



**2009-2010 North Centers
Educational Master Plan**
March 2, 2010

ACKNOWLEDGEMENTS



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Letter from the Vice Chancellor



To: Faculty, Staff, and Community Members of the SCCCD-North Centers

As you know, effective planning is essential to the continued growth of the State Center Community College District North Centers. This Educational Master Plan is a critical document involving the review of internal and external data, identification of major findings as a result of the data analysis, and a listing of recommendations for future planning and implementation for each of the

Madera, Oakhurst, and Willow International Centers. The North Centers are unique in that each site serves a student body that is reflective of the geographic location and population in the local region. The Educational Master Plan addresses these unique characteristics through separate plans and recommendations for each of the North Centers sites.

This process, which began in April 2009, has included input from many students, faculty, staff, and administrators from the three Centers and I would like to personally thank all of you who invested your time and energy into the process. In addition, the Educational Master Plan contains a review and analysis of trends that have occurred internally and externally at each location such as student population, programs of instruction, employment, and housing. In terms of future planning, the Educational Master Plan reflects a twenty year projection that will assist us as we look towards the future in regards to curriculum, student support services, staffing, and facilities to meet the demands of our future generation of students.

An ongoing and systematic evaluation and planning process used to refine the institution's key processes and improve student learning is an essential component for sustainable continuous quality improvement. This Educational Master Plan is a key component to be used in this process and, coupled with an ongoing dialogue regarding institutional effectiveness, will be used to establish a strong foundation of evaluation and planning for the North Centers as we meet the present and future needs of our students and communities.

Terry Kershaw, Ed.D.

Vice Chancellor, North Centers



Introduction

This document is an interim draft of the North Centers Educational Master Plan. The document should be made available to all appropriate segments of the College community for their input, questions or suggestions as the consulting team continues to assist in the process and development of this critical planning document.

To maximize efficiency and clarity, all correspondence regarding the Educational Master Plan should be forwarded to Linda Little at the Madera Center. Because of the deadline to present a final document to the Board of Trustees by the end of the year, it is imperative to receive all feedback relative to these attached sections, no later than November 25, 2009.

All preliminary versions of the Plan should be viewed as drafts and are not final until all interested parties of the College community have had an opportunity to review and comment. It is essential that the final Educational Master Plan be a true reflection of the Centers and the programs of instruction and support services and that it assists the Centers in determining its future space needs requirements.

Educational Master Plans are being created for all campuses in the District. A separate Plan will be created for Fresno City College, Reedley College and the North Centers. **Therefore, although the North Centers are a part of Reedley College, this Plan will focus exclusively on the North Centers.** When relevant, the Plan will examine the Centers' relationship with the District and the Colleges.

Currently, the Willow International Center is in the process of making application to the California Post Secondary Education Commission (CPEC) and the Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges as a separate community college (Clovis Community College). After this approval is achieved, the remaining North Centers will continue to be an integral part of the instructional program of the Clovis Community College.

SCOPE OVERVIEW

The *North Centers Educational Master Plan* (“Master Plan” or “Plan”) is a comprehensive plan for the North Centers. This Plan has been developed in response to the 2008-2009 North Centers Strategic Plan including the 2009-2010 North Centers Goals and provides specific direction and parameters for the implementation of programs along with activities relating to the educational and support service programs of the Centers.

The goal of the Master Plan is to assist the North Centers in projecting the educational programs and support services that will be needed through the year 2025. The Plan provides direction for improving the Centers' services to students and the community. It is a dynamic document, flexible enough to adjust to new issues and needs that may arise, and will guide decision-making at the North Centers for years to come.

The *North Centers Educational Master Plan* has its roots in both qualitative input and quantitative data. Information from within and external to the Centers was used to explain the changes that occurred in the past and to forecast the needs for the future. The overall goal of the Plan is to project the future program of instruction, student services and other support services that will be required to accommodate the North Centers' needs through the year 2025.

The objective of the Educational Master Plan is:

- To bring together educational components of the North Centers into a long-range plan that will support decision-making for the future.

The Master Planning process included the following tasks:

Conducting an overview and assessment of the North Centers and the areas they serve:

- Conducting data research on the historic growth of student enrollment and weekly student contact hours (WSCH).
- Assessing the internal environment of the North Centers relative to the current composition/profile of the students served.

- Conducting an external environmental scan – viewing the Centers in relationship to their service areas and external environment.

Creating a platform to support the forecast of future needs/direction of the Center:

- Surveying faculty, staff, administrators and students relative to the needs of the Centers at all locations.
- Securing input from faculty, staff and administrators to assess current and future needs relative to the program of instruction and/or support services.
- Conducting on-campus interviews/meetings with deans and directors, administrative staff/managers and students at all locations to determine the future Center vision.
- Conducting a section level analysis of the current program of instruction.
- Creating a baseline curriculum that reflects current WSCH values by discipline/program, by college center and the District.
- Integrating the qualitative input with quantitative data.
- Review with support staff the current and projected level of services needed to support the instructional programs of the North Centers.

Defining the capacities for WSCH generation in the future:

- Creating a WSCH generation forecast by discipline/program and instructional area relative to the program of instruction for the future.

OVERVIEW

The *North Centers Educational Master Plan* begins with an analysis of the students who attend the North Centers; who they are, where they come from and why they come to the North Centers. The students and their educational needs are the basis for programs and services provided by the Centers. Without students, the Centers do not exist. From the students who attend the North Centers and the programs of instruction they choose, all else flows—the need for faculty and staff, the need for support services and the need for facilities and space. This concept of using a student-based model to generate all future planning efforts is essential with today's ever-changing economic environment and the competition for students.

The Plan has established “baselines” —starting points from which forecasts for the future can be made. For the 2009 *North Centers Educational Master Plan*, baseline references have been established using fall-semester, 2008 as the baseline semester. All external and internal environmental scan information included in the Plan is based on 2008-2009 information.

Key Components to Planning

There are many key components to establishing a successful Master Plan. The most critical elements are...

- The Centers' commitment to a process which engages in a deep, honest, self-evaluation
- Hard analysis and observation of community need
- Open-ended brainstorming of possibilities
- The making of clear choices; reflected in specific goals and objectives
- Realistic plans for implementation

Setting realistic objectives in a timely manner is essential to successful planning. The objectives set must be measurable. Good planning also addresses multiple issues facing the Centers and meeting the needs of the communities they serve. Given the current economic conditions, planning will be critical in allowing the Centers to continue to meet the needs of the service areas.

History has proven that when the economy suffers, education demands increase. The increased number of people out of work, combined with currently employed people seeking to increase their marketability, reflects in an increase of enrollment at institutions of higher learning. With the influx of student

enrollment, will come unique needs that the students will seek to have fulfilled. The main goal of these returning students is to obtain the necessary skills and knowledge, that will provide them the opportunities for sustainable and secured future employment opportunities.



Systematic, thoughtful planning should take into consideration issues facing the community, such as the top jobs projected for the future in the Centers' service areas and thus allow for necessary adjustments to the programs of instruction that will be needed to support them. Elements, such as the economy, may place emphasis on particular instructional programs over others.

When implementing successful planning, the Centers must consider that instructional programs and disciplines do not grow at the same rate. Planning must look at the future and adjust programs as necessary. Maintaining the balance between fast growth and preserving a balanced program offering is essential. The consideration of issues such as these, gives the Centers the opportunity to put in place the programs needed to meet the rapidly changing needs of the communities served.

With good planning comes the need to establish a system that allows decision makers the ability to measure the success in meeting the needs of the institution. As discussed, good planning will format the curriculum to meet the projected future needs of the Center's student population. It will place the necessary emphasis on technology and develop a plan to allow the Centers to provide the most current

technological resources for students, allowing them to achieve their educational goals.

Once the future needs in these areas have been determined, the planning process turns towards the facilities provided on campus and an assessment of what the Centers have and what the Centers will need to ensure the continued ability to meet the needs of the student population. Upon determining these facility needs, the focus shifts to evaluating various options to finance the additional facilities deemed necessary.

Accreditation

One foundation this Plan is built upon is the goal of the Willow International Center achieving independent college status. A critical component to this will include obtaining initial accreditation from ACCJC and The Western Association of Schools and Colleges (WASC) for the College. WASC presents key guidelines that an institution must follow to successfully meet the needs of their students and community. It is imperative that the North Centers align all future planning efforts with the standards determined by WASC to achieve their accreditation status.

Accreditation provides a way to manage change through regular assessment, planning, implementation, monitoring and reassessment. It validates the college's integrity to the public and assures the community that the College's purposes are appropriate and being accomplished through a viable educational program. A valuable component of the accreditation process is the assistance it provides a college in establishing its priority areas for improvement as a result of the perpetual accreditation cycle. Continual self-improvement is a critical component to achieving full accreditation by WASC.

Schools aiming to receive accreditation status must meet rigorous, research-based standards that reflect the essential elements of a quality and effective school and also be able to demonstrate engagement in, as well as the capacity to, provide continuous school improvement. To ensure ongoing program improvement, each school should engage in objectives and subjective internal and external evaluations to assess progress in achieving its purpose. The North Centers Educational Master Plan will provide the Centers with evidence of sound planning, provide evidence of resources to implement these plans and provide the potential for attaining its goals within a reasonable time.

History of the North Centers

The State Center Community College District recognized the need to increase the educational and support services for residents in the northern portion of the District. In response to this need, the District assigned Reedley College the lead role in the development of what is known today as the North Centers. The first center to open its doors in 1988 was the Madera Center.

The center was initially housed at Madera High School and in 1989 was moved to Madera Unified School District sites where it remained until August 1996. At that time the State Center Community College District opened a dedicated site for the Madera Community College Center. Once the Willow International Center achieves full college status as Clovis Community College, the Madera Center is scheduled to become the fourth accredited college in the District.

The next center to follow was the Oakhurst Center which was established in 1990 on the campus of Yosemite High School. In 1996, the Oakhurst Community College Center relocated to its current location in the Central Business District of Oakhurst. The Clovis location followed in 1992 when the District purchased the Herndon Avenue site from a private college. In 2003, the Board of Trustees



responded to the growth at the Clovis location by completing the acquisition of 110 acres to build an additional, permanent facility to serve the northeast Fresno/greater Clovis area.

In August 2007, the majority of classes were moved from the Clovis location to the newly opened Willow International Center. The North Centers continue to develop into comprehensive college centers collectively serving approximately 6,700 students. All four North Center Community College Centers are part of The State Center Community College

District, which is located in the heart of the San Joaquin Valley. The SCCC District includes Fresno City College, North Centers and Reedley College.

North Centers Strategic Goals

Overlying the entire planning process at the North Centers are the Strategic Goals and Objectives for the Centers and the State Center Community College District. These goals and objectives were used as a guide while developing the Educational Master Plan. The Strategic Planning Goals and Objectives developed by the North Centers (2008-2009) provide a major foundation for the development of all planning efforts by the Centers. The Strategic Plan has its roots in the Centers' Mission Statement which follows:

The mission of the North Centers 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 Strategic Plan includes six Strategic Areas and the objectives each aims to achieve.

- Strategic Area One: Excellence in Teaching and Learning; Improving the educational programs and services that lead to increased student achievement and learning.
- Strategic Area Two: Access, Awareness and Success; Initiating strategies that focus on the areas of student recruitment, enrollment and retention/completion. Creating an environment that supports an awareness and understanding of diversity for all students who can benefit from the Center's programs and services.

- Strategic Area Three: Resource Optimization; Maximizing the human, physical and fiscal resources in an effort to better serve the students and college communities.
- Strategic Area Four: Institutional Awareness and Communication; Creating a process that leads to increased collaboration and open communication, both internally and externally.
- Strategic Area Five: Workforce Readiness and Partnerships; Using a well defined plan, increase the scope and breadth of career technical programs through strong partnerships with the local educational and community based agencies.
- Strategic Area Six: Initial accreditation process for candidacy; Begin the process of moving the Willow International Center to full college status by 2012 or sooner.

In addition to the North Centers' Strategic Plan, the Educational Master Plan will focus on the State Center Community College District's Strategic Plan to aid in the planning process. An annual review of the District's Plan ensures that the District is delivering programs and services aligned with its mission, vision and core values and is responsive to its community as it grows and changes. The District's Strategic Plan focuses on the following five goals and objectives.

- Access and Awareness- State Center Community College District (SCCCD) will be the learning institution of choice in its service area.
- Excellence in Teaching and Learning- The District will promote excellent teaching and learning in all of its colleges and centers, provide them relevant data and support and celebrate success and improvement.
- Workforce Readiness and Communication- SCCCDD will develop and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, communication, technological expertise and specific job-related competencies.
- System Effectiveness/Planning and Assessment-SCCCD will engage in an ongoing planning process to assess effectiveness and efficiency of its operations.
- Resource Development- SCCCDD intends to manage its resources to provide maximum opportunity to its students, employees and community.

The Strategic Plan for the North Centers places emphasis on improving the educational programs and services that lead to increased student achievement. In fall 2005, when asked what their educational goals were, the highest percentage (32%) of State Center Community College District students reported “undecided”. Over the past six semesters, this response has changed. According to spring 2008 data, the largest percentage of SCCCDD students now report their educational goals as a “BA/BS after AA/AS”.

In a study by Santa Barbara City College, Reedley College (including the North Centers) was recognized as one of the top seven community colleges in California for their high transfer rate. In this study, special attention was paid to the North Centers for the high number of students from the various sites that had established the goal to transfer on to a four year university.

The study also attributed the College’s high transfer rate to key programs, such as “Registration to go” which provides local high school seniors within the College’s service area the opportunity to pre-register with assistance from a counselor for classes for the fall semester, immediately following high school graduation. Programs such as this support the Centers’ Strategic Goals of recruiting students

by offering access to the community college centers and the goal of establishing effective communication and partnerships with high schools.

The plan that follows is a road map for implementation that if followed, will achieve the guidelines set by WASC. It affirms the proper structure for the institution being student-centered and well versed in technology. It is based on the essential standards, principles, and guidelines established by WASC.

OVERVIEW OF THE PLAN

In the sections that follow, a detailed analysis is presented of qualitative and quantitative information that is needed to implement the 2009-2010 *North Centers Educational Master Plan*. Included in the Plan are the following sections:

- External Environmental Scan-Identifies national, regional and local trends that have significant impacts on the future of the Centers.
- Internal Environmental Scan-Identifies the students who attend the Centers, where they come from, and the demographics of the Centers.
- Instructional Program and Support Services
- Future Projections for Instructional Programs and Support Services
- Recommendations for Centers and District



Board of Trustee's Approval of Plan

As part of the planning approval process, the 2009 Educational Master Plan for each college and also the 2009 *State Center Community College District Educational Master Plan* will be reviewed utilizing the shared governance process for the Colleges and the District. Upon approval of the draft Plans by the constituent shared

governance groups, the College Plans and the District Plan will be presented to the State Center Community College District Board of Trustees for approval.

External Environmental Scan

OVERVIEW

The external relationships that follow were identified as important and/or significant in having an impact on the futures of the North Centers (Clovis, Madera, Oakhurst and Willow International). The service areas chosen for analysis represent the pool of students the centers are likely to draw from. The varying sizes allow for the fact that students living in a more urban setting have more choices of where to meet their higher education needs. The external trends and conditions identified will undoubtedly have

an impact on the immediate and long-term operations of the Centers. The trends and conditions discussed are national, regional or local in scope and have the potential to influence the future direction of the programs, enrollment, curriculum and support services of the Centers.

THE CENTERS IN RELATIONSHIP TO THE NATION

To obtain a comprehensive picture of what may lie ahead for the North Centers, it is critical to understand both the current and projected economic environment of the nation. Currently, the fiscal stability and productivity of our nation is at risk and we are facing uncertain economic times. The fiscal state of the nation will bring about general changes in the economic support of our education system and will result in specific changes at all of the North Centers.

According to the fourth quarter report by the Bureau of Economic

Analysis, Real Gross Domestic Product, the output of goods and services produced by labor and property located in the United States, decreased at an annual rate of 6.3% in the fourth quarter of 2008. The outlook for our economy is bleak at best and there are no signs of a turnaround in the near future.

To further dampen the economic circumstances, the Bureau of Labor Statistics reported in March 2009 that nonfarm payroll employment continued to decline sharply in March with a loss of 663,000 jobs and the unemployment rate rose from 8.1% to 8.5%. Since the recession began in December 2007, 5.1 million jobs have been lost, with almost two-thirds (3.3 million) of the decrease occurring in the last 5 months. Currently, our nation has 13.2 million people out of work. In March, job losses were large and widespread across the major industry sectors. In addition, a decrease in work hours is an added concern facing employees. In March 2009, the average workweek for production and non-supervisory workers on nonfarm payrolls fell by 0.1 hour to 33.2 hours. Seasonally adjusted, this is the lowest



level on record for these data, which began systematic collection in 1964. As economic times have worsened at an accelerated rate, the likelihood of a deep and lasting recession appears unavoidable.

THE CENTERS IN RELATIONSHIP TO THE STATE

The California economy has a direct influence on the North Centers, both because it affects jobs and services in the communities and region, and because it impacts resources available for community college spending. Unfortunately, for California, the State's economic outlook has shown more weakness than that of the nation. According to the State Employment Development Department (EDD), in March 2009, the State reported an unemployment rate of 11.5%, the highest rate in 26 years. This is significantly higher than the national average of 9.0% during the same time. Many Californians are feeling the effects of the recession more than people in other regions of the country.

As the State faces uncertain economic times, there will undoubtedly be financial impacts on the State's higher education system. According to the Sacramento Bee on March 17, 2009, the legislatures' 2009-2010 budget

cuts included approximately \$680 million from California's Universities and approximately \$40 million from community colleges. \$510 million of that amount may be reimbursed by federal funds. Because of the cuts, it has been stated that the California State University campuses will accept 10,000 fewer students next year, while the University of California is reducing freshman enrollment by 2,300 students. The budget also calls for UC and CSU students to pay 10% higher fees in the next academic year. The Legislative Analyst's Office (LAO) has suggested that California raise the price of a community college education. At \$26 per unit, California has by far the lowest community college fees in the nation. A full-time resident student pays \$600 per year while the national average is \$2,700 a year, according to the California Postsecondary Education Commission (CPEC).



While the financial future of California's higher education system is undecided, it is certain that there will be significant impacts on the community college system as a result of the State's current economic crisis. These may include, but not be limited to higher fees and tuition at all three levels of higher education and a migration of significant numbers of future freshmen and sophomore students to the community colleges and their extended centers as a result of being 'priced out' of the CSU and UC systems.

Enrollment

The anticipated funding cuts to the community college system come at a time when colleges will likely see an increase in demand for enrollment. As the economy weakens, people tend to seek opportunities to increase their level of education. Whether they have lost their jobs or are looking to insure their current position, completing courses through the community colleges is a viable option. The current job market has become significantly more competitive, and as a result, employees are increasing their educational level and furthering their vocational skills to remain competitive with those people finding themselves out of work and who will likely be competing for similar opportunities and positions.

As previously stated, it is critical to consider the impacts that the proposed changes in enrollment and fees at the CSU and UC systems will have on the community college system. As funding is reduced, the cost of education increases at these institutions and the number of students accepted decreases. These students will seek alternate options for higher education. The more affordable and accessible community colleges will provide a viable alternative for these

students. In lieu of completing their first two years at a CSU or UC campus, students may seek to enroll in lower division classes at community colleges where the cost is more affordable; thus resulting in an increase in student population for community colleges.

As reported by the LA Times on September 7, 2008,

“Administrators say that when the economy dips, enrollment at community colleges typically surges. This fall, students are banking on these modest workhorses of California’s higher education system to ease their way through the economic downturn, opting for closer, cheaper alternatives to state universities. Older students in particular, are seeking training at two-year colleges to escape declining industries.”

Population Growth

An increase in the State’s college-age population generally causes a proportional increase in those who are eligible to attend post secondary education. Although statewide population trends are important to consider, local trends carry more relevance. For example, the four-year enrollment

growth for State Center Community College District between 2004 and 2008 was 17%. Over the same period, growth at the North Center facilities was 33%.



Economic Conditions

The current economic and fiscal challenges bode ill for the State's community college system. Community colleges have reported significant increases in student enrollment at a time when they can least afford a flood of additional students.

An informal survey of more than 100 colleges by the American Association of Community Colleges indicates that, on average, community colleges have seen as much as a 20% increase in enrollments for the Spring 2009 semester.

This increase in demand comes at a time when many colleges are being forced to reduce the classes and programs that they offer. Displaced workers also continue to fuel the enrollment increases. Many of the students are coming to the community colleges because of the college's low tuition and vocational career training programs.

Many state lawmakers are aware of the importance of community colleges, particularly during tough economic times, and have tried to limit cuts to community college funding. However, California community colleges are still at risk for budget cuts to their programs. Scott Lay, president and CEO of the Community

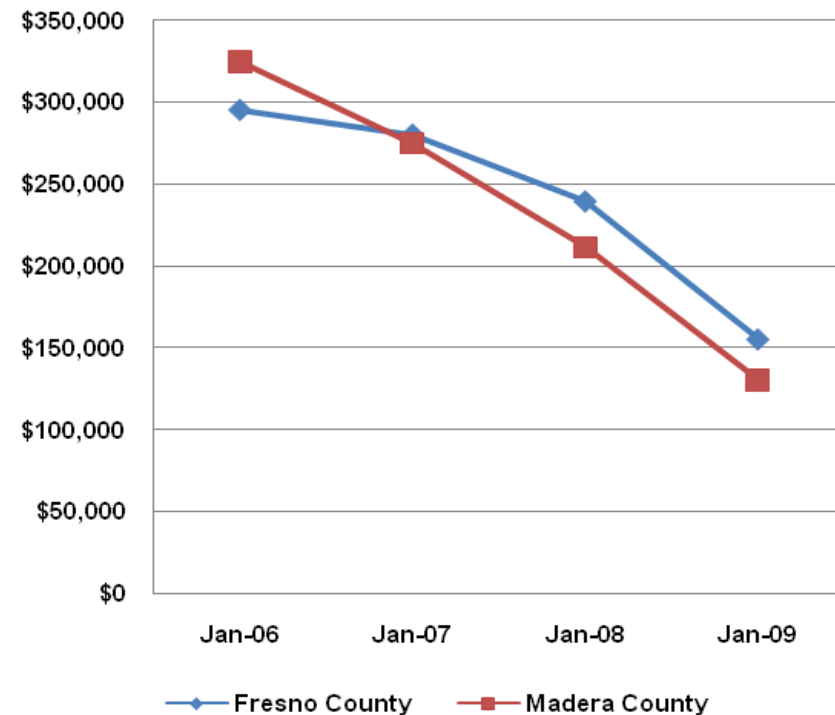
College League of California, expressed concerns stating, "We will be looking at our budget advocacy efforts over the next couple of weeks and be gearing up for the many approaching fights."

The current economic conditions were initiated, or at a minimum exacerbated, by an unstable housing market that has sent housing prices plummeting after several years of remarkable growth. According to realtytrac.com, the estimated median home price in Fresno County fell to \$146,916 during May 2009, for a drop of nearly 34% in the last 12 months. In addition, one in every 122 housing units is in some form of foreclosure.

Madera County fared even worse during the same time

period, with a 38.8% drop in value and 1 in every 82 homes in some form of foreclosure. These unstable economic times will create a formidable challenge for the local secondary education providers as people rethink their employment opportunities and future prospects.

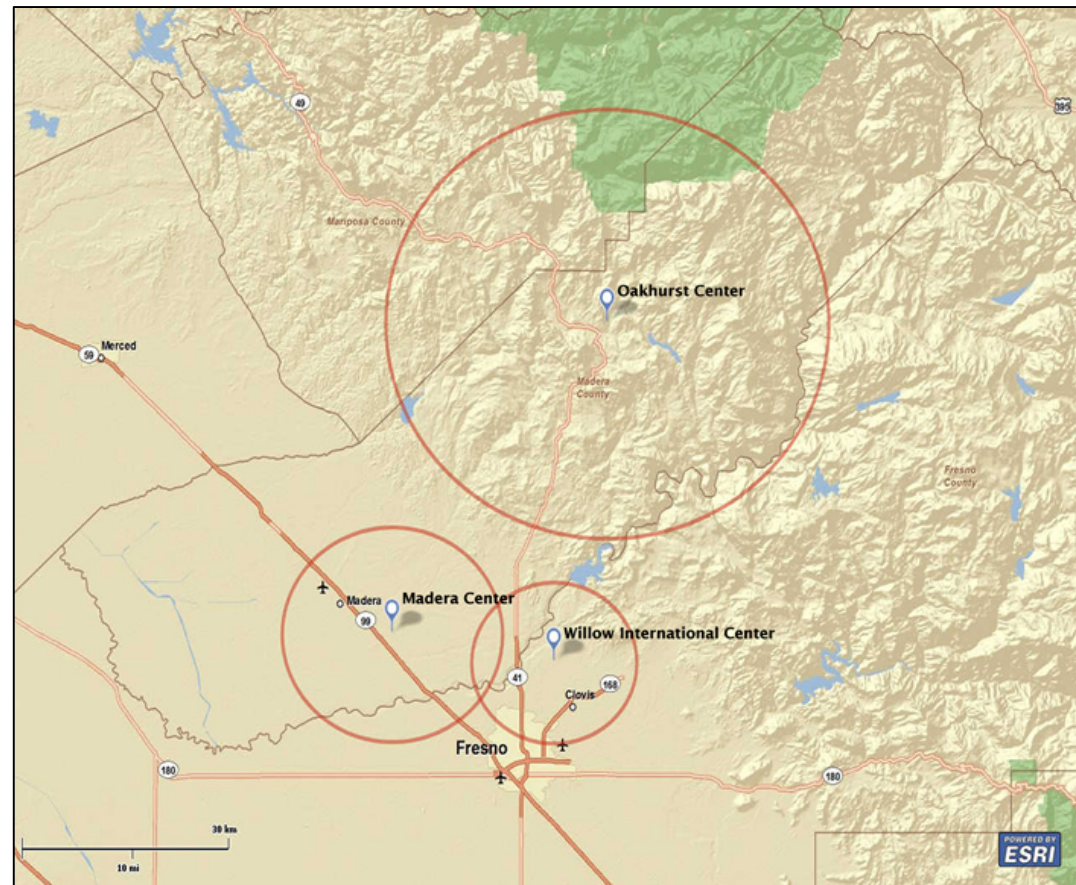
**FRESNO AND MADERA COUNTIES
MEDIAN HOME PRICE TREND**



Effective Service Areas for the Centers

For planning purposes, the consulting team defined an “effective service area” for each of the North Centers. Each of the centers is unique and serves varying communities. For this reason, the service areas are not the same size. Due to the close proximity of the Clovis site and Willow International Center, one service area was delineated for them. Therefore, there are three service areas for the North Centers, one for Oakhurst, one for Madera and one for Willow International and Clovis.

Each of the three service areas is a geographical area defined by a ring with the campus at the epicenter. The radii of the rings was selected in such a way as to describe regions that best represent the local region in which the majority of students attending the center reside. For the Madera Center, a 10-mile radius was selected. For Willow International and the Clovis site, the ring has a radius of 7.5 miles. The Oakhurst area population is spread out over a larger area and has no other community college facilities nearby. Therefore, the effective service area was determined to be an area with a radius of 20 miles.



The site map shows the three North Centers’ service areas as well as those for Fresno City College and Reedley College’s main campus. It is important to consider the overlapping service areas between the various campuses and that many students attend classes at more than one campus.

Information specific to each of the North Centers and their relationships to their local regions, is included in the respective sections of this Plan for each of the North Centers.

REGIONAL PERSPECTIVE

Workforce Characteristics of the Local Region

The service areas for the North Centers overlap two counties, Madera and Fresno. For purposes of this Plan, these counties are defined as the local region.

The local region has been significantly impacted by the recent developments in the economies of the State and the nation. According to the California Economic

Development Department, the May 2009 unemployment rate for Madera County was 13.7%, down from a revised April level of 14.5%. Neighboring Fresno County reported an unemployment rate of 15.4% for May 2009, down from a revised April level of 15.7%. The accompanying graph shows the relative unemployment rates for Fresno County, Madera County and the state of California for the past 13 months.

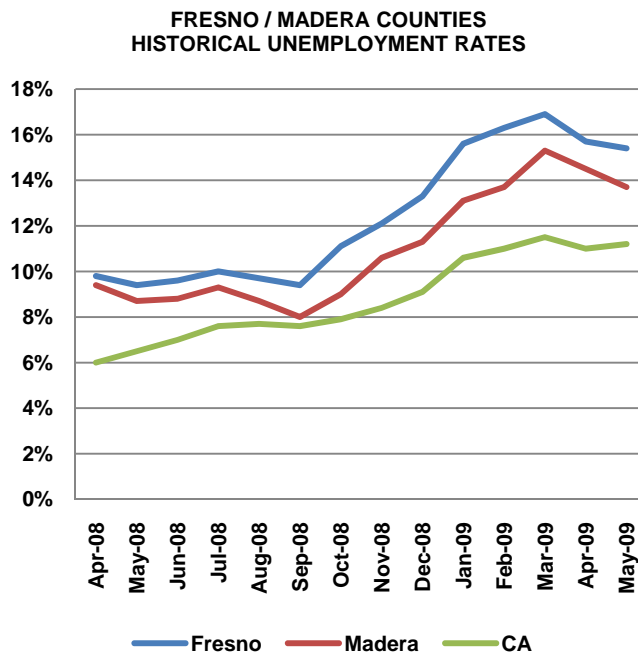
According to University of the Pacific economist Jeff Michael, the unemployment rate is expected to reach 18% at the peak of the recession. Unemployment in these counties is historically higher than that of the State, but the difference has increased. During May 2009, the

local region's unemployment rate was significantly higher than both the State (10.5%) and national (8.5%) levels. The State's unemployment rate is at its highest level in 26 years. From May 2008 to May 2009, California lost a total of 739,500 jobs (4.9%). According to the California EDD, this was the State's largest year-over job loss since 1946.

