternative instructional delivery systems, distance learning, other such means.
- District or private funding sources.
- Other This project is contingent upon the District obtaining Center Approval status

Total Construction period in number of months is 18

**Additional Forms/Pages Enclosed**

- District Five-Year Construction Plan or project-related pages from said document (Required)
- Critical life-safety third party justification (Optional)
- Engineering tests or other related documents (Optional)
- JCAF 32, Cost Estimate Summary and Anticipated Time Schedule (Optional)
- Other FPP Forms District documents related to Board Intent and project status

State Center Community College District  
Letter of Intent - Transition to College Status for Willow International Community College Center

**Exhibit 6.1**

**Initial Project Proposal (IPP)**

*California Community Colleges*

District:	State Center			<u>Check All That Apply</u> Site Acquisition <input type="checkbox"/> New Construction <input checked="" type="checkbox"/> Reconstruction <input type="checkbox"/> Replacement <input type="checkbox"/> Infrastructure <input type="checkbox"/> Equipment Only <input type="checkbox"/> Study <input type="checkbox"/> Other <input type="checkbox"/>
College/Center:	Clovis Center			
Project Name:	Academic Facilities & Site Dev.-Ph. 1			
Acquisition	\$ 0	Budget Year	2002-2003	
Prel. Plans	\$ 828,410	CC Index/ENR	3909	
Working Draw.	\$ 1,051,918	5 yr. Plan Priority		
Construction	\$ 21,983,774	Net ASF	39,120	
Equipment	\$ 1,505,886	Total GSF	60,185	
<b>Total Cost</b>	<b>\$ 25,369,988</b>			

(detailed costs optional)

**PROJECT DESCRIPTION** including total and growth WSCH (attach additional pages as needed)

Clovis Center has operated for the last nine years as an operational unit of Reedley College. It is located 40 miles from Reedley and is situated in the fastest growing area of Fresno County. Enrollment has risen to over 750 FTEs. The continuing growth patterns in this area indicate the need for additional facilities to 1) meet demand and 2) provide for a more efficient means of delivering many classes which are currently offered through temporary arrangements (including 44 rooms at Buchanan High School in Clovis). Enrollment forecasts in the Fresno area indicate the inability of either Fresno City College or Madera Educational Center to meet the demand of the eastern section of the Fresno-Clovis area.

**Describe how this project supports the district's/college's educational and facility Master Plan and Five-Year Construction Plan.**

The facility master plan has indicated the need for additional facilities to accommodate at least an additional 20,000 WSCH by the year 2008 in the Clovis Center alone. In response to this demand, the District has initiated the process of seeking center status for the Clovis Center and is pursuing an additional site with consideration of joining with the K-12 system as well as other local agencies in establishing a joint use site. With a sensitivity to the necessary timelines for funding through the State Capital Outlay funding coupled with the time sensitive integration with funding schedules of other agencies, the District deemed it prudent to initiate the process with a 2002-2003 IPP.

**Provide the CEQA status of the project. Check all that apply.**

	Project Under Review	Hearings Underway	Approved District/Filed Clearinghouse	Not Required
Notice of Exemption	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initial Study	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative Declaration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draft EIR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final EIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

District Contact: Jon Sharpe, Vice-Chancellor	Phone No.:	209-244-5910
Date: 29-Jan-00	FAX No.:	209-243-1949
Prepared by: Cannon	E mail Address	cbo570@scccd.cc.ca.us

The District approves and verifies that this proposal presents the basic scope and cost of the project.

Approved by:

Name/Title	Signature/Date
------------	----------------



## ATTACHMENT D

# Department of Finance Enrollment Projection Approval





August 28, 2013

Ms. Deborah Ikeda, President  
Willow International Community College Center  
10309 N. Willow Avenue  
Fresno, CA 93730

Dear Ms. Ikeda:

The Demographic Research Unit has reviewed and approves the following enrollment projection for Willow International Community College Center's transition to college status.

State Center Community College District		
Willow International Community College Center		
Year	Fall enrollment	Fall FTES
2013	5631	1650
2014	5713	1674
2015	5796	1698
2016	5900	1729
2017	6001	1758
2018	6080	1781
2019	6153	1803
2020	6216	1821
2021	6293	1844
2022	6375	1868
2023	6455	1891
2024	6539	1916
2025	6625	1941

We extend our best wishes for the success of the college.

Sincerely,

Bill Schooling, Chief  
Demographic Research Unit

CC. Carlos Montoya, Facility Planning Unit, CCCCCO  
Bobby Khushal, TETER



August 6, 2009

Allan Petersen  
Allan Petersen and Associates  
Educational and Facilities Planning  
5340 Bunker Court  
Fair Oaks, CA 95628

Dear Allan Petersen:

The Demographic Research Unit has reviewed and approves the following enrollment projection for State Center Community College District's proposed Clovis Community College.

State Center Community College District		
Clovis Community College		
Year	Fall Enrollment	Fall FTES
2008	5,531	1,612
2009	6,316	1,885
2010	7,101	2,169
2011	7,886	2,464
2012	8,671	2,771
2013	9,456	3,088
2014	10,207	3,405
2015	10,957	3,732
2016	11,707	4,070
2017	12,458	4,418
2018	13,208	4,777

We extend our best wishes for the success of the college.

Sincerely,

Mary Heim, Chief  
Demographic Research Unit  
Department of Finance

cc: Frederick Harris, Assistant Vice Chancellor, CCC  
Shelley Petavini, Facilities Planning Specialist, CCC  
Eric Thorson, Facilities Planning Specialist, CCC  
Stacy Wilson, Facility Review Coordinator, CPEC



# ATTACHMENT E

## Letter Granting Candidacy for Accreditation (WASC)





**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

*Western Association  
of Schools and Colleges*

10 COMMERCIAL BOULEVARD  
SUITE 204  
NOVATO, CA 94949  
TELEPHONE: (415) 506-0234  
FAX: (415) 506-0238  
E-MAIL: [accjc@accjc.org](mailto:accjc@accjc.org)  
[www.accjc.org](http://www.accjc.org)

Chairperson  
SHERRILL L. AMADOR  
Public Member

Vice Chairperson  
STEVEN KINSELLA  
Administration

President  
BARBARA A. BENO

Vice President  
SUSAN B. CLIFFORD

Vice President  
KRISTA JOHNS

Vice President  
GARMAN JACK POND

Associate Vice President  
JOHN NIXON

Associate Vice President  
NORVAL WELLSFRY

April 4, 2013

Dr. Deborah G. Blue  
Chancellor  
State Center Community College District  
1525 East Weldon Avenue  
Fresno, CA 93704

Ms. Deborah Ikeda  
Campus President  
Willow International Community College Center  
10309 North Willow Avenue  
Fresno, CA 93730

Dear Chancellor Blue and President Ikeda:

This letter confirms our conversation yesterday that Willow International Community College Center, having achieved Candidacy for Accreditation status in January 2013, has scheduled its review for initial accreditation for spring, 2015. The college will be reminded through regular processes of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the need to select an External Evaluation Team visit date and of the deadline for submitting a Self Evaluation Report of Educational Quality and Institutional Effectiveness.

The Willow International Community College Center is now considered a college for purposes of accreditation, operating under the accreditation of Reedley College. Given this new status of Willow International Community College Center, upcoming tasks include:

- Aligning the Governance Structure of the State Center Community College District to reflect the college's status
- Deciding upon and implementing a name change indicative of the college's new candidacy status with the ACCJC
- Notifying the ACCJC of the appointed Accreditation Liaison Officer
- Informing each programmatic accrediting body of the college's candidacy status
- Informing the California Community Colleges of the college's candidacy status
- Providing appropriate notice to students and the public of the institution's status and that it will continue to be operated under the accreditation of Reedley College until it achieves its initial accreditation

**RECEIVED**

APR - 8 2013

OFFICE OF THE CHANCELLOR  
STATE CENTER COMMUNITY  
COLLEGE DISTRICT

Institutions having achieved Candidacy for Accreditation are subject to the conditions stated in the *Eligibility, Candidacy, and Initial Accreditation Manual*. If an institution wishes to describe its candidate status publicly, it must use the following statement in its entirety. Note that both paragraphs are required. The Commission Policy on Representation of Accredited Status is enclosed. Any modification or extension of the statement may lead to immediate revocation of candidacy.

Willow International Community College Center is a Candidate for Accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Candidate for Accreditation is a status of preliminary affiliation with the Commission initially awarded for two years. Candidacy is not accreditation and does not assure eventual accreditation. Willow International Community College Center will undergo its next accreditation review in 2015.

Candidate for Accreditation status is granted for a term of two years, and may be renewed once. During candidacy, an institution is expected to prepare to meet all standards of accreditation and demonstrate this at the time of the Comprehensive Review for initial accreditation.

The ACCJC will be amending its *Directory of Accredited Institutions* to indicate that Willow International Community College Center is a Candidate for Accreditation and that the State Center Community College District has a third college. Our staff will be contacting you for directory data and enrollment information.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services.

Sincerely,



Barbara A. Beno, Ph.D.  
President

BAB/cms

cc: Mr. Michael White, Interim President, Reedley College

Enclosure



# ATTACHMENT F

## ADA Transition Plan: WICCC Open Issues



Filtered to show: ([qryOpenIssues].[Site] Like "\*willow\*")