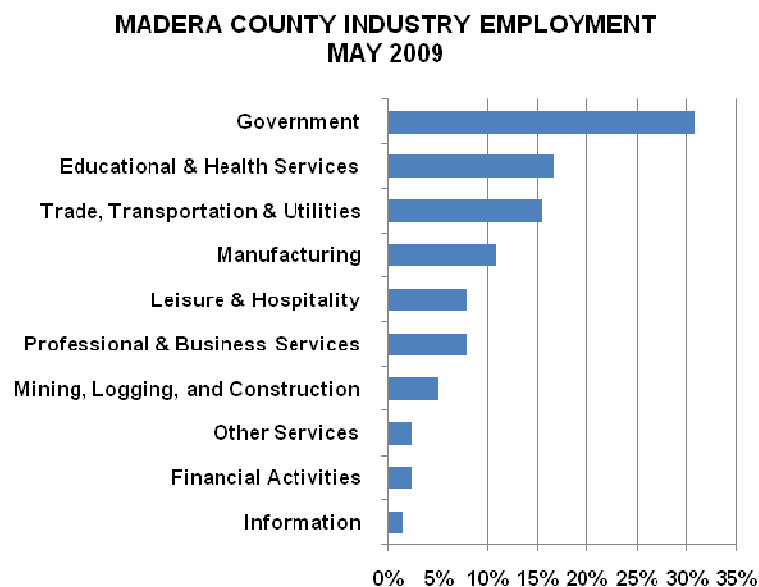
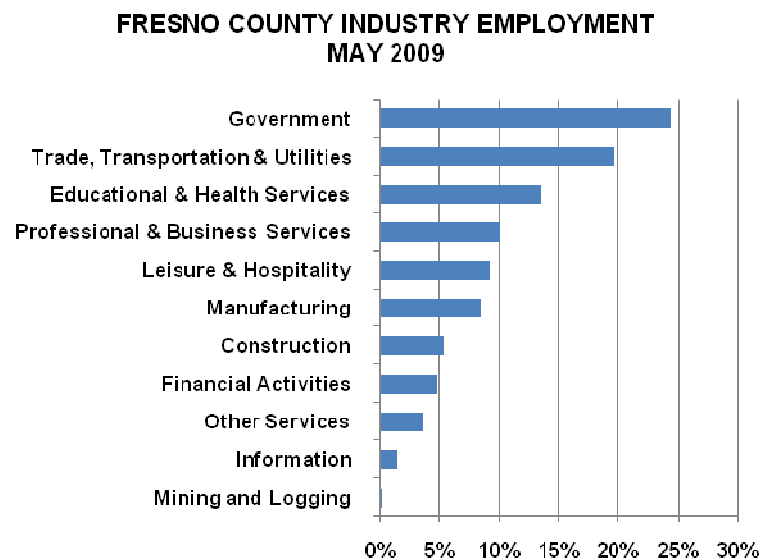
Sources of Employment

The top industry employers in both Madera and Fresno Counties include the following;

- Government
- Trade, Transportation & Utilities
- Educational & Health Services



The graphs show the industry employment, in decreasing percentages of the workforce, by sector, for the two counties.



Growth Occupations

The following tables show the occupations with the most projected job openings and fastest job growth from 2006 to 2016 for Madera and Fresno Counties.

Madera County

The 15 occupations with the most projected job openings through 2016 include only 4 that require a college degree. Most of the occupations are low paying service jobs requiring on the job training. Some of these

occupations have higher pay such as corrections officers.

Registered Nurses, Teachers, and Agricultural Managers, require an associate degree or higher and earn median annual wages greater than \$60,000.

MADERA COUNTY GROWTH OCCUPATIONS - MOST FUTURE JOB OPENINGS 2006-2016					
OCCUPATIONAL TITLE	2006 JOBS	2016 JOBS	# OF NEW JOBS	% CHANGE	EDUCATION & TRAINING LEVELS
Correctional Officers and Jailers	880	1,240	360	40.9	Moderate-Term On-the-Job Training
Personal and Home Care Aides	590	890	300	50.8	Short-Term On-the-Job Training
Retail Salespersons	650	900	250	38.5	Short-Term On-the-Job Training
Elementary School Teachers, Except Special Education	1,030	1,280	250	24.3	Bachelor's Degree
Registered Nurses	1,280	1,480	200	15.6	Associate Degree
Farm, Ranch, and Other Agricultural Managers	840	990	150	17.9	Bachelor's Degree or Higher and Some Work Exp
Bookkeeping, Accounting, and Auditing Clerks	910	1,040	130	14.3	Moderate-Term On-the-Job Training
Landscaping and Grounds Keeping Workers	370	480	110	29.7	Short-Term On-the-Job Training
Medical Assistants	280	380	100	35.7	Moderate-Term On-the-Job Training
Maids and Housekeeping Cleaners	310	410	100	32.3	Short-Term On-the-Job Training
Office Clerks, General	700	800	100	14.3	Short-Term On-the-Job Training
Customer Service Representatives	270	360	90	33.3	Moderate-Term On-the-Job Training
First-Line Supervisors/Managers of Retail Sales Workers	340	430	90	26.5	Work Exp in a Related Occupation
Secondary School Teachers, Except Special & Voc Ed	600	690	90	15.0	Bachelor's Degree
Combined Food Prep & Serving Workers, Incl Fast Food	530	610	80	15.1	Short-Term On-the-Job Training

Source: California Economic Development Department, analysis by Maas Companies

The 16 fastest growing occupations in the County include seven in service related jobs, 5 in health professions and three in corrections. Only three of the occupations on the list require post-secondary education.

Most of the fastest growing occupations do not require a degree, but require significant on-the-job training. This information is useful for the SCCCD administration, faculty and staff when determining course offerings in an effort to provide training for

the employment opportunities within the district's service area. These statistics used in conjunction with the educational level data previously provided are instructive in the planning of possible target areas for outreach and specific program growth.

MADERA COUNTY FASTEST GROWING JOB OPPORTUNITIES 2006-2016					
OCCUPATIONAL TITLE	2006 JOBS	2016 JOBS	# OF NEW JOBS	% CHANGE	EDUCATION TRAINING LEVELS
Personal and Home Care Aides	590	890	300	50.8	Short-Term On-the-Job Training
Pharmacy Technicians	170	240	70	41.2	Moderate-Term On-the-Job Training
Correctional Officers and Jailers	880	1,240	360	40.9	Moderate-Term On-the-Job Training
Retail Salespersons	650	900	250	38.5	Short-Term On-the-Job Training
First-Line Supervisors/Managers of Correctional Officers	190	260	70	36.8	Work Experience in a Related Occupation
Medical Assistants	280	380	100	35.7	Moderate-Term On-the-Job Training
Home Health Aides	170	230	60	35.3	Short-Term On-the-Job Training
Customer Service Representatives	270	360	90	33.3	Moderate-Term On-the-Job Training
Maids and Housekeeping Cleaners	310	410	100	32.3	Short-Term On-the-Job Training
Gaming Dealers	130	170	40	30.8	Post-Secondary Vocational Education
Landscaping and Grounds keeping Workers	370	480	110	29.7	Short-Term On-the-Job Training
Kindergarten Teachers, Except Special Education	140	180	40	28.6	Bachelor's Degree
First-Line Supervisors/Managers of Retail Sales Workers	340	430	90	26.5	Work Experience in a Related Occupation
Receptionists and Information Clerks	190	240	50	26.3	Short-Term On-the-Job Training
Probation Officers and Correctional Treatment Specialists	160	200	40	25.0	Bachelor's Degree
Dental Assistants	120	150	30	25.0	Moderate-Term On-the-Job Training

Fresno County

The job growth outlook for Fresno County is quite a bit different from that of Madera county. Of the 15 occupations with the most future job openings, seven are in service related jobs and six in health professions. Only three require post-secondary education but nearly all require on-the-job-training.

FRESNO COUNTY GROWTH OCCUPATIONS - MOST FUTURE JOB OPENINGS 2006-2016					
OCCUPATIONAL TITLE	2006 JOBS	2016 JOBS	# OF NEW JOBS	% CHANGE	EDUCATION & TRAINING LEVELS
Personal and Home Care Aides	9,390	11,180	1,790	19.1	Short-Term On-the-Job Training
Retail Salespersons	9,410	11,140	1,730	18.4	Short-Term On-the-Job Training
Registered Nurses	5,940	7,170	1,230	20.7	Associate Degree
Combined Food Preparation and Serving Workers, Including Fast Food	5,580	6,650	1,070	19.2	Short-Term On-the-Job Training
Waiters and Waitresses	4,690	5,620	930	19.8	Short-Term On-the-Job Training
Customer Service Representatives	3,580	4,360	780	21.8	Moderate-Term On-the-Job Training
Farm, Ranch, and Other Agricultural Managers	3,670	4,260	590	16.1	Bachelor's Degree or Higher and Some Work Exp
Home Health Aides	1,570	2,140	570	36.3	Short-Term On-the-Job Training
Medical Assistants	1,720	2,250	530	30.8	Moderate-Term On-the-Job Training
Food Preparation Workers	2,340	2,760	420	17.9	Short-Term On-the-Job Training
Cooks, Restaurant	1,710	2,090	380	22.2	Long-Term On-the-Job Training
Dental Assistants	1,070	1,310	240	22.4	Moderate-Term On-the-Job Training
Dishwashers	1,200	1,430	230	19.2	Short-Term On-the-Job Training
Licensed Practical and Licensed Vocational Nurses	1,390	1,620	230	16.5	Post-Secondary Vocational Education
Correctional Officers and Jailers	1,300	1,510	210	16.2	Moderate-Term On-the-Job Training

Source: California Economic Development Department, analysis by Maas Companies

The 17 fastest growing occupations in Fresno County are shown in the following table. Nine are in health professions, five are service related and three are in computer related fields.

There are more high paying jobs on this list and more of them requiring postsecondary education. Nine of the 17 jobs require an Associate or higher degree.

As mentioned previously, these statistics can be helpful in program planning and development to meet students employment preparation needs.

2006-2016 FRESNO COUNTY FASTEST GROWING OCCUPATIONS					
Occupational Title	2006 JOBS	2016 JOBS	# OF NEW JOBS	% CHANGE	EDUCATION & TRAINING LEVELS
Network Systems and Data Communications Analysts	280	420	140	50.0	Bachelor's Degree
Computer Software Engineers, Applications	430	600	170	39.5	Bachelor's Degree
Pharmacy Technicians	550	750	200	36.4	Moderate-Term On-the-Job Training
Home Health Aides	1,570	2,140	570	36.3	Short-Term On-the-Job Training
Medical Assistants	1,720	2,250	530	30.8	Moderate-Term On-the-Job Training
Substance Abuse and Behavioral Disorder Counselors	230	300	70	30.4	Master's Degree
Employment, Recruitment, and Placement Specialists	370	470	100	27.0	Bachelor's Degree
Bartenders	460	580	120	26.1	Short-Term On-the-Job Training
Computer Systems Analysts	370	460	90	24.3	Bachelor's Degree
Pharmacists	500	620	120	24.0	First Professional Degree
Respiratory Therapists	340	420	80	23.5	Associate Degree
Ushers, Lobby Attendants, and Ticket Takers	220	270	50	22.7	Short-Term On-the-Job Training
Dental Assistants	1,070	1,310	240	22.4	Moderate-Term On-the-Job Training
Environmental Scientists and Specialists, Including Health	270	330	60	22.2	Bachelor's Degree
Cooks, Restaurant	1,710	2,090	380	22.2	Long-Term On-the-Job Training
Customer Service Representatives	3,580	4,360	780	21.8	Moderate-Term On-the-Job Training
Dental Hygienists	230	280	50	21.7	Associate Degree

Source: California Economic Development Department, Labor Market Information

PARTICIPATION RATE

The participation rate is the number of people enrolled at the College per 1,000 people living in the college service area. California maintains one of the highest participation rates in the nation. This is primarily because California has a more highly developed and extensive system of community colleges than other states thereby facilitating local accessibility. A number of factors will influence future participation rates.

- Enrollments have seen a significant increase around the country at community colleges. These increases can be attributed in part to the diversion of new students away from more expensive universities during economic downturns and, as previously discussed, the return of older students for retraining as unemployment rises.
- If the State is able to keep the cost-per-unit relatively low and affordable, community colleges will be able to continue to attract students and keep the demand for college instruction high. However, as budget cuts become more aggressive, there will likely be impacts on the College's ability to offer classes and services due to significant enrollment caps that could be imposed.
- State funding comes in several forms and financial aid opportunities represent a critical component that allows many students to receive a higher education. Any cutbacks in the availability of financial aid will likely affect the availability and affordability of postsecondary education.

The most significant bill passed by the California legislature that affected community college funding was Proposition 13 in 1978. This legislation diminished property tax rates by 57% and resulted in a dramatic reduction in the amount of local property tax revenue available for cities, counties, and especially for schools including institutions of higher education.

In 2000, Proposition 39 amended the California Constitution to allow school districts, community college districts and county offices of education to issue locally funded bonds for construction, reconstruction, rehabilitation or replacement of facilities and to authorize property taxes higher than the existing 1% annual growth rate limit to repay bonds. A major stipulation in Proposition 39 was the lowering of the approval requirement to 55%. As a result, Proposition 39 allows community college

districts to approve bond funding with 55% of voter approval as opposed to 67%.

In assessing the future impacts that state conditions could have on The North Centers, funding will be the greatest. Funding formulas for community colleges presently exist but are in a state of flux. While funding formulas and mechanisms are in place, escalating costs in operating funds and capital construction have caused the State to rethink how the gap can be narrowed between what the State allows and the actual (marketplace) cost of construction and operation. Additionally, the competition for available state dollars through statewide initiatives (bonds) has become very intense.

In the fall 2006 election, state voters passed Proposition 1D. This proposition authorized the State to sell bonds totaling \$10.4 billion to fund repair and upgrade of educational facilities for K-12 schools, state colleges, universities and community colleges. Of this total, \$1.5 billion was designated for the State's community colleges. Because of a backlog of capital construction projects, this fund was totally expended by 2008.

The State's decision to raise, reduce and then again raise tuition fees (currently \$26/per unit) for community colleges created

additional impacts and challenge for community colleges. The overall economic climate of the State and the annual budget debate regarding spending priorities make the budget process an annual challenge for community college districts, which currently, and for the next several years, has reached crises proportions.

External Environmental Scan Implications for the North Centers

The demographic and economic picture of the North Center areas is not materially different from the State Center Community College District, with the exception of a

higher rate of enrollment growth. There are shifts in the age classes of the population towards the senior (55-64) end of the spectrum.

The relative lower attained educational levels, coupled with lower income levels are consistent with those of the District. These trends might suggest shifts in curriculum to classes for seniors, more basic skills classes and job training at entry levels. However, the District has an opportunity to create Centers that are unique in character and have ‘magnet’ programs, which are not replicated elsewhere. Careful curriculum analysis and program needs assessment will

be required to produce Centers, each with a unique ‘culture’ and curriculum mix.

WILLOW INTERNATIONAL CENTER

The Centers in Relationship to the Local Region

The Willow International Center and Clovis site are located in Fresno County, however, their effective service area crosses into Madera County as well. The California city of Clovis, known as "Gateway to the Sierras", sits at the foot of the Sierra Nevada Mountain Range in Fresno County, only 9 miles away from the city of Fresno. Clovis is situated in the midst of the agriculturally rich San Joaquin Valley. Clovis originated as a freight stop along the San Joaquin Valley Railroad (later to become the Southern Pacific Railroad).

The community's development was aided by a burgeoning lumbering industry and further boosted by a growing prominence in the grain production and livestock industries. Incorporated as a city in 1912, Clovis took shape as a distinctly western town and has since maintained its small town community feel.

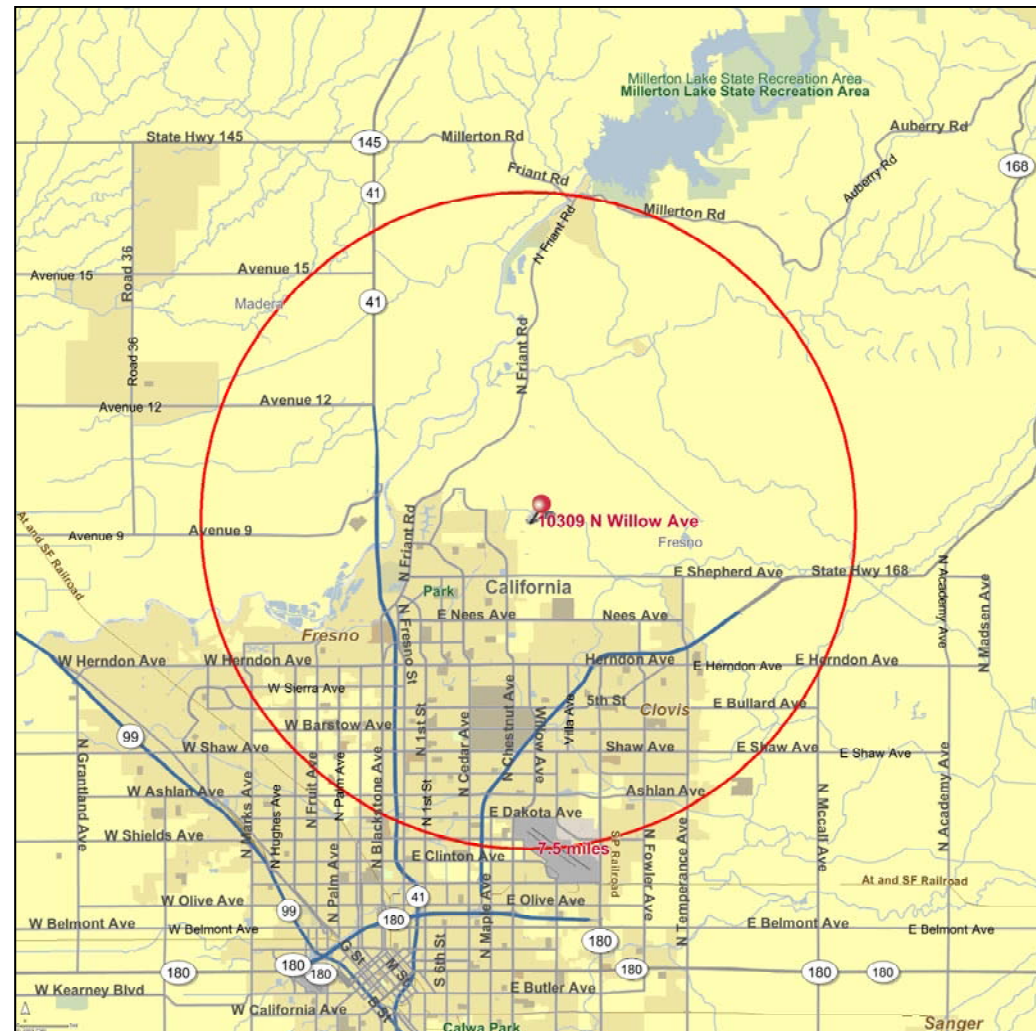


The Area to be Served

In order to assess conditions at the Willow International Center, it is critical to examine the center's service area. Based on an analysis of student origins by zip code and other related data analysis provided by the Center, the service area is best represented by a circular geographic area with a 7.5-mile radius. This geographical area encompasses the residences for the vast majority of the students who attend the Center.

Snapshot of the Service Area

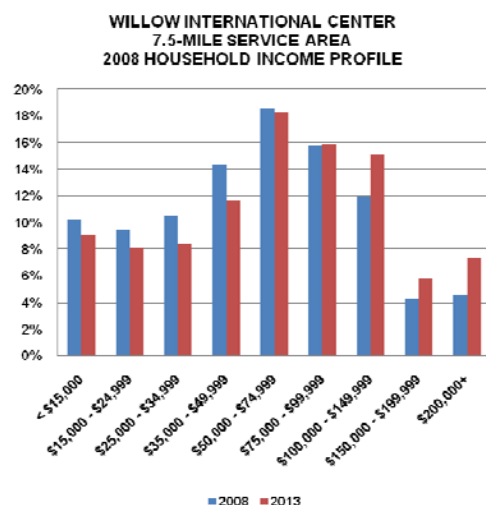
The 7.5-mile service area overlaps the counties of Fresno and Madera and includes rural countryside, suburbs and parts of the cities of Fresno and Clovis. The service area had a 2008 population of 284,318. By the year 2013, it is projected that the population in the service area will rise to 310,776. This population is growing at a rate of 1.79% per year, which is higher than that of both the State (1.33%) and the nation (1.23%). This population growth rate provides some opportunities for "natural" enrollment growth at the Centers.



Household Income

The median household income for the centers' service area is \$56,542. This is approximately \$5,000 below the state's median income of \$61,779. The per capita income is \$27,530 versus the statewide average of \$29,536.

Though the service area median income is fairly high, 30.3% of households earn less than \$35,000 per year. It is projected that household incomes will rise by 3.26% per year over the next five years. This rate of income growth is faster than that for the State, 3.04%.



WILLOW INTERNATIONAL CENTER 7.5-MILE SERVICE AREA - DEMOGRAPHIC AND INCOME PROFILE						
Summary		2000		2008		2013
Population		237,000		284,318		310,776
Households		88,231		102,762		111,393
Families		60,789		71,597		77,445
Average Household Size		2.66		2.74		2.77
Owner Occupied Housing Units		52,909		64,594		69,470
Renter Occupied Housing Units		35,322		38,168		41,924
Median Age		33.5		34.7		35.3
Trends: 2008-2013 Annual Rate		Area		State		National
Population		1.80%		1.33%		1.23%
Households		1.63%		1.23%		1.26%
Families		1.58%		1.20%		1.05%
Owner Households		1.47%		0.96%		1.07%
Median Household Income		3.26%		3.04%		3.19%
		2000		2008		2013
Households by Income		Number	Percent	Number	Percent	Number
< \$15,000		12,971	14.7%	10,618	10.3%	10,117
\$15,000 - \$24,999		11,579	13.1%	9,812	9.5%	9,072
\$25,000 - \$34,999		11,525	13.1%	10,779	10.5%	9,362
\$35,000 - \$49,999		13,898	15.7%	14,836	14.4%	13,070
\$50,000 - \$74,999		17,025	19.3%	19,091	18.6%	20,419
\$75,000 - \$99,999		9,700	11.0%	16,208	15.8%	17,680
\$100,000 - \$149,999		7,420	8.4%	12,212	11.9%	16,776
\$150,000 - \$199,999		2,044	2.3%	4,436	4.3%	6,603
\$200,000+		2,095	2.4%	4,771	4.6%	8,295
Median Household Income		\$43,123		\$56,542		\$66,393
Average Household Income		\$57,738		\$75,677		\$91,819
Per Capita Income		\$21,689		\$27,530		\$33,100

Source: ESRI Data Systems

Service Area Age Profile

Over the next five years, it is projected that the service area population will increase by 26,458. More than half of this growth (13,754 people) will be people over the age of 45 years. Over this period, the median age will increase from 34.7 years to 35.3 years. This is consistent with an aging population in the state of California and the nation.

This projected shift in the population will provide both opportunities and challenges for the Centers. There will be less natural growth among the age groups making up the majority of college-bound students. The 15-24 year old age group will grow in numbers but at a much slower rate than the upper age segments. The Centers have an opportunity to attract additional students by offering new or expanded programs that will be appealing and specifically targeted to the older members of the community.

WILLOW INTERNATIONAL CENTER 7.5-MILE SERVICE AREA - AGE AND ETHNICITY PROFILE						
	2000		2008		2013	
Population by Age	Number	Percent	Number	Percent	Number	Percent
0 - 4	16,841	7.1%	21,092	7.4%	23,588	7.6%
5 - 9	18,376	7.8%	19,805	7.0%	21,207	6.8%
10 - 14	19,079	8.1%	20,393	7.2%	21,105	6.8%
15 - 19	19,246	8.1%	21,455	7.5%	21,576	6.9%
20 - 24	18,357	7.7%	21,940	7.7%	23,351	7.5%
25 - 34	31,197	13.2%	38,704	13.6%	43,311	13.9%
35 - 44	35,916	15.2%	38,153	13.4%	40,107	12.9%
45 - 54	32,167	13.6%	40,022	14.1%	43,043	13.9%
55 - 64	18,807	7.9%	30,507	10.7%	36,108	11.6%
65 - 74	14,084	5.9%	16,073	5.7%	19,871	6.4%
75 - 84	9,754	4.1%	11,156	3.9%	11,458	3.7%
85+	3,178	1.3%	5,020	1.8%	6,052	1.9%
	2000		2008		2013	
Race and Ethnicity	Number	Percent	Number	Percent	Number	Percent
White Alone	168,959	71.3%	183,950	64.7%	189,181	60.9%
Black Alone	8,626	3.6%	10,446	3.7%	11,210	3.6%
American Indian Alone	2,924	1.2%	3,471	1.2%	3,672	1.2%
Asian Alone	19,872	8.4%	29,865	10.5%	36,070	11.6%
Pacific Islander Alone	342	0.1%	421	0.1%	463	0.1%
Some Other Race Alone	25,323	10.7%	38,308	13.5%	47,363	15.2%
Two or More Races	10,953	4.6%	17,858	6.3%	22,817	7.3%
Hispanic Origin (Any Race)	50,691	21.4%	77,931	27.4%	96,970	31.2%

Source: ESRI Data Systems

MADERA CENTER

The Center in Relationship to the Local Region

Madera is located in the Central Valley, 18 miles north of Fresno. This agriculturally rich area is also becoming an area for new business development. Just minutes from the Sierra Nevada Mountains and miles from the entrance to Yosemite, the city of Madera is located in the heart of the San Joaquin Valley. Madera is less than two hours from three National Parks. Both agriculture and Yosemite National Park have long been considered the county's greatest assets.

Though the population in the service area is relatively low, a very large-scale development has been in the planning phase for many years. The Rio Mesa development area, located to the east of the campus, has the potential in the future to add more than 20,000 homes to the currently agricultural and sparsely populated area.

The Area to Be Served

While assessing conditions at the Madera Center, it is critical to examine the center's service area. The city of Madera has a population of almost 56,000 people. Based on an analysis of student origins by zip code

and other related data analysis provided by the Center, the service area is best represented by a circular geographic area

with a ten-mile radius. This ten-mile radius encompasses the vast majority of the students who attend the Center.



Snapshot of the Service Area

Within the ten-mile service area, the population currently totals 128,588. By the year 2013, it is projected that this population will increase to 149,647, a growth rate of 3.1% per year. This average is significantly higher than that of both the State (1.33%) and the nation (1.23%). The projected substantial growth implies significant increases in enrollment at the Center.

Household Income

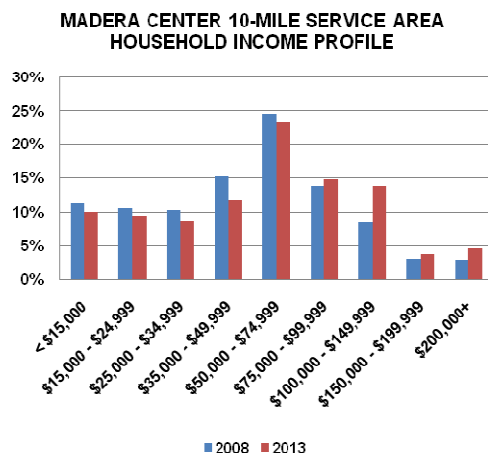
The Madera Center service area has a much less affluent population than that of the Willow International Center service area. The median household income for the center's service area is \$52,405, 15% lower than the statewide level of \$61,779. The per capita income for the service area is \$19,433, 34% below that of the State. This dramatically lower per capita income indicates a larger household size. The 10-mile service area has an average household size of 3.41 individuals versus a statewide average of 2.93.

The service area contains a large number, 47.4%, of low-income households. These households are characterized by earning less than \$50,000 per year. This is considerably

MADERA CENTER 10-MILE SERVICE AREA - DEMOGRAPHIC AND INCOME PROFILE						
Summary	2000		2008		2013	
Population	98,976		128,588		149,647	
Households	29,288		37,363		43,197	
Families	23,527		29,971		34,530	
Average Household Size	3.34		3.41		3.44	
Owner Occupied Housing Units	19,902		26,026		29,596	
Renter Occupied Housing Units	9,386		11,337		13,601	
Median Age	29.3		30.0		30.5	
Trends: 2008-2013 Annual Rate	Area		State		National	
Population	3.08%		1.33%		1.23%	
Households	2.94%		1.23%		1.26%	
Families	2.87%		1.20%		1.05%	
Owner Households	2.60%		0.96%		1.07%	
Median Household Income	3.21%		3.04%		3.19%	
	2000		2008		2013	
Households by Income	Number	Percent	Number	Percent	Number	Percent
< \$15,000	4,502	15.4%	4,209	11.3%	4,303	10.0%
\$15,000 - \$24,999	3,849	13.2%	3,964	10.6%	4,084	9.5%
\$25,000 - \$34,999	3,835	13.1%	3,842	10.3%	3,708	8.6%
\$35,000 - \$49,999	5,222	17.8%	5,686	15.2%	5,045	11.7%
\$50,000 - \$74,999	6,321	21.6%	9,138	24.5%	10,119	23.4%
\$75,000 - \$99,999	2,685	9.2%	5,158	13.8%	6,387	14.8%
\$100,000 - \$149,999	1,847	6.3%	3,143	8.4%	5,944	13.8%
\$150,000 - \$199,999	509	1.7%	1,140	3.1%	1,628	3.8%
\$200,000+	493	1.7%	1,083	2.9%	1,978	4.6%
Median Household Income	\$41,533		\$52,405		\$61,364	
Average Household Income	\$54,799		\$66,225		\$78,558	
Per Capita Income	\$16,365		\$19,433		\$22,862	

Source: ESRI Data Systems

higher than the statewide average of 40.6%. It is projected in the next five years the median income for the service area will grow at a slightly higher rate (3.21%) than that of the State (3.04%) and of the nation (3.19%).



Age Profile

Over the next five years, it is projected that the service area population will increase by 21,059. Of this group, the largest projected increase (3%) will be in the 55-64 year old age group. This projected shift in the population will provide an opportunity for the Center to offer new or expanded programs that will be appealing and specifically targeted to this age group. While the older population in the service area is projected to grow, the age group of 15-19 year olds is projected to decrease by 0.5% of the total population. Although this is a minimal percentage, it is important to note due to the large number of students in this

MADERA CENTER 10-MILE SERVICE AREA - AGE AND ETHNICITY PROFILE -						
Population by Age	2000		2008		2013	
	Number	Percent	Number	Percent	Number	Percent
0 - 4	9,238	9.3%	12,290	9.6%	14,600	9.8%
5 - 9	9,700	9.8%	10,887	8.5%	12,672	8.5%
10 - 14	8,594	8.7%	10,790	8.4%	11,595	7.7%
15 - 19	8,449	8.5%	10,777	8.4%	11,771	7.9%
20 - 24	7,101	7.2%	9,489	7.4%	11,592	7.7%
25 - 34	14,780	14.9%	19,077	14.8%	22,149	14.8%
35 - 44	14,501	14.7%	17,465	13.6%	19,196	12.8%
45 - 54	11,740	11.9%	15,911	12.4%	18,610	12.4%
55 - 64	6,614	6.7%	11,347	8.8%	14,460	9.7%
65 - 74	4,697	4.7%	5,761	4.5%	7,436	5.0%
75 - 84	2,709	2.7%	3,511	2.7%	3,870	2.6%
85+	853	0.9%	1,285	1.0%	1,697	1.1%

Race and Ethnicity	2000		2008		2013	
	Number	Percent	Number	Percent	Number	Percent
White Alone	56,411	57.0%	66,859	52.0%	73,378	49.0%
Black Alone	3,766	3.8%	4,731	3.7%	5,382	3.6%
American Indian Alone	2,067	2.1%	2,340	1.8%	2,524	1.7%
Asian Alone	3,197	3.2%	5,008	3.9%	6,245	4.2%
Pacific Islander Alone	95	0.1%	117	0.1%	130	0.1%
Some Other Race Alone	28,249	28.5%	41,472	32.3%	51,700	34.5%
Two or More Races	5,190	5.2%	8,061	6.3%	10,288	6.9%
Hispanic Origin (Any Race)	51,206	51.7%	75,484	58.7%	94,160	62.9%

Source: ESRI Data Systems

age group that enroll in the community colleges and it could have a significant impact.