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
<b>Willow International Center</b>						
<b>ACADEMIC CENTER I (11)</b>						
WI_0096	Side wall grab bar does not provide required 54" extension	Remove & reset grab bar for required extension				
WI_0082	Door requires over 5# force to open	Adjust door closer				
WI_0110	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0109	Urinal alcove measured less than 36" wide	Relocate partition to provide required clearance				
WI_0108	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0107	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0106	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0105	Door sign not eased edge	Replace with new sign with eased edge				
WI_0104	Handle on interior face of ambulatory compartment door not provided	Provide handle immediately below latch mechanism				
WI_0103	Seat cover dispenser measured over 40" AFF (Ambulatory Stall)	Reset accessories to maximum +40" AFF to operating controls				
WI_0102	TPD measured over 36" from back wall to far edge (Ambulatory Stall)	Remove and relocate dispenser to maximum 36" from back wall to far edge				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0101	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0100	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0099	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0113	TPD measured less than 19" AFF to centerline of roll	Remove and reset dispenser @ minimum +19" AFF to centerline of roll				
WI_0090	Urinal alcove measured less than 36" wide	Relocate partition to provide required clearance				
WI_0083	Interior floor mat not secured	Secure mat or eliminate				
WI_0084	Tactile Exit Sign not provided	Provide required sign on latch side of door; mounted at 60" AFF to centerline				
WI_0085	Required handrail extension @ top of stairs not provided	Remove and/or modify handrail to provide required extension				
WI_0086	Required handrail extension @ bottom of stairs not provided	Remove and/or modify handrail to provide required extension				
WI_0087	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0098	Door sign not eased edge	Replace with new sign with eased edge				
WI_0089	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0097	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0091	Door sign not eased edge	Replace with new sign with eased edge				
WI_0092	Closer not provided on door	Provide closer on door				
WI_0093	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0094	Centerline of WC measured 17 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0095	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0115	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0088	Door sign not eased edge	Replace with new sign with eased edge				
WI_0129	Urinal alcove measured less than 36" wide	Relocate partition to provide required clearance				
WI_0413	Landing exceeds 2% maximum slope any direction	Remove and replace concrete landing (5'x5' area) to provide maximum 2.0% slope in all directions.				
WI_0143	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0142	Centerline of WC measured 18 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0141	Closer not provided on accessible & ambulatory compartment doors	Provide closer on compartment doors				
WI_0140	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0139	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0138	Towel dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0137	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0136	Wall sign measured less than 60" AFF to centerline	Relocate sign @ 60" AFF to centerline				
WI_0135	Door sign not eased edge	Replace with new sign with eased edge				
WI_0134	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0133	Centerline of WC measured 18 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0132	TPD measured less than 19" AFF to centerline of roll	Remove and reset dispenser @ minimum +19" AFF to centerline of roll				
WI_0111	Centerline of WC measured 18 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0123	Seat cover dispenser measured over 40" AFF (Ambulatory Stall)	Reset accessories to maximum +40" AFF to operating controls				
WI_0116	Towel dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0117	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0118	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0119	Handle on interior face of accessible & ambulatory compartment doors not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0120	Closer not provided on accessible & ambulatory compartment doors	Provide closer on compartment door				
WI_0131	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0122	TPD measured over 36" from back wall to far edge (both accessible & ambulatory stalls)	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0130	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0124	Door sign not eased edge	Replace with new sign with eased edge				
WI_0125	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0126	Wall sign measured less than 60" AFF to centerline	Relocate sign @ 60" AFF to centerline				
WI_0127	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0128	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0112	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0121	Centerline of WC measured 18 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0043	Required handrail extension @ bottom of stairs not provided	Remove and/or modify handrail to provide required extension				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0050	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0037	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40"AFF to reflecting surface				
WI_0411	Landing exceeds 2% maximum slope any direction	Remove and replace concrete landing (5'x5' area) to provide maximum 2.0% slope in all directions.				
WI_0039	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0040	Seat cover dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0034	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0042	Required handrail extension @ top of stairs not provided	Remove and/or modify handrail to provide required extension				
WI_0033	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0044	Required handrail extension @ bottom of stairs not provided	Remove and/or modify handrail to provide required extension				
WI_0045	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0046	Door sign not eased edge	Replace with new sign with eased edge				
WI_0047	Soap dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0048	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40"AFF to reflecting surface				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0049	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0041	Required handrail extension @ top of ramp not provided	Remove and/or modify handrail to provide required extension				
WI_0406	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0412	Ramp exceeds 8.33% maximum slope	Remove and replace ramp per standards				
WI_0114	Door sign not eased edge	Replace with new sign with eased edge				
WI_0081	Handle on interior face of ambulatory compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0410	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0409	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0035	Door sign not eased edge (both entrances)	Replace with new sign with eased edge				
WI_0407	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0038	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0027	Interior floor mat not secured	Secure mat or eliminate				
WI_0028	Entrance doors (both) require over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0029	Door sign not eased edge	Replace with new sign with eased edge				
WI_0030	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0031	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0032	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0408	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0074	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0066	Towel dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0067	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0068	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0069	Centerline of WC measured 17 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0070	Side wall grab bar does not provide required 54" extension	Remove & reset grab bar for required extension				
WI_0071	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0065	Closer not provided on door	Provide closer on door				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0073	Door sign not eased edge	Replace with new sign with eased edge				
WI_0077	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0075	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0076	Centerline of WC measured 18 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0078	Required 60" minimum clearance from exterior face of accessible compartment door to adjacent wall not provided	Modification to existing improvements required; Architect to assess				
WI_0036	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0079	TPD measured over 36" from back wall to far edge (Ambulatory Stall)	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0080	Seat cover dispenser measured over 40" AFF (Ambulatory Stall)	Reset accessories to maximum +40" AFF to operating controls				
WI_0072	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0053	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0064	Door sign not eased edge	Replace with new sign with eased edge				
WI_0052	Door sign not eased edge	Replace with new sign with eased edge				
WI_0054	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0055	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0056	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0057	Door requires over 5# force to open	Adjust door closer				
WI_0059	Towel dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0060	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0061	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0062	Urinal alcove measured less than 36" wide	Relocate partition to provide required clearance				
WI_0063	Door sign measured less than 60" AFF to centerline	Remove & reset sign to 60" AFF to centerline				
WI_0058	Door sign not eased edge	Replace with new sign with eased edge				
WI_0051	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
<b>ACADEMIC CENTER II (12)</b>						
WI_0179	TPD measured over 36" from back wall to far edge (Ambulatory Stall)	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0189	Door sign not eased edge	Replace with new sign with eased edge				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0187	Required handrail extension @ bottom of stairs not provided	Remove and/or modify handrail to provide required extension				
WI_0186	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0185	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0184	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0183	Centerline of WC measured 17 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0176	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0182	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0180	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0178	Handle on interior face of ambulatory compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0205	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0198	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0177	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0181	Door sign not eased edge	Replace with new sign with eased edge				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0191	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0192	Urinal alcove measured less than 36" wide	Relocate partition to provide required clearance				
WI_0193	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0194	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0195	TPD measured over 36" from back wall to far edge (Ambulatory Stall)	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0204	Required length of ambulatory stall not provided	Modification to existing improvements required; Architect to assess				
WI_0197	Required length of ambulatory stall not provided	Modification to existing improvements required; Architect to assess				
WI_0199	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0200	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0201	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0202	Handle on interior face of ambulatory compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0203	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0206	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0175	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0196	Handle on interior face of ambulatory compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0149	Geometric symbols on door sign not contrasting colors	Replace with new sign with geometric symbols of contrasting color				
WI_0156	Door sign measured less than 60" AFF to centerline	Relocate sign @ 60" AFF to centerline				
WI_0155	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0154	Side wall grab bar measured over 33" AFF to centerline	Relocate bar to +33" AFF to centerline				
WI_0153	Centerline of WC measured 18 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0152	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0145	Door sign measured over 60" AFF to centerline	Relocate sign @ 60" AFF to centerline				
WI_0150	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0159	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0148	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0147	Required handrail extension @ top of stairs not provided	Remove and/or modify handrail to provide required extension				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0146	Required handrail extension @ bottom of stairs not provided	Remove and/or modify handrail to provide required extension				
WI_0144	Interior floor mat not secured	Secure mat or eliminate				
WI_0207	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0190	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0151	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0165	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0173	Door sign not eased edge	Replace with new sign with eased edge				
WI_0172	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0171	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0170	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0169	Centerline of WC measured 17 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0168	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0157	Switch measured over 40" FF	It is acceptable to replace with 'light sensor switch'				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0166	Switch measured over 40"FF	It is acceptable to replace with 'light sensor switch'				
WI_0158	Urinal alcove measured less than 36" wide	Relocate partition to provide required clearance				
WI_0164	Soap dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0163	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40"AFF to reflecting surface				
WI_0162	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0161	Side wall grab bar measured over 33" AFF to centerline	Relocate bar to +33"AFF to centerline				
WI_0160	Centerline of WC measured 19 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0174	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40"AFF to reflecting surface				
WI_0167	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0242	TPD measured over 36" from back wall to far edge (Ambulatory Stall)	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0230	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40"AFF to reflecting surface				
WI_0231	Soap dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0232	Urinal alcove measured less than 36" wide	Relocate partition to provide required clearance				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0233	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0234	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0235	Handle on interior face of ambulatory compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0236	TPD measured over 36" from back wall to far edge (Ambulatory Stall)	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0237	Required length of ambulatory stall not provided	Modification to existing improvements required; Architect to assess				
WI_0229	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0241	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0238	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0243	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0244	Handle on interior face of ambulatory compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0245	Required length of ambulatory stall not provided	Modification to existing improvements required; Architect to assess				
WI_0246	Exterior doors require over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0208	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0403	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0404	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0405	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0239	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0211	Required length of ambulatory stall not provided	Modification to existing improvements required; Architect to assess				
WI_0240	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0210	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0228	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0212	Handle on interior face of ambulatory compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0213	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0214	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0215	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0216	Closer not provided on accessible compartment door	Provide closer on compartment door				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0217	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0218	Centerline of WC measured 17 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0226	Centerline of WC measured 18 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0209	Centerline of WC measured 17 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0219	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0188	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0225	Required 60" minimum clearance from the pull side of the door to adjacent wall not provided	Modification to existing improvements required; Architect to assess				
WI_0224	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0223	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0222	Centerline of WC measured 18 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0221	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0220	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0227	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
<b>BOOKSTORE/CAFETERIA (41)</b>						
WI_0023	Sign not eased edge	Replace with new sign with eased edge				
WI_0014	Soap dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0008	Handle on interior face of accessible compartment door not provided	Provide handle immediately below latch mechanism				
WI_0009	Side wall grab bar does not provide required 54" extension	Remove & reset grab bar for required extension				
WI_0010	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0007	Handle on exterior face of accessible compartment door not provided	Provide handle on compartment door				
WI_0011	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0006	Soap dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0012	Switch measured over 40"FF	It is acceptable to replace with 'light sensor switch'				
WI_0013	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40"AFF to reflecting surface				
WI_0016	Handle on exterior face of accessible compartment door not provided	Provide handle on compartment door				
WI_0018	Side wall grab bar does not provide required 54" extension	Remove & reset grab bar for required extension				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0019	Interior floor mat not secured	Secure mat or eliminate				
WI_0020	Wheel Chair seating not provided; width & depth requirement not provided	Provide tables providing required clearances				
WI_0022	Soap dispenser @ lavatory (next to Office) measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0024	Geometric symbols on door sign not contrasting colors	Replace with new sign with geometric symbols of contrasting color				
WI_0025	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0026	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0015	Closer not provided on accessible compartment door	Provide closer on door				
WI_0005	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0021	Counter in Food Service Area measured over 34" AFF	Provide 36" long section of counter @ maximum +34" AFF				
WI_0003	Wall sign not provided	Provide required sign on latch side of door; mounted at 60" AFF to centerline				
WI_0002	Door requires over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0001	Wheel Chair seating not provided; width & depth requirement not provided	Provide tables providing required clearances				
WI_0017	Handle on interior face of accessible compartment door not provided	Provide handle immediately below latch mechanism				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0004	Switch measured over 40"FF	It is acceptable to replace with 'light sensor switch'				
<b>CHILD DEVELOPMENT CENTER (21)</b>						
WI_0265	Centerline of WC measured 18 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0277	Soap dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0276	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40"AFF to reflecting surface				
WI_0275	Centerline of WC measured 18 1/2" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0274	Door sign not eased edge	Replace with new sign with eased edge				
WI_0273	Closer not provided on door	Provide closer on door				
WI_0272	Soap dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0271	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40"AFF to reflecting surface				
WI_0270	Towel dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0269	Centerline of WC measured 19" from side wall	Relocate WC 18" to centerline from finished wall				
WI_0268	Door sign not eased edge	Replace with new sign with eased edge				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0248	Door require over 5# force to open	Adjust door closer				
WI_0266	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0261	Soap dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0264	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0263	Urinal alcove measured less than 36" wide	Relocate partition to provide required clearance				
WI_0262	Towel dispenser measured over 40"AFF	Reset accessories to maximum +40"AFF to operating controls				
WI_0260	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40"AFF to reflecting surface				
WI_0247	Interior floor mat not secured	Secure mat or eliminate				
WI_0267	Closer not provided on door	Provide closer on door				
WI_0284	Switch measured over 40"FF	It is acceptable to replace with 'light sensor switch'				
WI_0249	Door sign not eased edge	Replace with new sign with eased edge				
WI_0286	All exterior doors require over 5# force to open & closes less than 3 seconds @ 3" to latch	Adjust door closer				
WI_0285	Centerline of WC measured 11 1/2" from side wall	Relocate WC 12" to centerline from finished wall				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0283	Door sign not eased edge	Replace with new sign with eased edge				
WI_0282	Closer not provided on door	Provide closer on door				
WI_0281	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				
WI_0280	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0279	Door sign not eased edge	Replace with new sign with eased edge				
WI_0278	Closer not provided on door	Provide closer on door				
WI_0259	Required clearance on latch side of door not provided	Modification to existing improvements required; Architect to assess				
WI_0251	Required clearance on latch side of door not provided	Modification to existing improvements required; Architect to assess				
WI_0257	Door sign not eased edge	Replace with new sign with eased edge				
WI_0256	Door require over 5# force to open	Adjust door closer				
WI_0255	TPD measured over 36" from back wall to far edge	Remove and relocate dispenser to maximum 36" from back wall to far edge				
WI_0254	Handle on interior face of accessible compartment door not located below latch mechanism	Remove & relocate handle below latching mechanism				
WI_0253	Soap dispenser measured over 40" AFF	Reset accessories to maximum +40" AFF to operating controls				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0252	Mirror measured over 40" AFF to reflecting surface	Remove & reset mirror to maximum +40" AFF to reflecting surface				
WI_0258	Switch measured over 40" FF	It is acceptable to replace with 'light sensor switch'				
WI_0250	Switch measured over 40" FF	It is acceptable to replace with 'light sensor switch'				
<b>Site WI</b>						
WI_0372	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0373	Accessible stall does not meet required width	Restripe existing accessible stall to provide 9' minimum width				
WI_0374	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0375	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0376	Accessible stall exceeds 2% maximum slope	Remove and replace pavement in accessible parking spaces				
WI_0361	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0378	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0366	Accessible stall does not meet required width	Restripe existing accessible stall to provide 9' minimum width				
WI_0379	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0380	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0377	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0371	Accessible stall does not meet required width	Restripe existing accessible stall to provide 9' minimum width				
WI_0370	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0369	Accessible stall does not meet required width	Restripe existing accessible stall to provide 9' minimum width				
WI_0364	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0367	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0365	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0381	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0392	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0363	Accessible stall does not meet required width	Restripe existing accessible stall to provide 9' minimum width				
WI_0362	Accessible stall exceeds 2% maximum slope	Remove and replace pavement in accessible parking spaces				
WI_0368	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0393	Access aisle exceeds 2% maximum slope	Remove and replace pavement in access aisle.				
WI_0402	Accessible sign does not meet minimum height	Adjust bottom of sign to 80" AFF				
WI_0360	Access aisle exceeds 2% maximum slope	Remove and replace pavement in access aisle.				
WI_0318	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0400	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0399	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0398	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0397	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0396	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0390	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0394	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0382	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0391	Accessible stall exceeds 2% maximum slope	Remove and replace pavement in accessible parking spaces				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0401	Sign bent over and/or not secure	Re install and/or secure existing sign				
WI_0389	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0388	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0387	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0386	Accessible stall does not meet required width	Restripe existing accessible stall to provide 9' minimum width				
WI_0385	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0384	Accessible stall does not meet required width	Restripe existing accessible stall to provide 9' minimum width				
WI_0383	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0395	Access aisle exceeds 2% maximum slope	Remove and replace pavement in access aisle.				
WI_0313	Accessible sign does not meet minimum height	Adjust bottom of sign to 80" AFF				
WI_0323	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0306	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0307	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0308	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0309	Landing at top of ramp exceeds 2% minimum slope	Provide landing with maximum 2.0% slope (all directions) at top of new ramp (in sidewalk).				
WI_0310	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0304	Accessible stall exceeds 2% maximum slope	Remove and replace pavement in accessible parking spaces				
WI_0312	Uneven pavement/lip at bottom of ramp.	Remove section of concrete/paving and replace per standards				
WI_0303	Access aisle exceeds 2% maximum slope	Remove and replace pavement in access aisle.				
WI_0314	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0315	Accessible sign does not meet minimum height	Adjust bottom of sign to 80" AFF				
WI_0316	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0317	Accessible sign does not meet minimum height	Adjust bottom of sign to 80" AFF				
WI_0319	Accessible sign does not meet minimum height	Adjust bottom of sign to 80" AFF				
WI_0321	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0320	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0311	Ramp exceeds 2% maximum cross slope	Remove and reconstruct ramp				
WI_0295	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0287	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0288	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0289	Path of travel exceeds 5% slope in direction of travel	Remove and replace concrete and/or pavement where slopes exceed 5%				
WI_0290	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0291	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0292	Ramp exceeds 8.33% maximum slope	Remove and replace ramp per standards				
WI_0305	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0294	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0324	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0296	Accessible stall exceeds 2% maximum slope	Remove and replace pavement in accessible parking spaces				
WI_0297	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0298	Access aisle exceeds 2% maximum slope	Remove and replace pavement in access aisle.				
WI_0299	Accessible stall exceeds 2% maximum slope	Remove and replace pavement in accessible parking spaces				
WI_0300	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0301	Accessible stall exceeds 2% maximum slope	Remove and replace pavement in accessible parking spaces				
WI_0302	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0293	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0351	Scores do not meet 12" width requirement	Remove section of concrete with 'grooving' at top of ramp and provide 12" wide growing on level surface (landing).				
WI_0322	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0344	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0345	Scores do not meet 12" width requirement	Remove section of concrete with 'grooving' at top of ramp and provide 12" wide growing on level surface (landing).				
WI_0346	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0347	Scores do not meet 12" width requirement	Remove section of concrete with 'grooving' at top of ramp and provide 12" wide growing on level surface (landing).				
WI_0348	Lip at bottom of ramp not flush	Remove section of concrete and replace with flush lip at bottom of ramp				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0342	Landing at top of ramp exceeds 2% minimum slope	Provide landing with maximum 2.0% slope (all directions) at top of new ramp (in sidewalk).				
WI_0350	Lip at bottom of ramp not flush	Remove section of concrete and replace with flush lip at bottom of ramp				
WI_0341	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0352	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0353	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0354	Scores do not meet 12" width requirement	Remove section of concrete with 'grooving' at top of ramp and provide 12" wide grooving on level surface (landing).				
WI_0355	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0356	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0357	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				
WI_0358	Accessible stall does not meet required width	Restripe existing accessible stall to provide 9' minimum width				
WI_0349	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0333	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0325	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0326	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0327	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0328	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0329	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0330	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0343	Ramp exceeds 8.33% maximum slope	Remove and replace ramp per standards				
WI_0332	Ramp exceeds 8.33% maximum slope	Remove and replace ramp per standards				
WI_0359	Accessible stall exceeds 2% maximum slope	Remove and replace pavement in accessible parking spaces				
WI_0334	Uneven pavement/lip at bottom of ramp.	Remove section of concrete/paving and replace per standards				
WI_0335	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
WI_0336	Path of travel exceeds 2% maximum cross slope	Remove and replace concrete and/or pavement where slopes exceed 2%				
WI_0337	ISA sign not provided	Install ISA sign per current standard				
WI_0338	"Minimum Fine \$250" not provided	Add "Minimum Fine \$250" Sign and adjust bottom of sign to 80" AFF				

ID	Title	Recommendation	Assigned To	Status	Due Date	Priority
WI_0339	Accessible stall exceeds 2% maximum slope	Remove and replace pavement in accessible parking spaces				
WI_0340	Detectable warning (truncated domes) not provided. (areas other than ramps)	Install required detectable warning surface				
WI_0331	Detectable warnings do not extend full length and width of ramp	Install required detectable warning surface				
<hr/> Subtotal		413				
<hr/> Total		413				



# ATTACHMENT G

## Letters of Support





Fresno City College

1101 East University Avenue, Fresno, California 93741 Phone: 559-442-4600 FAX: 559-265-5777

*Office of the President*

August 28, 2013

Ms. Deborah Ikeda, Campus President  
Willow International Community College Center  
10309 North Willow Avenue  
Fresno, CA 93730

Dear President Ikeda:

This letter serves as Fresno City College's support of Willow International Community College Center transitioning from a center of Reedley College to the third college within the State Center Community College District. Fresno City College was consulted during this process, and we support the Willow International College Center transitioning to a stand-alone college. The educational center-to-college status will not impact enrollment projections and will not cause any negative financial impacts to Fresno City College.

The conversion of the current Willow International Community College Center to a stand-alone community college will not reduce existing and projected enrollments, will not damage the economy of our operation, create excess enrollment capacity, or lead to an unnecessary duplication of programs at Fresno City College.

You have my unqualified support. Please feel to contact me if you have any questions.

Sincerely,

Tony Cantú  
President



995 N. Reed Avenue., Reedley, CA 93654  
T: 559-638-3641 F: 559-638-5040  
www.reedleycollege.edu



30277 Avenue 12, Madera, CA 93638  
T: 559-675-4800 F: 559-675-4820  
www.maderacenter.com



P.O. Box 1910, 40241 Hwy 41,  
Oakhurst, CA 93644  
T: 559-683-3940 F: 559-683-4193  
www.oakhurstcenter.com

August 6, 2013

Deborah Ikeda, Campus President  
Willow International Community College Center  
10309 N. Willow Avenue  
Fresno, CA 93730

Dear President Ikeda:

Currently Willow International Community College Center (WICCC) is going through the process to become the third community college in the State Center Community College District (SCCCD). WICCC is currently accredited as a center of Reedley College by the Accrediting Commission for Community and Junior Colleges (ACCJC) under the Western Association of Schools and Colleges (WASC). The Willow International campus currently serves about 5,000 students and offers a variety of basic skill, transfer, and Career & Technical Education courses. This campus relocated to the intersection of Willow Avenue and International Avenue in August 2007 from the former Clovis Center location at Herndon Avenue and Peach Avenue. In addition, at the conclusions of this transitioning process, WICCC will be renamed Clovis Community College. As a part of this transitional process, a Needs Study Report will be submitted by WICCC to the California Community College Chancellor's Office. Reedley College has been requested to provide a letter of support of WICCC transitioning from a center of Reedley College to the third college within the SCCC. I can verify Reedley College was consulted during this process and that we support WICCC transitioning into a stand-alone college. I also validate that the educational center-to-college status will not impact enrollment projections and will not cause any negative financial impacts to Reedley College.

The conversion of the current WICCC to a stand-alone community college will not reduce existing and projected enrollment capacity, and will not lead to an unnecessary duplication of programs at Reedley College.

Please consider this memo as a letter of support from Reedley College. Please feel free to contact me at (559)638-3641 if you should have any questions.

Thank you,

Dr. Sandra Caldwell  
President

August 15, 2013

Deborah Ikeda, Campus President  
Willow International Community College Center  
10309 N. Willow Avenue  
Fresno, CA 93730

Dear President Ikeda:

Currently Willow International Community College Center (WICCC) is going through the process to become the third community college in the State Center Community College District (SCCCD). Willow International Community College Center is currently accredited as a center of Reedley College by the Accrediting Commission for Community and Junior Colleges (ACCJC) under the Western Association of Schools and Colleges (WASC). The Willow International campus currently serves about 5,000 students and offers a variety of basic skill, transfer, and Career & Technical Education courses. This campus relocated to the intersection of Willow Avenue and International Avenue in August 2007 from the former Clovis Center location at Herndon Avenue and Peach Avenue. In addition, at the conclusions of this transitioning process, Willow International Community College Center will be renamed Clovis Community College. As part of this transitional process, a Needs Study Report will be submitted by WICCC to the California Community College Chancellor's Office. College of the Sequoias has been requested to provide a letter of support of Willow International Community College Center transitioning from a center of Reedley College to the third college within the State Center Community College District. I can verify College of the Sequoias was consulted during the process and that we support the Willow International College transitioning into a stand-alone college. I also validate that the educational center-to-college status will not impact enrollment projections and will not cause any negative financial impacts to College of the Sequoias.

The conversion of the current Willow International Community College Center to a stand-alone community college will not reduce existing and projected enrollments, will not damage the economy of our operation, will not create excess enrollment capacity, and will not lead to an unnecessary duplication of programs at College of the Sequoias.

Please consider this memo as a letter of support from College of the Sequoias. Please feel free to contact me if you have any questions at (559) 730-3745.

Sincerely,



Stan A. Carrizosa

## **COALINGA**

August 1, 2013

Deborah Ikeda, Campus President  
Willow International Community College Center  
10309 N. Willow Avenue  
Fresno, CA 93730

Dear President Ikeda:

I understand that currently Willow International Community College Center (WICCC) is going through the process to become the third community college in the State Center Community College District (SCCCD). Willow International Community College Center is currently accredited as a center of Reedley College by the Accrediting Commission for Community and Junior Colleges (ACCJC) under the Western Association of Schools and Colleges (WASC). The Willow International campus currently serves about 5,000 students and offers a variety of basic skill, transfer, and Career & Technical Education courses. This campus relocated to the intersection of Willow Avenue and International Avenue, over 70 miles away from West Hills College Coalinga.

As part of the transitional process, a Needs Study Report will be submitted by WICCC to the California Community College Chancellor's Office.

West Hills College, Coalinga has been requested to provide a letter of support of Willow International Community College Center transitioning from a center of Reedley College to the third college within the State Center Community College District. I can verify West Hills College, Coalinga was consulted during this process and that we support the Willow International College transitioning into a stand-alone college. I also validate that the educational center-to-college status will not impact enrollment projections and will not cause any negative financial impacts to West Hills College, Coalinga.

The conversion of the current Willow International Community College Center to a stand-alone community college will not reduce existing and projected enrollments, will not damage the economy of our operation, will not create excess enrollment capacity, and will not lead to an unnecessary duplication of programs at West Hills College, Coalinga College.

Please consider this as a letter of support from West Hills College, Coalinga College. Please feel to contact me if you have any questions.

Sincerely,



Carole Goldsmith



Don Warkentin, President  
(559) 925-3217  
donwarkentin@whccd.edu

## LEMOORE

August 14, 2013

Deborah Ikeda, Campus President  
Willow International Community College Center  
10309 N. Willow Avenue  
Fresno, CA 93730

Dear President Ikeda:

It is my understanding that Willow International Community College Center (WICCC) is currently undergoing the process to become the third community college within the State Center Community College District (SCCCD) and, furthermore, that WICCC is currently accredited as a center of Reedley College by the Accrediting Commission for the Community and Junior Colleges (ACCJC) under the Western Association of Schools and Colleges (WASC). Additionally, I understand that your campus currently serves about 5,000 students offering a variety of basic skill, transfer, career and technical courses.

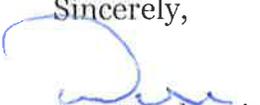
In this regard, this correspondence serves to provide WICCC with West Hills College Lemoore's (WHCL) support relative to its transition from a center of Reedley College to the third community college within the SCCC. This further serves as verification that WICCC consulted WHCL during this process and that WHCL supports WICCC's transition to a stand-alone college which will then be renamed following its transition to Clovis Community College.

Moreover, please allow this to confirm that WICCC's educational center-to-college status will not impact WHCL's existing or projected enrollment projects, and, likewise, will not cause any negative financial impact to WHCL. Lastly, this shall confirm that WICCC's transition to a stand-alone college will not create excess enrollment capacity and will not lead to an unnecessary duplication of any programs found here at WHCL.

Please deem this letter as confirmation of West Hills College Lemoore's support for WICCC's transition to the third community college within the State Center Community College District.

Should you have any questions, or require further information, kindly give me a call.

Sincerely,

  
Don Warkentin  
President  
West Hills College Lemoore

**MERCED COMMUNITY COLLEGE DISTRICT**

3600 M Street, Merced, California 95348-2898

Telephone 209-384-6000 • Fax: 209-384-6043



Ronald C. Taylor, Ph.D

Superintendent/President

**BOARD OF TRUSTEES**

Dennis Jordan, Board President

Cindy Lashbrook, Vice President

Les McCabe, Clerk

Gary Arzamendi

Wayne Hicks

Jean Upton

Joe Gutierrez

September 3, 2013

Deborah Ikeda, Campus President  
Willow International Community College Center  
10309 N. Willow Avenue  
Fresno, CA 93730

Dear President Ikeda:

Merced College is aware that Willow International Community College Center (WICCC) is going through the process to become the third community college in the State Center Community College District (SCCCD). WICCC is currently accredited as a center of Reedley College by the Accrediting Commission for Community and Junior Colleges (ACCJC) under the Western Association of Schools and Colleges (WASC). The Willow International campus currently serves about 5,000 students and offers a variety of basic skill, transfer, and Career & Technical Education courses. This campus relocated to the intersection of Willow Avenue and International Avenue in August 2007 from the former Clovis Center location at Herndon Avenue and Peach Avenue. In addition, at the conclusions of this transitioning process, WICCC will be renamed Clovis Community College. As part of this transitional process, a Needs Study Report will be submitted by WICCC to the California Community College Chancellor's Office.

On behalf of Merced College, I am happy to provide this letter of support of WICCC transitioning from a center of Reedley College to the third college within the SCCC. I can verify Merced College was consulted during this process and that we support WICCC transitioning into a stand-alone college. I also validate the educational center-to-college status will not impact enrollment projections and will not cause any negative financial impacts to Merced College.

The conversion of the current WICCC to a stand-alone community college will not reduce existing and projected enrollments, will not damage the economy of our operation, will not create excess enrollment capacity, and will not lead to an unnecessary duplication of programs at Merced College.

Please feel to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink that reads 'Ronald C. Taylor'.

Ronald C. Taylor, Ph.D.  
Superintendent/President



435 College Avenue • Modesto, California 95350-5808

**Jill Stearns**  
President

[mjc.edu](http://mjc.edu)

August 23, 2013

Deborah Ikeda, Campus President  
Willow International Community College Center  
10309 N. Willow Avenue  
Fresno, CA 93730

Dear President Ikeda:

This letter serves to confirm that Modesto Junior College was consulted during the transitional process of Willow International Community College Center becoming Clovis Community College. Clovis Community College will be the third stand-alone college of the State Center Community College District. The transition from center-to-college status will not impact the enrollment projections nor will it cause any direct negative financial impacts to Modesto junior College.

The conversion of the current Willow International Community College Center to a stand-alone community college will not reduce existing and projected enrollments, will not damage the economy of our operation, will not create excess enrollment capacity, and will not lead to an unnecessary duplication of programs at Modesto Junior College.

Modesto Junior College supports the transition to Clovis Community College. Please feel free to contact me with any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jill Stearns', is written over a large, light blue circular graphic element.

Jill Stearns  
President  
Modesto Junior College

May 15, 2013

President Deborah Ikeda  
Willow International Community College Center  
10309 N. Willow Ave.  
Fresno, CA 93730

Dear President Ikeda:

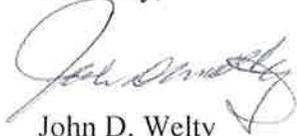
We are aware that Willow International Community College Center (WICCC) is going through the process to become the third community college in the State Center Community College District (SCCCD). WICCC is currently accredited as a center of Reedley College by the Accrediting Commission for Community and Junior Colleges (ACCJC) under the Western Association of Schools and Colleges (WASC). The WICCC campus currently serves about 5,300 students and offers a variety of basic skill, transfer, and Career & Technical Education courses. This campus relocated to the intersection of Willow and International Avenues in August, 2007 from the former Clovis Center location at Herndon and Peach Avenues. In addition, at the conclusion of this transition process, WICCC will be renamed Clovis Community College.

As part of this transitional process, California State University, Fresno has been requested to provide a letter of support for WICCC transitioning from a center of Reedley College to the third college within the SCCC. I can verify that Fresno State was consulted during this process and that we support WICCC transitioning into a stand-alone college. I also validate that the educational center-to-college status will not impact enrollment projections and will not cause any negative financial impacts to.

The conversion of the current WICCC to a stand-alone community college will not reduce existing and projected enrollments, will not damage the economy of our operation, will not create excess enrollment capacity, and will not lead to an unnecessary duplication of programs at Fresno State.

Please consider this memo as a letter of support from Fresno State. Please feel to contact me if you have any questions.

Sincerely,



John D. Welty  
President

JDW/mej

# UNIVERSITY OF CALIFORNIA, MERCED

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

OFFICE OF THE CHANCELLOR

UNIVERSITY OF CALIFORNIA, MERCED  
5200 NORTH LAKE ROAD  
MERCED, CA 95343  
(209) 228-4417

August 30, 2013

Ms. Deborah Ikeda, President  
Willow International Community College Center  
10309 N. Willow Avenue  
Fresno, CA 93730

Dear President Ikeda:

I am writing to verify that the University of California, Merced (UC Merced) was consulted during the process of transitioning Willow International Community College Center to a third community college in the State Center Community College District and supports the transition of Willow International Community College Center to a stand-alone college.

UC Merced opened in 2005 as the 10<sup>th</sup> campus in the University of California system. Located in the San Joaquin Valley, approximately 60 miles north of the Willow International Community College Center site, UC Merced was built with a special mission to increase college-going rates among students in the San Joaquin Valley, along with significantly expanding access to the UC system for students throughout the state of California. The fall 2013 academic semester welcomed 6,200 undergraduate and graduate students to the UC Merced campus, studying a range of subjects from anthropology to quantum chemistry.

Willow International Community College Center's transition from an accredited educational center of Reedley College to a stand-alone community college renamed the Clovis Community College will not reduce existing and projected enrollments or create excess enrollment capacity at UC Merced; nor will it cause any negative financial impacts to UC Merced. The 5,000 students currently studying basic skill, transfer, career and technical courses at Willow International Community College Center will not lead to an unnecessary duplication of programs at UC Merced or damage the economy of UC Merced's operation.

UC Merced supports Willow International Community College Center's transition to a stand-alone college in the State Center Community College District.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dorothy Leland", is written over a faint, larger signature.

Dorothy Leland  
Chancellor

September 1, 2013

Deborah Ikeda, Campus President  
Willow International Community College Center  
10309 N. Willow Avenue  
Fresno, CA 93730



Dear President Ikeda:

Currently Willow International Community College Center (WICCC) is going through the process to become the third community college in the State Center Community College District (SCCCD). Willow International Community College Center is currently accredited as a center of Reedley College by the Accrediting Commission for Community and Junior Colleges (ACCJC) under the Western Association of Schools and Colleges (WASC). The Willow International campus currently serves about 5,000 students and offers a variety of basic skill, transfer, and Career & Technical Education courses. This campus relocated to the intersection of Willow Avenue and International Avenue in August 2007 from the former Clovis Center location at Herndon Avenue and Peach Avenue. In addition, at the conclusions of this transitioning process, Willow International Community College Center will be renamed Clovis Community College. As part of this transitional process, a Needs Study Report will be submitted by WICCC to the California Community College Chancellor's Office.

Fresno Pacific University has been requested to provide a letter of support of Willow International Community College Center transitioning from a center of Reedley College to the third college within the State Center Community College District. I can verify Fresno Pacific University was consulted during this process and that we support the Willow International College transitioning into a stand-alone college. I also validate that the educational center-to-college status will not impact enrollment projections and will not cause any negative financial impacts to Fresno Pacific University.

The conversion of the current Willow International Community College Center to a stand-alone community college will not reduce existing and projected enrollments, will not damage the economy of our operation, will not create excess enrollment capacity, and will not lead to an unnecessary duplication of programs at Fresno Pacific University.

Please consider this memo as a letter of support from Fresno Pacific University. Please feel to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Pete C. Menjares", written in a cursive style.

Pete C. Menjares, Ph.D.  
President



September 5, 2013

Chancellor Brice Harris  
California Community Colleges Chancellor's Office  
1102 Q Street  
Sacramento, CA 95811

Re: Letter of Support for Willow International Community College Center

Dear Chancellor Harris:

On behalf of the Clovis Unified School District, I am honored to offer our support for the Willow International Community College Center (WICCC) to be developed into a comprehensive community college called Clovis Community College.

The community we serve is in Fresno County, an area challenged by some of the state's lowest college going and baccalaureate rates. I have seen the economic difficulties of the past five to seven years create an even greater barrier to college opportunities for many of our students, and I have been proud to see the Willow International Community College Center become an invaluable resource to these same students. In case after case, I have heard stories of Clovis Unified students, who would not otherwise be able to attend college, have the opportunity to start on a successful path to a college degree at the Willow International Community College Center.

These opportunities would expand to reach even more residents of the area if the WICCC was converted into Clovis Community College. Resources to equip a well-trained, well-educated workforce translate to a stronger, more vibrant community and spur economic development. Successful communities are built on a well-educated citizenry, and this effort to increase college access in our area should be supported.

Clovis Unified is pleased to offer our support of Willow International Community College Center's application to become a comprehensive community college, Clovis Community College. Thank you for your consideration of this most important opportunity for the Fresno County community.

Sincerely,

A handwritten signature in blue ink that reads "Janet Young". The signature is written in a cursive style and is positioned above the printed name and title.

Janet Young, Ed.D.  
Superintendent  
Clovis Unified School District

**Governing Board**  
Sandra A. Bengel  
Christopher Casado  
Brian D. Heryford  
Ginny L. Hovsepian  
Richard Lake, C.P.A.  
Elizabeth J. Sandoval  
Jim Van Volkinburg, D.D.S.

**Administration**  
Janet L. Young, Ed.D.  
*Superintendent*  
Carlo Prandini, Ph.D.  
*Associate Superintendent*  
Cheryl Rogers, Ed.D.  
*Associate Superintendent*  
Steve Ward  
*Associate Superintendent*

cc: Deborah J. Ikeda, Campus President, Willow International Community College Center



# CITY OF CLOVIS

CITY HALL • 1033 FIFTH STREET • CLOVIS, CA 93612

August 29, 2013

Deborah J. Ikeda  
Willow International Community College Center  
10309 N. Willow Avenue  
Fresno, CA 93730

Dear Ms. Ikeda:

Willow International Community College Center has been a great asset to our community and as Clovis Community College, a comprehensive community college, it would be able to provide even more educational opportunity for our students/citizens. We are located in Fresno County which has one of the lowest college going rates and baccalaureate level achievement in California. A comprehensive college would significantly add to the opportunity our students/citizens would have to attend a public post-secondary institution to help improve the level of education in our county.

Fresno County has significantly higher unemployment rates than the rest of California. The City recognizes educational attainment as a key to improving economic conditions in the City of Clovis and Fresno County. With a comprehensive community college in place, access to educational opportunities in Clovis and the County would increase. This would allow the region to reach its economic development goals by attracting higher wage jobs and allowing residents to reach their full potential, thus increasing the quality of life for all.

We strongly support Willow International Community College Center's application to become a comprehensive community college, Clovis Community College. If you have any questions, please feel free to contact me at (559) 324-2063.

Sincerely,

Robert Woolley  
City Manager



September 6, 2012

Ms. Deborah Ikeda, Campus President  
Willow International Community College Center  
10309 N. Willow  
Clovis, CA 93730

Dear Deborah Ikeda:

Willow International Community College Center, already an outstanding asset, will provide even more educational opportunities as Clovis Community College, an even greater comprehensive educational center.

Fresno County has one of the lowest college-going rates and baccalaureate achievement levels in California. A comprehensive college would add significantly to the opportunity for our student population to attend a public post-secondary institution to help improve the level of education in our county.

With some of the highest unemployment rates in the state, Fresno County will benefit from a new comprehensive college in our region, sure to spur economic growth with a job-ready workforce to both local and potential new employers.

The Clovis Chamber of Commerce strongly supports Willow International Community College Center's application to become a comprehensive community college, Clovis Community College.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark B", with a long, sweeping horizontal line extending to the right and a large loop at the end.

Mark Blackney, CEO/President



The Clovis Rotary Club  
P.O. BOX 496, CLOVIS, CALIFORNIA 93613-0496

September 2, 2013

California Community College Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811

Re: Request of support for Willow International Community College Center [WICCC] development into Clovis Community College.

To whom it may concern,

It is our pleasure to support the Willow International Community College Center (WICCC) in their desire to develop the facility into a comprehensive Community College Center; Clovis Community College. The Center's positive effect in the community has been powerful, and we strongly believe their transitioning into Clovis Community College will mean great things for the future of Fresno County.

Clovis Rotary, as a business and service organization, especially appreciates having WICCC in the community and believe allowing WICCC to become a comprehensive college would only enhance the value of the institution for our community. Currently, Fresno County has one of the lowest college entry rates and baccalaureate levels of achievement in California. A local comprehensive college would add an excellent opportunity to our students/citizens to attend a public post-secondary institution, and take a big step towards improving the level of education in our county at-large.