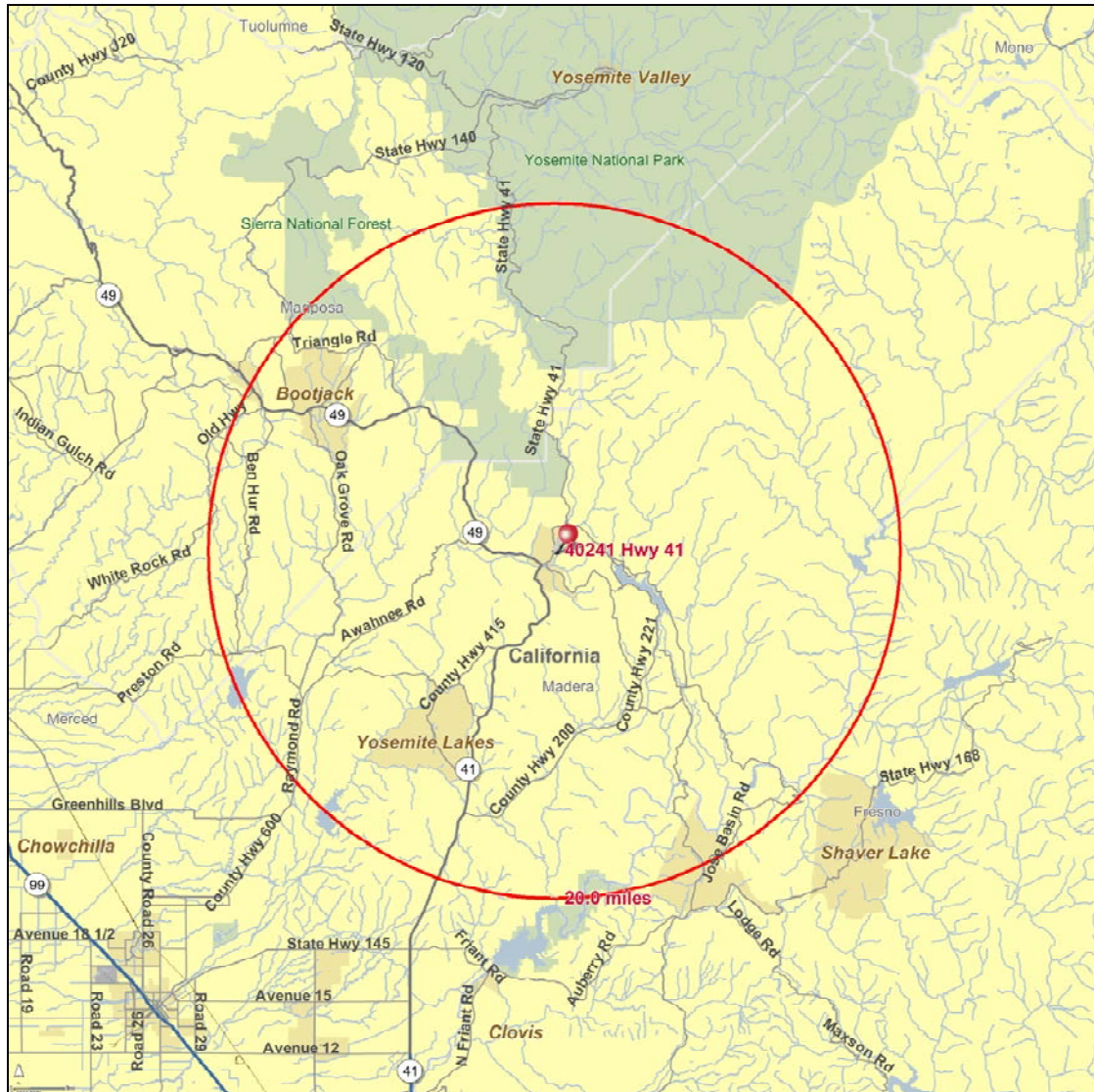
OAKHURST CENTER

The Center in Relationship to the Local Region

Oakhurst is located in the Southern Sierras just minutes in travel time from the south gate of Yosemite National Forest. Oakhurst is home to major computer software firms and strong federal, state and county government employment. The revenue generated by Yosemite tourism gives Oakhurst an increasingly diversified economy that has grown considerably over the last few years.

The Area to Be Served

While assessing conditions at the Oakhurst Center, it is critical to examine the center's service area. The city of Oakhurst has a population of 3,070. The Center also serves all of Mariposa and the Yosemite Valley. Based on an analysis of student origins by zip code and other related data analysis provided by the Center, the service area is best represented by a circular geographic area with a twenty-mile radius. This twenty-mile radius encompasses the vast majority of the students who attend the Center.



Snapshot of the Service Area

Within the twenty-mile service area, the population currently totals 39,194. By the year 2013, it is projected that this population will increase to 43,380 for a growth rate of 2% per year. This average is significantly higher than that of both the State (1.33%) and the nation (1.23%). The projected growth implies significant increases in enrollment at the Center.

Household Income

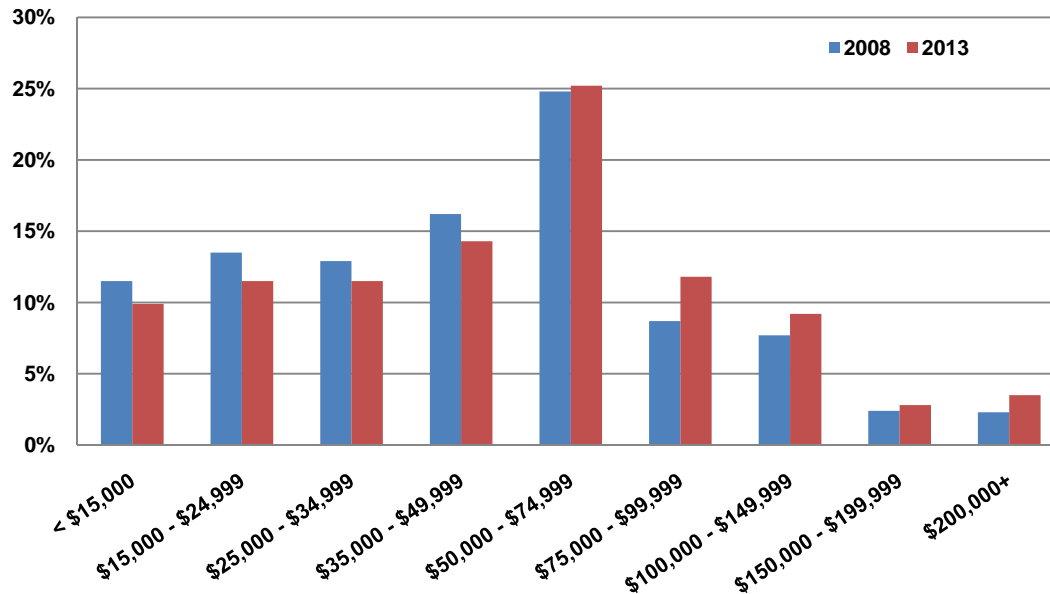
The median household income for the center's service area is \$46,166. This is nearly \$15,000 below the State's median income of \$61,779. The per capita income is \$23,528, also significantly below the state average of \$29,536.

The service area contains a large number (54.1%) of low-income households. This is considerably higher than the State average of 40.6%. These households are characterized by earning less than \$50,000 per year. It is projected that in the next five years the median income for the service area will grow by 2.76%, which is lower than the State-wide growth rate of 3.04% and lower than the national rate of 3.19%.

OAKHURST CENTER 20-MILE SERVICE AREA - DEMOGRAPHIC AND INCOME PROFILE						
Summary	2000		2008		2013	
Population	32,975		39,194		43,380	
Households	13,162		15,595		17,259	
Families	9,784		11,597		12,785	
Average Household Size	2.48		2.49		2.49	
Owner Occupied Housing Units	10,082		12,009		13,080	
Renter Occupied Housing Units	3,080		3,586		4,179	
Median Age	45.0		48.6		50.8	
Trends: 2008-2013 Annual Rate	Area		State		National	
Population	2.05%		1.33%		1.23%	
Households	2.05%		1.23%		1.26%	
Families	1.97%		1.20%		1.05%	
Owner Households	1.72%		0.96%		1.07%	
Median Household Income	2.76%		3.04%		3.19%	
	2000		2008		2013	
Households by Income	Number	Percent	Number	Percent	Number	Percent
< \$15,000	2,069	15.7%	1,796	11.5%	1,716	9.9%
\$15,000 - \$24,999	2,081	15.8%	2,111	13.5%	1,992	11.5%
\$25,000 - \$34,999	1,765	13.4%	2,005	12.9%	1,993	11.5%
\$35,000 - \$49,999	2,348	17.8%	2,532	16.2%	2,470	14.3%
\$50,000 - \$74,999	2,444	18.6%	3,868	24.8%	4,355	25.2%
\$75,000 - \$99,999	1,169	8.9%	1,356	8.7%	2,045	11.8%
\$100,000 - \$149,999	899	6.8%	1,196	7.7%	1,593	9.2%
\$150,000 - \$199,999	198	1.5%	370	2.4%	488	2.8%
\$200,000+	182	1.4%	361	2.3%	609	3.5%
Median Household Income	\$38,619		\$46,166		\$52,888	
Average Household Income	\$49,216		\$58,875		\$67,381	
Per Capita Income	\$19,715		\$23,528		\$26,893	

Source: ESRI Data Systems

**OAKHURST CENTER 20-MILE SERVICE AREA
HOUSEHOLD INCOME PROFILE**



Age Profile

Over the next five years, it is projected that the service area population will increase by 4,186. Of this group, the largest projected increase (3%) will be in the 55-64 year old age group. This projected shift in the population will provide an opportunity for the Center to offer new or expanded programs that will be appealing and specifically targeted to this age group. While

the older population in the service area is projected to grow, the age group of 15-19 year olds is projected to decrease by 0.7%. Although this is a minimal percentage, it is important to note due to the large number of students in this age group that enroll in the community colleges and it could have a significant impact.

Data References and Resources

- ESRI Data System
- U.S. Bureau of Labor Statistics
- U.S. Department of Commerce, Bureau of Economic Analysis
- California Employment Development Department, Labor Market Information Division
- Center for Continuing Study of the California Economy
- California Community College Chancellor's Office 2004
- California Department of Finance
- The Maas Companies Database
- The Los Angeles Times
- The Sacramento Bee
- Community College Times Community College League of California
- www.cityofmadera.org
- www.madera-county.com
- www.cityofclovis.org

Internal Environmental Scan

This section of the Plan takes a detailed look at who the students are attending the North Centers. It also includes qualitative data gathered from various constituencies at the Centers and in the community. The first section shows data for the North Centers in aggregate. Then, to the extent that the data is available, data is presented for the Centers individually in their respective sections of this Plan.

It is important to note that within this Plan, and particularly the information presented in this section that pertains to the Oakhurst facility, has been consolidated into the overall North Centers data. This is due in part to the fact that the Oakhurst Center is not recognized as an official Education Center by the State Chancellor's Office. Therefore, to remain consistent with the

District's reporting to the state of California, the following narrative, charts and graphs include Oakhurst as part of the North Centers' data and not a separate entity. This is due to the Center's small size.

NORTH CENTERS

Student Population Growth

District wide enrollment for fall 2004 was 32,573 students. By fall 2008, this number increased 17% to 38,052 students. Another important change that occurred during this time span was a shift in the percentages of various ethnicities enrolled in the District. The geographic area served by the State Center Community College District represents a significantly diverse population.

With respect to the North Centers (Clovis, Madera, Oakhurst and Willow International),

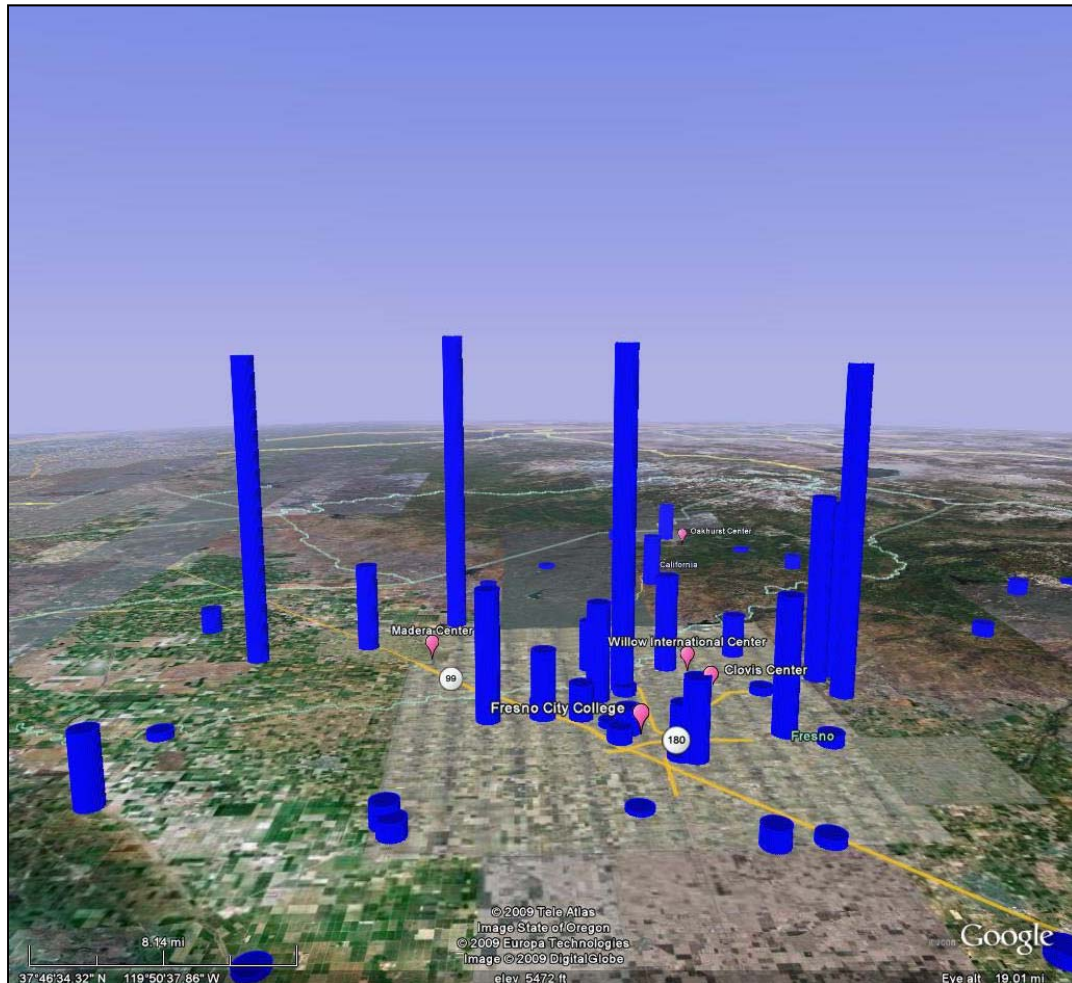
the Centers have grown from 6,435 students in fall 2004 to a student population of 8,540 in fall 2008, for an increase of 33% during this four-year period.

This is exceptional growth. The chart shows the growth rate for the North Centers for the past four years versus that for community colleges statewide. In fall 2008 the North Centers had an increase of 15.3% in student headcount. Statewide, the growth was just under 4%. This growth indicates that the Centers are meeting some of the increased demand exacerbated by the current economic crisis. This presents a challenge for the North Centers as growth caps do not permit full funding of such dramatic growth.

Student Demographic Profile

The State Center Community College Department of Institutional Research has developed a significant amount of research data regarding students who attend classes within the District and specifically, The North Centers. Due to the proximity of several of the District campuses, there are large numbers of students attending classes at more than one location. The following section contains key demographic information for students who attended at least one class at the North Centers in the fall 2008 semester.

As mentioned in the External Environmental Scan section of this Plan, three separate geographical areas were defined to represent the “effective service areas” for the North Centers. The consulting team conducted a more detailed analysis of where students live who attend the North Centers. That analysis yielded the map which shows the numbers of students attending the College during the fall 2008 semester, by zip code. The taller the blue tower, the more students attending from that zip code. The map includes all zip codes with at least 10 students enrolled at a minimum of one of the North Centers. The height of the blue



North Centers - Student Headcount By Zip Code - Fall 2008

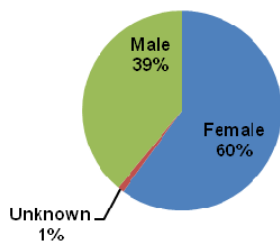
Source: State Center Community College District, Office of Institutional Research, Google Earth, analysis by Maas Companies

bars is proportional to the number of enrolled students.

Gender Profile

Female students currently comprise 60% of The North Centers' student body accounting for 5,124 students. This is slightly higher than the statewide community college average of 55%. Males make up 39% of the total student population with 3,359 students.

NORTH CENTERS
STUDENT GENDER PROFILE FALL 2008

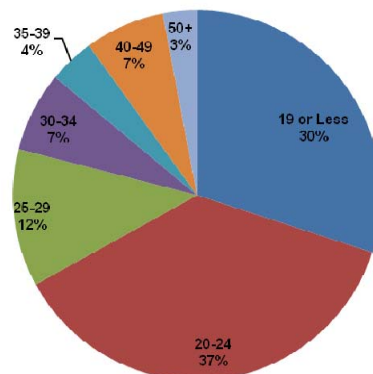


Age Profile

Community colleges traditionally target individuals between the ages of 19-24 years of age. The North Centers largest age group, 20-24 years old, make up 37% of the overall student population. The second largest age group are those students who are 19 or less which account for 30% of the student body. The third largest segment is the 25-29 year old student cohort comprising 12% of the student body. This is followed by 30-34 year olds and 40-49 year

olds, both with 7% of the student population.

NORTH CENTERS
STUDENT AGE PROFILE FALL 2008

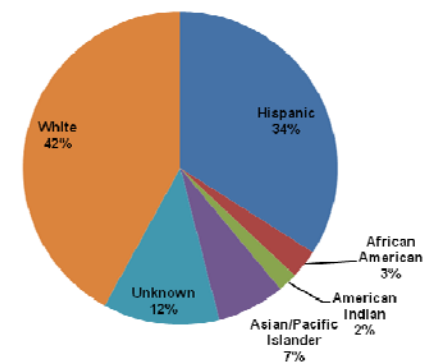


There is a consistent shift in the age demographics at all five locations in the State Center Community College District. The 15-19 year old cohort is consistently declining, while the 65-74 year old cohort is steadily increasing. This shift in the age classes may impact the curricular mix of offerings at some locations. Courses with appeal to the older cohort should be considered for expansion, albeit, the State funding parameters may restrict ADA funding for these offerings, leaving the District the option of fee-based funding.

Race and Ethnicity

White/non-Hispanics currently comprise the largest percentage of the student population (42%). While this ethnic group has accounted for the majority of students over the past five years, its percentage of the overall student body has been steadily decreasing. The second largest ethnic group, Hispanics, currently account for 34% of the population.

NORTH CENTERS
STUDENT ETHNICITY PROFILE FALL 2008

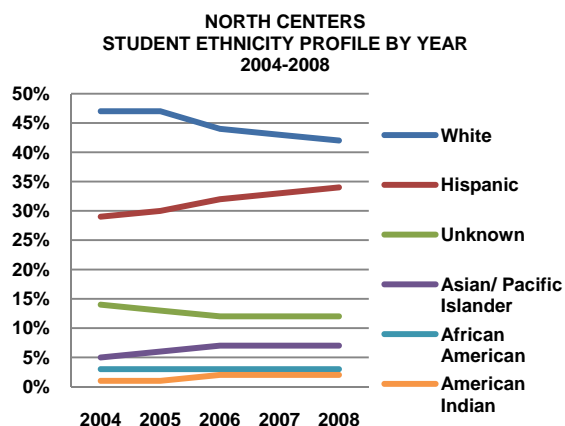


Over the past five years, there has been a steady decrease in the percentage of students identifying themselves as White. This group has gone from 47% of the student population in fall 2004 to 42% in the fall 2008 semester. Concurrently, there has been a 5% increase in the percentage of Hispanic

students over the same period. This group has grown from 29% of the student population in 2004 to 34% in 2008. Over the same period, Asian/Pacific Islanders gained two percentage points and Native Americans gained one percentage point of the North Center's total student population.

This trend is consistent with the changes in the demographic profile for the state of California.

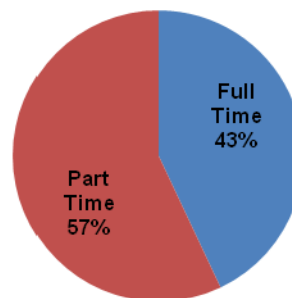
It is important to note that these percentages are the combined averages from all North Center campuses. The race and ethnicity of the students at each center vary dramatically.



Student Load Patterns

Students who are taking 12 or more credits (full-time students) currently account for 43% of the Centers' enrollments. The majority of the students, 57%, attend the Centers on a part-time basis (fewer than 12 credits).

**NORTH CENTERS
STUDENT UNIT LOADS FALL 2008**



This student load pattern has varied slightly over the past five-years, with the number of students attending full-time ranging from 36% at the low end, to the current 43% at the high end. The North Centers report a significantly higher percentage of full-time students than community colleges statewide, where the average percentage of full-time students is 27%. This variation from the State average provides valuable insight into who the students are attending the Centers.

Willow International Center currently reports 46% of its students attending classes full-time. The Madera Center has 38% of its students attending classes full-time. Although this percentage is notably less than Willow International, it is still important to recognize that it is significantly higher than the State average. It is likely that a large majority of these students are working to complete their lower division courses at the Centers and plan to transfer to a four-year university.

Student Achievements

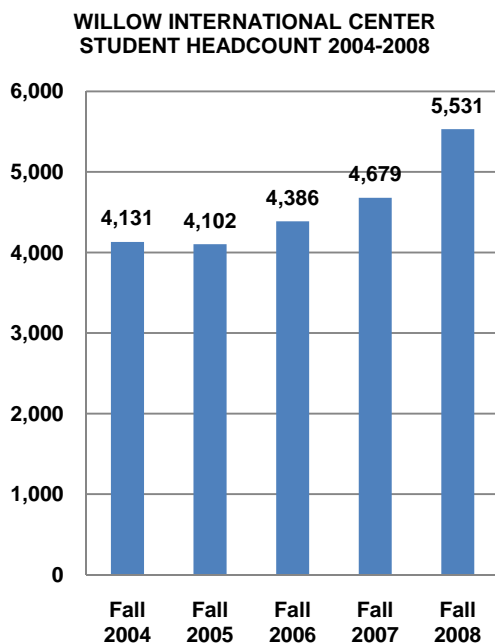
Transfers

Student transfer data for the North Centers is amalgamated with Reedley College data in available District records. In examining transfers to CSU and UC campuses, California State University Fresno is the top destination for the North Centers and Reedley College students. Over the past five years an average of 84% of all students transferring to either a CSU or UC campus selected CSUF. The remaining CSU campuses accounted for an additional 11% of the students selecting a CSU or UC campus, while 5% of this group selected various UC campuses (e.g. UC Davis).

WILLOW INTERNATIONAL CENTER

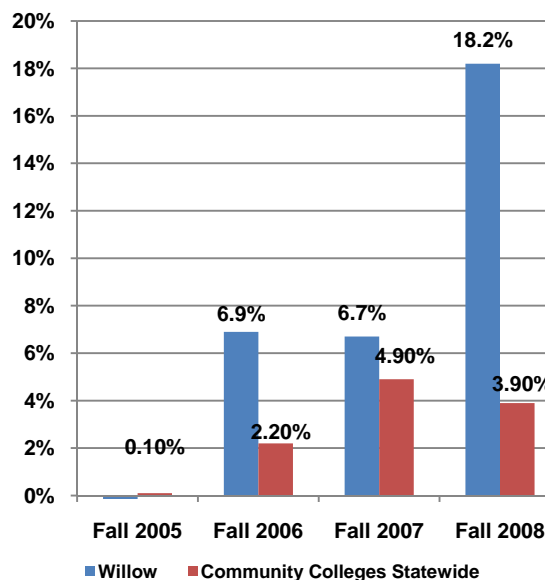
The Willow International Center has experienced substantial growth over the past four years. In 2004 the Center served 4,131 students. By the fall of 2008, the Center had grown to 5,531 students for an increase of 34% over this four-year span. The following graph shows the unduplicated student headcount over the past 5 years.

The Willow International Center has been experiencing a growth rate which far exceeds the statewide average. The second graph



illustrates the growth rates at Willow relative to those of the entire State community college system. In fall 2008, Willow International's student enrollment grew by 18.2% versus the same semester a year earlier. This is nearly 5 times the growth rate of the average California community college. The strong growth at this center should continue, especially when one considers the current economic conditions.

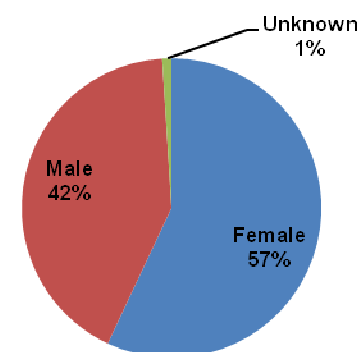
**WILLOW INTERNATIONAL CENTER
HEADCOUNT GROWTH RATES
FALL SEMESTERS 2005-2008**



Gender Profile

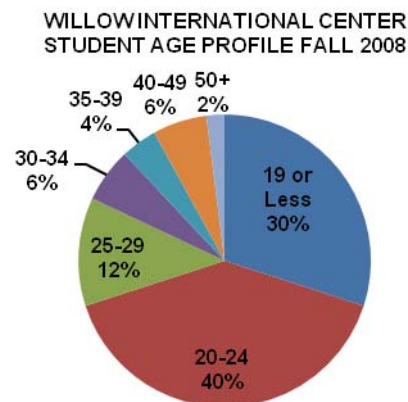
During the fall 2008 semester, female students accounted for 57% of Willow International Center's student body with 3,153 students. This is fairly consistent with the State community college average of 55%. Males make up 42% of the total student population with 2,335 students.

**WILLOW INTERNATIONAL CENTER
STUDENT GENDER PROFILE FALL 2008**



Age Profile

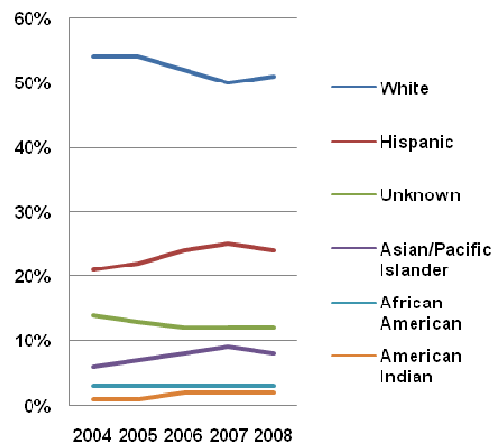
Community colleges traditionally target individuals between the ages of 19-24 years of age. The largest age group at Willow International Center is 20-24 years old. This age group accounts for 40% of the Center's overall student population. The second largest age group, 19 years or less, accounts for 30% of the enrollment. The third largest age group is 25-29 years old, which represent 12% of the student body. Both the age groups of 30-34 and 40-49 individually account for 6% of the student population.



Race and Ethnicity

White/non-Hispanics currently comprise just over half of the student population at Willow International Center accounting for 51% of the student population. This ethnic group has continuously accounted for the majority of students over the past five years. The second largest ethnic group, Hispanics, comprise 24% of the overall students at Willow International Center.

**WILLOW INTERNATIONAL CENTER
STUDENT ETHNICITY PROFILE BY
YEAR 2004-2008**

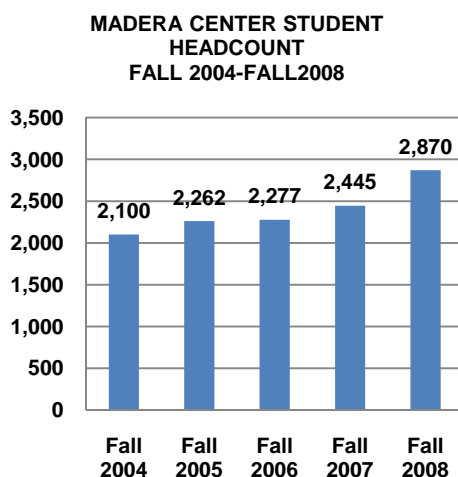


Over a five-year time span, there have been very minor adjustments in the ethnic profile of the Center. There has not been more than a 4% change in any one ethnic group during

this time frame. While other campuses in the District are experiencing more shifts in the ethnicity of their students, Willow International Center has remained fairly consistent over the same time.

Student Load Patterns

The enrollment at Willow International Center is closely divided between those students who are full-time status (12 or more units) and those that are part-time status (11 or less units). As of fall 2008, 52% of the Center's students attended class part-time. The remaining 48% of the students attended class full-time. This breakdown is more even than the usual pattern seen in community colleges. It is typical to have a higher proportion of part-time students throughout the California community college system as the majority of students attending classes also work at one or more jobs. Because the breakdown at Willow International Center is



more evenly divided, it is important to note this difference, as it provides additional insight into the characteristics of the students attending this Center. There are a large majority of students at Willow International Center that are working to complete their lower division courses and planning to transfer on to a four-year university

MADERA CENTER

The Madera Center has experienced significant growth over the past five years. In 2004 the Center served 2,100 students. By the fall of 2008, the Center had grown to 2,870 students for an increase of 36% over this four-year span. Ethnically, there have been slight shifts in the population of students who attend the Madera Center.