Additionally, Fresno County has significantly higher unemployment rates than the rest of California. A new comprehensive college located in our region would help spur economic growth by providing a trained workforce to our local employers and potential new employers. WICCC has been a valuable asset to our community and as Clovis Community College; it would be able to provide even more educational opportunity for our citizens. We strongly support Willow International Community College Center's application to become a comprehensive community college, Clovis Community College.

Yours sincerely,

Rotary Club of Clovis Board of Directors – Carolyn Dickson, Ed Flores, Ed Goodwin, James Johnson, Jamie Lowitz, Sean Lockett, Rich Manfreda, Yvonne Matrocce, Nick Maxwell, Bill Mayhugh, Mary Williams, Linda Titus, Stanley Simonian and

A handwritten signature in cursive script, reading "Chuck Miller", written over a horizontal line.

Chuck Miller, 2013-14 President, Rotary Club of Clovis

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*Is it the truth? Is it fair to all concerned?  
Will it build good will and better friendship? Will it be beneficial to all concerned?*

– The Four-Way Test

# Kiwanis

*Kiwanis Club of Clovis P. O. 705 Clovis CA 93613-0705*

*September 4, 2013*

Deborah J. Ikeda,  
Campus President  
Willow International Community College Center  
10309 N. Willow Ave.  
Fresno, CA 93730

The *Kiwanis Club of Clovis* is writing in support of the application of the Willow International Community College Center (WICCC) to become the 113th community college in the State of California as the Clovis Community College. Our organization, in cooperation with the Kiwanis Clubs of Division 5 in Fresno and Madera Counties and the State Center Community College District, has been an active supporter of the existing community colleges in our area.

Clovis has a population approaching nearly one hundred thousand individuals. The Clovis area needs a more skilled workforce to overcome the blight of unemployment and poverty which disproportionately affects our region. As an independent community college, Clovis Community College would also attract more students since many young people have the misconception that an education at the Willow Center, with its limited offerings, is not the same as getting a degree by attending either Fresno City College or Reedley College.

The establishment of the Clovis Community College will highlight the importance of developing the infrastructure necessary to expand post-secondary educational opportunities in the Fresno-Clovis metropolitan area for our increasingly diverse population. As a comprehensive community college, Clovis Community College would be able to expand its offerings. Such a college will provide our student population with the knowledge and background necessary to compete in today's economy. Clovis Community College would provide affordable workforce training, certificate and degree programs, as well as preparation for transfer to UC, CSU and other four-year post-secondary institutions.

The *Kiwanis Club of Clovis* is therefore proud to endorse the application of the WICCC to be designated as the Clovis Community College as a means to advance the educational, social and economic development of our community.

Sincerely,

Steve Hall  
President



Willow International Community College Center  
State Center Community College District  
Needs Assessment



# ATTACHMENT H

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## CEQA Documentation



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

PRESENTED TO BOARD OF TRUSTEES

DATE: February 5, 2002

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SUBJECT: Public Hearing and Consideration of Resolution      ITEM NO. 02-36  
for Certification of Environmental Impact Report  
for Willow/International Community College  
Center Project

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EXHIBIT: Resolution

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Background:

For the past several months the District has been in the process of completing the necessary Environmental Impact Reports (EIRs) for the Willow/International Community College Center. The Draft Environmental Impact Report was completed in December and the District has responded to comments received as a result of the Draft EIR. In order to certify the Final Environmental Impact Report, which includes the responses to concerns identified in the Draft EIR, it is necessary to conduct a public hearing on the project.

A Notice of Public Hearing has been sent to the appropriate parties and properly posted. It is, therefore, appropriate for the Board of Trustees to conduct a public hearing on the proposed Willow/International Community College Center project at or as soon after 4:30 p.m. as possible.

After conducting the public hearing, it is appropriate for the Board to consider certifying the Final Environmental Impact Report, pursuant to the California Environmental Quality Act, and to approve the project. As the Board is aware, the project consists of the acquisition of 108.78 gross acres by the State Center Community College District and the development of a community college center on the site. It is anticipated that the college center will be developed in multiple phases over a 20-year (or longer) period and would serve approximately 10,000 students (6,500 FTE) in 2020. The actual timing of construction will be dependent upon enrollment growth and funding availability.

Fiscal Impact:

None

Recommendation:

It is recommended that the Board of Trustees:

- a) conduct a public hearing at 4:30 p.m. (or as soon thereafter as possible) on the proposed Willow/International Community College Center (project); and
- b) after completion of the public hearing, certify the Final Environmental Impact Report (Final EIR) pursuant to the California Environmental Quality Act, approve the project, and adopt Resolution No. 02-36, Findings and Statement of Overriding Considerations Pursuant to State CEQA Guidelines Sections 15091 and 15093.

**BEFORE THE BOARD OF TRUSTEES OF THE  
STATE CENTER COMMUNITY COLLEGE DISTRICT  
FRESNO COUNTY, CALIFORNIA**

<b>In the Matter of</b>  <b>WILLOW/INTERNATIONAL COMMUNITY COLLEGE CENTER</b>	) <b>RESOLUTION No. <u>02-36</u></b> ) ) <b>A RESOLUTION CERTIFYING A FINAL</b> ) <b>ENVIRONMENTAL IMPACT REPORT,</b> ) <b>ADOPTING A MITIGATION REPORTING</b> ) <b>PROGRAM, MAKING WILLIAMSON ACT</b> ) <b>FINDINGS, AND APPROVING THE</b> ) <b>PROPOSED WILLOW/INTERNATIONAL</b> ) <b>COMMUNITY COLLEGE CENTER</b> ) <b>PROJECT</b>
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**WHEREAS,** the State Center Community College District (“District”) is in need of a site for a proposed new community college center campus to serve the long-term educational needs of northeast Fresno, Clovis, and the foothill and mountain communities of northeast Fresno County, which project site must be easily accessible and centrally-located for the present and future populations of said communities, able to receive urban services within the next five years without unreasonable costs, and allow for the collaborative use of appropriate facilities and programs with the Clovis Unified School District; and

**WHEREAS,** the District has proposed the Willow/International Community College Center project (“Project”) to meet those needs; and

**WHEREAS,** the Project includes the acquisition of 108.78 gross acres of real property and the development and operation of a community college center campus on the project site, which is located adjacent to the City of Fresno in north-central Fresno County and is bounded by the International Avenue alignment on the north, Willow Avenue on the east, the Behymer

Avenue alignment on the south, and Chestnut Avenue on the west ("Project Site"); and

**WHEREAS**, the college center would be developed in multiple phases over a 20-year (or longer) period. The Project would serve an estimated 1,500 students (750 full time equivalent [FTE]) in 2005, 7,500 students (4,000 FTE) in 2010, and 10,000 students (6,500 FTE) in 2020. The actual timing of construction will be dependent upon enrollment growth and funding availability; and

**WHEREAS**, the Project includes the construction of various buildings on the Project Site, including classrooms, administrative offices, a food service facility, a library/media center, a health center, a gymnasium, a locker/shower facility, a central plant, shop buildings, and a maintenance area, in addition to outdoor recreation /athletic facilities and on and off-site improvements necessary to serve the Project Site; and

**WHEREAS**, the Project Site generally consists of 40 acres of fallow agricultural land, 42 acres planted with vegetables, a 20-acre orange grove, and 6 ½ acres used for a truck parking and maintenance area for a sand and gravel business, which acreage contains a residence used as an office, two mobile homes, a pole barn , and two sheds; and

**WHEREAS**, a draft Environmental Impact Report ("EIR") for the proposed Project has been prepared to analyze and evaluate the environmental effects of the Project in accordance with the requirements of and pursuant to the California Environmental Quality Act ("CEQA") and the Guidelines for Implementation of the California Environmental Act (Cal. Code Regs., tit. 14, §§ 15000 et seq., the "State CEQA Guidelines"); and

**WHEREAS**, notice of the availability of the draft EIR for public review and comment was published on October 29, 2001 and was mailed to all interested parties, and to the owners

and residents of properties adjacent to the Project Site, on October 26, 2001; and

**WHEREAS**, on October 26, 2001, the District forwarded the draft EIR to the State Clearinghouse for distribution to those agencies which have jurisdiction by law with respect to the Project, and sought the comments of such agencies; and

**WHEREAS**, written comments were received on the draft EIR during its public review period; and

**WHEREAS**, the responses to those comments have been prepared and presented to this Board for its consideration as a part of the Final EIR ("FEIR") for the Project; and

**WHEREAS**, the FEIR consists of the Draft EIR dated October 2001, and the FEIR dated January 2002. The FEIR includes all comments received during the public comment period, the responses to those comments, and minor changes to the draft EIR; and

**WHEREAS**, on February 5, 2002 the FEIR was presented to and considered by this Board at a public hearing, following notice duly and regularly given as required by law, and all interested persons expressing a desire to comment thereon, or object thereto, were given the opportunity to do so; and

**WHEREAS**, by this Resolution, the District, as the lead agency under CEQA for preparing the EIR and the entity responsible for developing the Project, desires to comply with the requirements of CEQA and the State CEQA Guidelines for the consideration, adoption and use of the EIR by the lead agency in connection with the approval of the Project; and

**WHEREAS**, the FEIR includes mitigation measures that reduce potentially significant impacts to a less than significant level; and

**WHEREAS**, California Public Resources Code section 21081.6 requires this Board to

adopt a reporting or monitoring program for the Project where mitigation measures are adopted in order to mitigate or avoid significant effects on the environment, and such a program is designed to insure compliance during Project implementation; and

**WHEREAS**, the mitigation reporting program for the Project, which program is set forth in the FEIR and incorporated herein by reference, addresses mitigation measures identified in the FEIR and fully complies with the requirements of California Public Resources Code section 21081.6 and will insure compliance with the mitigation measures identified in the FEIR; and

**WHEREAS**, a Phase I Environmental Site Assessment was conducted for the Project Site and a report on said assessment dated February 27, 2001 was prepared by the consulting firm of BSK & Associates; and

**WHEREAS**, said Phase I Environmental Site Assessment report recommended that no further investigation of the Project Site was required; and

**WHEREAS**, a 15.85-acre portion of the Project Site is the subject of an active California Land Conservation Contract between the owners of thereof and the County of Fresno, which contract was entered into pursuant to and is governed by the provisions of the California Land Conservation ("Williamson") Act found at California Government Code section 51200, et seq.; and

**WHEREAS**, Government Code section 51291 requires that notice be given to the California Department of Conservation and to the County of Fresno regarding the District's proposed acquisition of the property which is subject to a Williamson Act contract, which notice was given by the District on December 3, 2001; and

**WHEREAS**, Government Code section 51292 requires this Board to make certain

findings before it may approve a project on land which is subject to a Williamson Act contract;  
and

**WHEREAS**, this Board has been presented with information and evidence, which is contained in the administrative record of the proceedings for the approval of the Project, providing a basis for the Board to make the findings required by Government Code section 51292, which the Board has done herein; and

**WHEREAS**, this Board has conducted a public hearing on the proposed FEIR in accordance with law; and

**WHEREAS**, this Resolution sets forth the basis, following the public hearing, for the adoption of the proposed FEIR for the Project, for the adoption of a mitigation reporting program for the Project, for making the findings required by the Williamson Act, and for the approval of the Project; and

**WHEREAS**, it is in the best interests of the District to proceed with approval of the Project; and

**WHEREAS**, upon approval of this Resolution, the District shall be authorized to proceed with the Project in accordance with the substantive provisions set forth herein.

**NOW, THEREFORE, IT IS RESOLVED, DETERMINED AND ORDERED** by the Board of Trustees of the State Center Community College District as follows:

**Section 1.** The Board of Trustees of the District finds and determines that the foregoing recitals are true and correct.

**Section 2.** The Board of Trustees hereby certifies that

(A) the FEIR has been completed in compliance with CEQA and the State CEQA

Guidelines; and

- (B) the FEIR was presented to this Board and the Board has reviewed and considered the information contained in the FEIR prior to approving the Project; and
- (C) the FEIR reflects the District's and this Board's independent judgment and analysis.

**Section 3.** The Board hereby incorporates into the Project all mitigation measures set forth in the FEIR and authorizes their implementation. The Mitigation Reporting Program for the Project, prepared in compliance with the requirements of California Public Resources Code section 21081.6 and set forth in the FEIR, is hereby approved and adopted.

**Section 4.** The Board hereby makes the findings required by Section 15091 of the State CEQA Guidelines. Said findings are attached hereto as Exhibit "A," entitled "Findings and Statement of Overriding Considerations Pursuant to State CEQA Guidelines Sections 15091 and 15093," and incorporated herein by this reference.

**Section 5.** The Board hereby finds that certain remaining significant unavoidable adverse environmental effects resulting from the implementation of the Project have been identified in the FEIR and such effects cannot be avoided or substantially lessened. CEQA and the State CEQA Guidelines require the Board to balance the benefits of the Project against its unavoidable adverse impacts in determining whether to approve the Project. The Board hereby finds that benefits of the Project outweigh its unavoidable environmental effects for the specific reasons set forth in Exhibit "A" and such effects therefore are found to be "acceptable" within the meaning of the State CEQA Guidelines.

///

**Section 6.** The Office of the District's Executive Vice Chancellor for Business and Finance, located at 1525 East Weldon Avenue, Fresno, California 93704, is hereby designated as the custodian of the public record with respect to the Project.

**Section 7.** Pursuant to Government Code section 51292 ("required findings for location of public improvement in agricultural preserve"), the Board finds:

- (A) The District's decision to locate the Project on the Project Site is not based primarily on a consideration of the lower cost of acquiring land in an agricultural preserve, as acknowledged by the California Department of Conservation in its letter to the District of December 21, 2001; rather, as set forth in the FEIR and in the District's letter to the California Department of Conservation which is attached hereto as Exhibit "B" and incorporated herein by this reference, the District has engaged in a comprehensive analysis of alternative project sites and determined that the subject property is the optimum site in terms of meeting the District's objectives for the Project; and
- (B) For the reasons set forth in the FEIR and in Exhibit "B," that there is no other land within or outside the agricultural preserve on which it is reasonably feasible to locate the Project.

**Section 8.** The proposed Willow/International Community College Center Project and Project Site are approved and District staff and consultants are authorized and directed to take all steps necessary or convenient to carry out the Project in accordance with the FEIR, the MRP, and the findings attached hereto, but subject to receiving final approval of the Project from the Board of Governors of the California Community Colleges and receiving such other

approvals and permits as may be necessary or convenient for the Project.

**Section 9.** The District's Chancellor, or her designee, are authorized and directed to file a Notice of Determination for the Project in accordance with CEQA and the State CEQA Guidelines.

**Section 10.** This Resolution shall take effect immediately upon its adoption.

\*\*\*\*\*

PASSED AND ADOPTED this 5th day of February, 2002 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

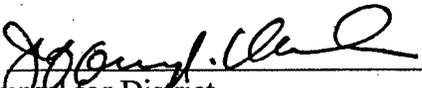
ABSENT OR NOT VOTING: \_\_\_\_\_

\_\_\_\_\_  
Phillip J. Forhan  
President, Board of Trustees

CERTIFIED TO BE A TRUE  
AND CORRECT COPY:

\_\_\_\_\_  
Ron Manfredi  
Secretary of the Board of Trustees

APPROVED AS TO LEGAL FORM:  
LOZANO SMITH

By   
Counsel for District

## **EXHIBIT "A"**

### **Findings and Statement of Overriding Considerations Pursuant to State CEQA Guidelines Sections 15091 and 15093**

#### **SECTION I: Introduction**

This Exhibit contains findings and other information adopted by the State Center Community College District Board of Trustees ("Board") in accordance with the California Environmental Quality Act ("CEQA") and State CEQA Guidelines Sections 15091 and 15093 in approving the Willow/International Community College Center ("project").

#### **SECTION II: State CEQA Guidelines Section 15091 Findings**

Pursuant to State CEQA Guidelines Section 15091, the District shall not approve or carry out the project unless the Board makes one or more written findings for each significant effect identified in the EIR accompanied by a brief explanation of the rationale for each finding. The possible findings are:

1. Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the Final EIR.
2. Such changes or alterations are within the responsibility and jurisdiction of another public agency and not the agency making the finding. Such changes have been adopted by such other agency or can and should be adopted by such other agency.
3. Specific economic, legal, social, technological or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or project alternatives identified in the Final EIR.

The Board finds that the Section 15091 findings can be made for the significant effects identified in the Final EIR. Appendix 1 to this Exhibit lists the specific finding or findings that are applicable to each significant effect. Also included in Appendix 1 is a reference to the source of information that supports the rationale for each finding. These information sources are hereby incorporated in the findings by reference. The information sources used as a basis for the findings can be reviewed in the office of Jon Sharpe, Executive Vice Chancellor, 1525 E. Weldon Avenue, Fresno, CA 93704, telephone (559) 244-5910.

### **SECTION III: State CEQA Guidelines Section 15091(a)(3) Alternatives Findings**

Pursuant to State CEQA Guidelines Section 15091(a)(3), this section presents specific economic, legal, social, technological or other considerations identified by the Board, which make infeasible the project alternatives identified in the Final EIR.

#### **No Project Alternative/Existing Use**

The No Project/Existing Use alternative assumes that the community college center project would not be built, either on the project site, or on the alternative sites, and that the proposed 109-acre project site would retain its existing agricultural land use.