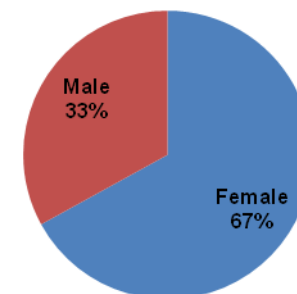
The percentage of Hispanic students has slightly increased over the past four-year period. From fall 2004 to fall 2008, this ethnic group increased by a total of five percentage points. During the same period, the White/non-Hispanic group has decreased seven percentage points. This shift in student's ethnicity has been observed throughout the majority of the State Center Community College District.

The growth at this Center should continue, especially when one considers the importance of changing economic conditions.

Gender Profile

In fall 2008, female students comprised 67% of the Madera Center's student body, accounting for 1,911 students. This percentage is notably higher than the State average of 55%. The male population at Madera Center represents 33% of the overall student population. The gender make up of this campus is likely influenced by the programs offered and their appeal to specific genders.

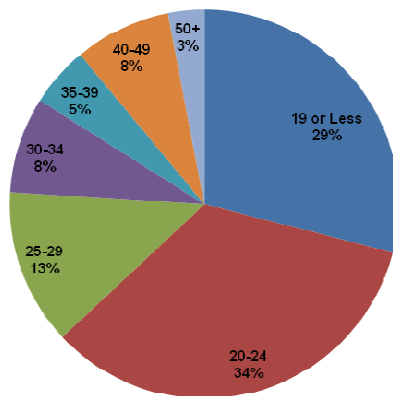
MADERA CENTER STUDENT GENDER PROFILE FALL 2008



Age Profile

Community colleges traditionally target individuals between the ages of 19-24 years of age. The largest age group at the Madera Center is 20-24 years old. This age group accounts for 34% of the Center's overall student population. The second largest age group, 19 years or less, accounts for 29% of the enrollment. The third largest age group is 25-29 years old, which represent 13% of the student body. Both the age groups of 30-34 and 40-49 individually account for 8% of the student population

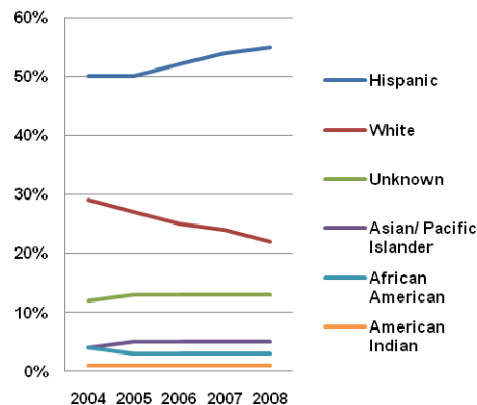
**MADERA CENTER
STUDENT AGE PROFILE FALL 2008**



Race and Ethnicity

The students attending the Madera Center represent a variety of ethnicities. Over the four-year span of 2004-2008, Hispanics accounted for a strong majority of the students attending classes at the Madera Center. In 2004, this ethnic group represented 50% of the overall student body. Over the last four years, this number has increased to 55%. While the Hispanic group has increased over time, the second largest ethnic group, White/non-Hispanic, has been steadily decreasing and in 2004, accounted for 29% of the students at the Madera Center.

**MADERA CENTER
STUDENT ETHNICITY PROFILE BY YEAR
2004-2008**

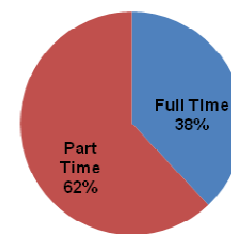


By 2008, this number had decreased to 22% of the overall student population at the Center. This same shift in ethnicity of students has been seen district wide over the same four-year span.

Student Load Patterns

The enrollment at the Madera Center is significantly higher for students attending classes part-time (11 units or less) than students attending full-time (12 or more units). In fall 2008, 62% of the students at the Center were part time students and 38% full-time students. As seen at the Madera Center, it is typical to have a higher proportion of part-time students throughout the California community college system as the majority of students attending classes also work at one or more jobs. The Madera Center's percentage of full-time students is 9% higher than the statewide community college average of 27%.

**MADERA CENTER
STUDENT LOADS FALL 2008**



OAKHURST CENTER

The College/District does not generate this Internal Scan data for the Oakhurst Center. It is included in the aggregated data for the North Centers overall that was provided in the previous section of this Plan.

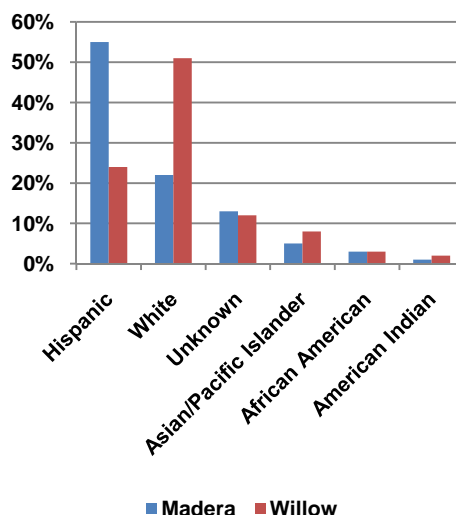
COMPARISON OF WILLOW INTERNATIONAL AND MADERA CENTERS

The Madera and Willow International Centers vary greatly in the student populations they serve. Following is a summary of the most significant differences observed in the Internal Scan data.

Student Ethnicity

The Madera Center serves a predominately Hispanic population and the Willow International Center, a predominately White population

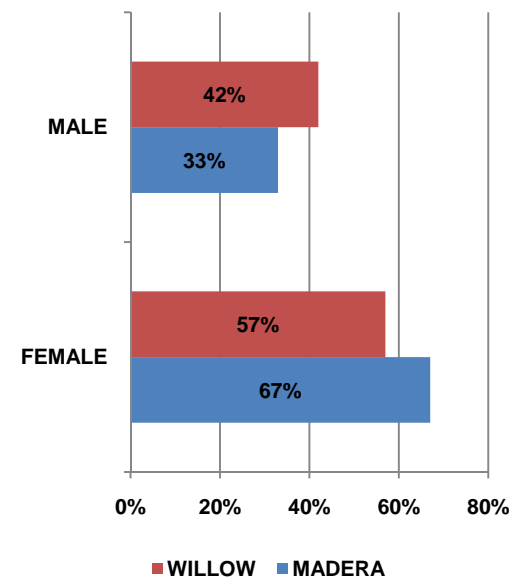
**MADERA AND WILLOW CENTERS
STUDENT ETHNICITY PROFILE
FALL 2008**



Student Gender

Each of the Centers has a slightly different gender make up. For the fall 2008 semester, the Madera Center reported 67% of the student population as female. During this time, the Willow International Center reported 57% of its students as female. One explanation for this variation could be that Madera offers specific programs that traditionally appeal to the female population.

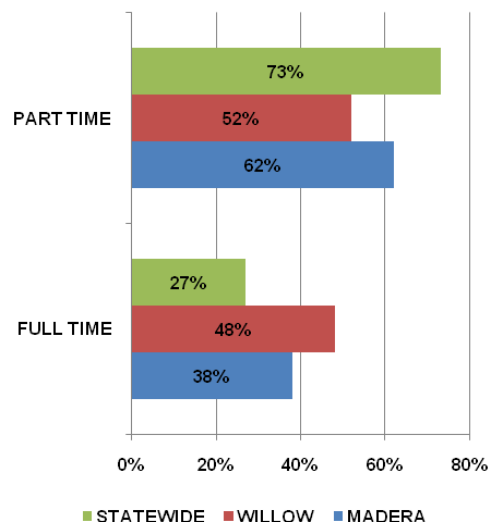
**MADERA AND WILLOW CENTERS
STUDENT GENDER PROFILE
FALL 2008**



Student Unit Load

The Centers also differ in the unit loads the students carry. The Willow International Center has an extremely high percentage (48%) of students attending the Center on a full-time basis. The Madera Center also has a higher than average number (38%) of full-time students. Both centers report notably more full-time students than the state average of 27%.

**MADERA & WILLOW CENTERS
STUDENT LOADS FALL 2008**

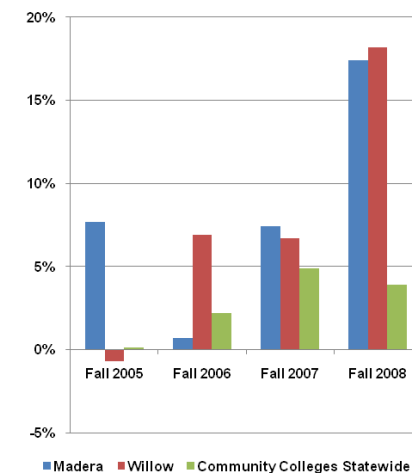


This information provides additional insight into the characteristics of the students typically attending each site. There are a high percentage of students attending the centers, Willow especially, that are working to complete their lower division courses and prepare to transfer to a four-year university.

Headcount Growth

A characteristic shared between the Centers is the exceptional level of growth they have experienced over the past four years. The Madera and Willow International Centers are growing at a rate that far exceeds the statewide growth rate for community colleges. The majority of this rapid growth has occurred since fall 2007. The growth experienced by both of the Centers was extraordinary in fall 2008, topping 15% versus the previous fall semester. With current economic conditions, the Centers will likely continue to see high demand and rapid growth.

**MADERA & WILLOW CENTERS
HEADCOUNT GROWTH
FALL SEMESTERS 2005-2008**



Qualitative Data

The *North Centers Educational Master Plan* was developed with the use of extensive quantitative and qualitative data. There are several sources for qualitative data including a host of planning documents prepared by the Centers, the Colleges and the District.

One important part of the qualitative data gathering for this Plan, was an online survey. The survey was made available to all interested parties including students, faculty, staff, administrators and community members. The results of these surveys can be found, in the following section of the Plan.

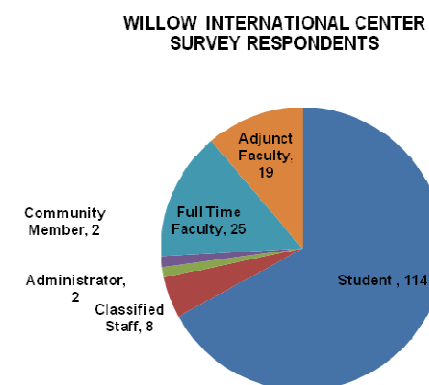
Because many of the survey questions were campus-specific, the following sections address the campuses separately. There were too few respondents from the Oakhurst Campus to make broad conclusions. The input received was however used in the analysis and in developing recommendations.

Survey Synopsis

The survey was distributed to the faculty, staff, students and administrators at the North Centers from April 6 through May 31, 2009. The survey was developed through a collaborative effort by the consulting team and North Centers personnel. The survey presented an opportunity for the college community to participate in the planning process, which resulted in valuable information and insight. The comments and opinions expressed in the survey are a vital component in the development of the Educational Master Plan for the North Centers. It should be noted that the survey was not conducted in accordance with statistical polling practices. Rather, the survey was intended to provide supplemental background data with respect to the master planning effort being undertaken at the North Centers.

Willow International Survey Results

There were 170 respondents to the survey who indicated the Willow International Center as their primary campus. Of those respondents, the largest number of responses, 114, came from students. The next largest group to respond was full-time faculty accounting for 25 responses. Adjunct faculty followed closely with 19 people contributing to the survey. Classified Staff had 8 responses and administrators and community members had 2 respondents each.

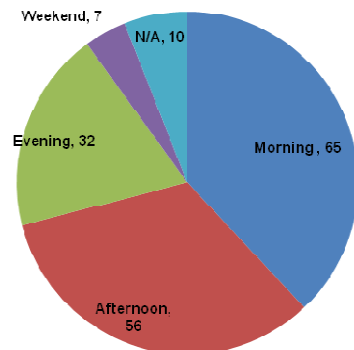


Time of Day

The survey asked the respondents to describe the time of day they are on campus either taking courses if they are students or teaching courses if they are instructors.

The majority of respondents, 38%, are instructing or attending classes in the morning (before noon). Those attending or instructing classes in the afternoon (12-4 pm) accounted for 33%. 19% of respondents attend or instruct classes in the evening (after 4 pm). The least attended time was the weekend, accounting for 4% of the respondents. The remaining 6% of the respondents to the survey do not attend or instruct classes at Willow International Center.

**WILLOW INTERNATIONAL CENTER
HOURS ATTENDING OR TEACHING CLASSES
BY SURVEY RESPONDENTS**

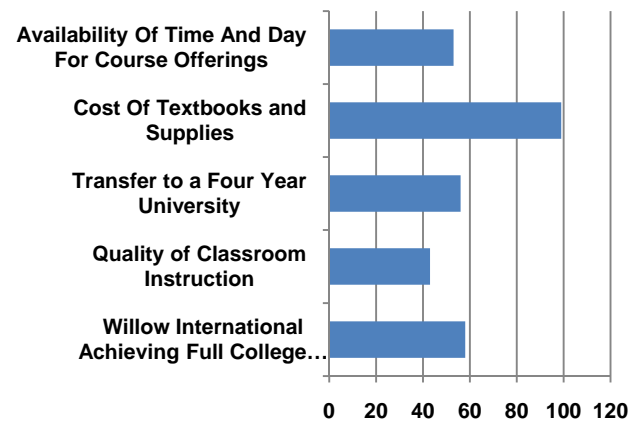


Top Issues

The survey asked the respondents to indicate the five college-wide issues that were most important to them. The issue with the highest importance to the majority of respondents was the cost of textbooks and supplies. This issue was followed by the importance of Willow International Center achieving full college status. Following closely behind was the issue of transferring to a four-year university.

Also of importance to the respondents was the availability of time and day for course offerings. The quality of classroom

**WILLOW INTERNATIONAL CENTER
TOP ISSUES**



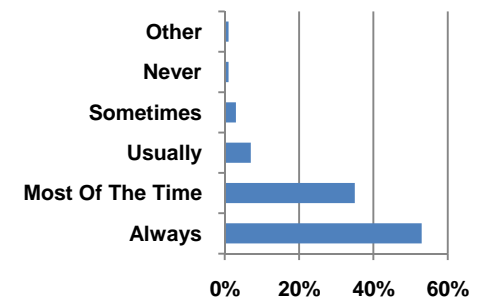
instruction is also of high importance to the people associated with the Willow International Center.

Campus Safety

The survey also addressed the issue of campus safety. The respondents were asked to rate how safe they feel while on campus.

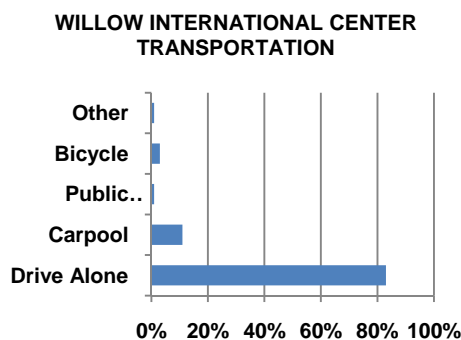
The majority of respondents, 53%, reported “always” feeling safe while on campus at the Willow International Center. The next largest group, 35%, reported feeling safe “most of the time” while on campus. 7% of respondents reported “usually” feeling safe while on campus, 3% “sometimes” and the smallest group, 1%, reported “never” feeling safe while at Willow International Center.

**WILLOW INTERNATIONAL CENTER
FREQUENCY OF FEELING SAFE ON
CAMPUS**



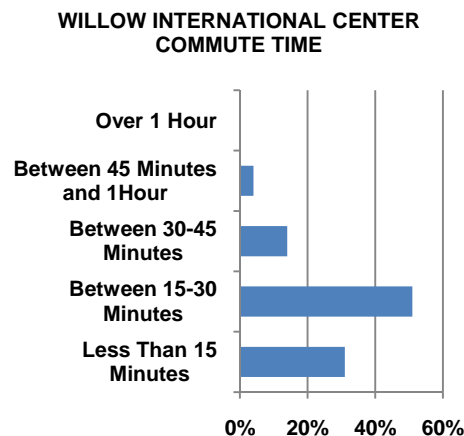
Transportation

Respondents were asked what type of transportation they use to and from Willow International Center. The majority of people, 83%, drive by themselves to campus. Carpooling was the second highest method of transportation accounting for 11% of the responses. 1% of respondents use public transportation to get to and from the Center. Those people who use a bicycle for transportation accounted for 3% of the responses. An additional 1% of respondents indicated that they walk to and from the campus.



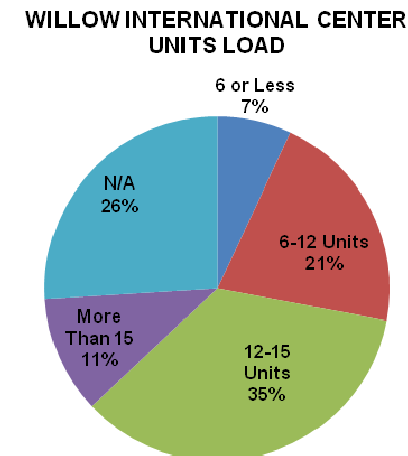
Commute Time

When asked about the time it takes the respondents to commute to the Willow International Center, the majority of people (51%) reported an average commute time between 15 and 30 minutes. The next most common reported commute time, 31%, was less than 15 minutes. 14% of people reported spending between 30 and 45 minutes commuting to the campus and 4% spend between 45 minutes and one hour. None of the respondents reported spending over one hour to commute to the Willow International Center.



Unit Load

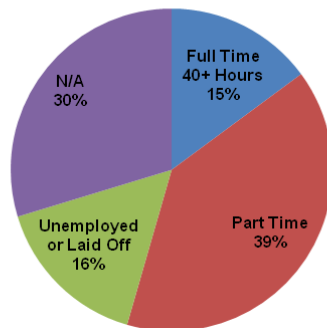
The survey examined the unit loads the students who responded to the survey are currently taking at Willow International Center. The majority of students, 35%, reported currently taking between 12 to 15 units. The second largest group of respondents currently taking classes, 21%, are taking between 6 and 12 units. 11% of the people reported currently taking more than 15 units and 7% are taking six units or less. The remaining 26% of respondents are not currently taking classes at Willow International Center.



Student Employment Status

The students participating in the survey were asked to best describe their employment status. The majority of students at Willow International Center who took this survey, 40%, reported working part time while concurrently attending the College. 16% of the students are unemployed, or have been recently laid off from their jobs. The remaining 15% of students work full-time while attending Willow International Center.

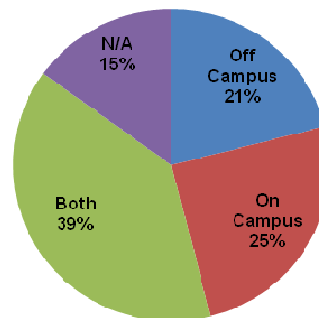
**WILLOW INTERNATIONAL CENTER
EMPLOYMENT STATUS OF STUDENTS**



Campus Food Services

In an effort to determine the frequency which students at Willow International Center use the food services at the Center, the survey asked the respondents to indicate the how frequently they leave the campus to eat and then return to campus. The majority of respondents, 39%, indicated they occasionally leave campus to eat and then return to campus. 21% of respondents indicated they leave campus to eat and then return. 25% of the respondents eat on campus. The remaining 15% of people indicated they are not on campus during meal times.

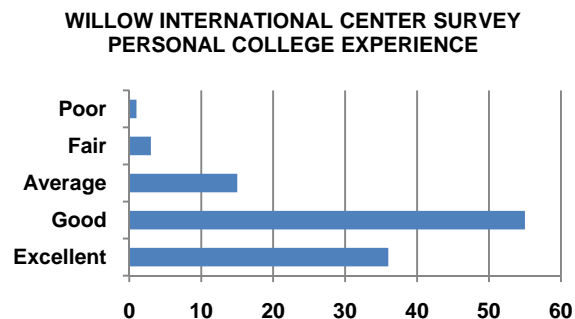
**WILLOW INTERNATIONAL CENTER
EATING ON OR OFF CAMPUS**



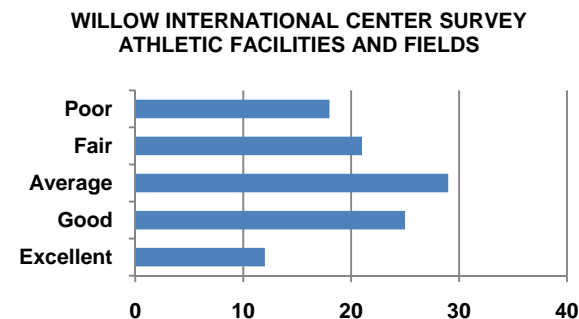
Additional Questions

The respondents of the survey were asked to respond to several statements with a response of excellent, good, average, fair or poor. These responses are shown on the following page.

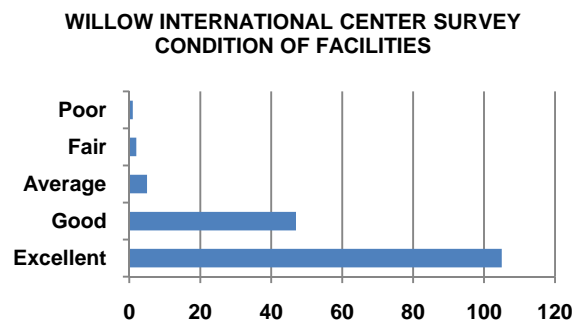
How would you define your personal college experience?



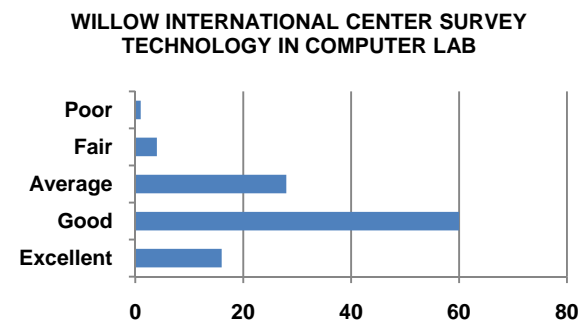
How would you rate the athletic facilities and fields?



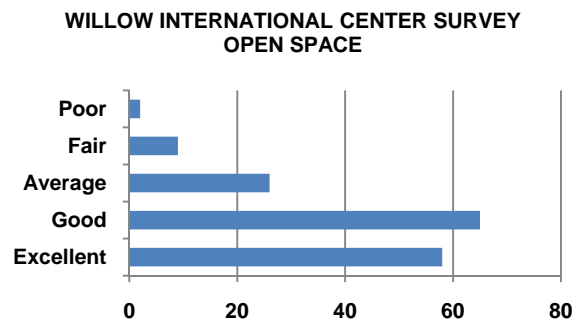
How would you evaluate the overall condition of the facilities?



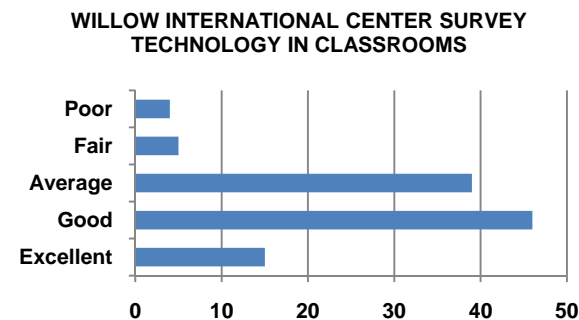
What is your assessment of the existing technology in the computer lab?



How would you rate the open space on campus?



What is your assessment of the existing technology available in the classroom?



The following questions were open-ended questions inviting written responses.

What do you believe are the strengths of the College or Center?

There is a consensus at Willow International Center that the new facilities and friendly, knowledgeable staff are a great asset to the Center. Respondents truly appreciated the dedication and professionalism of Willow's faculty, administration and staff. Instructors were repeatedly recognized for their strong commitment and genuine interest in the student's education. Students also appreciate the accessibility and quality of the computer labs and other technology utilized on campus. The new facilities were noted as a strength across all categories of respondents. Administration, faculty, staff and students all appreciate the openness of the campus and its facilities and the attention to maintenance and upkeep at the Center.

What do you believe are the weaknesses of the College or Centers?

The survey yielded a variety of responses with respect to what people thought the greatest weaknesses of the center were. Faculty, administration and staff were all in agreement that a greater number and variety of courses needed to be provided recognizing that programmatic and physical growth would be essential to the future success of the Center. Adequate support for needed growth was also reported to be critical to the success of the Center. Students indicated a need for greater availability and variety of food offerings. It was noted that the limitation in food availability and selection encourages students to leave the campus during meal times.

The lack of athletic facilities was also noted as a weakness of the Center. A new fitness center and dance/aerobics room will be opened in the summer of 2010 as part of the Phase Two project. The athletic fields are also being expanded,

What would have an immediate positive impact on the College or Center and why?

A large percentage of responses cited the need for additional space, programs, classes and staff. Willow International Center is a rapidly growing campus and respondents reported feeling the impact of this growth,

bringing together the center's community. Increasing the food offerings on campus would also encourage students, faculty and staff to remain on campus during meal times.

What do you believe is the most common perception people have about the College or Center in general?

Willow is recognized for providing an affordable, positive, educational environment with excellent preparation for transfer to a four-year university. Others view Willow as an extension of high school serving the upper middleclass population. Overall, the responses conveyed a positive perception of the campus. It was noted that the newer facilities and innovative technology were perceived as a major strength for this campus.

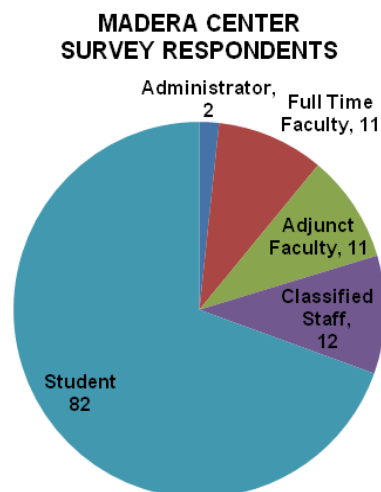
Was there a question that was not asked that you would have liked to have seen in this survey about the Colleges or Centers?

The following are a summary of the suggestions submitted.

- How aware is the public of the Center and its opportunities?
- What classes or subjects do you feel are lacking at the Center?
- Do you feel the Center needs more full-time instructors?
- What do you think the community wants from the center/college?
- What other types of classes should be added to this campus?
- What types of activities or events do you feel could be added to the Center?

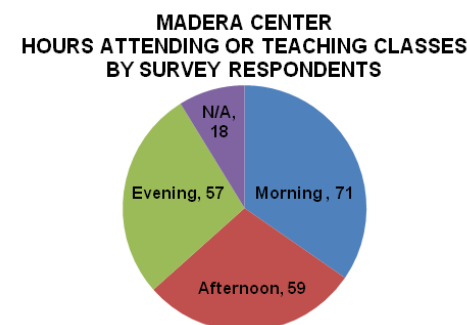
Madera Center Survey Results

There were 118 respondents to the survey who indicated the Madera Center as their primary campus. Of those respondents, the largest number of responses, 82, came from students. The next largest group to respond was classified staff accounting for 12 responses. Full-time faculty and adjunct faculty each had 11 responses to the survey. The administration of the Madera Center was represented by 2 responses.



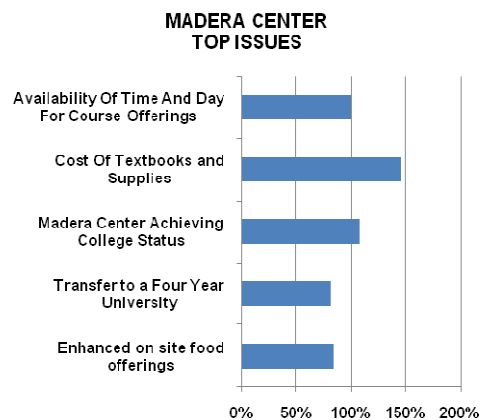
Time of Day

The survey asked the respondents to describe the time of day they are on campus either taking courses if they are students or teaching courses if they are instructors. The majority of respondents, 34%, are either instructing or attending classes in the morning (before noon). Those attending or instructing classes in the afternoon (12-4pm) and the evening (after 4pm) were nearly even, reporting 29% and 28% respectively. None of the respondents to the survey reported attending or instructing classes on the weekend. The remaining 9% of the respondents to the survey do not attend or instruct classes at the Madera Center.



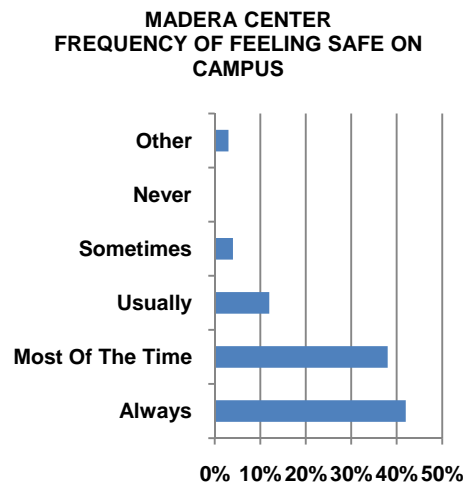
Top Issues

The survey asked the respondents to indicate the five college-wide issues that were most important to them. The issue with the highest importance, to the majority of respondents, was the cost of textbooks and supplies. This issue was followed by the importance of the Madera Center achieving full college status. Also of importance to the respondents was the availability of preferred time and day periods for course offerings. Transferring to a four-year university and enhanced on site food offerings were also top concerns of the respondents to the survey.



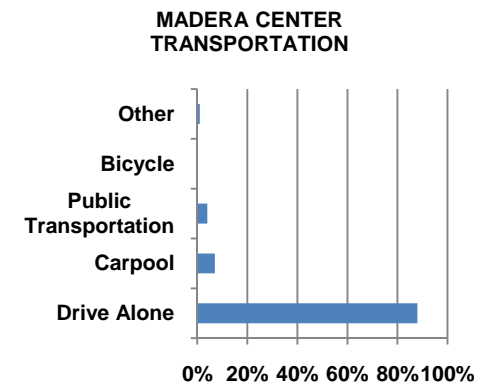
Campus Safety

The survey also addressed the issue of campus safety. The respondents were asked to rate how safe they feel while on campus. The majority of respondents, 42%, reported “always” feeling safe while on campus. The next largest group, 38%, reported feeling safe “most of the time” while at the Madera Center. 12% of respondents reported “usually” feeling safe while on campus, 4% “sometimes” and 0% reported “never” feeling safe while at the Center.



Transportation

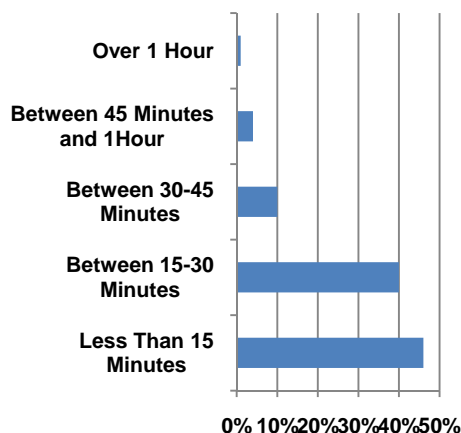
Respondents were asked what type of transportation they use to and from the Madera Center. The majority of people, 88%, drive by themselves to campus. Carpooling was the second highest method of transportation accounting for 7% of the responses. 4% of respondents use public transportation to get to and from campus. None of the respondents to the survey reported using a bicycle to get to and from the Madera Center.



Commute Time

When asked about the time it takes the respondents to commute to the Madera Center, the majority of people, 46%, reported an average commute time of less than 15 minutes. The next most common reported commute time, 40%, was between 15 and 30 minutes. 10% of people reported spending between 30 and 45 minutes commuting to the campus and 4% spend between 45 minutes and one hour. Only 1% of the respondents reported spending over one hour to commute to the campus.

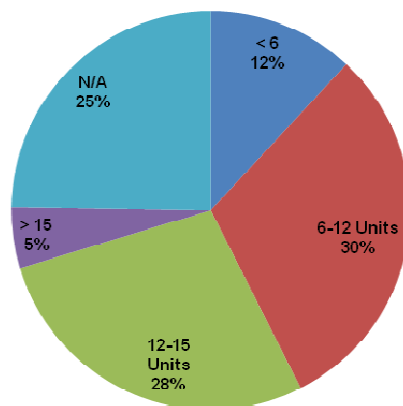
MADERA CENTER COMMUTE TIME



Unit Load

The survey examined the unit loads the students who responded to the survey are currently taking at the Madera Center. The majority of students, 31%, reported currently taking between 6 to 12 units. The second largest group of respondents, 28%, are currently taking between 12 and 15 units. 12% of the people reported currently taking six units or less. The remaining 25% of respondents are not currently taking classes at the Madera Center.

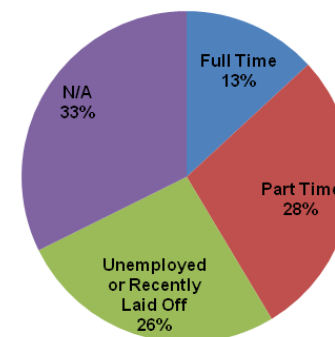
MADERA CENTER UNIT LOAD



Employment Status

The students who participated in the survey were asked to best describe their employment status. The majority of students at the Madera Center who took this survey (28%) reported working part-time while concurrently attending the College. Almost consistent with that percentage, is the percentage of students (26%) that are either unemployed or have been recently laid off from their jobs. 13% of the students responding work full-time while attending classes.

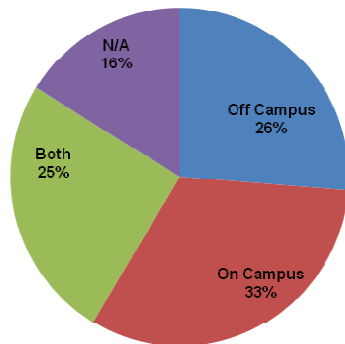
**MADERA CENTER
EMPLOYMENT STATUS OF STUDENTS**



Food Service Usage

In an effort to determine the frequency students at the Madera Center use the food services at the College, the survey asked the respondents to indicate the how frequently they leave the campus to eat and then return to campus. The majority of respondents, 32%, indicated that they remain on campus to eat. 25% of people reported they occasionally leave campus to eat and then return to campus. 26% of respondents consistently leave campus to eat and then return. The remaining 16% of people indicated they are not on campus during meal times.

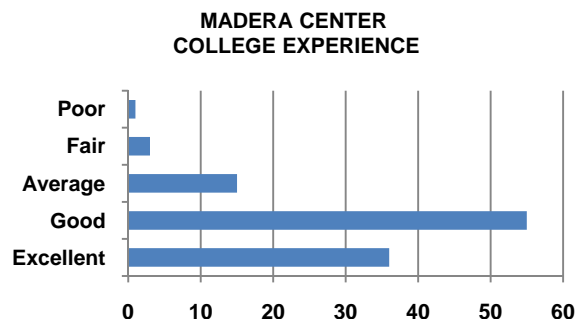
**MADERA CENTER
EATING ON OR OFF CAMPUS**



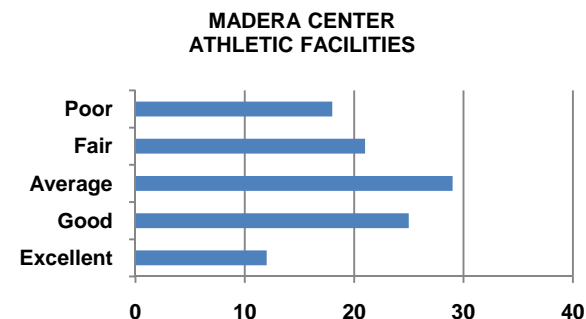
Additional Questions

The respondents of the survey were asked to respond to several statements with a response of excellent, good, average, fair or poor. These responses are shown on the following page.

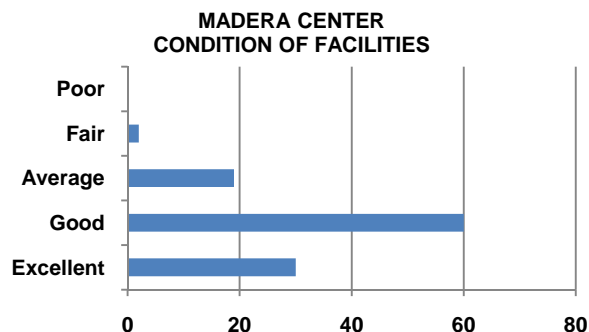
How would you define your personal college experience?



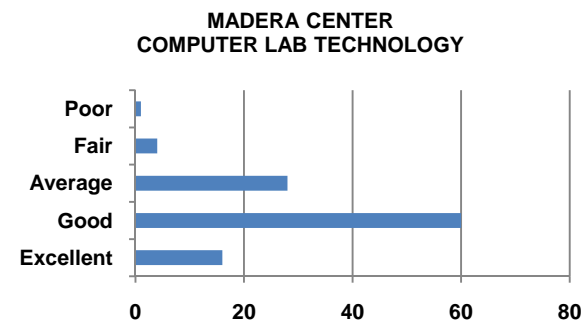
How would you rate the athletic facilities and fields?



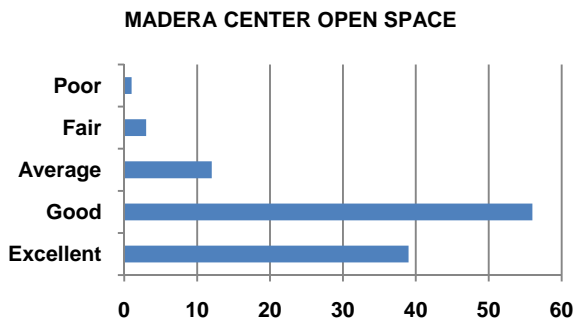
How would you evaluate the overall condition of the facilities?



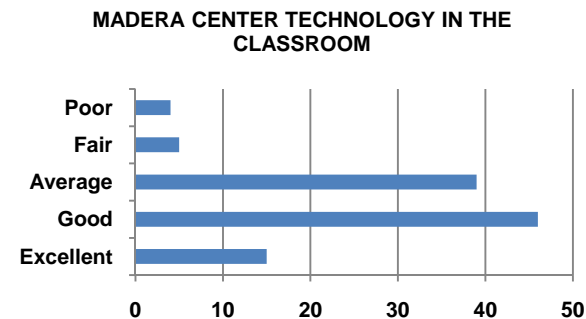
What is your assessment of the existing technology in the computer lab?



How would you rate the open space on campus?



What is your assessment of the existing technology available in the classroom?



Additional Questions

The following were open-ended questions asking for written responses. Summaries are provided for each question.

What do you believe are the strengths of the College?

A large number of responses were focused around the administration, faculty and staff at the Center and their dedication to the students at the Center. The instructors were recognized for taking a genuine interest in their students and providing an excellent educational experience. The size of the Center and the small class size were also noted as strengths. Respondents attributed the small size of the Center and classes to the individualized attention they feel they receive at Madera. The smaller environment allows for better relationships among students and instructors resulting in an excellent overall educational experience. The technological systems in place were recognized for their accessibility and quality.

The convenient location of the Madera Center was also reported as a strength, as well as the accessibility of evening classes for those students that work during the day. Finally, the counselors and tutoring program

were also recognized as strengths of the Center.

What do you believe are the weaknesses of the College?

The most commonly discussed issue was the limitation of programs and course offerings at the Center. Respondents indicated that the current programs need to be expanded and the amount course offerings increased. Although it was recognized that budget limitations impede the opportunity to increase the amount of staffing on campus, this was an area that respondents considered a weakness for the Center.

What would have an immediate positive impact on the College?

The expansion of current programs was common among many respondents. It was suggested that the addition of a vocational program could be beneficial for the Center and would appeal to the Madera community. Adding classes in the evening during the summer and the addition of online courses would offer additional flexibility for students with more restrictive schedules. An increase in events on campus that would provide both students and the community an opportunity to come together were also suggested.

Also mentioned was the addition of a food service area which could also provide a space for the gathering of students. Both instructors and students suggested increasing tutoring opportunities as way to support the diverse student levels at the Madera Center. A number of respondents also indicated that if the Madera Center were to achieve full college status, there would be many immediate positive impacts at the Center.

What do you believe is the most common perception people have about the College in general?

Many responses reflected on the small size of the Madera Center and both the positive and negative effects of its size. While the small size of the campus allows for increased individualized attention, respondents felt that it is perceived by the community as having limited course and program offerings.

It was also indicated that these perceptions about the Center stem from comparing it with Fresno City College, and its more extensive course and program offerings. While comparing it to FCC can sometimes make the offerings seem limited, the Madera Center is well known for providing an excellent education without the hassles and impersonal qualities that are often associated

with a larger campus. Outside of the Madera community, people indicated an overall lack of awareness of the Center. The community also perceives the Madera Center as a place to receive an affordable education and a good campus from which to transfer to a four-year university.

Questions not included in survey

The respondents were given the opportunity to provide questions which they would have liked to have seen included in the survey. The following are a summary of the suggestions submitted.

- Do you feel the level of staffing at the Center is adequate?
- How would you rate the effectiveness of the counselors?
- What additional programs or courses would you like to see in place at the Center?
- Demographic data for respondents which would allow further connections to be made.



Oakhurst Survey Results

There were only five respondents who identified the Oakhurst Center as their primary campus. Their responses are not listed here in detail due to the small sample size. Their input was however utilized in the analysis and development of recommendations.



Program of Instruction

OVERVIEW

One of the goals of this Plan is to develop a forecast for future physical space needs for the future program of instruction. To accomplish this, it is necessary to have a starting point. This point, or baseline, is the fall 2008 semester. Fall semesters are used by the State Chancellor's Office for various facilities planning purposes; therefore, the most recent fall semester is used in this Plan.

The consulting team analyzed a variety of metrics associated with the baseline program of instruction. That analysis is covered in the following sections. Initially, the Plan will examine the combined program of instruction for the North Centers. Following that an analysis will be provided for each center individually.

BASELINE CURRICULUM

A summary of the fall 2008 semester at the North Centers is provided in the table.

The table shows the number of class sections offered, WSCH (weekly student contact hours, FTES (full-time equivalent students for the semester), FTEF (full-time equivalent faculty) and unduplicated

headcount (the number of students attending classes).

This baseline semester is integral to the analysis, forecasting and recommendations that appear in this Plan. It serves two primary purposes:

1. It assessed the current condition at the College from a curricular perspective.
2. It provided a foundation from which the future programs of instruction could be projected.

THE BASELINE PROGRAM OF INSTRUCTION BY SUBJECT

The following table shows the North Centers fall 2008 program of instruction organized by College Department. The key elements of the program of instruction have been included in this analysis. These elements include the number of primary sections offered, average seats per section, WSCH (weekly student contact hours) generated, the full-time equivalent students (FTES), the full-time equivalent faculty (FTEF), the WSCH per FTEF generated and the percentage of lecture and laboratory hours.

NORTH CENTERS PROGRAM OF INSTRUCTION SUMMARY FALL 2008				
	NORTH CENTERS	WILLOW INTERNATIONAL	MADERA	OAKHURST
CLASS SECTIONS	731	387	283	61
WSCH	77,571	50,684	23,839	4,037
FTES (SEMESTER)	2,585.7	1,689.5	794.6	134.6
FTEF	165.6	92.9	58.9	13.8
HEADCOUNT	8,540	5,531	2,870	606

NORTH CENTERS - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
Accounting	6	140	23.3	704	23.5	1.86	378.6	70%	30%
American Sign Language	6	162	27.0	636	21.2	1.62	392.3	100%	0%
Anthropology	2	75	37.5	225	7.5	0.4	562.5	100%	0%
Art	36	768	21.3	2,893	96.4	7.67	377.2	48%	52%
Biology	34	875	25.7	5,030	167.7	9.75	515.9	51%	49%
Business Administration	33	666	20.2	1,327	44.2	4.51	294.3	80%	20%
Chemistry	14	365	26.1	2,419	80.6	4.97	486.7	44%	56%
Child Development	35	996	28.5	2,639	88.0	7.07	373.2	67%	33%
Computer Science	1	17	17.0	80	2.7	0.3	267.0	60%	40%
Cooperative Work Experience	15	425	28.3	1,341	44.7	3.2	419.0	0%	100%
Counseling	21	264	12.6	440	14.7	2.4	183.2	70%	30%
Criminal Science	11	249	22.6	528	17.6	1.65	320.1	47%	53%
Developmental Services	2	38	19.0	126	4.2	0.4	316.1	57%	43%
Economics	10	432	43.2	1,519	50.6	2.35	646.5	100%	0%
Education	4	94	23.5	393	13.1	1.16	338.8	40%	60%
Engineering	3	54	18.0	158	5.3	0.57	277.3	78%	22%
English	97	2,307	23.8	9,494	316.5	23.7	400.6	93%	7%
ESL	2	24	12.0	94	3.1	0.57	165.4	78%	22%
Film	3	102	34.0	306	10.2	0.6	510.0	100%	0%
Food & Nutrition	8	333	41.6	1,033	34.4	1.67	618.8	100%	0%
French	1	27	27.0	135	4.5	0.3	450.0	60%	40%
Geography	11	503	45.7	1,936	64.5	2.62	739.1	100%	0%
Geology	2	60	30.0	298	9.9	0.58	514.3	50%	50%
Health Science	15	545	36.3	1,979	66.0	3.05	649.0	82%	18%
History	25	1,226	49.0	4,328	144.3	5.64	767.3	100%	0%
Human Services	1	25	25.0	75	2.5	0.2	375.0	100%	0%
Information Systems	40	939	23.5	3,663	122.1	9.52	384.8	74%	26%

NORTH CENTERS - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
Interdisciplinary Studies	6	737	122.8	330	11.0	0.9	367.0	0%	100%
Linguistics	1	28	28.0	84	2.8	0.2	420.0	100%	0%
Maintenance Mechanic	19	326	17.2	372	12.4	1.22	305.2	36%	64%
Marketing	4	34	8.5	60	2.0	0.47	127.5	100%	0%
Math	76	2,543	33.5	12,796	426.5	23.08	554.4	100%	0%
Music	4	141	35.3	435	14.5	0.92	473.2	79%	21%
Nursing (LVN)	6	89	14.8	1,028	34.3	4.21	244.1	33%	67%
Office Technology	26	509	19.6	1,378	45.9	4.13	333.6	79%	21%
Philosophy	17	611	35.9	1,858	61.9	3.48	533.8	100%	0%
Photography	8	237	29.6	807	26.9	1.6	504.4	100%	0%
Physical Education	20	582	29.1	1,247	41.6	1.92	649.5	0%	100%
Physics	3	57	19.0	365	12.2	1.16	314.3	63%	37%
Political Science	19	779	41.0	3,089	103.0	4.18	739.0	100%	0%
Psychology	22	1,045	47.5	3,589	119.6	5.14	698.2	100%	0%
Science	2	46	23.0	230	7.7	0.6	383.5	60%	40%
Sociology	7	323	46.1	1,049	35.0	1.52	690.0	100%	0%
Spanish	16	291	18.2	1,670	55.7	4.74	352.3	64%	36%
Speech	31	723	23.3	2,470	82.3	6.14	402.2	100%	0%
Statistics	6	195	32.5	915	30.5	1.62	564.9	100%	0%
Total	731	21,007	28.7	77,571	2,585.7	165.6	456.1	80%	20%

Source: State Center Community College District Office of Institutional Research, analysis by Maas Companies

The Baseline Program of Instruction by TOP Code

The State has adopted the Taxonomy of Programs (TOP) Code instructional division format. This allows community colleges and educational centers to be evaluated with a common yardstick. This system assigns standard classifications for each academic discipline and groups them into common instructed divisions so that the institution's instructional program can be compared equally and fairly with those across the State. The TOP Code format is used by the State to determine space needs. It is also the format that supports the District's 5-Year Capital Construction Plan from which the capacity-to-load ratios of the College are derived.

The following table shows the TOP Code for each subject at the North Centers.

NORTH CENTERS TOP CODE BY SUBJECT			
Subject	Top Code	Subject	Top Code
Accounting	0500	Health Science	1200
American Sign Language	0800	History	2200
Anthropology	2200	Human Services	2100
Art	1000	Information Systems	0700
Biology	0400	Interdisciplinary Studies	4900
Business Administration	0500	Linguistics	1500
Chemistry	1900	Maintenance Mechanic	0900
Child Development	1300	Marketing	0500
Computer Science	0700	Math	1700
Cooperative Work Experience	4900	Music	1000
Counseling	4900	Nursing (LVN)	1200
Criminal Science	2100	Office Technology	0500
Developmental Services	4900	Philosophy	1500
Economics	2200	Photography	1000
Education	0800	Physical Education	0800
Engineering	0900	Physics	1900
English	1500	Political Science	2200
ESL	4900	Psychology	2000
Film	1000	Science	1900
Food & Nutrition	1200	Sociology	2200
French	1100	Spanish	1100
Geography	1900	Speech	0600
Geology	1900	Statistics	1700

Source: State Center Community College District Office of Institutional Research, analysis by Maas Companies

NORTH CENTERS - PROGRAM OF INSTRUCTION BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2008										
TOP CODE	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS	
0400 Biological Science	34	875	25.7	5,030	167.7	9.8	515.9	51%	49%	
0500 Business & Management	69	1,349	19.6	3,469	115.6	11.0	316.2	78%	22%	
0600 Communications	31	723	23.3	2,470	82.3	6.1	402.2	100%	0%	
0700 Information Technology	41	956	23.3	3,743	124.8	9.8	381.2	74%	26%	
0800 Education	30	838	27.9	2,276	75.9	4.7	484.2	35%	65%	
0900 Engineering & Industrial Tech.	22	380	17.3	530	17.7	1.8	296.3	49%	51%	
1000 Fine & Applied Arts	51	1,248	24.5	4,442	148.1	10.8	411.6	64%	36%	
1100 Foreign Language	17	318	18.7	1,805	60.2	5.0	358.1	64%	36%	
1200 Health	29	967	33.3	4,041	134.7	8.9	452.5	74%	26%	
1300 Family & Consumer Sci.	35	996	28.5	2,639	88.0	7.1	373.2	67%	33%	
1500 Humanities	115	2,946	25.6	11,436	381.2	27.4	417.7	94%	6%	
1700 Mathematics	82	2,738	33.4	13,711	457.0	24.7	555.1	100%	0%	
1900 Physical Sciences	32	1,031	32.2	5,248	174.9	9.9	528.5	67%	33%	
2000 Psychology	22	1,045	47.5	3,589	119.6	5.1	698.2	100%	0%	
2100 Public & Protective Services	12	274	22.8	603	20.1	1.9	326.0	54%	46%	
2200 Social Sciences	63	2,835	45.0	10,210	340.3	14.1	724.6	100%	0%	
4900 Interdisciplinary Studies	46	1,488	32.3	2,331	77.7	7.5	312.1	19%	81%	
Grand Total	731	21,007	28.7	77,571	2,585.7	165.6	468.5	81%	19%	

Source: State Center Community College District Office of Institutional Research, analysis by Maas Companies

INDIVIDUAL CENTERS

The Baseline Program of Instruction by Subject

To better understand the Centers as individual entities, the following tables show the programs of instruction for each of the three North Centers organized by subject and then by TOP Code.

Willow International Center by Subject

WILLOW INTERNATIONAL CENTER - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
Accounting	4	92	23.0	464	15.3	1.2	374.1	70%	30%
American Sign Language	4	102	25.5	413	13.6	1.1	382.2	100%	0%
Anthropology	2	75	37.5	225	7.5	0.4	562.5	100%	0%
Art	20	556	27.8	2,127	77.7	4.5	470.6	48%	52%
Biology	18	470	26.1	2,342	103.2	4.5	526.2	51%	49%
Business Administration	16	365	22.8	1,086	35.1	3.1	356.1	80%	20%
Chemistry	7	202	28.9	1,595	56.1	2.8	575.7	44%	56%
Child Development	19	576	30.3	1,495	50.5	3.8	397.5	67%	33%
Computer Science	1	17	17.0	80	2.7	0.3	267.0	60%	40%
Cooperative Work Experience	9	358	39.8	1,584	33.9	2.7	595.5	0%	100%
Counseling	7	103	14.7	156	4.9	0.7	222.7	70%	30%
Criminal Science	2	81	40.5	146	8.1	0.2	607.5	47%	53%
Economics	6	250	41.7	834	24.9	1.3	622.5	100%	0%
Education	3	76	25.3	298	12.8	0.9	338.9	40%	60%
Engineering	3	54	18.0	159	4.7	0.6	279.3	78%	22%
English	54	1,273	23.6	5,879	197.7	13.5	436.1	93%	7%

WILLOW INTERNATIONAL CENTER - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
Film	2	67	33.5	201	6.7	0.4	502.5	100%	0%
Food & Nutrition	5	216	43.2	690	21.5	1.1	645.0	100%	0%
French	1	27	27.0	135	4.5	0.3	450.0	60%	40%
Geography	5	360	72.0	1,525	35.8	1.4	1,074.0	100%	0%
Geology	2	60	30.0	298	10.6	0.6	514.3	50%	50%
Health Science	8	303	37.9	1,361	40.2	1.8	768.8	82%	18%
History	15	839	55.9	3,108	88.3	3.5	883.0	100%	0%
Information Systems	21	647	30.8	2,542	79.5	5.3	482.3	74%	26%
Interdisciplinary Studies	2	407	203.5	188	6.3	0.3	626.0	0%	100%
Linguistics	1	28	28.0	84	2.8	0.2	420.0	100%	0%
Maintenance Mechanic	11	107	9.7	125	4.3	0.7	174.3	36%	64%
Marketing	2	21	10.5	32	2.1	0.2	157.5	100%	0%
Math	51	1,715	33.6	9,006	283.1	15.9	568.2	100%	0%
Music	2	71	35.5	289	8.3	0.5	556.3	79%	21%
Philosophy	10	433	43.3	1,332	42.7	2.1	640.5	100%	0%
Photography	6	173	28.8	618	20.6	1.2	515.0	100%	0%
Physical Education	5	223	44.6	467	15.0	0.5	897.6	0%	100%
Physics	3	57	19.0	365	12.2	1.2	314.3	63%	37%
Political Science	12	528	44.0	2,151	64.2	2.7	802.5	100%	0%
Psychology	12	730	60.8	2,794	72.1	3.1	901.3	100%	0%
Science	1	31	31.0	155	5.2	0.3	517.0	60%	40%
Sociology	5	258	51.6	864	25.7	1.1	771.0	100%	0%
Spanish	8	155	19.4	1,065	35.5	2.4	443.8	64%	36%
Speech	18	443	24.6	1,777	57.0	3.7	475.0	100%	0%
Statistics	4	123	30.8	632	20.8	1.1	585.0	100%	0%
Total	387	12,672	32.7	50,684	1,613.7	92.9	531.1	82%	18%

Source: Reedley College Office of Institutional Research, analysis by Maas Companies

Willow International Center by TOP Code

WILLOW INTERNATIONAL CENTER - BASELINE CURRICULUM BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2008										
TOP CODE	DIVISION	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
0400	Biological Science	18	470	26.1	2,342	103	4	526	51%	49%
0500	Business & Management	22	478	21.7	1,581	53	4	352	77%	23%
0600	Communications	18	443	24.6	1,777	57	4	475	100%	0%
0700	Information Technology	22	664	30.2	2,622	82	6	471	74%	26%
0800	Education	12	401	33.4	1,178	41	2	475	45%	55%
0900	Engineering & Industrial Technology	14	161	11.5	285	9	1	221	59%	41%
1000	Fine & Applied Arts	30	867	28.9	3,235	113	7	487	64%	36%
1100	Foreign Language	9	182	20.2	1,200	40	3	444	64%	36%
1200	Health	13	519	39.9	2,051	62	3	722	88%	12%
1300	Family & Consumer Sciences	19	576	30.3	1,495	51	4	398	67%	33%
1500	Humanities	65	1,734	26.7	7,295	243	16	463	94%	6%
1700	Mathematics	55	1,838	33.4	9,638	304	17	569	100%	0%
1900	Physical Sciences	18	710	39.4	3,938	120	6	632	69%	31%
2000	Psychology	12	730	60.8	2,794	72	-	-	100%	0%
2100	Public & Protective Services	2	81	40.5	146	8	0	608	47%	53%
2200	Social Sciences	40	1,950	48.8	7,182	211	9	793	100%	0%
4900	Interdisciplinary Studies	18	868	48.2	1,928	45	4	527	6%	94%
Total		387	12,672	32.7	50,684	1,614	93	545	83%	17%

Source: State Center Community College District Office of Institutional Research, analysis by Maas Companies

Madera Center by Subject

MADERA CENTER - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LAB HRS	LAB WSCH
Accounting	2	48	24.0	240	8.0	0.6	387.7	70%	30%
American Sign Language	1	31	31.0	122	4.0	0.3	450.0	100%	0%
Art	13	182	14.0	626	31.7	2.3	273.4	48%	52%
Biology	14	359	25.6	2,421	87.3	4.7	520.7	51%	49%
Business Administration	16	298	18.6	362	11.8	1.5	248.2	80%	20%
Chemistry	6	139	23.2	737	30.5	1.9	398.4	44%	56%
Child Development	13	384	29.5	1,094	35.4	2.8	385.2	67%	33%
Cooperative Work Experience	4	39	9.8	41	3.5	0.3	132.3	0%	100%
Counseling	14	161	11.5	294	9.6	1.8	163.5	70%	30%
Criminal Science	7	164	23.4	452	15.0	1.4	320.8	47%	53%
Developmental Services	1	21	21.0	32	1.4	0.1	324.0	57%	43%
Economics	1	46	46.0	138	4.6	0.2	690.0	100%	0%
Education	1	18	18.0	89	3.0	0.3	317.7	40%	60%
English	38	927	24.4	3,232	116.3	8.9	361.5	93%	7%
ESL	2	24	12.0	94	3.6	0.6	165.4	78%	22%
Film	1	35	35.0	105	3.5	0.2	525.0	100%	0%
Food & Nutrition	2	92	46.0	276	9.2	0.4	690.0	100%	0%
Geography	4	106	26.5	441	14.7	0.8	551.3	100%	0%
Health Science	5	218	43.6	700	21.6	1.1	648.0	82%	18%
History	7	345	49.3	1,114	34.2	1.5	732.9	100%	0%

MADERA CENTER - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LAB HRS	LAB WSCH
Human Services	1	25	25.0	75	2.5	0.2	375.0	100%	0%
Information Systems	15	229	15.3	844	31.5	2.9	290.0	74%	26%
Interdisciplinary Studies	4	330	82.5	119	4.3	0.5	237.5	0%	100%
Maintenance Mechanic	8	219	27.4	243	7.6	0.5	485.2	36%	64%
Marketing	1	10	10.0	41	1.0	0.3	150.0	100%	0%
Math	20	704	35.2	3,204	109.6	5.8	555.3	100%	0%
Music	2	70	35.0	156	5.2	0.4	390.0	79%	21%
Nursing (LVN)	6	89	14.8	1,028	34.2	4.2	244.1	33%	67%
Office Technology	25	496	19.8	1,069	39.3	3.2	333.1	79%	21%
Philosophy	5	146	29.2	438	14.6	1.0	438.0	100%	0%
Photography	1	48	48.0	144	4.8	0.2	720.0	100%	0%
Physical Education	12	280	23.3	718	23.9	1.2	598.5	0%	100%
Political Science	5	218	43.6	861	26.1	1.1	783.0	100%	0%
Psychology	7	270	38.6	796	26.7	1.4	552.9	100%	0%
Sociology	2	65	32.5	195	6.5	0.4	487.5	100%	0%
Spanish	7	117	16.7	526	17.5	2.0	257.6	64%	36%
Speech	8	205	25.6	488	18.6	1.4	348.8	100%	0%
Statistics	2	72	36.0	283	9.3	0.5	524.8	100%	0%
Total	283	7,230	25.3	23,839	832.1	58.9	391.8	76%	24%

Source: Reedley College Office of Institutional Research, analysis by Maas Companies

Madera Center by TOP Code

MADERA CENTER - BASELINE CURRICULUM BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2008										
	TOP CODE DIVISION	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
0400	Biological Science	14	359	25.6	2,421	87	5	521	51%	49%
0500	Business & Management	44	852	19.4	1,712	60	6	308	78%	22%
0600	Communications	8	205	25.6	488	19	1	349	100%	0%
0700	Information Technology	15	229	15.3	844	32	3	290	74%	26%
0800	Education	14	329	23.5	929	31	2	531	17%	83%
0900	Engineering & Industrial Technology	8	219	27.4	243	8	1	485	36%	64%
1000	Fine & Applied Arts	17	335	19.7	1,031	45	3	334	65%	35%
1100	Foreign Language	7	117	16.7	526	18	2	258	64%	36%
1200	Health	13	399	30.7	2,004	65	6	352	59%	41%
1300	Family & Consumer Sciences	13	384	29.5	1,094	35	3	385	67%	33%
1500	Humanities	43	1,073	25.0	3,670	131	10	369	94%	6%
1700	Mathematics	22	776	35.3	3,487	119	6	553	100%	0%
1900	Physical Sciences	10	245	24.5	1,178	45	3	445	65%	35%
2000	Psychology	7	270	38.6	796	27	-	-	100%	0%
2100	Public & Protective Services	8	189	23.6	527	18	2	328	55%	45%
2200	Social Sciences	15	674	44.9	2,308	71	3	717	100%	0%
4900	Interdisciplinary Studies	25	575	23.0	581	22	3	177	51%	49%
	Total	283	7,230	25.5	23,839	832	59	405	77%	23%