The Board finds that this alternative is infeasible for the following reasons:

1. The No Project/Existing Use alternative would not meet District's basic objectives in proposing the project, which are to:
  - Provide community college facilities and a campus site large enough to serve the long-term educational needs of northeast Fresno, Clovis and the foothill and mountain communities of northeast Fresno County.
  - Provide community college facilities that are easily accessible and centrally located for the present and future populations of northeast Fresno, Clovis and the foothill and mountain communities of northeast Fresno County;
  - Provide a campus site that can be provided with urban services within the next five years without unreasonable costs; and
  - Provide a campus that will allow for the collaborative use of appropriate facilities and programs with the Clovis Unified School District (Draft EIR Chapters 2 and 21).
2. Although the No Project/Existing Use alternative would avoid all of the significant impacts of the project, it would result in significant adverse impacts by adversely impacting existing community college facilities. Fresno City College is currently operating substantially in excess of current capacity. The current Clovis Center, operating in leased facilities, cannot accommodate additional students. Not constructing the proposed project would cause Fresno City College to become even more overcrowded. Such overcrowding would not only be educationally detrimental to the students attending the facilities, but it would also result in physical environmental impacts to the area surrounding City College with respect to increased traffic congestion, parking shortages, and associated noise and air pollution. The longer vehicle trips required for northeast Fresno and Clovis community college students to travel to Fresno City College would increase regional air pollution and the use of fossil fuels.

## **No Project Alternative/Single Family Residential**

The No Project/Single Family Residential (SFR) alternative assumes that the site would be developed with single family residences at a density of about 4.5 units per acre. Development of the 109-acre site at a density of 4.5 units per acre would yield 490 single family units. (The rationale for this development assumption for the No Project Alternative is given in Draft EIR Chapter 21.)

The Board finds that this alternative is infeasible for the following reasons:

1. The No Project/SFR alternative would not meet District's basic objectives in proposing the project, which are to:
  - Provide community college facilities and a campus site large enough to serve the long-term educational needs of northeast Fresno, Clovis and the foothill and mountain communities of northeast Fresno County.
  - Provide community college facilities that are easily accessible and centrally located for the present and future populations of northeast Fresno, Clovis and the foothill and mountain communities of northeast Fresno County;
  - Provide a campus site that can be provided with urban services within the next five years without unreasonable costs; and
  - Provide a campus that will allow for the collaborative use of appropriate facilities and programs with the Clovis Unified School District (Draft EIR Chapters 2 and 21).
2. The No Project/SFR alternative would not avoid the significant unavoidable impact of the project (the loss of agricultural land) or the cumulative impacts to the Herndon Avenue corridor and the Freeway 41 and 168 interchanges. (Draft EIR Chapter 21).
3. The No Project/SFR alternative would result in significant adverse impacts in addition to those resulting from the project by adversely impacting existing community college facilities. Fresno City College is currently operating substantially in excess of current capacity. The current Clovis Center, operating in leased facilities, cannot accommodate additional students. Not constructing the proposed project would cause Fresno City College to become even more overcrowded. Such overcrowding would not only be educationally detrimental to the students attending the facilities, but it would also result in physical environmental impacts to the area surrounding City College with respect to increased traffic congestion, parking shortages, and associated noise and air pollution. The longer vehicle trips required for northeast Fresno and Clovis community college students to travel to Fresno City College would increase regional air pollution and the use of fossil fuels. (Draft EIR Chapters 2 and 21).

## **Expansion of Existing Clovis Center Alternative**

The existing Clovis Center operates in leased buildings on a 6.27-acre site. The Clovis Center Expansion (CCE) alternative would consist of the acquisition of vacant land to the north of the Center between Peach and Villa Avenues to create a 53-acre site (Draft EIR Chapter 21).

The Board finds that this alternative is infeasible for the following reasons:

1. The CCE alternative would only partially meet the objective of providing community college facilities that are easily accessible and centrally located for the present and future populations of northeast Fresno, Clovis and the foothill and mountain communities of northeast Fresno County. Although the alternative site would be centrally located, the site would not be easily accessible. Access to the Herndon Expressway is prohibited and locating an adequate number of access points may be difficult because the site has limited street frontage on Peach Avenue and the surrounding area is partially developed. Developing adequate travel and turn lanes could involve taking land from property that is already developed. Traffic congestion could also be expected along the Peach Avenue frontage because extensive commercial development is planned for the area (Site Selection Study and Draft EIR Chapter 21).
2. The CCE alternative would not meet the objective of providing community college facilities and a campus site large enough to serve the long-term educational needs of northeast Fresno, Clovis and the foothill and mountain communities of northeast Fresno County. The alternative site would be only 53 acres in size, as compared to the 109-acre project site. As stated in the Site Selection Study, “. . . even with multi-story buildings and parking structures, it is unlikely Site EC could accommodate the significant long-term enrollment growth anticipated from the Clovis and northeast Fresno areas” (Site Selection Study and Draft EIR Chapter 21).
3. The CCE alternative would not meet the objective providing a campus that will allow for the collaborative use of appropriate facilities and programs with the Clovis Unified School District. No Clovis Unified school facilities are located near the CCE alternative site (Draft EIR Chapter 21).
4. The CCE alternative site could result in significant adverse impacts with respect to land use compatibility, aesthetics and noise (potential for multi-story buildings and parking structures near single family residences); and traffic (lack of accessibility due to limited major street frontage) (Site Selection Study and Draft EIR Chapter 21).
5. The CCE alternative site would not avoid cumulative traffic impacts to the Herndon Avenue corridor or the SR 168 interchanges (Draft EIR Chapter 21).

## **DeWolf/SR 168/Shepherd Alternative Site**

The DeWolf/SR 168/Shepherd (D/168/S) alternative site is a triangularly shaped area of approximately 300 acres bounded by DeWolf Avenue on the west, State Route 168 on the southeast and Shepherd Avenue on the north (see Draft EIR Figure 21-1). Citrus orchards

occupy the 300-acre area. The alternative site area is much larger than the 75-125 acres needed for the project. Therefore, some flexibility exists for the location of a 75-125 acre campus site within the alternative site area (Draft EIR Chapter 21).

The Board finds that this alternative is infeasible for the following reasons:

1. The D/168/S alternative would only partially meet the objective of providing community college facilities that are easily accessible and centrally located for the present and future populations of northeast Fresno, Clovis and the foothill and mountain communities of northeast Fresno County. Although the alternative site would be easily accessible via SR 168 and Shepherd Avenue, it would not be centrally located because it is located on the eastern edge of where most existing and future students attending the site would reside (Draft EIR Chapter 21).
2. As stated in the Site Selection Study, "No water, sewer, or storm drainage facilities exist near Site NE-1, and it is unlikely they will be extended to the area within the next five years unless the SCCCDCD pays the substantial costs of extending the facilities." Therefore, the D/168/S alternative would not provide a campus site that will be able to be provided with urban services within the next five years without unreasonable costs (Draft EIR Chapter 21)..
3. The D/168/S alternative would not meet the objective providing a campus that will allow for the collaborative use of appropriate facilities and programs with the Clovis Unified School District. No Clovis Unified school facilities are located near the D/168/S alternative site. In the future, it is possible that Clovis Unified schools could be located proximate to the alternative site. However, based upon current conditions, the objective would not be met (Draft EIR Chapter 21).
4. The development of the D/168/S alternative site would have a greater impact than the project site with respect to air emissions and fossil fuel use (due to longer vehicle trips), public utilities and services (substantial improvements/extensions necessary), and growth-inducing impacts (Draft EIR Chapter 21).

#### **SECTION IV: State CEQA Guidelines Section 15093 Statement of Overriding Considerations**

State CEQA Guidelines Section 15093 requires the Board to balance the economic, legal, social, technological or other benefits of the proposed project against its unavoidable environmental risks when determining whether to approve the project. If the benefits of the project outweigh the unavoidable adverse environmental effects, the adverse environmental effects may be considered acceptable.

#### **Significant Unavoidable Impacts of the Project**

Significant unavoidable impacts are impacts that cannot be feasibly mitigated to a less than significant level. The project would result in one significant unavoidable impact:

- Conversion of 65 acres of Prime Farmland and 32 acres of Farmland of Statewide Importance to non-agricultural use (Draft EIR Chapter 5).

A cumulative impact is an impact created as a result of the combination of the project evaluated in the EIR together with other projects causing related impacts. The project will make a significant contribution to the following significant unavoidable cumulative impacts:

- Cumulative traffic impacts to the Herndon Avenue corridor and State Route 41 and 168 ramp intersections (Draft EIR Chapters 9 and 20).
- Loss of agricultural land (Draft EIR Chapter 20).

### **Statement of Overriding Considerations**

The Board finds that the benefits of the proposed project, as described below, outweigh the unavoidable adverse environmental effects of the project.

#### **Benefit 1: Prevention of Further Overcrowding of Existing Facilities**

Fresno City College is currently operating substantially in excess of current capacity. The current Clovis Center, operating in leased facilities, cannot accommodate additional students. Not constructing the proposed project would cause Fresno City College to become even more overcrowded, which would be detrimental to the educational programs at the facilities and prevent a substantial number of District students from being adequately served (Draft EIR Chapter 21).

#### **Benefit 2: Prevention of Increased Environmental Impacts at Existing Facilities**

Increased overcrowding at Fresno City College would increase physical environmental impacts to the area surrounding City College with respect to increased traffic congestion, parking shortages, and associated noise and air pollution. The longer vehicle trips required for northeast Fresno and Clovis community college students to travel to Fresno City College would increase regional air pollution and the use of fossil fuels (Draft EIR Chapter 21).

#### **Benefit 3: Provision of Community College Facilities in the Area of Greatest Need**

Geographically, the greatest need for new community college facilities is in the northeast Fresno and Clovis areas of the District. The reasons for this are as follows (Draft EIR Chapter 2):

- Northeast Fresno and Clovis have been the fastest growing portions of the metropolitan area during the past twenty years. From 1980-2000, the population of the Clovis Unified School District, which covers most of northeast Fresno and Clovis, has grown from 59,400 to 142,700, a 140 percent increase.
- Substantial development will likely continue to occur during the next decade in northeast Fresno and Clovis as (1) the Woodward Park area in the City of Fresno builds out, (2) the Herndon-Shepherd Specific Plan area in the City of Clovis

continues its rapid development, (3) the Copper River Ranch project starts developing and (4) the Millerton Specific Plan area starts developing.

**Benefit 4: Collaborative Use of Appropriate Facilities and Programs with the Clovis Unified School District**

The project site is located adjacent to the site of the Clovis Unified School District's planned Third Educational Center, which will include a high school, intermediate school and related recreational, cultural and athletic facilities. In fulfillment of the District's stated objective, the District will be coordinating with Clovis Unified in order to provide programs and facilities linkages that will be beneficial to both districts (Draft EIR Chapter 2).

**Other Considerations Related to Significant Unavoidable Impacts:**

- The loss of agricultural land on the project site would almost surely occur in the near future whether or not the project is approved. The current plan designation for the site is agriculture/*urban reserve* (emphasis added), and the City of Fresno's proposed 2025 General Plan designates the project site for urban residential development. The site is within the rapidly growing Woodward Park Community Plan area and is adjacent to existing urban development on its west side. Urban development plans have been approved adjacent to the north and south sides of the site, and almost all remaining large parcels in the Woodward Park Community Plan area have had residential subdivision proposals submitted (Draft EIR Chapters 3, 5 and 19).
- The Draft EIR evaluated cumulative traffic conditions in 2005, 2010 and 2020, and projected significant unavoidable cumulative impacts for the Herndon Avenue corridor and certain State Route 41 and 168 ramp intersections based upon the implementation of approved land use plans in the area. Although these cumulative impacts are of concern, these transportation facilities would be significantly impacted with or without the project, and the project's incremental contributions to the impacts are relatively small. Construction of the project to serve the northeast Fresno and Clovis areas will act to reduce existing trips south to Fresno City College on impacted transportation facilities and prevent future trips south to Fresno City College as the area continues to grow in accordance with adopted plans (Draft EIR Chapters 9 and 20).

**APPENDIX 1 TO  
EXHIBIT "A"**

**State CEQA Guidelines Section 15091 Findings  
Willow/International Community College Center**

**Land Use and Public Land Use Policy**

***Impact 3.1: The project is inconsistent with existing land use plans.***

Mitigation Measures

- 3.1(a) The District shall submit to the City of Fresno a request for a plan amendment to designate the project site as a public facility/community college center in the Woodward Park Community Plan and the 2025 Fresno General Plan. The project shall comply with the major street landscaping and setback policies of the Woodward Park Community Plan.
- 3.1(b) Concurrent with the plan amendment request, the District shall submit to the City of Fresno an application to annex the entire project site and an application to rezone the project site to a zone district that would permit the project.
- 3.1(c) When a site plan is available for the project, the District shall submit to the City of Fresno an application for a conditional use permit.
- 3.1(d) The District may choose to invoke the provisions of Government Code Section 53094, under which the District may exempt itself from City zoning requirements. If a conditional use permit application is not submitted to the City of Fresno, the District shall consult with the City on the amount and timing of fee payments for infrastructure.

Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact. Mitigation Measures 3.1(a) (b) and (c) are partially within the responsibility and jurisdiction of another public agency (the City of Fresno and Fresno LAFCo [for the annexation]).

*Rationale for finding:* Mitigation Measures 3.1(a) through (d) have been incorporated into the project by the District. The District will submit the applications specified in the mitigation measures (except if 3.1(d) is invoked); however, the City of Fresno and Fresno LAFCo (for the annexation) have the authority to approve the applications.

*Reference to record:* Draft EIR Chapter 3, Final EIR Chapter 4.

***Impact 3.2: The project may be incompatible with adjacent land uses.***

Mitigation Measures

- 3.2 The District shall implement the mitigation measures recommended in subsequent chapters of this EIR for traffic, noise, air quality, and aesthetics.

Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact.

*Rationale for finding:* The mitigation measures in the traffic, noise, air quality, and aesthetics chapters have been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapters 3, 8, 9, 10 and 11.

**Geology, Soils, and Seismic Hazards**

***Impact 4.1: Structures on the project site may be exposed to geologic or seismic hazards (not significant).***

Mitigation Measure

Existing Regulation: The project must be constructed in conformance with the Zone 3 seismic regulations contained in Title 24 of the California Code of Regulations.

Finding

Compliance with existing regulations will ensure that this impact will be less than significant. Therefore, no finding is required.

*Reference to record:* Draft EIR Chapter 4.

***Impact 4.2: Soil conditions on the project site must be remedied prior to construction (not significant).***

Mitigation Measure

Existing Regulation: The Division of the State Architect (DSA) will require the District to prepare a geotechnical investigation for the project site, which will address on-site soils conditions as they relate to proposed construction. DSA will require the District to incorporate in the project plans any measures identified in the investigation as necessary to properly prepare the site for construction.

Finding

Compliance with existing regulations will ensure that this impact will be less than significant. Therefore, no finding is required.

*Reference to record:* Draft EIR Chapter 4.

**Agricultural Resources**

***Impact 5.1: The project will convert 65 acres of Prime Farmland and 32 acres of Farmland of Statewide Importance to non-agricultural use.***

Mitigation Measures

There are no mitigation measures that would prevent the loss of agricultural land on the project site.

### Finding

The loss of agricultural land is considered a significant unavoidable impact. Therefore, the finding is hereby made that specific economic, legal, social, technological or other considerations make infeasible the project alternatives identified in the Final EIR.

*Rationale for finding:* See Section III of Exhibit "A" for a description of the specific considerations that make the project alternatives infeasible. Also, please refer to Section IV of Exhibit "A" (Statement of Overriding Considerations) for a discussion of why the benefits of the project outweigh the significant unavoidable impacts.

*Reference to record:* Draft EIR Chapter 5.

***Impact 5.2: The project may conflict with existing agricultural zoning or Williamson Act Contracts (not significant).***

### Mitigation Measures

None required.

### Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 5.

***Impact 5.3: The project may be incompatible with nearby agricultural uses (not significant).***

### Mitigation Measures

None required.

### Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 5.

## **Biological Resources**

***Impact 6.1: The project may disturb active raptor nests during construction.***

### Mitigation Measure

- 6.1 A qualified ornithologist shall conduct a pre-construction survey for nesting raptors within 30 days of the onset of construction, if construction is to occur during the nesting season (February through July). If nesting raptors are identified on the site, then the ornithologist shall, in consultation with the California Department of Fish and Game, establish a construction-free setback around the nest. This setback shall be fenced and construction equipment and workmen shall not enter the enclosed setback until the conclusion of the breeding season. (No mitigation is required if raptors are not nesting on the site at the time of the pre-construction survey.)

### Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 6.1 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 6.

***Impact 6.2: The project may result in a loss of habitat for special status plant species (not significant).***

Mitigation Measures

None required.

Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 6.

***Impact 6.3: The project may result in a loss of habitat for special status animal species (not significant).***

Mitigation Measures

Except for potential impacts to nesting raptors, which are addressed under Impact 6.1, potential impacts to special status animal species are considered less than significant. Therefore, no mitigation measures are required.

Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 6.

***Impact 6.4: The project may result in a loss of habitat for native wildlife (not significant).***

Mitigation Measures

None required.

Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 6.

***Impact 6.5: The project may interfere with the movement of native wildlife (not significant).***

Mitigation Measures

None required.

Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 6.

***Impact 6.6: The project may disturb federally protected wetlands and other jurisdictional waters (not significant).***

**Mitigation Measures**

No mitigation would be required for impacts to areas identified as wetlands per the requirements of CEQA. The District is advised, however, to have a wetland delineation and hydrologic analysis of the site completed. This information should then be submitted to the USACE and the California Regional Water Quality Control Board with a request that these agencies formally determine if the wetlands in question are subject to one or both of their jurisdictions. If one or both agencies make a claim of jurisdiction, then the District must comply with state or federal law regulating the discharge of fill into these wetlands.

**Finding**

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 6.

**Cultural Resources**

***Impact 7.1: Project construction activities could result in the loss of subsurface cultural or paleontological resources from the project site.***

**Mitigation Measures**

- 7.1(a) All contractors and subcontractors for the project shall be informed, in writing, of the possibility that cultural or paleontological resources may be discovered during project activities. If any cultural or paleontological materials are uncovered during project activities, work in the area or any area reasonably suspected to overlie adjacent remains shall halt until a professional evaluation and/or data recovery excavation can be planned and implemented. Appropriate measures to protect remains from accidents, looting, and vandalism shall be implemented immediately.
- 7.1(b) After they have been professionally recorded in their place of discovery, archaeological or paleontological materials shall be transferred to an appropriate regional repository for preservation, research, and/or use in interpretive exhibits.
- 7.1(c) If human remains are discovered, the Fresno County Coroner must be notified immediately. The Coroner has two working days to examine the remains and 24 hours to notify the Native American Heritage Commission (NAHC) if the remains are Native American (Health and Safety Code Section 7050.5). Once the NAHC is notified, the procedures set forth in CEQA Guidelines Section 15064.5(d) and Public Resources Code Section 5097.98 shall be followed.

**Finding**

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact.

*Rationale for finding:* Mitigation Measures 7.1(a), (b) and (c) have been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 7.

## Aesthetics

***Impact 8.1: The project will increase light and glare in the project vicinity.***

### Mitigation Measures

- 8.1(a) All parking area lighting shall be full cut-off type fixtures. A full cut-off type fixture is a luminaire or light fixture that, by design of the housing, does not allow any light dispersion or direct glare to shine above a 90 degree horizontal plane from the base of the fixture. Full cut-off type fixtures must be installed in a horizontal position as designed
- 8.1(b) All external signs and lighting shall be lit from the top and shine downward except where uplighting is required for safety or security purposes. The lighting shall be shielded to prevent direct glare and/or light trespass. The lighting shall also be, as much as physically possible, contained to the target area.
- 8.1(c) Exterior building lighting for building or security or aesthetics shall be full cut-off or a shielded type designed to minimize any upward distribution of light.
- 8.1(d) Non-essential lighting shall be turned off by 10:00 p.m., leaving only the necessary lighting for site security.
- 8.1(e) As necessary, physical barriers, including walls, plant materials and/or landscaped berms shall be provided to minimize the impact of light and glare on adjacent property.

### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact.

*Rationale for finding:* Mitigation Measures 8.1(a) through (e) have been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 8, Final EIR Chapter 4.

***Impact 8.2: The project will alter the visual character of the site (not significant).***

### Mitigation Measure

Although this impact is considered less than significant, the following measure is included to ensure design/aesthetic consultation with the City of Fresno and interested parties:

- 8.2 The District shall consult with the City of Fresno and other interested parties during the site planning process to ensure that the buildings and site design are architecturally and aesthetically appropriate for the area.

### Finding

Since this impact is not considered significant, no finding is required. However, the District will implement Mitigation Measures 8.2 to further reduce this impact.

*Reference to record:* Draft EIR Chapter 8, Final EIR Chapter 4.

## Traffic and Transportation

*Impact 9.1: Operation of the campus in 2005 will result in additional traffic on the area street system, contributing to projected conditions in excess of adopted standards.*

### Mitigation Measures

The District's participation in the following mitigation measures shall be proportionate to the impact of the campus, within the limits of funding availability.<sup>1</sup> All street improvements listed below shall be made in accordance with the standards and requirements of the governmental agency with jurisdiction over the improvements.

- 9.1(a) The District shall participate in the cost of signaling the following intersections:
- 12. Willow/Nees
  - 13. Willow/Shepherd
  - 15. Willow/Behymer
  - 16. Willow/International
  - 17. Willow/Copper
  - 19. Friant/Millbrook
  - 29. Minnewawa/Shepherd
- 9.1(b) The District shall contribute to the cost of unfunded improvements at the NB SR 41/Friant Road intersection.
- 9.1(c) The District shall contribute to the cost of adding a third southbound lane at the Friant Road/Shepherd Avenue intersection.
- 9.1(d) The District shall contribute to the cost of regional improvements to the Herndon Avenue corridor.
- 9.1(e) The District shall contribute to the cost of widening Willow Avenue from Herndon Avenue to Shepherd Avenue.
- 9.1(f) The District shall contribute to the cost of adding a lane to the northbound SR 41/Herndon off-ramp.
- 9.1(g) The District shall contribute to the cost of adding a lane to the eastbound SR 168/Shaw off-ramp.

### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact,<sup>2</sup> except for the NB SR 41/Herndon Avenue and the EB SR 168/Shaw Avenue intersections, which will be dependent upon future improvement plans and funding mechanisms. Therefore, mitigation for these intersections cannot be assured at this time.

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<sup>1</sup>Note: SCCC is a public agency that exists for the purpose of providing community college services and facilities to the community. The funding that a community college district may receive from state and local sources for off-site transportation improvements is uncertain and usually limited. (The state currently does not provide funding for noncontiguous off-site transportation improvements). The District will endeavor to provide adequate funding for transportation improvements. However, if funding were not available for the District's share of a particular improvement, the impact would not be reduced to a less than significant level if the improvement could not be constructed due to the lack of a District contribution.

<sup>2</sup>See footnote 1.

*Rationale for finding:* See Section III of Exhibit "A" for a description of the specific considerations that make the project alternatives infeasible. Also, please refer to Section IV of Exhibit "A" (Statement of Overriding Considerations) for a discussion of why the benefits of the project outweigh the significant unavoidable impacts.

*Reference to record:* Draft EIR Chapter 9; Final EIR Chapter 4.

***Impact 9.2: Operation of the campus in 2010 will result in additional traffic on the area street system, contributing to projected conditions in excess of adopted standards.***

#### Mitigation Measures

The District's participation in the following mitigation measures shall be proportionate to the impact of the project, within the limits of funding availability.<sup>3</sup> All street improvements listed below shall be made in accordance with the standards and requirements of the governmental agency with jurisdiction over the improvements.

- 9.2(a) The District shall participate in the cost of widening Willow Avenue, Shepherd Avenue and Copper Avenue.
- 9.2(b) The District shall participate in the cost of modifying the following signalized intersections:
- 12. Willow/Nees
  - 13. Willow/Shepherd
  - 15. Willow/Behymer
  - 16. Willow/International
  - 17. Willow/Copper
  - 18. Friant/Shepherd
  - 19. Friant/Millbrook
  - 21. Perrin/Shepherd
- 9.2(c) The District shall participate in the cost of signaling and increasing the capacity of the following unsignalized intersections:
- 14 Willow/Perrin
  - 20. Friant/Willow
  - 22. Maple/Shepherd
  - 23. Maple/International
  - 24. Maple/Behymer
  - 25. Chestnut/Copper
  - 26. Chestnut/International
  - 27. Chestnut/Behymer
  - 28. Minnewawa/Behymer
  - 29. Minnewawa/International

#### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact,<sup>4</sup> with the exception of the NB SR 41/Herndon, EB SR 168/Bullard, EB SR 168/Shaw and Willow/Herndon intersections. Since the

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<sup>3</sup> See footnote 1.

<sup>4</sup> See footnote 1.

mitigation of these intersections is dependent upon future improvement plans and funding mechanisms, mitigation cannot be assured at this time.

*Rationale for finding:* See Section III of Exhibit “A” for a description of the specific considerations that make the project alternatives infeasible. Also, please refer to Section IV of Exhibit “A” (Statement of Overriding Considerations) for a discussion of why the benefits of the project outweigh the significant unavoidable impacts.

*Reference to record:* Draft EIR Chapter 9.

***Impact 9.3: Full development of the campus in 2020 will contribute to projected conditions on regional facilities in excess of adopted standards.***

#### Mitigation Measures

The District’s participation in the following mitigation measures shall be proportionate to the impact of the project, within the limits of funding availability.<sup>5</sup>

- 9.3(a) The District shall contribute its fair share to the cost of regional improvements to Friant Road and Herndon Avenue, including improvements to the SR 41/Herndon Avenue and SR41/ Friant Road ramp intersections.
- 9.3(b) The District shall contribute its fair share to the cost of future improvements to the SR 168 ramp intersections.

#### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact.<sup>6</sup> However, since the mitigation of these intersections is dependent upon future improvement plans and funding mechanisms, mitigation cannot be assured at this time.

*Rationale for finding:* See Section III of Exhibit “A” for a description of the specific considerations that make the project alternatives infeasible. Also, please refer to Section IV of Exhibit “A” (Statement of Overriding Considerations) for a discussion of why the benefits of the project outweigh the significant unavoidable impacts.

*Reference to record:* Draft EIR Chapter 9.

***Impact 9.4: Full development of the campus in 2020 will result in peak hour traffic conditions in excess of adopted standards at the Willow/Behymer and Willow/International intersections in the immediate vicinity of the project.***

#### Mitigation Measure

- 9.4 The District shall contribute its fair share to the cost of improvements to the Willow/Behymer and Willow/ International intersections. The scope of these improvements will be determined as plans for the campus are developed and the actual location of parking lot access and site traffic controls are known. Possible improvements may include development of dual northbound left turn lanes at each intersection and development of southbound and eastbound right turn lanes at each intersection, as has been assumed in the mitigated Level of Service calculations presented herein.

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<sup>5</sup> See footnote 1.

<sup>6</sup> See footnote 1.

### Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 9.4 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 9.

***Impact 9.5: The traffic mitigation measures may change due to the long-term phased nature of the project.***

### Mitigation Measure

9.5 Additional traffic studies shall be prepared by the District at three stages in the development of the campus: (1) prior to the initial development of the campus; (2) prior to construction that would cause the total square building square footage on the campus site to exceed 25,000 square feet; and (3) prior to construction that would cause the total square building square footage on the campus site to exceed 150,000 square feet. The traffic studies shall be conducted by the District in coordination with the Clovis Unified School District, City of Fresno, County of Fresno, City of Clovis and Caltrans to determine the actual traffic improvements needed to accommodate the planned campus development proposed at the time of each study. After the completion of each study and prior to the start of construction, the District shall enter into a reimbursable agreement with some or all of the agencies, as appropriate, which provides for appropriate District participation in the necessary improvements identified by the traffic study, within the limits of funding availability.

### Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 9.5 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 9.

***Impact 9.6: Generation of vehicle, pedestrian and bicycle trips by normal campus activities could produce localized congestion and safety conflicts.***

### Mitigation Measures

9.6(a) As part of the additional traffic studies required in Mitigation Measure 9.5, the District shall address access and loading requirements in the vicinity of the campus. The studies will address conditions occurring during the peak periods of traffic activity at the adjacent Third Educational Center and will identify the circulation system, access improvements and operational changes required to ensure acceptable traffic operations during the periods immediately before and after school. The studies shall be prepared in coordination with, or as a joint effort with the Clovis Unified School District and shall be submitted to and reviewed by the City of Fresno, Fresno County, City of Clovis and Caltrans.

- 9.6(b) Standard school-crossing and traffic-control measures such as signing and striping shall be included by the District in its street improvement plans and installed with the street improvements. All street improvement plans shall be subject to the approval by the City of Fresno and/or County of Fresno, as appropriate.
- 9.6(c) Bike lanes shall be constructed along Chestnut, International and Behymer Avenues along the project frontage to promote bicycle use and decrease potential conflicts between automobiles and bicycles.
- 9.6(d) Sidewalks shall be constructed on Chestnut, International and Behymer Avenues along the project's frontage.
- 9.6(e) The District shall request that the City of Fresno prohibit parking on Chestnut, International and Behymer Avenues near driveways adjacent to the campus.
- 9.6(f) A connecting gate and pedestrian facility shall be constructed by the District in conjunction with the construction of the Willow Avenue trail by the City of Fresno. No road access from the project site to Willow Avenue shall be allowed (with the exception of locked emergency vehicle only access) unless a grade separation is provided on the trail.
- 9.6(g) The District shall provide designated passenger drop-off and pick-up areas.

#### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact. Mitigation Measure 9.3(e) is within the responsibility and jurisdiction of another public agency (the City of Fresno) and not the District. The mitigation measure can and should be adopted by such other agency.

*Rationale for finding:* Mitigation Measures 9.3(a) through (d) and 9.3(f) and (g) have been incorporated into the project by the District. The District will request that the City of Fresno implement Mitigation Measure 9.3(e), as parking restrictions on public streets are under the jurisdiction of the City of Fresno.

*Reference to record:* Draft EIR Chapter 9.

***Impact 9.7: Construction of project-related improvements could result in conditions that are potentially hazardous and inconvenient to motorists, bicyclists, and pedestrians.***

#### Mitigation Measure

- 9.7 The District shall include a requirement to prepare a traffic control plan in all construction contracts involving improvements that could create hazardous or inconvenient conditions in the public right-of-way. The traffic control plan shall be approved by the City of Fresno and/or County of Fresno, as appropriate. The plan shall include information on construction timing and phasing, and the proposed methods of alleviating potential hazardous and/or inconvenient conditions. Such methods can include, but are not limited to, the use of flagmen, barricades, signs, warning lights, detours, phased lane closures, coordination with adjacent property owners, and coordination with law enforcement, fire protection and other emergency service agencies.

Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 9.7 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 9.

***Impact 9.8: The project will require substantial parking facilities for students, faculty, staff and visitors.***

Mitigation Measure

9.8 The District shall provide parking spaces on the campus in conformance with City Zoning Ordinance standards.

Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 9.8 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 9.

***Impact 9.9: Extracurricular activities will generate traffic on the adjacent street system (not significant).***

Mitigation Measures

None required.

Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 9.

**Air Quality**

***Impact 10.1: Construction activities will generate dust (PM-10) in the project vicinity.***

Mitigation Measure

10.1 A dust control plan shall be developed prior to the start of construction. The plan shall specify the methods of control that will be utilized, demonstrate the availability of needed equipment and personnel, and demonstrate compliance with all applicable elements of the SJVAPCD's Regulation VIII. The plan shall consider the proximity to sensitive receptors, size of construction area and nature of construction activities in determining if additional control measures beyond those required by SJVAPCD's Regulation VIII need to be implemented.

Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 10.1 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 10.

***Impact 10.2 Project-related vehicle trips will generate air pollutants that affect regional air quality (not significant).***

Mitigation Measures

Although this impact is considered less than significant, all reasonable efforts should be employed to reduce air quality impacts in an area designated “severe non-attainment” for ozone and “serious non-attainment” for PM-10. Therefore, the following mitigation measures are included:

- 10.2(a) The District shall encourage and promote the use of the adjacent multi-use trail as a preferred way for students to travel to the campus.
- 10.2(b) The District shall establish a program to encourage ridesharing (carpooling/ vanpooling) for students, faculty and staff, including the use of preferential parking incentives.
- 10.2(c) The District shall consider changing morning and evening class times for the campus to avoid coinciding with the adjacent Clovis Unified high school and intermediate school and peak hour traffic, thereby reducing congestion and resultant air emissions. This consideration shall occur in conjunction with the additional traffic studies required pursuant to Mitigation Measure 9.5.

Finding

Although this impact is considered less than significant with respect to significance thresholds, and no finding is required, the mitigation measures will help to reduce air quality impacts in the region. Therefore, Mitigation Measures 10.2(a), (b) and (c) have been incorporated into the project.

*Reference to record:* Draft EIR Chapter 10.

***Impact 10.3: Vehicle trips associated with project operation will increase local concentrations of carbon monoxide (not significant).***

Mitigation Measures

None required. The CO Screening Analysis found projected pollutant concentrations to be less than significant.

Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 10.

## Noise

***Impact 11.1: Construction of the project will generate noise that could adversely affect nearby noise-sensitive uses.***

### Mitigation Measure

11.1 The hours of operation for noise-generating construction equipment shall be restricted to 7:00 a.m. to 7:00 p.m. Monday through Saturday.

### Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 11.1 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 11.

***Impact 11.2: Noise from outdoor recreation facilities such as football fields, softball/baseball diamonds, tennis courts, and soccer fields may adversely affect nearby noise-sensitive uses.***

### Mitigation Measure

11.2 When specific site plans are developed for the campus, athletic/recreational facilities shall be designed and located to minimize any adverse impacts to noise-sensitive uses. A specific noise analysis of noise impacts and mitigation measures shall be conducted to ensure compliance with the applicable stationary noise source criteria.

### Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 11.2 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 11.

***Impact 11.3: Project-related traffic will increase local noise levels (not significant).***

### Mitigation Measures

None required.

### Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 11.

***Impact 11.4: Campus classroom buildings could be exposed to vehicle noise from nearby streets.***

### Mitigation Measure

11.4 When specific site plans are developed for the campus, classroom buildings shall be located outside the 60 Ldn noise contours of major streets or designed such that interior noise levels do not exceed 45 dB Leq as determined for a typical worst case hour during periods of use.

### Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 11.4 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 11, Final EIR Chapter 4.

### **Water Supply and Quality**

***Impact 12.1: The project will increase local demand for water.***

### Mitigation Measures

- 12.1(a) The District shall construct necessary City of Fresno water system improvements to ensure that the site will be adequately served in terms of water quantity and pressure. The extent of the water facilities that will need to be constructed will vary depending on the timing, phasing and location of the educational facilities on the site. Provision of water service is contingent upon the District meeting the requirements of the City's findings and UGM processes and utility design standards.
- 12.1(b) Landscape irrigation water for the project shall be obtained from the Enterprise Canal, subject to agreement by the Fresno Irrigation District and the City of Fresno. Arrangements shall be made with the Fresno Irrigation District to determine the quantity of water to be used for the site and the periods of delivery, and the design of the irrigation water intake point shall consider Fresno Irrigation District's operating parameters for the Enterprise Canal.
- 12.1(c) The District shall reserve a site within the project boundary for a new domestic water well, sized appropriately to include a well head treatment facility.
- 12.1(d) The water supply to the proposed campus shall include a looped water system around the campus.
- 12.1(e) Occupancy of the campus shall be conditioned upon the completion of the surface water treatment facility to be constructed by the City of Fresno at the northeast corner of Behymer and Chestnut Avenues. This facility is anticipated to be completed and operational by the end of 2003.
- 12.1(f) The water supply at the campus shall meet City of Fresno fire flow requirements.
- 12.1(g) The use of Fresno Irrigation District's Enterprise Canal shall be re-evaluated in accordance with the findings of the Enterprise Canal Use Study, currently being prepared as a joint effort by the City of Clovis, City of Fresno and the Fresno Irrigation District.

- 12.1(h). The District shall coordinate its site and landscape planning with the City of Fresno Water Conservation Section.
- 12.1(i) The District shall locate, design and operate their landscape irrigation well(s) in consultation with the City of Fresno Water Division (and the City of Clovis Public Utilities Department, if the well(s) is (are) within ½ mile of Willow Avenue) in order to minimize draw-down impacts on existing municipal and private wells in the vicinity.
- 12.1(j) The District shall obtain a City of Fresno water well permit (requires a City of Fresno environmental assessment).
- 12.1(k) The District shall pay to the City of Fresno, a Water management/recharge fee as set forth in Fresno's Master Fee Resolution (currently \$0.155 per 1,000 gallons).
- 12.1(l) The District shall consider using its connection to the City of Fresno water supply as a backup irrigation supply when treated surface water is available from the adjacent surface water treatment facility. (MRP: 1 and 2)

#### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact. Mitigation Measure 12.1(b) is partially within the responsibility and jurisdiction of Fresno Irrigation District and the City of Fresno; and Mitigation Measure 12.1(j) is within the responsibility and jurisdiction of the City of Fresno.

*Rationale for finding:* Mitigation Measures 12.1(a) through (l) have been incorporated into the project by the District. The District will request the assistance of Fresno Irrigation District and the City of Fresno in implementing Mitigation Measure 12.1(b), as the use of surface water from the Enterprise Canal is subject to the approval of these agencies. Granting of a City of Fresno water well permit under Mitigation Measure 12.1(j) is the responsibility of the City of Fresno.

*Reference to record:* Draft EIR Chapter 12, Final EIR Chapter 4.

***Impact 12.2: The project could potentially impact Fresno Irrigation District's Enterprise Canal and Maupin Ditch No. 118.***

#### Mitigation Measure

- 12.2(a) The District shall enter into an agreement with Fresno Irrigation District (FID) and Clovis Unified School District to pipe and/or relocate the Enterprise Canal in accordance with FID requirements. The improvements shall be coordinated with the City of Fresno to ensure compatibility with the design and operation of the City's surface water treatment plant.
- 12.2(b) The District shall replace the Maupin Ditch No. 118 pipeline in accordance with Fresno Irrigation District standards.
- 12.2(c) The District shall grant easements to Fresno Irrigation District for the Enterprise Canal and Maupin Ditch No. 118.

#### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact. Mitigation Measures 12.2(a) and (b)

are partially within the responsibility and jurisdiction of Fresno Irrigation District as the operator of the Enterprise Canal and Maupin Ditch No. 118.

*Rationale for finding:* Mitigation Measures 12.2(a), (b) and (c) have been incorporated into the project by the District. The District will request the assistance of Fresno Irrigation District, the agency responsible for operating the Enterprise Canal and Maupin Ditch No. 118, in implementing Mitigation Measures 12.2(a) and (b).

*Reference to record:* Draft EIR Chapter 12.

***Impact 12.3: Improper destruction of existing wells on the site can allow pollutants to enter the ground water supply***

Mitigation Measure

12.3 Upon development of the property, any existing water well(s) not intended for use by the project, shall be properly destroyed. For those wells located in the unincorporated area of Fresno County, the applicant shall apply for and obtain a permit(s) to destroy water well(s) from the Fresno County Department of Community Health, Environmental Health System prior to commencement of work. The contractor hired to destroy any existing wells shall possess a valid C-57 license.

Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 12.3 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 12.

**Wastewater Collection and Disposal**

***Impact 13.1: The project will result in a need for wastewater collection facilities.***

Mitigation Measure

- 13.1(a) The District shall extend wastewater collection facilities from the nearest City of Fresno sewer main(s) capable of accepting the wastewater flows from the project. The extent of the sewer facilities that will need to be constructed will vary depending on the timing, phasing and location of the educational facilities on the site. Provision of sewer service is contingent upon the District meeting the requirements of the City's findings and UGM processes and utility design standards.
- 13.1(b) The District shall negotiate and pay an equitable sewer enhancement fee to contribute to upgrade the existing sewer lines in Herndon and Cedar Avenues.
- 13.1(c) The District shall consult with the City of Fresno Wastewater Division's Environmental Control Section regarding the possibility of having to obtain a pretreatment permit for wastewater discharges.

### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact. Mitigation Measure 13.1(c) is partially within the responsibility and jurisdiction of City of Fresno as the issuer of pretreatment permits.

*Rationale for finding:* Mitigation Measures 13.1(a), (b) and (c) have been incorporated into the project by the District. In implementing Mitigation Measures 13.1(c), the District will consult City of Fresno Wastewater Division's Environmental Control Section regarding the possibility of having to obtain a pretreatment permit for wastewater discharges.

*Reference to record:* Draft EIR Chapter 13, Final EIR Chapter 4.

***Impact 13.2: Wastewater generated by the project will require wastewater treatment and disposal service (not significant).***

### Mitigation Measures

None required.

### Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 13.

### **Drainage and Flooding**

***Impact 14.1: The project will result in increased stormwater runoff.***

### Mitigation Measures

- 14.1(a) The District shall enter into an agreement with FMFCD for the development of the master-planned storm drainage facilities. The agreement would identify storm drainage fee obligations of the District for development of the site and/or fee credits and/or future reimbursements for the District's construction of any of the master-planned storm drainage facilities.
- 14.1(b) The District shall construct adequately sized on-site detention to reduce the peak discharge rate of runoff from the site to discharge rates similar to medium low density residential. Such detention shall be designed in a manner acceptable to FMFCD.
- 14.1(c) The District shall dedicate storm drainage easements related to the construction of any of the master-planned storm drainage pipelines that would occur on the site, outside of the street right-of-way areas. No encroachments into the easement will be permitted, including but not limited to foundations, roof overhangs, swimming pools and trees. Any proposed storm drain alignments shall be reviewed and approved by FMFCD.
- 14.1(d) The grading and drainage patterns for site development shall be as shown on Exhibit No. 1 of the FMFCD Draft EIR comment letter dated December 7, 2001, unless subsequently amended by FMFCD.

### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact. Mitigation Measure 14.1(a) is partially

within the responsibility and jurisdiction of Fresno Metropolitan Flood Control District (FMFCD).

*Rationale for finding:* Mitigation Measures 14.1(a) through (d) have been incorporated into the project by the District. The District will request the assistance of FMFCD in the implementation of Mitigation Measure 14.1(a), as the determination of master-planned storm drainage facilities is the responsibility of FMFCD.

*Reference to record:* Draft EIR Chapter 14, Final EIR Chapter 4.

***Impact 14.2: Stormwater runoff from project construction and operational activities may pollute natural watercourses and aquifers.***

#### Mitigation Measures

- 14.2(a) Project construction documents shall include (1) measures to prevent the disposal of wastes, effluent, chemicals, or other noxious substances on the project site during construction and (2) procedures to contain and properly clean up any accidental spillage or disposal.
- 14.2(b) The District shall comply with Environmental Protection Agency National Pollution Discharge Elimination System (NPDES) permit requirements, administered by the State Water Resources Control Board (SWRCB), as follows:
- (1) file a Notice of Intent (NOI) for discharge from the project site in accordance with NPDES requirements prior to commencing construction;
  - (2) require that the project contractor or District prepare a Storm Water Pollution Prevention Plan (SWPPP) in accordance with guidelines adopted by the SWRCB and institute the SWPPP during construction of the project. The SWPPP shall provide a best management plan for the source control of any pollutants that may be mobilized by runoff generated on the construction site and which may enter the public drainage system; and
  - (3) file a Notice of Completion of Construction for the project site identifying that pollution sources were controlled during construction and implement a closure SWPPP for the site.
- 14.2(c) The District shall comply with FMFCD's "Interim Policy Providing for Compliance with Post-Construction and Industrial Storm Water Pollution Control Requirements." These include but are not limited to:
- (1) Developers of new non-residential developments shall select and implement post-construction storm water controls as necessary to: (a) meet the requirements of the general permit; (b) eliminate the potential for non-storm water discharges to enter the municipal drain system; and (c) where possible, minimize contact with materials that contaminate storm water runoff.
  - (2) In order to effectively prevent the entry of non-storm water discharges to the municipal storm drain system, drains associated with loading docks, and areas where materials that may contaminate storm water runoff are handled, processed or stored, shall not be directly connected to FMFCD storm drains.

Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact.

*Rationale for finding:* Mitigation Measures 14.2(a), (b) and (c) have been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 14, Final EIR Chapter 4.

**Solid Waste**

***Impact 15.1: The project will increase local demand for landfill space (not significant).***

Mitigation Measure

Although this impact is considered less than significant, the following measure is included to demonstrate the District's continued commitment to recycling/waste diversion at its facilities:

15.1 The District shall implement all available recycling/waste diversion methods to reduce consumption of landfill space and assist in meeting California solid waste diversion mandates.

Finding

Although this impact is considered less than significant and no finding is required, the mitigation measure is included to demonstrate the District's continued commitment to recycling/waste diversion at its facilities. Therefore, Mitigation Measures 15.1 has been incorporated into the project.

*Reference to record:* Draft EIR Chapter 15, Final EIR Chapter 4.

**Law Enforcement and Fire Protection**

***Impact 16.1: The project will cause an increased demand for law enforcement services.***

Mitigation Measure

16.1 The District Police Department shall provide law enforcement services to the project site, including patrolling after hours and during extracurricular activities.

Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 16.1 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 16.

***Impact 16.2: The project will increase the need for fire protection services.***

### Mitigation Measures

16.2(a) The project shall extend the transmission grid mains around the site to provide the required fire flows (1,500 gallons per minute for sprinklered structures and 2,500 gallons per minute for unsprinklered structures).

16.2(b) The District shall consult with the City of Fresno Fire Prevention Bureau during the site design process regarding hydrant placement, fire flow, fire sprinklers and hazardous materials business plans.

### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact.

*Rationale for finding:* Mitigation Measures 16.2(a) and (b) have been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 16, Final EIR Chapter 4.

### **Energy Resources**

***Impact 17.1: The project will consume electrical energy and natural gas.***

### Mitigation Measures

17.1(a) The District shall design all on-site facilities and equipment to meet the requirements of California Code of Regulations, Title 24.

17.1(b) The new campus shall incorporate an energy control and management system in the project design.

### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact.

*Rationale for finding:* Mitigation Measures 17.1(a) and (b) have been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 17.

***Impact 17.2: Project construction and project-related vehicular trips will consume non-renewable energy resources (not significant).***

### Mitigation Measures

None required.

### Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 17.

## **Hazardous Materials and Conditions**

***Impact 18.1: The structures on the project site may contain asbestos and lead based paints.***

### Mitigation Measures

- 18.1(a) The two residences located on the project site shall not be demolished until testing for asbestos materials and lead based paints is conducted by a Cal-OSHA-certified inspector.
- 18.1(b) If asbestos-containing building materials or lead based paints are identified, notification and removal of the materials shall be conducted in accordance with local, regional, state, and federal requirements.

### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact.

*Rationale for finding:* Mitigation Measures 18.1(a) and (b) have been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 18.

***Impact 18.2: Limited oil stained areas on the project site could result in future exposure to oil residues.***

### Mitigation Measure

- 18.2 The site soils discolored by oil staining shall be removed prior to any grading or construction on the site. If excavation of discolored soils results in any question regarding the horizontal or vertical extent of impacted soils soil sampling and analysis shall be conducted.

### Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 18.2 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 18.

***Impact 18.3: The project will use hazardous materials for maintenance of school facilities, pest control, landscaping, and swimming pool disinfection (not significant).***

### Mitigation Measures

None required. Based upon existing regulations, practices and procedures, this impact is considered less than significant.

### Finding

Since this impact is not significant, no finding is required.

*Reference to record:* Draft EIR Chapter 18.

***Impact 18.4: Students and faculty may be exposed to agricultural chemicals from nearby farming operations or from past on-site agricultural use.***

Mitigation Measure

18.4 Prior to site development, the site shall be tested for environmentally persistent organophosphate pesticides. Should significant pesticides concentrations of pesticides be found on the site, appropriate site remediation shall take place before site occupancy.

Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 18.4 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapters 18 and 5, Final EIR Chapter 4.

***Impact 18.5: Students and faculty may be exposed to chemicals or other hazards from the surface water treatment plant to be constructed adjacent to the project site.***

Mitigation Measure

18.5 Design of the campus shall take into consideration the planned location of liquid oxygen and carbon dioxide pressure tanks in the northern portion of the City of Fresno's planned surface water treatment plant site. The level of risk posed by the tanks shall be determined by qualified personnel and, if warranted, a wall, structure setbacks and/or other appropriate safety measures shall be implemented.

Finding

A mitigation measure has been required in, or incorporated into, the project which avoids or substantially lessens the significant environmental impact.

*Rationale for finding:* Mitigation Measure 18.5 has been incorporated into the project by the District.

*Reference to record:* Draft EIR Chapter 18, Final EIR Chapter 4.

**Growth-Inducing Impacts**

***Impact 19.1: The project could encourage urban growth in the project vicinity.***

Mitigation Measures

19.1(a) The District shall work with the City of Clovis and County of Fresno to discourage premature development of the Northwest Urban Center area east of Willow Avenue, and will oppose urban level development prior to the completion of a specific plan for the Northwest Urban Center.

19.1(b) During the planning process for the City of Clovis' Northwest Urban Center, the District shall work cooperatively with the City of Clovis to ensure compatible land uses are planned in the vicinity of the campus.

### Finding

Mitigation measures have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental impact. Mitigation Measures 19.1(a) and (b) are partially within the responsibility and jurisdiction of another public agency (the City of Clovis and County of Fresno [19.1(a) only]).

*Rationale for finding:* Mitigation Measures 19.1(a) and (b) have been incorporated into the project by the District. Land use planning for territory east of Willow Avenue is the responsibility of the City of Clovis and the County of Fresno.

*Reference to record:* Draft EIR Chapter 19.

### **Cumulative Impacts**

#### *Traffic*

Cumulative impacts related to traffic were previously addressed under Impacts 9.1 through 9.5.

#### *Loss of Agricultural Land*

#### Mitigation Measures

There are no mitigation measures that would prevent the cumulative loss of agricultural land in areas currently planned for urban development in adopted land use plans.

### Finding

The cumulative loss of agricultural land is considered a significant unavoidable impact. Therefore, the finding is hereby made that specific economic, legal, social, technological or other considerations make infeasible the project alternatives identified in the Final EIR.

*Rationale for finding:* See Section III of Exhibit "A" for a description of the specific considerations that make the project alternatives infeasible. Also, please refer to Section IV of Exhibit "A" (Statement of Overriding Considerations) for a discussion of why the benefits of the project outweigh the significant unavoidable impacts.

*Reference to record:* Draft EIR Chapter 20.

### ***Energy Resources: Projected Shortage of Electrical Facilities***

#### Mitigation Measure

The City of Fresno and City of Clovis should work with PG&E to designate a site for a new substation to serve northeast Fresno and Clovis and an associated transmission line corridor.

### Finding

The mitigation measure is within the responsibility and jurisdiction of other public agencies (the City of Fresno and the City of Clovis). The mitigation measure can and should be adopted by such other agencies.