Source: State Center Community College District Office of Institutional Research, analysis by Maas Companies

Oakhurst Center by Subject

OAKHURST CENTER - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LAB HRS	LAB WSCH
American Sign Language	1	27	27.0	101	3.4	0.3	374.6	100%	0%
Art	3	23	7.7	176	5.9	0.9	205.0	48%	52%
Biology	2	46	23.0	253	8.4	0.7	389.1	51%	49%
Business Administration	1	3	3.0	9	0.3	0.2	45.0	80%	20%
Chemistry	1	24	24.0	138	4.6	0.4	394.3	44%	56%
Child Development	3	36	12.0	78	2.6	0.5	166.8	67%	33%
Cooperative Work Exper.	2	28	14.0	46	1.5	0.2	198.0	0%	100%
Criminal Science	2	4	2.0	12	0.4	0.4	30.0	47%	53%
Developmental Services	1	17	17.0	92	3.1	0.3	308.1	57%	43%
Economics	3	136	45.3	551	18.4	0.8	680.0	100%	0%
English	5	107	21.4	403	13.4	1.3	314.9	93%	7%
Food & Nutrition	1	25	25.0	69	2.3	0.2	345.0	100%	0%
Geography	2	37	18.5	111	3.7	0.4	277.5	100%	0%
Health Science	2	24	12.0	35	1.2	0.2	172.5	82%	18%
History	3	42	14.0	162	5.4	0.6	269.5	100%	0%
Information Systems	4	63	15.8	307	10.2	1.3	228.9	74%	26%
Marketing	1	3	3.0	9	0.3	0.2	45.0	100%	0%
Math	5	124	24.8	598	19.9	1.5	409.3	100%	0%
Office Technology	1	13	13.0	39	1.3	0.2	195.0	79%	21%
Philosophy	2	32	16.0	96	3.2	0.4	240.0	100%	0%
Photography	1	16	16.0	45	1.5	0.2	225.0	100%	0%
Physical Education	3	79	26.3	88	2.9	0.2	440.0	0%	100%
Political Science	2	33	16.5	99	3.3	0.4	247.5	100%	0%
Psychology	3	45	15.0	135	4.5	0.6	225.0	100%	0%
Science	1	15	15.0	75	2.5	0.3	250.0	60%	40%
Spanish	1	19	19.0	85	2.8	0.3	283.0	64%	36%
Speech	5	75	15.0	226	7.5	1.0	225.9	100%	0%
Total	61	1,096	18.0	4,037	134.6	13.8	281.9	80%	20%

Source: Reedley College Office of Institutional Research, analysis by Maas Companies

Oakhurst Center by TOP Code

OAKHURST CENTER - BASELINE CURRICULUM BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2008										
TOP CODE	DIVISION	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
0400	Biological Science	2	46	23.0	253	8.4	0.7	389	51%	49%
0500	Business & Management	3	19	6.3	57	1.9	0.6	95	82%	18%
0600	Communications	5	75	15.0	226	7.5	1.0	226	100%	0%
0700	Information Technology	4	63	15.8	307	10.2	1.3	229	74%	26%
0800	Education	4	106	26.5	189	6.3	0.5	402	53%	47%
1000	Fine & Applied Arts	4	39	9.8	221	7.4	1.1	209	59%	41%
1100	Foreign Language	1	19	19.0	85	2.8	0.3	283	64%	36%
1200	Health	3	49	16.3	104	3.5	0.4	259	94%	6%
1300	Family & Consumer Sciences	3	36	12.0	78	2.6	0.5	167	67%	33%
1500	Humanities	7	139	19.9	499	16.6	1.7	297	94%	6%
1700	Mathematics	5	124	24.8	598	19.9	1.5	409	100%	0%
1900	Physical Sciences	4	76	19.0	324	10.8	1.1	309	67%	33%
2000	Psychology	3	45	15.0	135	4.5	0.6	225	100%	0%
2100	Public & Protective Services	2	4	2.0	12	0.4	-	-	47%	53%
2200	Social Sciences	8	211	26.4	812	27.1	1.8	448	100%	0%
4900	Interdisciplinary Studies	3	45	15.0	138	4.6	0.5	260	38%	62%
	Total	61	1,096	18.2	4,037	134.6	13.8	292	82%	18%

Source: State Center Community College District Office of Institutional Research, analysis by Maas Companies

ENROLLMENT AND RETENTION DATA

The following data was used as part of the analysis of the program of instruction at the North Centers. It is important to note that the information presented in this section is for fall semesters only. Therefore, disciplines that are only offered during the spring semesters were not included in the data calculations. Further, the District does not organize the divisions at the North Centers in the same format that the Centers utilize.

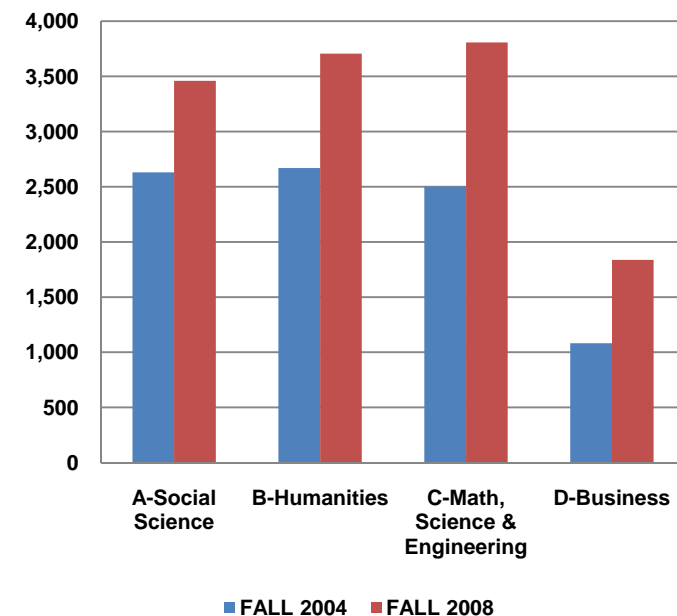
Therefore, the information for this section was obtained from the District's Office of Institutional Research and then formatted to reflect the current organization of divisions at the North Centers.

Division A grew at 32%, just below the growth rate of the Center overall. Division B increased enrollment by 39% during this same time period. Division C grew significantly with an increase of 52%. Finally, Division D grew at more than twice the rate of the Center overall with an increase in enrollment of 70% during this time period.

WILLOW INTERNATIONAL CENTER ENROLLMENT PROFILE						
DIVISION	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	TOTAL CHANGE
A-Social Science	2,630	2,734	2,763	3,100	3,460	32%
B-Humanities	2,669	2,740	2,996	3,190	3,706	39%
C-Math, Science & Engineering	2,501	2,597	2,971	3,217	3,808	52%
D-Business	1,082	1,083	1,163	1,251	1,837	70%
College Total	4131	4102	4386	4679	5531	33%

Source: State Center Community College District Office of Institutional Research

**WILLOW INTERNATIONAL CENTER
ENROLLMENT PROFILE 2004-2008**



The graph and table show the retention rates by division for Willow International Center during the fall semesters from 2004 to 2008. All Divisions reported slight fluctuations in retention rates over this time period. Divisions A, B and D all ended the reporting period with an increase in retention rates. Division C ended the period with a decrease in retention rates.

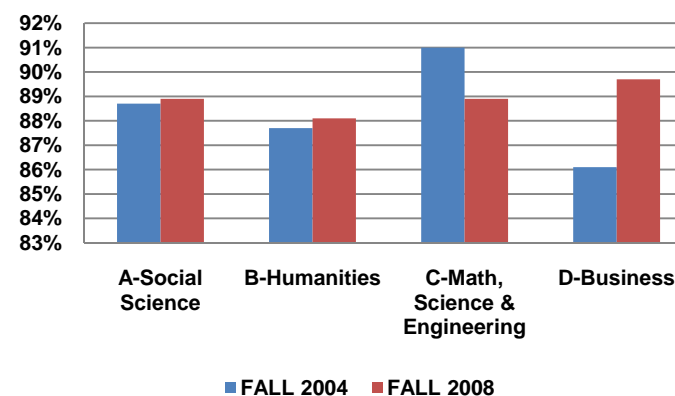
Willow International Center

The table and graph show the enrollment profile at Willow International Center by division (the Division breakdowns are listed on page 70). The enrollment totals are given for each fall semester and the total change is

shown in the last column. The Center's overall enrollment grew by 34% from fall 2004 to fall 2008.

The table below lists all the subjects at Willow International Center by Division.

**WILLOW INTERNATIONAL CENTER
RETENTION RATE PROFILE 2004-2008**



WILLOW INTERNATIONAL CENTER RETENTION RATES					
DIVISION	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008
A-Social Science	88.7%	84.5%	87.1%	87.3%	88.9%
B-Humanities	87.7%	89.3%	86.3%	88.4%	88.1%
C-Math, Science & Engineering	91.0%	90.5%	89.4%	87.8%	88.9%
D-Business	86.1%	81.9%	86.7%	86.5%	89.7%

Source: State Center Community College District Office of Institutional Research

WILLOW INTERNATIONAL CENTER DIVISION BREAKDOWNS		
DIVISION A- SOCIAL SCIENCE	DIVISION B- HUMANITIES	DIVISION C- MATH, SCIENCE, ENGINEERING
Anthropology	Art	Biology
Child Development	American Sign Language	Chemistry
Criminology	English	Computer Science
Developmental Services	ESL	Engineering
Education	Film	Food & Nutrition
Geography	French	Geology
Guidance Studies/Counseling	Journalism	Health Science
History	Linguistics	Math
Political Science	Music	Physical Education
Psychology	Philosophy	Physics
Sociology	Photo	Maintenance Mechanics
	Spanish	
	Speech	
	DIVISION D- BUSINESS	
Accounting	Decision Science	Marketing
Business Administration	Economics	Office Technology
Cooperative Work Experience	Information Systems	Statistics

Madera Center

The graph and table show the five year enrollment trends for the Madera Center. The Center experienced an overall growth rate of 37% over this time period. Division A reported an overall growth rate of 27%, slightly below that of the Center overall, from fall 2004 to fall 2008..

Division B reported an overall growth rate of 19% during this time period. This rate is significantly lower than the overall College growth rate.

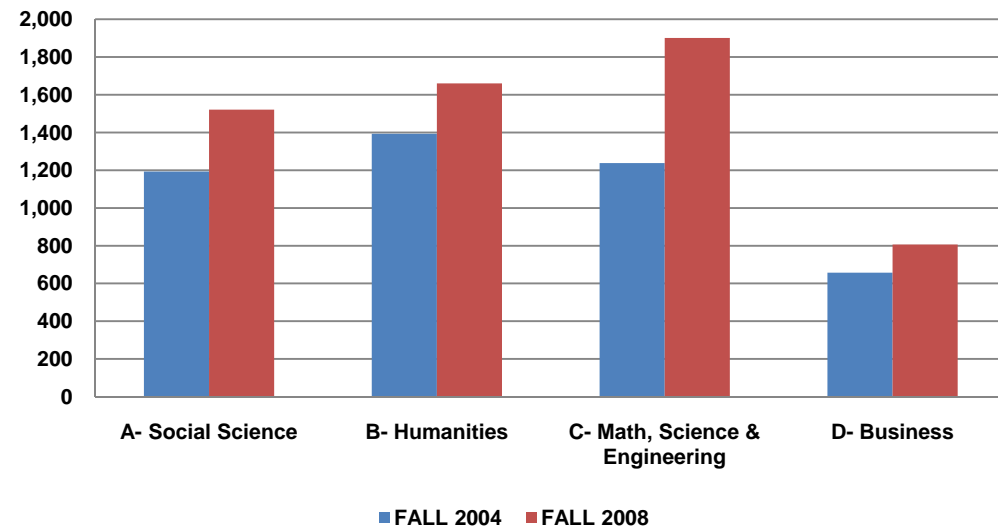
Division C experienced a growth rate, 54%, which is significantly higher than the overall College total.

Division D reported a growth rate of 23%, slightly below the Center overall during the recording period.

MADERA CENTER ENROLLMENT PROFILE BY DIVISION						
DIVISION	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	TOTAL CHANGE
A- Social Science	1,193	1,295	1,197	1,366	1,521	27%
B- Humanities	1,393	1,401	1,479	1,542	1,660	19%
C- Math, Science & Engineering	1,238	1,318	1,582	1,779	1,901	54%
D- Business	657	780	784	835	806	23%
College Total	2,100	2,262	2,277	2,445	2,870	36.6%

Source: State Center Community College District Office of Institutional Research; Analysis by Maas Companies
Division D was not included due to limited data.

**MADERA CENTER
ENROLLMENT PROFILE 2004-2008**



The retention rates for the Madera Center are shown for each fall semester from 2004 to 2008. All Divisions reported strong and fairly consistent retention rates over this time period.

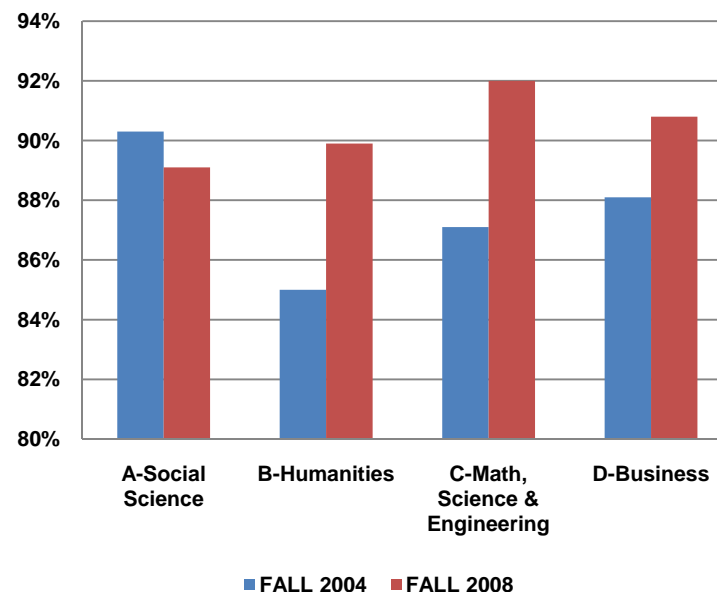
The table lists all the subjects at Madera Center by Division.

MADERA CENTER RETENTION RATE BY DIVISION					
DIVISION	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008
A-Social Science	90.3%	87.5%	89.9%	89.9%	89.1%
B-Humanities	85.0%	87.5%	84.6%	88.8%	89.9%
C-Math, Science & Engineering	87.1%	89.5%	87.5%	89.8%	92.0%
D-Business	88.1%	83.5%	91.8%	84.9%	90.8%

Source: State Center Community College District Office of Institutional Research

MADERA CENTER DIVISION BREAKDOWNS		
DIVISION A- SOCIAL SCIENCE	DIVISION B- HUMANITIES	DIVISION C- MATH, SCIENCE, ENGINEERING
Anthropology	Art	Biology
Child Development	American Sign Language	Chemistry
Criminology	English	Computer Science
Developmental Services	ESL	Engineering
Education	Film	Food & Nutrition
Geography	French	Geology
Guidance Studies/Counseling	Journalism	Health Science
History	Linguistics	Math
Political Science	Music	Physical Education
Psychology	Philosophy	Physics
Sociology	Photo	Maintenance Mechanics
	Spanish	
	Speech	
DIVISION D- BUSINESS		
Accounting	Decision Science	Marketing
Business Administration	Economics	Office Technology
Cooperative Work Experience	Information Systems	Statistics

**MADERA CENTER
RETENTION RATE PROFILE 2004-2008**



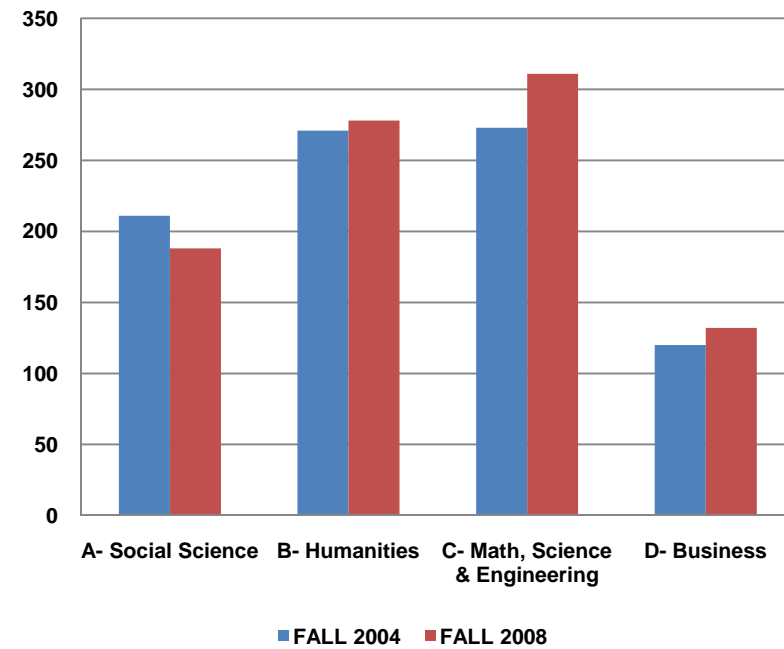
Oakhurst Center

The graph and table show the enrollment profile at the Oakhurst Center by division. The Center's overall enrollment grew by 50% from fall 2004 to fall 2008. Division A grew at 11%, notably below the growth rate of the Center overall. Division B increased enrollment by 3%, significantly less than the Center overall during this same time period. Division C grew with an increase 14% during this time period. Finally, Division D reported a 10% growth in enrollment.

OAKHURST CENTER ENROLLMENT PROFILE BY DIVISION						
DIVISION	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	TOTAL CHANGE
A- Social Science	211	248	220	211	188	11%
B- Humanities	271	316	250	309	278	3%
C- Math, Science & Engineering	273	239	245	283	311	14%
D- Business	120	171	226	177	132	10%
College Total	404	476	486	539	606	50%

Source: State Center Community College District Office of Institutional Research; Analysis by Maas Companies.
Division E was not included due to limited data.

OAKHURST ENROLLMENT PROFILE 2004-2008



The graph and table show the retention rates by division for the fall semesters from 2004 to 2008 for the Oakhurst Center. All Divisions reported fluctuations in retention rates over this time period.

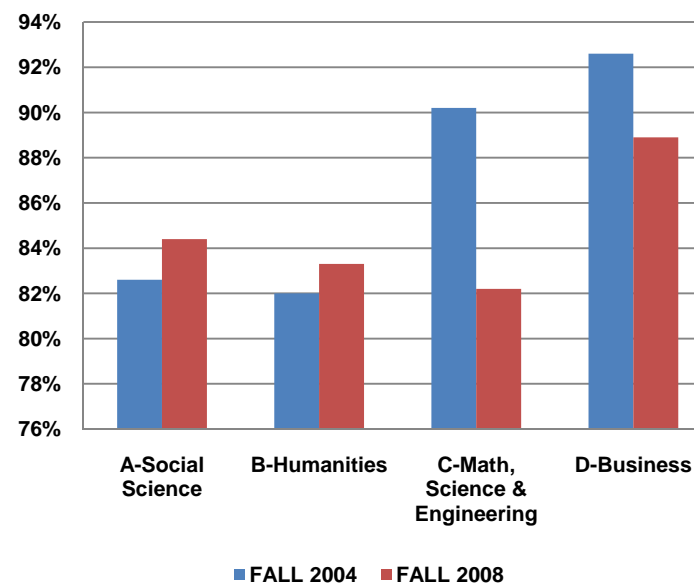
The table below lists the subjects at Oakhurst Center by Division.

OAKHURST CENTER RETENTION RATE BY DIVISION					
DIVISION	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008
A-Social Science	82.6%	79.2%	89.1%	89.5%	84.4%
B-Humanities	82.0%	79.9%	84.7%	84.3%	83.3%
C-Math, Science & Engineering	90.2%	84.9%	81.2%	87.3%	82.2%
D-Business	92.6%	79.0%	85.8%	84.6%	88.9%

Source: State Center Community College District Office of Institutional Research

OAKHURST DIVISION BREAKDOWNS		
DIVISION A- SOCIAL SCIENCE	DIVISION B- HUMANITIES	DIVISION C- MATH, SCIENCE, ENGINEERING
Anthropology	Art	Biology
Child Development	American Sign Language	Chemistry
Criminology	English	Computer Science
Developmental Services	ESL	Engineering
Education	Film	Food & Nutrition
Geography	French	Geology
Guidance Studies/Counseling	Journalism	Health Science
History	Linguistics	Math
Political Science	Music	Physical Education
Psychology	Philosophy	Physics
Sociology	Photo	Maintenance Mechanics
	Spanish	
	Speech	
	DIVISION D- BUSINESS	
Accounting	Decision Science	Marketing
Business Administration	Economics	Office Technology
Cooperative Work Experience	Information Systems	Statistics

**OAKHURST RETENTION RATE PROFILE
2004-2008**



STUDENT SUPPORT SERVICES AND ORGANIZATIONS

Because the North Centers are under the organizational structure of Reedley College, the information for this section includes some student services which may be provided at all locations (Reedley College, Willow International Center, Madera Center and Oakhurst Center), depending on the scope of the services, and therefore, are accessible to all North Center's students.

The goal in terms of student support services is to have the Willow International Center provide a similar level of support as Reedley College once initial accreditation is granted. Towards this goal, a detailed study comparing the number and position levels at the center compared to Reedley College was conducted during the 2007-2008 period. (For the complete report, please see the North Centers Staffing Plan.) As stated above, many of the services provided for the students attending the Willow International Center are conducted in collaboration with Reedley College. Once the Willow International Center is accredited, the transition in providing these services totally at the center will occur as a result of categorical funding allocated by the California Community College Chancellor's

Office (CCCCO). The CCCCCO student support service funding is based upon funding formulas that consider student enrollments and the number of special populations that attended the Willow International Center in the prior year, in addition to a base allocation for each program that is given to every college. These categorical funds will be used to hire additional counselors and staff to support the DSPS, EOP&S, financial aid, Veteran's, and related student support services at the center.

Academic Senate

The Academic Senate is an organization on campus that represents the faculty in the formation of policy in "Academic and Professional Matters". The Senate's role includes, but is not limited to, the following areas. Other matters, as agreed upon between the governing board and academic senate, may be added to this list.

- Establishing prerequisites for Curriculum and placing courses within disciplines
- Degree & certificate requirements
- Grading policies
- The development of educational programs

- Developing standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles in accreditation processes
- Establishing policies for faculty professional development activities
- Process for program review
- Processes for institutional planning and budget development

The Academic Senate facilitates communication among the faculty, College, district administration, students and The Board of Trustees. The Academic Senate strives to promote the development and maintenance of teaching excellence within the framework of academic freedom, professional responsibility and ethics.

The faculty of the North Centers, under the auspices of the Reedley College Academic Senate, formed a Faculty Association whose President is a standing member of the Reedley College Academic Senate Executive Committee. The North Centers' Faculty Association represents North Centers faculty in collegial shared governance.

Assessment Center

Assessment of students' English and Math skills is one of the first steps for students entering college. Placement testing is offered free of charge at each of the North Centers. This is not a pass/fail test, but an assessment of current strengths and weaknesses used to help students determine the best college courses to take. After testing, students receive the assessment results informing them of which English and Math courses best match their abilities. They can review their results with a counselor to determine appropriate coursework and course sequences that will help them achieve their college goals.

Classified Senate

The North Centers has approximately 50 classified staff members. Classified staff members conveyed the following comments.

- The College should increase the collection in the library, particularly periodicals.
- All students should have a College email address to facilitate communication.
- The College needs a Facilities Master Plan.

- The College should expand professional development opportunities for staff members and encourage and support participation.

CalWORKs Program (California Work Opportunities and Responsibility to Kids)

Anyone who is receiving financial aid from a county welfare department may be eligible for the CalWORKs Program. The CalWORKs Program provides academic counseling, employment training, career counseling, child care, work study and work experience to those students that qualify for the program. Each week students are required to participate in 32 hours of learning and work activities.

Child Care Center

A licensed child care facility is available for students and staff at both Willow International Center and Madera Center. The students have priority for enrolling their children in the child care centers. The Toddler program offers care for children ages 18 months – three years. The Pre-School Lab offers care for children ages three through five years of age. The staff strives to work closely with parents to provide a nurturing environment, which

fosters the development of children's cognitive, physical, social and emotional growth. The new child development center at the Willow International Center is a cooperative effort between the Clovis Unified School District and the Center. This is a model that other Colleges in the State may wish to emulate.



Counseling and Guidance

The counseling services offered to students include the following.

- Honors Program Counseling
- High School Enrichment Counseling
- The Madera Center College Advantage Program (MCCAP)
- The North Centers College Advantage program (NCCAP)
- Veterans Counseling
- Online Counseling and Student Services
- Transfer/Career Counseling Services
- Career, Orientation and Reentry Services
- Academic Counseling
- Retention Services-Probation counseling and Early Alert services

Counseling services are also provided for students involved in special programs, such as EOP&S, DSP&S, and CalWORKs. The department has also developed new courses and programs for new and continuing students.

An “Early Alert” program has been developed to identify those students experiencing academic difficulties during the third and sixth weeks of instruction.

Students identified by instructors are sent a letter addressing the need for them to see a counselor.

Identified issues are covered during the counseling appointment and feedback is sent back to the instructor with recommendations. With the increased offering of online courses and information, the counseling department has expanded its online counseling services. Online counseling with immediate response is available for students during designated hours.

The staff communicated the following suggestions:

- Additional space is needed overall and particularly for adjunct faculty members.
- The College should add more online course offerings.
- It would be beneficial if each student could be assigned a counselor instead of the current system of seeing whoever is on duty and available.

Disabled Students Programs and Services (DSP&S)

Disabled Students Programs and Services provide specialized counseling, support services and resources to students with

temporary or permanent disabilities. The following services are provided through this program.

- Adapted computer equipment is available in the High Tech Centers at Madera and Willow International Centers. Training, assistance and resource information in the use of adaptive computer technology and assistive software programs for students with disabilities are available.
- Disabled Students Programs and Services (DSP&S) offer a wide range of classes developed specifically for students with a disability. These courses are offered for non-degree applicable credit under Developmental Services.

EOPS (Extended Opportunity Programs and Services)

Since 1972, the EOPS department has served the diverse and unique community of Reedley College. Some of the programs and services initiated by EOPS have been adopted by other student support services.

These include the development of student educational plans, progress monitoring, tutorial services, student of note recognition at graduation and many other innovative student support services practices. EOPS serves the most at risk full time student population at Reedley College and the

Madera Center. The student population tends to be first generation, low-income, single parent household, and/or a commuter student.

Financial Aid

The Financial Aid Office offers an assortment of programs and services for prospective, current and former students. Financial assistance is offered through federal grants, federal loans, state grants, Veterans benefits and various scholarships.

In addition to financial assistance, the Financial Aid Office provides outreach through high school visits, visits to satellite campuses and participation in various events around the community to raise financial aid awareness to help guide students and parents through the financial aid process

Food Services

The campus cafes at the Willow International and Madera Centers provide food to staff and students. Meals and snacks are available throughout the day.

Health Services

Health Services provides students with confidential health consultation, health education, health screening tests, TB skin testing, first aid and emergency care, illness



evaluation and referral and assistance in obtaining medical care when needed. In addition, accident insurance coverage and assistance in coordinating student accident insurance claims is available for students who are injured while on campus or at school-sponsored and supervised events.

Library - Learning Resources Center

The role of the Library is to support the learning experience for students and instructors. An open computer lab is also available in the Madera Center library for all students. Computers are loaded with software needed for classes and general computer applications.

The library at Willow International Center is currently located in a temporary location. Upon completion of Phase Two, in the summer of 2010, the library will be moved to its permanent location.

The Willow International Center has an open computer lab and study area in the Academic Center One facility. Also, the Oakhurst Center has recently opened a computer lab for all students.

META

The Madera Center has begun offering a new learning community named META (Spanish for “goal” and an acronym for Making Every Transfer Attainable) that began Fall 2009. This learning community provides students with accelerated writing instruction and sustained academic counseling. Students participate in the program for two consecutive semesters. The course content of this new learning community has a Chicano/Latino emphasis and will help increase the number of Madera Center students who transfer to a four year college or university. Students participate in extra-curricular activities and field trips that promote transfer opportunities along with building a cohort of students who can serve as a support network.

MCCAP

The Madera Center College Advantage Program (MCCAP) was established in 1991 in partnership with Madera Unified School District and was later expanded to include students from Golden Valley Unified School District. Over 100 high school seniors attend the Madera Center as part of morning and afternoon cohorts in which they are integrated with traditional college students

while taking core (English or Math) and elective classes during the fall and spring semesters. Students are able to earn dual credit (high school and college) while obtaining a "college experience" as well as earning college credits in pursuit of their educational and career goals.

NCCAP (North Centers College Advantage Program)

The NCCAP program is a partnership between Yosemite High School and the Oakhurst College Center. The program is designed to promote a college-going culture for high school students. NCCAP is targeted towards students who might otherwise not consider going to college. In the NCCAP program, high school students attend college classes during their school day. The students are awarded dual credit; high school and college credit. Plans are now being finalized to initiate a NCCAP program for students attending Clovis North High School and the Willow International Center in 2010.

Public Information/Public Relations

The Public Information/Public Relations Office provides on and off-campus public relations, marketing and promotion for the Centers. All advertising and media relations are the responsibility of the Public Information Office. Brochures, class schedules, the college catalog and press releases are produced by the Public Information Office.

Psychological Services

The goal of Psychological Services is to assist students who experience interpersonal or personal difficulties during their college stay so they can remain effective in their educational pursuit.

Tutorial Services

The Extended Learning Center / Tutorial Center offers free individual and small-group tutoring to Willow International and Madera Center students. A staff of qualified and trained student tutors assists students with subject comprehension, test preparation, and study skills development. Students may apply for help at any time during the semester. The Centers also maintain a

collection of study skills reference materials for students interested in developing or improving their study methods.

Upward Bound

The Upward Bound Program at the Madera Center now serves 50 low-income and/or potential first-generation college students from Madera High School North and Madera South High. This program provides fundamental support to participants in their preparation for college entrance. Upward Bound provides opportunities for high school students to succeed in their pre-college performance and ultimately in their higher education pursuits.

The goal of Upward Bound is to increase the rate at which participants complete secondary education and also to enroll in and graduate from institutions of postsecondary education.