*Rationale for finding:* The siting of a substation and transmission line corridor to serve the northeast Fresno and Clovis area must necessarily involve either, and preferably both, the City of Fresno and the City of Clovis, which have land use planning authority in the area to be served.

*Reference to record:* Draft EIR Chapter 20.



# State Center Community College District

1525 East Weldon Avenue • Fresno, California 93704-6398  
Telephone (559) 226-0720

EXHIBIT "B"

January 28, 2002

Erik Vink  
Assistant Director  
California Department of Conservation  
801 K Street  
Sacramento, CA 95814

Subject: Public Agency Acquisition of Land Enrolled in Williamson Act Contract  
(Contract #5708, APN 301-081-30)

Dear Mr. Vink:

Thank you for your letter dated December 21, 2001, regarding the State Center Community College District's proposed acquisition of 108.78 acres for a new community college center, a 15.85-acre portion of which is enrolled in a Williamson Act Contract. Your letter, which was received by my office on January 2, 2002, was received too late for inclusion in the Final EIR (the comment deadline was December 13, 2001). However, this letter will constitute our response to your comments and will be included in the administrative record presented to the District Board of Trustees. (Each response included below corresponds to a numbered section of your attached letter.)

Response 1

The introductory, informational comments are noted.

Response 2

The Department of Conservation's acknowledgement that the finding specified under Government Code Section 51292(a) could be made is noted.

Response 3

The District believes that sufficient information has been provided to form a basis for the finding specified under Government Code Section 51292(b), with the following clarifications provided under Responses 4 through 9.

Response 4

The portion of the North Study Area west of Willow Avenue is within the City of Fresno Sphere of Influence. Urban services are available in this area, and the Site Selection

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Study identified four sites west of Willow (N-1 through N-4). The only land under Williamson Act Contract within these sites is the 15.85-acre parcel that forms a portion of Site N-1 (the preferred site). Sites N-2 and N-3 have been approved for single family development since the completion of the site study, rendering them unacceptable for acquisition. (Site N-4 was already approved for development at the time of site study). Even if there were no approved development plans on sites N-2 and N-3, combining these two smaller sites to form a site bisected by a planned major street (Perrin Avenue) would not be desirable.

Response 5

Site N-5, located south of Shepherd Avenue and east of Willow Avenue, is adjacent to a developing area of the City of Clovis. It is identified in the site study as being within an area where "City of Clovis sewer capacity may become available" (see Figure 3 legend). While it appears that service could physically be extended to the site due to proximity, the issue in this area is the availability of capacity in the downstream lines. With respect to the finding, however, this issue is effectively moot because the eastern 78 acres of Site N-5 is under a Williamson Act Contract (APN 560-101-15, Contract #2364).

Response 6

Deleting the 15.85-acre Williamson Act parcel from the site is not considered feasible by the District. Development of the main college facilities will occur toward the northern portion of the site due to the greater width of the site in this direction and the desired linkage of facilities and programs with the planned Clovis Unified Educational Center immediately to the north. Deletion of 45% of the northern frontage of the site would render the site unacceptable for development of the proposed college center.

Response 7

The land to the northwest of the project site shown on Draft EIR Figure 2-2 contains topographical variations that would require substantial grading and a large single family residence. The largest parcel within this quarter section has been approved for urban residential development. Therefore, this land was not considered suitable for the project.

Response 8

No sites were considered in the portion of the North Study Area located north of Shepherd Avenue and east of Willow Avenue because this area cannot currently be provided with urban services and will not be provided with such services for at least 10 years. The nursery was allowed under a County conditional use permit as an agriculturally compatible use. It does not have urban sewer and water service. The church

was also approved by Fresno County under a conditional use permit and will have to provide on-site sewer and water. Since the approval of the church, the area east of Willow and north of Shepherd has been added to the City of Clovis Sphere of Influence. Therefore, the City of Clovis will be responsible for planning the area and has indicated that no urban development will occur in the area until a comprehensive specific plan and EIR have been prepared. The start of the specific plan process is several years away, at the earliest.

Response 9

The only site of sufficient size in the Northeast Study Area that could potentially be served by City of Clovis sewer and water service was Site NE-1 (see Figure 4 in the Site Selection Study.) This site is not under Williamson Act Contract. However, it does not meet the site selection criterion that states that "utilities should be capable of being extended to the site within the next five years without unreasonable costs." As stated in the site study, "No water sewer, or storm drainage facilities exist near the Site NE-1, and it is unlikely that they will be extended to the area within the next five years unless the SCCCDD pays the substantial cost of extending the facilities." In addition, this site would not meet two other project objectives, as stated in the Draft EIR: The site would not be centrally located for the present and future student population; and the site would not allow for the collaborative use of appropriate facilities and programs with the Clovis Unified School District.

Response 10

In accordance with Government Code Section 7267, the District is attempting to acquire the subject property by means of a consensual purchase from the property owner in lieu of eminent domain. If the District is unsuccessful in this attempt, then the District will consider acquiring the property by means of an eminent domain action. No decision to initiate acquisition by that means has yet been made, but it is anticipated that the issue may be considered by the District's Board of Trustees during the spring of 2002. The District anticipates satisfying the requirements of Government Code Section 51252 with respect to said property in the event the District acquires that property.

Response 11

The State Center Community College District is a public agency charged with providing community college facilities and services to residents within its boundaries. The area to be served by the proposed college center is the fastest growing portion of the Fresno/Clovis metropolitan area, and its current population is underserved. It is the expansion of the Cities of Fresno and Clovis, in accordance with their adopted land use plans, which is consuming large amounts of agricultural land and causing the need for

Erik Vink  
January 28, 2002  
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community college facilities. The District cannot justify using public tax dollars, which are provided for the purpose of fulfilling its State-mandated responsibility to educate students, to purchase conservation easements or provide agricultural mitigation fees. (Note: Such requirements are not imposed on private development within the Cities of Fresno and Clovis.)

We appreciate your input regarding the District's proposed acquisition of land for a community college center. If the preferred site is acquired by the District, you will be notified of the acquisition within 10 working days in accordance with Government Code Section 51291(c).

Sincerely,



Jon Sharpe  
Executive Vice Chancellor

JS:pc

Attachment

bcc: Scott Odell - w/att.



DEPARTMENT OF CONSERVATION  
STATE OF CALIFORNIA

RECEIVED

JAN - 2 2002

BUSINESS OFFICE  
STATE CENTER COMMUNITY  
COLLEGE DISTRICT

December 21, 2001

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GRAY DAVIS  
GOVERNOR

Mr. Jon Sharpe, Executive Vice Chancellor  
State Center Community College District  
1525 East Weldon Avenue  
Fresno, CA 93704-6398

Subject: Public Agency Acquisition of Land Enrolled in Williamson Act  
Contract (Contract #5708, APN 301-081-30)

Dear Mr. Sharpe:

Thank you for your letter of December 3, 2001, notifying the Department of Conservation (Department) of the State Center Community College District's (District) proposed acquisition of a 15.85-acre parcel of prime agricultural land enforceably restricted by a Williamson Act contract. The purpose of the acquisition is the construction of a new community college center to serve the rapidly growing northeast portion of the Fresno-Clovis metropolitan area.

The project site comprises 108.78 acres located at the southwest corner of Willow Avenue and International Avenue, adjacent to the City of Fresno, in Fresno County. The contracted parcel is located at the northeast corner of the site. The contracted property appears to be planted in vegetables. The remainder of the site includes vegetables, an orange grove and fallow land. Surrounding land to the north is the Enterprise Canal and vineyard, to the south is vineyard and vacant land, to the east is a vacant trail right-of-way, Willow Avenue, a nursery, agricultural land and rural residences, to the west a single family residential subdivision. Two parcels of Williamson Act land are located directly southeast of the project site.

It is the policy of the State (Government Code §51292) that public agencies cannot locate public improvements in agricultural preserves unless specific findings can be made. With regard to the cost of acquiring land, the letter states that the selected site is planned for urban development and is likely one of the most expensive sites considered. However, the site is located in an agricultural/urban reserve that does not appear planned for development, but rather requires a plan amendment for development. Nevertheless, the cost of acquiring land was not among several site selection criteria, and the contracted parcel is a relatively

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Mr. Jon Sharpe  
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small portion of the project site. Assuming that the land is appraised at fair market value without consideration of contract restrictions, it appears that the following finding could be made: *"The location is not based primarily on a consideration of the lower cost of acquiring land in an agricultural preserve (Government Code §51292(a))."*

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(con.)

Although the District engaged in an extensive site selection study and may have considered sites not restricted by Williamson Act contracts, avoidance of contracted land was not among the selection objectives or criteria. In addition, the letter and enclosed documents do not identify noncontract sites and provide no discussion clarifying that no other noncontract sites are reasonably feasible for the project. The other required finding follows: *"If the land is agricultural land covered under a contract pursuant to this chapter for any public improvement, that there is no other land within or outside the preserve on which it is reasonably feasible to locate the public improvement (Government Code §51292(b))."* In order for the Department to determine whether this finding can be made, we request that the District provide explanation and documentation clarifying that no other, noncontract land is reasonable feasible. This should include a complete map of the North and Northeast Study Areas, the contract status of lands within these areas and current and planned land uses. A parcel map for this purpose would be most helpful.

3

It is not clear to the Department, for example, why some of the considered sites, if not under contract, would not be reasonably feasible locations for the project. In the North Study Area, site N-2 was rejected because it is smaller than N-1, the selected site, and because there may be traffic conflicts with the adjacent elementary school. However, the size of N-2 (80 acres) is within the criteria range (75-125 acres), and it is not clear why traffic conflicts with the elementary school would render the site infeasible when the same conflicts would appear to exist between N-1 and the adjacent middle school/high school education center. Alternatively, it would appear that a portion of N-2 could be combined with N-3, rejected because of size, to avoid such traffic conflicts and remain proximate with the education center, one of the selection objectives. In addition, N-5 was rejected because it is not within an area where sewer service is currently available. Yet, the stated selection criterion is "capable of being extended to the site within the next five years (emphasis added) without unreasonable costs." Figure 3 shows N-5 contiguous with an area where service is currently available. Extension of utilities to the site appears feasible. Finally, it appears that the 15.65-acre Williamson Act parcel could be deleted from the project site, leaving a 92.93-acre site large enough for the project. Alternatively, because construction is planned over a 20-year period, nonrenewal of the contract may be the most appropriate method of contract termination.

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Likewise, other noncontract land, though not selected as one of the considered sites, may provide reasonably feasible project locations. Figure 2-2 in the DEIR, for example, shows a large area of vacant land immediately west of the education center. Large areas of agricultural and unidentified land are shown northeast, east and southeast of the selected site, east of Willow Avenue between Copper and Nees Avenues, and south of the selected site bordered by Shepherd and Nees Avenues and Chestnut and Willow Avenues. These areas appear to be

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Mr. Jon Sharpe  
December 21, 2001  
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within the North Study Area. There is discussion in the DEIR that land east of Willow Avenue cannot be developed for a number of years. However, development has occurred involving a nursery and has been approved for a church. Location of the project in one of these areas appears feasible.

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(cont)

The Department's request for information and documentation also applies to the Northeast Study Area, although it is acknowledged that some locations may be too distant from current populations to be feasible. In summary, it may be helpful to add that, while the District's site selection process appears to involve selecting the most appropriate location based on the District's objectives/criteria, the finding in §51292(b) requires that there is no other noncontract land reasonably feasible for the project.

9

A Williamson Act contract is an enforceable restriction pursuant to Article 13, section 8 of the California Constitution and Government Code §51252. Assuming other necessary requirements are met, acquisition of contracted land by a public agency must meet the requirements for eminent domain or in lieu of eminent domain in order to void the contract pursuant to Government Code §51295. In order for the Department to determine whether these requirements have been met, we request documentation of eminent domain proceedings or copies of the subject property appraisal and written offer pursuant to Government Code sections 7267.1 and 7267.2 in lieu of eminent domain, as well as a chronology of action taken, and planned, to acquire the property. If requirements to void the contract are not met, the contract would remain in force and continue to restrict use of the land.

10

The DEIR concludes that the project significantly impacts farmland by converting 65 acres of Prime Farmland and 32 acres of Farmland of Statewide Importance. It also concludes that the project contributes significantly to the cumulative loss of farmland and induces urban growth in the area. However, it offers no mitigation for these impacts, other than working with local jurisdictions to discourage premature development in the area and ensure compatible land use near the campus. It states that no mitigation would prevent the loss of agricultural land.

The Department commented on the project's Notice of Preparation in a letter dated November 4, 2000, and recommended agricultural conservation easements as project mitigation. It is the Department's determination that these easements are feasible and should be considered in an EIR to meet CEQA requirements: "An EIR shall describe feasible measures which could minimize significant adverse impacts . . . (CEQA Guideline §15126.4(a)(1))."

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The Department encourages the purchase of agricultural conservation easements on land of at least equal quality and size as partial compensation for the direct loss of agricultural land, as well as for the mitigation of growth-inducing and cumulative impacts on agricultural land. We highlight this measure because of its growing acceptance and use by lead agencies as mitigation under CEQA. The loss of agricultural land represents a permanent reduction in the State's agricultural land resources. Agricultural conservation easements will protect a portion of those remaining resources and lessen project impacts in accordance with CEQA Guideline

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Mr. Jon Sharpe  
December 21, 2001  
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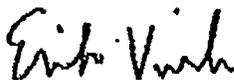
§15370. Mitigation using conservation easements can be implemented by at least two alternative approaches: the outright purchase of easements tied to the project, or via the donation of mitigation fees to a local, regional or statewide organization or agency whose purpose includes the purchase, holding and maintenance of agricultural conservation easements. At the state level, the California Farmland Conservancy Program (CFCP) is authorized to accept funds for the subsequent purchase (via grants to local organizations) of agricultural conservation easements. Whatever the approach, if the use of conservation easements is considered, the conversion of agricultural land should be deemed an impact of at least regional significance, and the search for replacement lands conducted regionally, and not limited strictly to lands within the project's surrounding area. The Department recommends that discussion and consideration of easement mitigation be included in the FEIR for this project.

Information on the CFCP and conservation easements generally, as well as the Williamson Act and provisions noted above, is available on the Department's website. The Department's website address is:

<http://www.consrv.ca.gov/dlrp/CFCP/index.htm>

If you have any questions, please contact Bob Blanford, Research Analyst, at (916) 327-2145.

Sincerely,



Erik Vink  
Assistant Director



Recommendation:

It is recommended that the Board of Trustees approve the Resolution for Adoption of Addendum to Final Environmental Impact Report for the Willow/International Project, which provides for the inclusion of the City of Fresno raw water pipeline in the project.

BEFORE THE BOARD OF TRUSTEES OF THE  
STATE CENTER COMMUNITY COLLEGE DISTRICT  
FRESNO COUNTY, CALIFORNIA

In the Matter of	)	RESOLUTION NO. 05-49
	)	
	)	ADOPTION OF ADDENDUM TO
	)	FINAL ENVIRONMENTAL IMPACT
	)	REPORT FOR THE WILLOW/
	)	INTERNATIONAL COMMUNITY
	)	COLLEGE CENTER FOR CITY OF
	)	FRESNO RAW WATER PIPELINE

WHEREAS, on February 5, 2002, in accordance with the requirements of the California Environmental Quality Act ("CEQA") and the Guidelines for Implementation of the California Environmental Quality Act ("State CEQA Guidelines"), the Board of Trustees ("Board") of the State Center Community College District ("District") certified a Final Environmental Impact Report ("Final EIR") for the Willow/International Community College Center ("Willow/International Center") (State Clearinghouse No. 2000111026); and

WHEREAS, the City of Fresno desires to construct a raw water pipeline from its surface water treatment plant (SWTP) at the northeast corner of Behymer and Chestnut Avenues through and under a portion of the Willow/International Center site for the purpose of transporting water to the SWTP; and

WHEREAS, Section 15164 of the State CEQA Guidelines allows for the preparation of an addendum to an EIR by the lead agency or by a responsible agency if changes to a certified EIR are necessary but do not meet the criteria that would require the preparation of a subsequent EIR; and

WHEREAS, the modification of the project to include the installation of the raw water pipeline under the SCCCD site would not require major revisions in the EIR due to new significant effects or a substantial increase in the severity of previously identified significant effects; and

WHEREAS, none of the criteria listed in CEQA Guidelines Section 15162(a) have been met with regard to preparation of a subsequent EIR.

NOW, THEREFORE, IT IS RESOLVED, DETERMINED AND ORDERED by the Board of Trustees of the State Center Community College District as follows:

Section 1. The Board of Trustees of the District finds and determines that the foregoing recitals are true and correct.

Section 2. The Board hereby adopts an Addendum to the Final EIR for the Willow/International Community College Center, which provides for the inclusion of the City of Fresno raw water pipeline in the project.

Section 3. This Resolution shall take effect immediately upon its adoption.

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PASSED AND ADOPTED this 1st day of March, 2005 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT OR NOT VOTING: \_\_\_\_\_

\_\_\_\_\_  
Patrick E. Patterson  
President, Board of Trustees

CERTIFIED TO BE A TRUE  
AND CORRECT COPY:

\_\_\_\_\_  
Dorothy Smith  
Secretary, Board of Trustees