Grants

The North Centers have been very successful in the pursuit of external funding resources through state and federal grant opportunities. As a result, increased services and programs have been initiated which

support both traditional and special needs students at all of the North Center sites. Below is a listing of the major grant-funded programs now being implemented at the North Centers:

- AmeriCorps (Early learning school readiness)
- Career Advancement Academy
- Student Support Services (SSS)
- Licensed Vocational Nursing (LVN) Program expansion
- LVN to RN Program establishment
- CalWORKs
- Temporary Assistance for Needy Families-Child Development Careers Program (TANF-CDC)
- Upward Bound
- Foster Youth Support Program
- After School Employment to Career Pathways
- Maintenance Mechanic Program development

Future Capacities

OVERVIEW

In order to determine the future capacity of the North Centers, the consulting team developed a growth model (forecast) for the institution and the program of instruction and support services. The components of this model included the following:

- Internal Environmental Scan
- External Environmental Scan
- Participation Rate Analysis
- Other Source Documents

Each of these components sheds some light on the potential for future growth at the Centers. Taken together, they form a “best guess” for the future capacity of the Centers.

Any such forecast is subject to a large number of unknowns. Economic swings, both upward and downward, shifts in industry employment and State budget turmoil are just a few of the possibilities. Historically, most of these types of events have proven cyclical. When looking at a long range forecast (17-years in this Plan), many of these cycles are likely to repeat two or

three times. Additionally, the consulting team has considered history, looking at other such cycles and their effect on community colleges over the past 30 years. With all of this in mind, the following section examines the future capacities of the North Centers.

GROWTH FORECAST

Internal and External Elements of the College

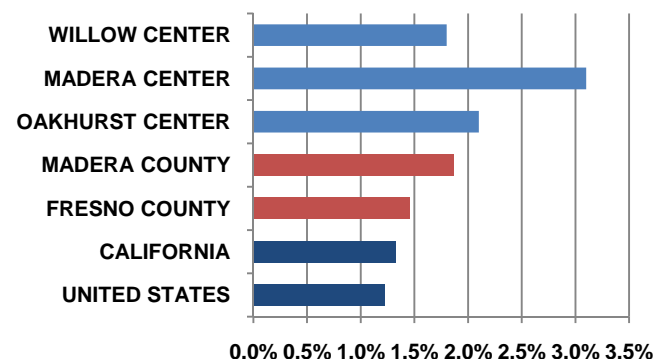
One of the primary drivers for determining future capacity is growth in the service area population, or, “natural growth”. The projected population growth rates in each of the Center’s service areas are shown in the following graph.

The Madera service area has the fastest growing population at 3.1% per year. The Oakhurst and Madera Centers’ service areas are projected to grow at 2.1% and 1.8% respectively. Madera and Fresno Counties will experience annual population growth of 1.9% and 1.5% respectively, higher than

that of the State (1.3%) and the Nation (1.2%).

Over the next five years however, the growth will be primarily in the 55-64 year old age segment. The 15-24 year old age segment, an important group when looking at future college students, will actually shrink as a percentage of the overall service area population – dropping from 14.9% to 14.3%. This age segment will experience growth in raw numbers, increasing from 67,703 to 72,134 individuals. As a result, the North Centers will have to find creative

**NORTH CENTERS SERVICE AREAS
POPULATION GROWTH RATE PROFILE**



ways and offer different programs to attract the students of the future. Many of these future students will be older. Classes for retraining older workers should be considered.

Participation Rate Analysis

The participation rate is defined as the number of persons attending the College per 1,000 inhabitants of the service area. The following table shows the student participation rates for each of the North Center campuses.

In the fall of 2008, the North Center's participation rates were 19.5 for Willow, 22.3 for Madera and 15.5 for Oakhurst. The

statewide average for student participation is 37 for Colleges. Educational centers would be expected to have lower participation rates.

Weekly Student Contact Hours (WSCH)

Trends on community college campuses change over time with students taking larger or smaller course loads. Where colleges once used enrollments to measure facilities needs, today's measurement utilizes the number of hours a student spends on campus pursuing his/her education. This measurement is figured on a weekly basis and is referred to as weekly student contact hours – the number of hours per week a student is engaged in the program of instruction at the college. This is the only accurate basis by which the demand on facilities can be determined. It is the key in determining the future program of instruction and ultimately the future capacities of the college.

FUTURE PROGRAM OF INSTRUCTION

North Centers Overview

To forecast the future program of instruction, a planning model was created by the consulting team. The model used credit-WSCH (weekly student contact hours) as the primary driver for determining growth. The projections were made after reviewing and analyzing the elements previously discussed in this Plan.

Taking into account all of the planning elements, the consulting team projects credit-WSCH and student headcount to grow at the North Centers as follows. WSCH will climb from the fall 2008 level of 77,571 to 154,849 in the fall of 2025. Unduplicated headcount will grow over the same time period from 8,540 in fall of 2008 to 16,635 by 2025.

The growth model assumes that headcount and the number of sections offered will grow at 4.0% per year while WSCH and FTES will grow at a slightly higher rate of 4.2%. This will ensure that in terms of State Chancellor's Office measures, the North Centers will become more efficient over time.

NORTH CENTERS STUDENT PARTICIPATION RATES FALL 2008			
	WILLOW	MADERA	OAKHURST
POPULATION	284,318	128,588	39,194
HEADCOUNT	5,531	2,870	606
SPR	19.5	22.3	15.5

Source: State Center Community College District Office of Institutional Research, ESRI, analysis by Maas Companies.

The following table shows the growth forecast data. The columns include unduplicated headcount, net class sections, WSCH (weekly student contact hours) and FTES for the semester (full time equivalent students).

It is not critical that this Plan determines the exact year the Center hits a certain level of WSCH. Rather, the Plan will provide a forecast for future space needs when the Center reaches that level of WSCH. Therefore, if the North Centers reach 154,849 WSCH in 2022, or 2028, it will still require the space detailed in this Plan.

NORTH CENTERS GROWTH FORECAST 2008 - 2025				
	HEADCOUNT	SEC	WSCH	FTES (SEM)
GROWTH RATE	4.0%	4.0%	4.2%	4.2%
2008	8,540	731	77,571	2,586
2015	11,238	962	103,114	3,437
2020	13,673	1,170	126,361	4,212
2025	16,635	1,424	154,849	5,162



Willow International Overview

Taking into account all of the information previously discussed, the growth model for the Willow International Center calls for annual growth of 4.8% through the year 2025. This growth will not occur in a linear fashion, rather, it will have periods of growth and some of contraction. What is most important is the target year of 2025.

Headcount is expected to grow from the fall 2008 level of 5,531 to 12,193 by 2025. WSCH will grow from the 2008 level, 50,684 to 111,737 by 2025. Details are provided in the table below.

WILLOW INTERNATIONAL CENTER GROWTH FORECAST 2008 - 2025				
	HEADCOUNT	SEC	WSCH	FTES (SEM)
GROWTH RATE	4.8%	4.8%	4.8%	4.8%
2008	5,531	387	50,684	1,689
2015	7,659	536	70,185	2,339
2020	9,664	676	88,556	2,952
2025	12,193	853	111,737	3,725

Madera Center Overview

Based on the data gathered, the Madera Center is expected to grow at an annual rate of 3.2% per year through the year 2025. Headcount will grow from the current level of 2,870 students to nearly 5,000 by 2025. The accompanying table shows the detailed growth forecast.

Oakhurst Center

Based on the analysis of the data, the Oakhurst Center growth forecast was created. The center is expected to grow at a slightly slower rate than the other centers. The forecast calls for an annual growth rate of 2.2% per year through the year 2025. The accompanying table shows the detailed growth forecast.

MADERA CENTER GROWTH FORECAST 2008 - 2025				
	HEADCOUNT	SEC	WSCH	FTES (SEM)
GROWTH RATE	3.2%	3.2%	3.2%	3.2%
2008	2,870	283	23,839	832
2015	3,578	353	29,720	991
2020	4,188	413	34,789	1,160
2025	4,903	483	40,724	1,357

OAKHURST CENTER GROWTH FORECAST 2008 - 2025				
	HEADCOUNT	SEC	WSCH	FTES (SEM)
GROWTH RATE	2.2%	2.2%	2.2%	2.2%
2008	606	61	4,206	140
2015	706	71	4,898	163
2020	787	79	5,461	182
2025	877	88	6,089	203

Profile of the Future Program of Instruction

The future space needs for the Centers cannot be determined without first determining the future capacity of the projected program of instruction. To do this, the consulting team started with the current program of instruction for the North Centers as a whole and for each center individually. The process used the fall 2008 semester as the starting point or baseline.

The projections for the future program of instruction are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. No new programs are included in the forecast nor are any existing programs phased out. The most important consideration and assumption, however, is that in the future there will be a program of instruction. It will have a certain number of class sections, enrolled students, WSCH, lecture and laboratory hours.

The forecast of the future program of instruction at the North Centers also relied heavily on other source documents. These included:

- The 2008 State Center Community College District, Report 17, or, Space Inventory Report.
- The 2008 State Center Community College District, 5-Year Capital Construction Plan.
- The fall 2008 semester data report depicting sections offered, WSCH generated, lecture/lab ratios, seat-count and full-time equivalent faculty loads as provided by the State Center Community College District Office of Institutional Research.
- The Maas Companies database, containing data and information from 80 community colleges throughout the state of California.

The following table contains the projected future program of instruction for the years 2015 and 2025 for the North Centers.

NORTH CENTERS - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Accounting	8	936	31	655	281	12	1,406	47	984	422
American Sign Language	8	895	30	895	-	14	1,511	50	1,511	-
Anthropology	3	299	10	299	-	4	449	15	449	-
Art	47	3,846	128	1,846	2,000	70	5,775	193	2,772	3,003
Biology	44	6,553	218	3,342	3,211	62	9,451	315	4,820	4,631
Business Administration	43	1,764	59	1,411	353	64	2,650	88	2,120	530
Chemistry	18	3,215	107	1,415	1,801	27	4,829	161	2,125	2,704
Child Development	45	3,437	115	2,303	1,134	64	4,957	165	3,321	1,636
Computer Science	1	104	3	63	42	2	150	5	90	60
Cooperative Work Experience	20	1,782	59	-	1,782	29	2,677	89	-	2,677
Counseling	29	748	25	524	225	42	1,337	45	936	401
Criminal Justice	15	744	25	350	394	26	1,256	42	590	666
Developmental Services	3	168	6	96	72	4	252	8	144	109
Economics	13	2,020	67	2,020	-	19	3,033	101	3,033	-
Education	6	554	18	222	332	9	934	31	374	561
Engineering	4	210	7	164	46	6	316	11	246	69
English	128	12,620	421	11,737	883	189	18,953	632	17,626	1,327
ESL	3	125	4	98	28	4	188	6	147	41
Film	4	407	14	407	-	6	611	20	611	-
Food & Nutrition	11	1,374	46	1,374	-	16	2,063	69	2,063	-
French	1	179	6	108	72	2	269	9	162	108
Geography	14	2,574	86	2,574	-	21	3,866	129	3,866	-
Geology	3	397	13	198	198	4	595	20	298	298
Health Science	20	2,631	88	2,158	474	29	3,951	132	3,240	711
History	33	5,753	192	5,753	-	50	8,818	294	8,818	-
Human Services	1	106	4	106	-	2	178	6	178	-

NORTH CENTERS - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Information Systems	52	4,772	159	3,531	1,241	73	6,883	229	5,093	1,789
Interdisciplinary Studies	8	439	15	-	439	12	659	22	-	659
Linguistics	1	112	4	112	-	2	168	6	168	-
Maintenance Mechanic	25	495	16	178	317	37	743	25	268	476
Marketing	5	80	3	80	-	8	120	4	120	-
Math	100	17,009	567	17,009	-	147	25,543	851	25,543	-
Music	5	579	19	457	122	8	869	29	687	182
Nursing (LVN)	8	1,366	46	451	915	12	2,051	68	677	1,374
Office Technology	34	1,831	61	1,447	385	51	2,750	92	2,173	578
Philosophy	22	2,469	82	2,469	-	33	3,708	124	3,708	-
Photography	11	1,073	36	1,073	-	16	1,611	54	1,611	-
Physical Education	28	1,757	59	-	1,757	46	2,965	99	-	2,965
Physics	4	485	16	305	179	6	728	24	459	269
Political Science	25	4,106	137	4,106	-	37	6,166	206	6,166	-
Psychology	29	4,770	159	4,770	-	43	7,164	239	7,164	-
Science	3	306	10	184	122	4	459	15	276	184
Sociology	9	1,394	46	1,394	-	14	2,094	70	2,094	-
Spanish	21	2,220	74	1,421	799	31	3,333	111	2,133	1,200
Speech	40	3,217	107	3,217	-	57	4,640	155	4,640	-
Statistics	8	1,192	40	1,192	-	11	1,719	57	1,719	-
Total	962	103,114	3,437	83,511	19,603	1,424	154,849	5,162	125,219	29,629

Source: Fresno City College Office of Institutional Research, analysis by Maas Companies

The following table shows the future program of instruction for the years 2015 and 2025 for each of the North Centers.

Willow International Center Future Program of Instruction

WILLOW INTERNATIONAL CENTER - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Accounting	6	668	22	468	200	10	1,150	38	805	345
American Sign Language	6	594	20	594	-	10	1,024	34	1,024	-
Anthropology	3	312	10	312	-	4	496	17	496	-
Art	28	2,945	98	1,414	1,532	44	4,689	156	2,251	2,438
Biology	25	3,242	108	1,654	1,589	40	5,162	172	2,633	2,529
Business Administration	23	1,594	53	1,275	319	42	2,852	95	2,281	570
Chemistry	9	2,120	71	933	1,187	14	3,110	104	1,369	1,742
Child Development	26	2,070	69	1,387	683	42	3,295	110	2,208	1,087
Computer Science	1	106	4	64	43	2	156	5	94	62
Cooperative Work Experience	13	2,513	84	-	2,513	23	4,697	157	-	4,697
Counseling	10	225	7	157	67	17	387	13	271	116
Criminal Justice	3	210	7	99	111	5	362	12	170	192
Economics	8	1,155	39	1,155	-	13	1,839	61	1,839	-
Education	4	413	14	165	248	7	657	22	263	394
Engineering	4	220	7	172	48	7	351	12	274	77
English	75	8,140	271	7,571	570	119	12,960	432	12,053	907
Film	3	278	9	278	-	4	443	15	443	-
Food & Nutrition	7	994	33	994	-	12	1,711	57	1,711	-
French	1	187	6	112	75	2	298	10	179	119
Geography	7	2,027	68	2,027	-	10	2,975	99	2,975	-
Geology	3	397	13	198	198	4	582	19	291	291

WILLOW INTERNATIONAL CENTER - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Health Science	12	2,177	73	1,785	392	22	4,248	142	3,484	765
History	21	4,304	143	4,304	-	33	6,852	228	6,852	-
Information Systems	29	3,520	117	2,605	915	46	5,603	187	4,147	1,457
Interdisciplinary Studies	3	270	9	-	270	5	466	16	-	466
Linguistics	1	116	4	116	-	2	185	6	185	-
Maintenance Mechanic	15	174	6	63	111	24	277	9	100	177
Marketing	3	44	1	44	-	4	69	2	69	-
Math	68	11,972	399	11,972	-	99	17,566	586	17,566	-
Music	3	401	13	316	84	4	638	21	504	134
Philosophy	14	1,845	61	1,845	-	22	2,937	98	2,937	-
Photography	8	856	29	856	-	13	1,362	45	1,362	-
Physical Education	7	685	23	-	685	13	1,474	49	-	1,474
Physics	4	485	16	305	179	6	711	24	448	263
Political Science	17	2,978	99	2,978	-	26	4,741	158	4,741	-
Psychology	17	3,869	129	3,869	-	26	6,160	205	6,160	-
Science	1	206	7	124	82	2	303	10	182	121
Sociology	7	1,196	40	1,196	-	11	1,904	63	1,904	-
Spanish	11	1,475	49	944	531	18	2,348	78	1,503	845
Speech	24	2,362	79	2,362	-	35	3,465	115	3,465	-
Statistics	5	840	28	840	-	8	1,232	41	1,232	-
Total	536	70,185	2,340	57,551	12,634	853	111,737	3,725	90,467	21,270

Source: Fresno City College Office of Institutional Research, analysis by Maas Companies

Madera Center Future Program of Instruction

MADERA CENTER - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Accounting	2	288	10	201	86	3	363	12	254	109
American Sign Language	1	151	5	151	-	2	208	7	208	-
Art	17	812	27	390	422	25	1,203	40	577	626
Biology	17	2,898	97	1,478	1,420	21	3,659	122	1,866	1,793
Business Administration	19	434	14	347	87	24	548	18	438	110
Chemistry	7	919	31	404	515	10	1,259	42	554	705
Child Development	16	1,364	45	914	450	22	1,869	62	1,252	617
Cooperative Work Experience	5	51	2	-	51	7	70	2	-	70
Counseling	17	367	12	257	110	24	503	17	352	151
Criminal Justice	9	564	19	265	299	12	773	26	363	410
Developmental Services	1	40	1	23	17	2	55	2	32	24
Economics	1	179	6	179	-	2	265	9	265	-
Education	1	115	4	46	69	2	171	6	68	103
English	47	4,029	134	3,747	282	65	5,521	184	5,134	386
ESL	2	118	4	92	26	3	161	5	126	35
Film	1	136	5	136	-	2	202	7	202	-
Food & Nutrition	2	344	11	344	-	3	471	16	471	-
Geography	5	550	18	550	-	7	753	25	753	-
Health Science	6	872	29	715	157	9	1,196	40	980	215
History	9	1,444	48	1,444	-	13	2,141	71	2,141	-

MADERA CENTER - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
	2015					2025				
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Human Services	1	94	3	94	-	2	128	4	128	-
Information Systems	18	1,010	34	747	263	23	1,275	43	944	332
Interdisciplinary Studies	5	148	5	-	148	7	203	7	-	203
Maintenance Mechanic	10	315	10	113	201	15	466	16	168	298
Marketing	1	48	2	48	-	2	61	2	61	-
Math	25	3,994	133	3,994	-	33	5,403	180	5,403	-
Music	3	202	7	160	42	4	300	10	237	63
Nursing (LVN)	7	1,281	43	423	858	10	1,756	59	579	1,176
Office Technology	31	1,333	44	1,053	280	43	1,827	61	1,443	384
Philosophy	6	546	18	546	-	9	748	25	748	-
Photography	1	187	6	187	-	2	277	9	277	-
Physical Education	16	931	31	-	931	23	1,380	46	-	1,380
Political Science	6	1,117	37	1,117	-	10	1,655	55	1,655	-
Psychology	9	993	33	993	-	12	1,360	45	1,360	-
Sociology	3	253	8	253	-	4	375	12	375	-
Spanish	9	655	22	419	236	12	898	30	575	323
Speech	10	584	19	584	-	12	738	25	738	-
Statistics	2	353	12	353	-	3	484	16	484	-
Total	353	29,720	991	22,769	6,951	483	40,724	1,357	31,212	9,512

Source: Fresno City College Office of Institutional Research, analysis by Maas Companies

Oakhurst Center Future Program of Instruction

OAKHURST CENTER - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
American Sign Language	1	113	4	113	-	1	130	4	130	-
Art	3	197	7	95	102	4	226	8	108	117
Biology	2	491	16	251	241	3	611	20	311	299
Business Administration	1	10	0	8	2	1	13	0	10	3
Chemistry	1	161	5	71	90	1	200	7	88	112
Child Development	3	88	3	59	29	4	100	3	67	33
Cooperative Work Experience	2	53	2	-	53	3	66	2	-	66
Criminal Justice	2	14	0	7	7	3	17	1	8	9
Developmental Services	1	108	4	61	46	1	134	4	76	58
Economics	3	656	22	656	-	4	816	27	816	-
English	6	469	16	437	33	7	584	19	543	41
Food & Nutrition	1	80	3	80	-	1	100	3	100	-
Geography	2	124	4	124	-	3	142	5	142	-
Health Science	2	40	1	33	7	3	50	2	41	9
History	3	188	6	188	-	4	234	8	234	-
Information Systems	5	377	13	279	98	8	551	18	408	143
Marketing	1	10	0	10	-	1	13	0	13	-
Math	6	696	23	696	-	7	865	29	865	-
Office Technology	1	47	2	37	10	2	64	2	50	13
Philosophy	2	112	4	112	-	3	139	5	139	-
Photography	1	52	2	52	-	1	65	2	65	-
Physical Education	3	102	3	-	102	4	127	4	-	127
Political Science	2	111	4	111	-	3	127	4	127	-
Psychology	3	157	5	157	-	4	195	7	195	-
Science	1	87	3	52	35	1	109	4	65	43
Spanish	1	99	3	63	36	1	123	4	79	44
Speech	6	253	8	253	-	6	289	10	289	-
Total	71	4,898	163	4,006	892	88	6,089	203	4,971	1,118

Source: Fresno City College Office of Institutional Research, analysis by Maas Companies

Determination of Future Space Needs

SPACE REQUIREMENTS: ACADEMIC PROGRAM OF INSTRUCTION

All space planning data are based on the program of instruction and its forecast for the future. This is what drives the institution, including the need for all space required for support services. The tables that follow depict projected space needs for the academic program of instruction at the North Centers for the benchmark year 2025. The tables present the key elements that define the future programs of instruction and identify the assignable (useable) square feet (ASF) that will be required to meet the academic space demands (lecture and laboratory space). So that the data would be more relevant and useful, space needs have been presented using the instructional subject areas of the Centers.



Academic Space Profile for 2025

The following tables depict the program of instruction and the corresponding academic space needs for each of the North Centers when they reach the level of WSCH projected for the year 2025.

Willow International Center 2025 Program of Instruction

WILLOW INTERNATIONAL CENTER - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Accounting	10	1,150	38	805	345	381	442
American Sign Language	10	1,024	34	1,024	-	484	-
Anthropology	4	496	17	496	-	235	-
Art	44	4,689	156	2,251	2,438	1,065	6,267
Biology	40	5,162	172	2,633	2,529	1,245	5,894
Business Administration	42	2,852	95	2,281	570	1,079	730
Chemistry	14	3,110	104	1,369	1,742	647	4,476
Child Development	42	3,295	110	2,208	1,087	1,044	2,794
Computer Science	2	156	5	94	62	44	107
Cooperative Work Exper	23	4,697	157	-	4,697	-	12,072
Counseling	17	387	13	271	116	128	298
Criminal Justice	5	362	12	170	192	80	410
Economics	13	1,839	61	1,839	-	870	-
Education	7	657	22	263	394	124	-
Engineering	7	351	12	274	77	129	340
English	119	12,960	432	12,053	907	5,701	1,941
Film	4	443	15	443	-	210	-
Food & Nutrition	12	1,711	57	1,711	-	810	-
French	2	298	10	179	119	84	179
Geography	10	2,975	99	2,975	-	1,407	-

WILLOW INTERNATIONAL CENTER - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Geology	4	582	19	291	291	138	748
Health Science	22	4,248	142	3,484	765	1,648	1,637
History	33	6,852	228	6,852	-	3,241	-
Information Systems	46	5,603	187	4,147	1,457	1,961	2,491
Interdisciplinary Studies	5	466	16	-	466	-	1,197
Linguistics	2	185	6	185	-	88	-
Maintenance Mechanic	24	277	9	100	177	47	779
Marketing	4	69	2	69	-	33	-
Math	99	17,566	586	17,566	-	8,309	-
Music	4	638	21	504	134	238	344
Philosophy	22	2,937	98	2,937	-	1,389	-
Photography	13	1,362	45	1,362	-	644	-
Physical Education	13	1,474	49	-	1,474	-	*
Physics	6	711	24	448	263	212	676
Political Science	26	4,741	158	4,741	-	2,243	-
Psychology	26	6,160	205	6,160	-	2,914	-
Science	2	303	10	182	121	86	311
Sociology	11	1,904	63	1,904	-	900	-
Spanish	18	2,348	78	1,503	845	711	1,268
Speech	35	3,465	115	3,465	-	1,639	-
Statistics	8	1,232	41	1,232	-	583	-
Total	853	111,737	3,725	90,467	21,270	42,791	45,401

Source: Fresno City College Office of Institutional Research, analysis by Maas Companies

*Lab ASF for Physical Education is determined by a different standard and calculation. It is included in the total space needs of the College.

Madera Center 2025 Program of Instruction

MADERA CENTER - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Accounting	3	363	12	254	109	120	140
American Sign Language	2	208	7	208	-	98	-
Art	25	1,203	40	577	626	273	1,608
Biology	21	3,659	122	1,866	1,793	883	4,178
Business Administration	24	548	18	438	110	207	140
Chemistry	10	1,259	42	554	705	262	1,812
Child Development	22	1,869	62	1,252	617	592	1,585
Cooperative Work Exper	7	70	2	-	70	-	180
Counseling	24	503	17	352	151	166	388
Criminal Justice	12	773	26	363	410	172	876
Developmental Services	2	55	2	32	24	15	61
Economics	2	265	9	265	-	125	-
Education	2	171	6	68	103	32	-
English	65	5,521	184	5,134	386	2,429	827
ESL	3	161	5	126	35	59	91
Film	2	202	7	202	-	95	-
Food & Nutrition	3	471	16	471	-	223	-
Geography	7	753	25	753	-	356	-
Health Science	9	1,196	40	980	215	464	461
History	13	2,141	71	2,141	-	1,013	-
Human Services	2	128	4	128	-	61	-

MADERA CENTER - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Information Systems	23	1,275	43	944	332	446	567
Interdisciplinary Studies	7	203	7	-	203	-	521
Maintenance Mechanic	15	466	16	168	298	79	1,313
Marketing	2	61	2	61	-	29	-
Math	33	5,403	180	5,403	-	2,556	-
Music	4	300	10	237	63	112	162
Nursing (LVN)	10	1,756	59	579	1,176	274	2,517
Office Technology	43	1,827	61	1,443	384	683	491
Philosophy	9	748	25	748	-	354	-
Photography	2	277	9	277	-	131	-
Physical Education	23	1,380	46	-	1,380	-	*
Political Science	10	1,655	55	1,655	-	783	-
Psychology	12	1,360	45	1,360	-	643	-
Sociology	4	375	12	375	-	177	-
Spanish	12	898	30	575	323	272	485
Speech	12	738	25	738	-	349	-
Statistics	3	484	16	484	-	229	-
Total	483	40,724	1,357	31,212	9,512	14,763	18,402

Source: Fresno City College Office of Institutional Research, analysis by Maas Companies

*Lab ASF for Physical Education is determined by a different standard and calculation. It is included in the total space needs of the College.

Madera Center 2025 Program of Instruction

OAKHURST CENTER - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
American Sign Language	1	130	4	130	-	56	-
Art	4	226	8	108	117	46	302
Biology	3	611	20	311	299	134	697
Business Administration	1	13	0	10	3	4	3
Chemistry	1	200	7	88	112	38	288
Child Development	4	100	3	67	33	29	85
Cooperative Work Exper	3	66	2	-	66	-	169
Criminal Justice	3	17	1	8	9	4	20
Developmental Services	1	134	4	76	58	33	148
Economics	4	816	27	816	-	350	-
English	7	584	19	543	41	233	87
Food & Nutrition	1	100	3	100	-	43	-
Geography	3	142	5	142	-	61	-
Health Science	3	50	2	41	9	18	19
History	4	234	8	234	-	100	-
Information Systems	8	551	18	408	143	175	245
Marketing	1	13	0	13	-	6	-
Math	7	865	29	865	-	371	-
Office Technology	2	64	2	50	13	22	17
Philosophy	3	139	5	139	-	60	-
Photography	1	65	2	65	-	28	-
Physical Education	4	127	4	-	127	-	*
Political Science	3	127	4	127	-	54	-
Psychology	4	195	7	195	-	84	-
Science	1	109	4	65	43	28	112
Spanish	1	123	4	79	44	34	66
Speech	6	289	10	289	-	124	-
Total	88	6,089	203	4,971	1,118	2,132	2,259

Source: Fresno City College Office of Institutional Research, analysis by Maas Companies

*Lab ASF for Physical Education is determined by a different standard and calculation. It is included in the total space needs of the College.

SPACE REQUIREMENTS: ALL PROGRAMS AND SERVICES

Based on the growth projections for credit-WSCH and student headcount, the following table is presented for the year 2025. The table includes an analysis of the future space needs for each of the North Centers¹. These projections take into account all facilities needs – academic space as well as space for support services.

Using the allowable standards referenced in the California Code of Regulations Title 5 for calculating space (reference “*Attachment A*” in the Attachment section of the Plan) and the College’s current space inventory (*the State Center Community College District Report 17, ASF/OGSF Summary & Capacities Summary, October 2008*) the North Centers will show a significant “net need” for space through the year 2025. All of the numbers in the table are ASF (assignable square feet).

¹ Because the Oakhurst Center is not officially recognized by the State Chancellor’s Office as an Educational Center, its facilities are considered part of the parent College. In this case, Reedley College. For this reason, a space forecast is not included in this section.

This is the square footage of all space useable for instruction or support services².

Summary

Given the growth forecast discussed on the previous section of the Plan, Willow International is projected to require a total of 137,070 ASF of space by the year 2025. The Madera Center is projected to require an additional 20,089 ASF of space by the same year.

The State Chancellor’s Office tracks (and may fund) space in five key categories. These include:

1. Classroom
2. Laboratory
3. Office
4. Library
5. Audio Visual / TV

² See Glossary for a more comprehensive definition of ASF.



Willow International Center Future Space Requirements

The table shows the future space needs for the Willow International Center. The first column of the table shows the current inventory of space at the Center. The next column shows the space that will become available upon completion of the Phase II project. The third column of data shows the total space after Phase II is completed in 2010. The next column shows the Center's qualification of space when it reaches 111,737 of WSCH.

The Center will require 93, 153 ASF of additional space by this time. Willow International qualifies for space in all five of the key space categories.

WILLOW INTERNATIONAL CENTER 2025 TARGET YEAR SPACE REQUIREMENTS (AFTER PHASE II COMPLETION)						
SPACE CATEGORY	DESCRIPTION	CURRENT INVENTORY	PHASE II	ADJUSTED SPACE INVENTORY	2022 TITLE 5 QUALIFICATION	NET NEED
0	INACTIVE	10,995	-	10,995	0	(10,995)
100	CLASSROOM	27,479	6,269	33,748	42,791	9,043
210-230	LABORATORY	23,565	17,127	40,692	45,401	4,709
235-255	NON CLASS LABORATORY	0	-	0	1,158	1,158
300	OFFICE/CONFERENCE	10,642	7,867	18,509	29,797	11,288
400	LIBRARY	2,167	9,464	11,631	36,011	24,380
520-525	PHYS ED (INDOOR)	0	-	0	3,000	3,000
530-535	AV/TV	919	3,190	4,109	13,298	9,189
540-555	CLINIC/DEMONSTRATION	4,472	-	4,472	10,844	6,372
610-625	ASSEMBLY/EXHIBITION	3,504	-	3,504	12,193	8,689
630-635	FOOD SERVICE	2,816	-	2,816	7,316	4,500
650-655	LOUNGE/LOUNGE SERVICE	592	-	592	4,991	4,399
660-665	MERCHANDISING	2,804	-	2,804	9,670	6,866
670-690	MEETING/RECREATION	1,796	-	1,796	4,060	2,264
710-715	DATA PROCESSING/COMP	1,344	-	1,344	5,000	3,656
720-770	PHYSICAL PLANT	8,339	-	8,339	11,933	3,594
800	HEALTH SERVICES	160	-	160	1,200	1,040
Total		101,594	43,917	145,511	238,664	93,153

Source: State Center Community College District Report 17; Maas Companies projections - Calculations based on California Code of Regulations Title 5, Chapter 8, Section 57028

Madera Center Future Space Requirements

The Madera Center shows a need for 20,089 ASF of space by the time it reaches 40,724 WSCH in a given semester. The Center qualifies for space in four of the five key space categories. The Center qualifies for 3,258 ASF of classroom space, 2,454 ASF of office space, 9,656 of library space and 11,131 of AV/TV space.

Additional space will also be required in the discretionary support service spaces of data processing, merchandising, clinic/demonstration, lounge and food service.

The table shows the detailed space needs requirements for the Madera Center.

MADERA CENTER SPACE REQUIREMENTS - TARGET YEAR 2025				
SPACE CATEGORY	DESCRIPTION	MAIN CAMPUS INVENTORY	2025 TITLE 5 QUALIFICATION	NET NEED
0	INACTIVE	8,192	0	(8,192)
100	CLASSROOM	11,505	14,763	3,258
210-230	LABORATORY	24,885	18,402	(6,483)
235-255	NON CLASS LABORATORY	391	466	75
300	OFFICE/CONFERENCE	8,406	10,860	2,454
400	LIBRARY	5,548	15,204	9,656
520-525	PHYS ED (INDOOR)	3,148	3,148	-
530-535	AV/TV	1,369	12,500	11,131
540-555	CLINIC/DEMONSTRATION	1,093	4,653	3,560
540-556	OTHER	651	0	(651)
610-625	ASSEMBLY/EXHIBITION	5,375	4,903	(472)
630-635	FOOD SERVICE	2,244	2,942	698
650-655	LOUNGE/LOUNGE SERVICE	626	1,819	1,193
660-665	MERCHANDISING	1,211	4,785	3,574
670-690	MEETING/RECREATION	2,726	1,633	(1,093)
710-715	DATA PROCESSING/COMP	88	5,000	4,912
720-770	PHYSICAL PLANT	9,231	5,383	(3,848)
800	HEALTH SERVICES	881	1,200	319
Total		87,570	107,659	20,089

Source: State Center Community College District Report 17; Maas Companies projections - Calculations based on California Code of Regulations Title 5, Chapter 8, Section 57028



The Financial Plan

The *2009 North Centers Educational Master Plan* has been developed around the concept of matching the space needs of the college and, in turn, the District with the tolerance thresholds of time and money. The goal has been to produce a Plan that supports a viable building/facilities program to support the instructional and support services provided by the college. Thus, the Plan was developed to first establish an economically viable and efficient program of instruction and support services and then to establish a facilities and financing plan that will support the identified needs.

The Master Plan projects future programs and services through the year 2025. Thus, the growth in enrollment (headcount) and the resulting need for additional facilities will occur in a phased manner. The time frame for development is dependent not only on student headcount but also on the availability of funds for capital development.

Even though a 16-year period has been proposed for the implementation of the Plan, the time frame may need adjustment depending on available funding. The priorities and the identified projects do not change. The variables are time and funding. The proposed

facility program that follows defines projects by site and location.

FINANCING OPTIONS

It is proposed the District consider the following options to obtain the necessary funds to implement the capital development program:

- State of California Capital Outlay Funding
- Scheduled Maintenance Funds from the State³
- Joint Venture programs with Business and Industry
- Joint Venture programs with other Educational Institutions
- Fee Based Instructional Programs
- Private Donations
- Local Bond Issue

³ These funds may be distributed by the State as a "Block Grant" that also includes funding for instructional equipment. The District would need to designate these funds for augmentation of the capital construction program.

A brief description and analysis of each of these funding options follows:

A. State of California Capital Outlay Funding

Funding through the California Community College Chancellor's Office is a long-standing source for funding capital construction projects. This process requires submittals of an Initial Project Proposal (IPP) and a Final Project Proposal (FPP). Approvals through the State Chancellor's Office – and ultimately the Department of Finance and the legislature – typically takes three years from application to receiving initial funding of a project, and five years before the project is completed and ready for occupancy.

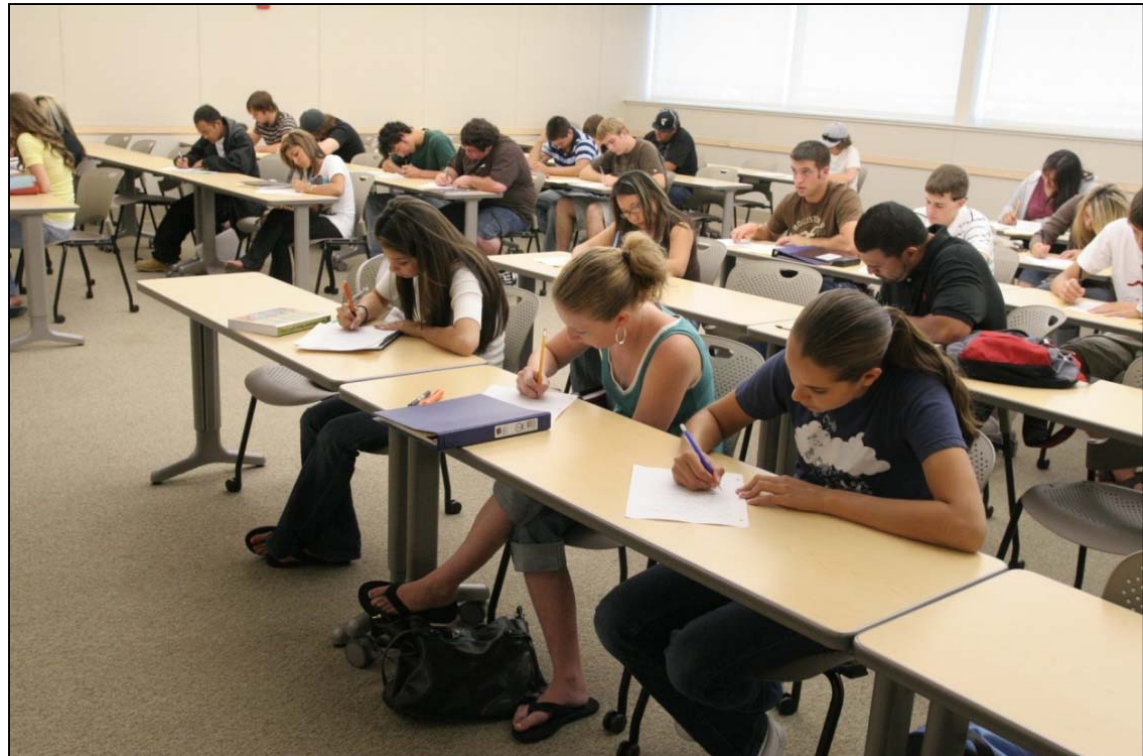
The process is driven by a competitive point system with all community colleges competing for the same funding that the state has provided via a statewide bond program. This process generally requires the district to provide a percentage of its own funds as a "match" while the State provides the balance. In the past, 10% – 20% district funding was a norm. Recently, the percentage of local contribution has risen to 30% – 50% in

matching funds as districts that have passed local bonds are using those funds to gain additional “points” for their projects.

Pursuant to state guidelines, the state will fund a maximum of one project per college per year. In reality, the pattern of funding has been less than the maximum due to the time it takes to plan and construct a project via this procedure. If the district can achieve the necessary “points” for a project to be funded, a reasonable expectation would be to have 4-5 projects funded by the State per campus over the next 20 years.

B. Scheduled Maintenance Funds from the State

As noted above, the State of California has historically funded local districts to assist in scheduled maintenance of facilities. Until 2002, funding occurred on a project-by-project basis. Since 2002, scheduled maintenance funding is included in an annually funded, block grant program that also includes funds for instructional and library equipment. There is a local match required for the use of these funds. It is not typically a large amount of funding (\$300,000-\$600,000/district/year) but it is an option to solve minor building renovation or maintenance issues. For the 2006-07 fiscal year, the State is revisiting the funding of



scheduled maintenance and modifications in the process involving the level of local contribution may occur so as to encourage districts to use this source of funding for necessary scheduled maintenance on existing buildings.

C. Joint Venture programs with Business and Industry

Joint venture projects with business and industry are an option the district needs to consider for job-based, educational training programs be they on-campus, adjacent to a campus or within the community. The concept would be to jointly develop educational/training programs with private

business and industry at a specific site identified by the joint-venture partner. If the site is owned by the partner, rent-free facilities would be required. If the site were a college-owned site, the cost of constructing the facility and the repayment of the construction loan for the building would be part of the joint-use agreement between the parties and essentially in lieu of land lease payments and rent until such time that the building cost is paid.

D. Joint Venture programs with other Educational Institutions

Joint venture options with other educational institutions would be similar in format to the joint venture program discussed in item C. However, rather than having a joint venture partner from business or industry, the district would have another educational institution as its partner. The education partner, via the joint venture agreement would assume responsibility for the repayment of the construction loan in lieu of land lease payments and rent until the building cost is paid.

E. Fee Based Instructional Programs

The District has the option to develop a fee-based curriculum and compete with other public and private institutions for students would not typically attend the traditional, state-funded, public instructional program of a community college. Any excess revenue generated from such activities could be used to fund future capital construction projects.

F. Private Donations

Private colleges and universities have historically created capital campaigns to fund facilities. Unfortunately, the community colleges have had limited success in such alternate funding efforts. Private businesses or educational institutions may wish to “partner” with the District. Typically, such donations are for the development of technology. In recent years, it has become very popular to develop business incubators with the University of California campuses. Using this concept, businesses or educational institutions could partner (by providing capital) with the district to develop advanced technology programs and educational facilities at any site throughout the district.

G. Local Bond Issue

The district used this option in 2002 with the passage of Measure E. Utilization of the funds remaining via the previously approved bond funds needs to be assessed and prioritized. From the results of this plan, it is apparent that the remaining funds will not be enough to achieve the objectives in this plan. If the Board of Trustees determines that an additional bond is a viable option, they may wish to once again request voter approval of additional bond funds. If this decision is made, pursuant to Proposition 39 guidelines, 55% of the voters must approve the issuance of bonds. There is a maximum limit of \$25/\$100,000 of assessed valuation that can be levied. Typically, the length of repayment of the obligation is 20-30 years. Elections to request voter approval of a Proposition 39 Bond must be held in conjunction with a general election such as the statewide primary or general elections. Very specific guidelines and procedures must be followed by the District if it elects to pursue this option. Finally, a comprehensive, detailed plan of public information and justification for all projects that will be funded via the bond program must be shared with all constituencies.

SUGGESTED FINANCING PARAMETERS

The following general guidelines are suggested as the District considers the funding options for implementing the Educational Master Plan.

1. The Governing Board, in concert with the District staff, should carefully review and assess all funding options. A series of Board of Trustee workshops specifically designated for this purpose may be necessary.
2. The District must maximize the potential for State funding. This should be a primary criterion for the prioritization of projects. Though there is no State capital construction money now, it is critical for the College to get good projects in the queue as soon as possible.
3. Respect the Plan. Any modifications must be carefully considered, as there will likely be unanticipated secondary effects. Treat the Plan as a “living” document that is used as a decision-making guide. Update the Plan periodically, as agreed upon, through a thoughtful planning and discussion process with all parties.



Total Cost of Ownership

As part of its institutional master planning process, the North Centers are committed to developing a systematic approach for all planning and budgeting activities. This approach includes the assessment of all current functions and activities and the development of a District-wide process for the on-going assessment of future programs, services and facilities. Preliminary discussions have suggested that the concept of “Total Cost of Ownership” (TCO) may be a viable approach to addressing this concern.

DEFINITION OF TOTAL COST OF OWNERSHIP (TCO)

Total Cost of Ownership (TCO), as used for college facilities, shall be defined as the systematic quantification of all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true, effective cost of the facility including planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years). The one-time

costs or capital construction and related costs shall be as listed on the JCAF-32 report developed by the California Community College Chancellor’s Office. The recurring or operational costs shall include staffing, institutional support services, replaceable equipment, supplies, maintenance, custodial services, technological services, utilities and related day-to-day operating expenses for the facility.

PURPOSE OF THE PROCESS

The District intends to develop a standardized procedure for determining the “Total Cost of Ownership” (TCO) for existing facilities as well as for remodeled or new facilities that may be constructed throughout the District. The basis for the procedure shall be the concept of Total Cost of Ownership (TCO) as it is typically used in areas such as information technology, governmental cost assessments and corporate budget analysis.

The purpose of TCO will be to provide an institutionally agreed upon, systematic

procedure by which each existing facility in the District is evaluated and, at the same time, to establish a quantitative, data base that will assist the District and each college in determining the viability of existing facilities as well as the feasibility of remodeling and/or constructing of new facilities.

OBJECTIVES TO BE ACHIEVED

The objectives to be achieved by the development of this procedure are as follows:

1. Establish an agreed upon systematic procedure for the evaluation of existing and proposed college facilities.
2. Utilize the concept of, “Total Cost of Ownership” (TCO), to develop a process for the evaluation of facilities that can be integrated into the overall TCO program of the District.
3. Develop a procedure for the assessment of existing and proposed facilities that utilizes existing data from college files as well as information from the statewide

files of the Community College Chancellor's Office.

4. Ensure that the database developed for the procedure is compatible with current state reporting systems such as Fusion.
5. Design the prototype system in a manner that allows the college to annually update the information in the system and add additional data elements as may be needed as part of the institutional planning and budgeting process.

APPROVAL PROCESS

The facilities planning module is but one portion of the overall Total Cost of Ownership planning model that must be developed by the District. As such, it must be integrated into the overall planning system and ultimately approved through the District/College's shared governance process.

ASSESSMENT FORMAT

Outlined in the table is a draft of the format that has been developed for the assessment of a proposed facility project. It can be used for either a new project or a remodeled project. The costs listed in the analysis must be obtained from the general operating fund of the District for the previous fiscal year.

NORTH CENTERS - TOTAL COST OF OWNERSHIP MODEL	
College:	Dept/Division:
Date:	Planning Year:
Requestor:	
Project Title	
A.	Name of Facility:
B.	State Inventory Building Number (If existing facility):
C.	Project Description:
D.	Project Justification:
E.	History of Building:
F.	Assignable Square Footage:
G.	Gross Square Footage:
H.	Initial Date of Occupancy:
I.	Programs/Services Housed in the Facility: _____ (Instructional Program/Support Svc.)
J.	Total Project Cost:
1.	Construction Cost
2.	Architecture/Engineering Other "soft" costs
3.	State Contribution
4.	Local Contribution
5.	TOTAL Project Cost
K.	Analysis of Interior Space:
1.	Classroom (100 space)
2.	Laboratory (200 space)
3.	Office (300 space)
4.	Library (400 space)
5.	AV/TV (500 space)
6.	All Other Space
L.	Weekly Student Contact Hour Capacity (WSCH):
M.	Capacity Load Ratio/Utilization of Facility
1.	Classroom Load (State Std.) 32-35 Hours/week
2.	Classroom Use (F-06) _____Hours/week
3.	Laboratory Load (State Std.) 28 -32 Hours/week
4.	Laboratory Use (F-06) _____Hours/week

Infrastructure/Utility Systems

In addition to the capital construction cost for facilities, the District must also construct major infrastructure improvements throughout the project site/college campus. As part of the total cost of ownership, each building must assume a proportionate share of the infrastructure capital improvement costs. The proportionate share or ratio for a particular facility is based on the Gross Square Footage (GSF) of that facility divided by the total Gross Square Footage (GSF) for the campus. In turn, this ratio is applied to the estimated total cost of the campus-wide infrastructure system. A typical present-value

cost of a campus-wide system has been estimated at \$29,800,000. The breakdown of costs by major category is shown in the table.

IMPLEMENTATION PROCESS

The table provides the College with an outline of the information that will be needed to implement a Total Cost of Ownership (TCO) analysis for any proposed, new or remodeled facilities.

TABLE A - CAMPUS-WIDE INFRASTRUCTURE CAPITAL IMPROVEMENT COST *** SAMPLE DATA ***	
Electricity	\$3,900,000
Water	\$2,700,000
Gas	\$1,300,000
Data/Communications	\$5,500,000
Sewer/Storm Drains	\$4,400,000
Roads, Parking, Landscaping	\$7,100,000
Grading, Misc. Improvements	\$4,900,000
TOTAL	\$29,800,000



NORTH CENTERS - TOTAL COST OF OWNERSHIP PROCEDURE - FISCAL ANALYSIS							
FACILITY: _____							
TCO FACTOR	2006	2007	2008	2009	2010	2011	2012
Assignable Square Feet							
Gross Square Feet							
Initial Date of Occupancy							
Total Cost for Facility							
Space Allocation							
Classroom							
Laboratory							
Office							
Library							
AV/TV							
All Other							
WSCH Capacity							
Capacity Load Ratios							
Classroom							
Laboratory							
Office							
Library							
AV/TV							
Faculty Costs (2 FTEF)							
Support Staff Costs (___FTE)							
Instructional Aide (___FTE)							
Facilities Mgt. (___FTE)							
Infrastructure Operating Costs (Prorated share of Total)							
Infrastructure Operating Costs (Prorated share of Total)							
Electrical							
Water/Sewer/Waste Mgt.							
Gas							
Maintenance/Operation Costs							
Custodial							
Service Contracts							
Supplies							
Maintenance/Operation Costs							
Landscaping/Grounds/Parking							
Equipment and Supplies							
Insurance Costs							
District-wide Indirect Cost Factor (0.668 of all other costs)							

Recommendations

1. Consistent with the current direction provided by the Board of Trustees and the Chancellor, continue to expedite as quickly as possible the process of securing Board of Governors and California Post Secondary Education Commission approval for the Clovis Community College. In turn, in cooperation with representatives from other district educational sites, take the leadership role in the completion of the application to the Western Association of Schools and Colleges (WASC) for a third college in the district including: the development of an Educational Master Plan, Facilities Master Plan, Financial Plan, Application for Accreditation and related master planning documents as may be required to achieve WASC approval for the college.
2. As part of the organizational structure of the district, continue to assign the education centers in Madera and Oakhurst to the Clovis Community College for day-to-day operational activities. As the Willow International Center evolves to college status, ensure that an appropriate level of student and administrative services are provided for students, faculty and staff.
3. As indicated for all colleges in the district, develop a college-wide awareness of environmentally sensitive, “Green”, activities including the inclusion of LEED identified building practices for all capital construction projects, staff development activities to highlight college sponsored “green” activities and the integration of environmentally sensitive topics in identified instructional programs.
4. In cooperation with the other colleges in the district, develop and implement a comprehensive program of articulation between the colleges to ensure consistency in prerequisites, units of credit and curriculum so as to allow students to transfer credit for coursework among the instructional locations throughout SCCC.
5. Identify “Signature Programs” for the future Clovis Community College and coordinate the scheduling and marketing of the identified courses and programs with other “Signature Programs” within the district.
6. Review the overall curriculum of the College Centers and develop courses in the career/technical area to assist in addressing local and regional workforce needs.

7. With respect to the outlying education site in Oakhurst., consider pursuing educational training programs in hospitality and the general area of environmental studies with the National and state park services along with the option of developing nontraditional delivery systems for such courses. Ensure that such courses are not a duplication of current programs at Reedley College.
8. Provide faculty/staff training and opportunities to develop new curriculum and services that specifically address the unique characteristics of the student population at each center.
9. In cooperation with the other colleges in the district, develop and implement a district-wide, standardized process for the

assessment and placement of students in identified courses and also to provide for the placement of students in both traditional and non-traditional course offerings.

10. With the establishment of the third college, it is essential that a District-wide budget development process that is need

based, measurable and cost effective be adopted, implemented, and reviewed on an annual basis.

11. In the process of planning future facilities for the College and Centers, continue to ensure that the instructional programs and support service needs are the basis for the facilities.



Appendix A: Space Determination Methodology

OVERVIEW

A combination of factors was used to arrive at future capacity requirements. These included identifying a future program of instruction, determining the amount of credit-WSCH generated, ascertaining the current space holdings of the District, and applying quantification standards outlined in Title 5 of the California Administrative Code. Title 5 standards define the tolerance thresholds for space.

PRESCRIBED STATE SPACE STANDARDS

The California Code of Regulations, Title 5 (Sections 57000-57140) establishes standards for the utilization and planning of most educational facilities in public community colleges. These standards, when applied to the total number of students served (or some variant thereof, e.g., weekly student contact hours), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants). The Title 5 space planning standards used to determine both existing

and future capacity requirements are summarized in the following tables.

Each component of the standards identified is mathematically combined with a

commensurate factor (see table below) to produce a total assignable square foot (ASF) capacity requirement for each category of space.

PRESCRIBED SPACE STANDARDS		
CATEGORY	FORMULA	RATES/ ALLOWANCES
CLASSROOMS	ASF/Student Station	15
	Station utilization rate	66%
	Avg hrs room/week	34.98
TEACHING LABS	ASF/student station *	*
	Station utilization rate	85%
	Avg hrs room/week	23.37
OFFICES/CONFERENCE ROOMS	ASF per FTEF	140
LIBRARY/LRC	Base ASF Allowance	3,795
	ASF 1st 3,000 DGE	3.83
	ASF/3001-9,000 DGE	3.39
	ASF>9,000	2.94
INSTRUCTIONAL MEDIA AV/TV	Base ASF Allowance	3,500
	ASF 1st 3,000 DGE	1.50
	ASF/3001-9,000 DGE	0.75
	ASF>9,000	0.25

Source: California Code of Regulations Title 5, Chapter 8

Standards for Lecture Space

The determination of lecture assignable square feet (ASF) is based on the size of the college. Colleges generating 140,000 WSCH or more are allowed a factor of 42.9 ASF/100 WSCH.

Standards for Laboratory Space

Listed in the following table are the Title 5 state standards used to determine assignable square footage (ASF) for laboratory space. The standards offer measures in both ASF per student station and in ASF per 100 WSCH generated.

ASSIGNABLE SQUARE FEET FOR LABORATORY SPACE			
TOP CODE DIVISION	CODE	ASF/STATION	ASF/100 WSCH
Agriculture	0100	115	492
Architecture	0200	60	257
Biological Science	0400	55	233
Business / Mgt.	0500	30	128
Communication	0600	50	214
Computer Info. Systems	0700	40	171
Education/PE	0800	75	321
Engineering Tech/Industrial Tech	0900	200	321 to 856
Fine/Applied Arts	1000	60	257
Foreign Language	1100	35	150
Health Science	1200	50	214
Consumer Ed/Child Development	1300	60	257
Law	1400	35	150
Humanities	1500	50	214
Library	1600	35	150
Mathematics	1700	35	150
Physical Science	1900	60	257
Psychology	2000	35	150
Public Affairs/Services	2100	50	214
Social Science	2200	35	150
Commercial	3000	50	214
Interdisciplinary	4900	60	257

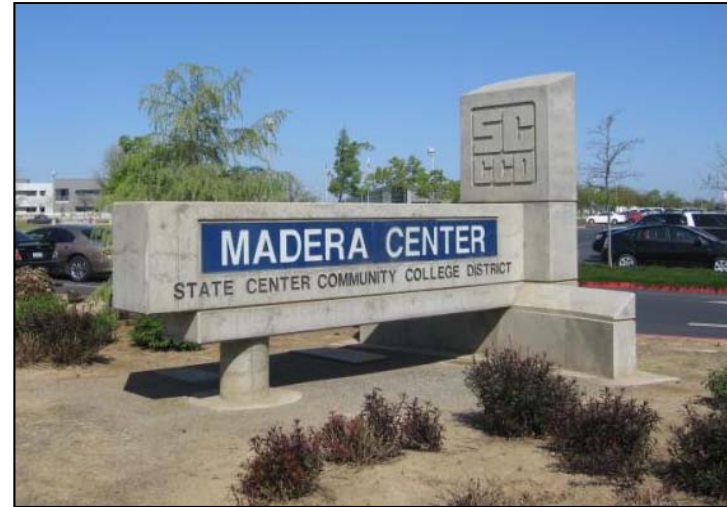
Source: Maas Companies - Calculations based on California Code of Regulations Title 5, Chapter 8 Section 57028

NON-STATE SPACE STANDARDS

The State provides standards for utilization and planning for more than 60% of all types of spaces on campus. Capacity estimates for those remaining spaces – representing approximately 40% – are based on a combination of factors including the size and/or nature of the institution. Standards for the remaining types of spaces are presented in the following table. These standards were determined based on a national study of space and on approval of the State Chancellor's Office.

SPACE DETERMINATION FOR NON-STATE STANDARD FACILITIES		
CATEGORY OF SPACE	BASIS	ASF/ FACTOR
Non-class Laboratory	0.095 ASF per headcount student	0.095
Teaching Gym	Greater of 2.5 ASF per FTES or 35,000 ASF	2.5-35,000
Assembly/Exhibition	ASF Equal to Student Headcount	100%
Food Service	0.60 ASF per Student Headcount	0.60
Lounge	0.67 ASF per FTES	0.67
Bookstore	1,500 ASF plus 0.67 ASF per Student Headcount	0.75
Health Service	ASF Allowance	1,200
Meeting Room	0.333 ASF per Student Headcount	0.333
Childcare	Greater of 0.4 ASF per Headcount or 6,000 ASF (Also, See State Child Care Standards)	0.40 – 6,000
Data Processing	ASF Allowance	5,000
Physical Plant	ASF Allowance	5% of Total
All Other Space	ASF Allowance	2.5% of Total

Source: Maas Companies & State Chancellor's Office



Appendix B: Glossary of Terms

Academic Calendar Year:

Begins on July 1 of each calendar year and ends on June 30 of the following calendar year. There are two primary terms requiring instruction for 175 days. A day is measured by being at least 3 hours between 7:00 AM to 11:00 PM.

Basis/Rationale: $175 \text{ days} \div 5 \text{ days per week} = 35 \text{ weeks} \div 2 \text{ primary terms} = 17.5 \text{ week semester}$.

$175 \text{ days} \times 3 \text{ hours} = 525 \text{ hours}$, which equals one (1) full-time equivalent student.

Notes: Community colleges in California are required by code to provide instruction 175 days in an academic calendar year (excluding summer sessions).

ADA:

Americans with Disabilities Act: Public Law 336 of the 101st Congress, enacted July 26, 1990. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

Annual Five-Year Construction Plan:

That part of the Facility Master Plan that defines the current and proposed capital improvements the College will need to undertake over the next five years if it is to achieve the learning outcomes specified in its Master Plan.

Annual Space Inventory:

See 'Space Inventory'

API (Academic Performance Index):

The California's Public Schools Accountability Act of 1999 (PSAA) resulted in the development of API for the purpose of measuring the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year. (For details, visit <http://www.cde.ca.gov/ta/ac/ap/>).

ASF:

Assignable Square Feet: The sum of the floor area assigned to or available to an occupant or student station (excludes circulation, custodial, mechanical and structural areas, and restrooms).

Budget Change Proposal (BCP):

A document reviewed by the State Department of Finance and the Office of the Legislative Analyst which recommends changes in a State agency's budget.

CAD:

Computer Assisted Design

California Community College System Office:

The administrative branch of the California Community College system. It is a State agency which provides leadership and technical assistance to the 109 community colleges and 72 community college districts in California. It is located in Sacramento and allocates State funding to the colleges and districts.

Capacity:

The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of ASF per 100 WSCH.

Capacity/Load Threshold Ratios (AKA “Cap Load(s)”):

The relationship between the space available for utilization (square footage that is assignable) and the efficiency level at which the space is currently being utilized. The State measures five areas for Capacity Load: Lecture, Laboratory, Office, Library and AV/TV. The Space Inventory (Report 17) provides the basis for this calculation.

Capital Construction Programs:

See ‘Capital Projects’.

Capital Outlay Budget Change Proposal (COBCP):

A type of Budget Change Proposal regarding the construction of facilities and their related issues.

Capital Projects:

Construction projects, such as land, utilities, roads, buildings, and equipment which

involve demolition, alteration, additions, or new facilities.

Carnegie Unit:

A unit of credit; a student’s time of 3 hours per week is equivalent to one unit of credit.

CCFS:

320 (“The 320 Report”): One of the primary apportionment (funding) documents required by the State. It collects data for both credit and noncredit attendance. Three reports are made annually: the First Period Report (P-1), the Second Period Report (P-2) and the Annual Report. The importance of this report is whether the college or district is meeting its goals for the generation of full-time equivalent students.

Census:

An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term. Census is taken on that day nearest to one-fifth of the number of weeks a course is scheduled.

DSA:

The Division of the State Architect (DSA) determines California’s policies for building design and construction. It oversees the

design and construction for K-12 public schools and community colleges. Its responsibilities include assuring that all drawings and specifications meet with codes and regulations.

EAP (Early Assessment Program):

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. (For details, visit <http://www.calstate.edu/EAP/>).

Educational Centers:

A postsecondary institution operating at a location remote from the campus of the parent institution which administers it, and recognized by the Chancellor’s Office as a Center.

Educational Master Plan:

A part of the College’s Master Plan that defines the education goals of the College as

well as the current and future curriculum to achieve those goals. The educational master plan precedes and guides the Facilities Master Plan.

Enrollments (Unduplicated):

A student enrollment count (also referred to as “Headcount”) based on an Individual Student Number or Social Security Number that identifies a student only once in the system.

Environmental Impact Report:

In accordance with the California Environmental Quality Act (CEQA), if a project is known to have a significant effect on the environment then an EIR must be prepared. It provides detailed information about a project’s environmental effects, ways to minimize those effects, and alternatives if reasonable.

Facilities:

All of the capital assets of the College including the land upon which it is located, the buildings, systems and equipment.

Faculty Loads:

The amount of “teaching time” assigned/appropriated to a given instructional class, i.e. lecture or laboratory,

for a given semester or for an academic year (two semesters). It is typically defined in terms of 15 “teaching hours” per week as being equal to one (1) full-time equivalent faculty; a “full faculty load.” Actual faculty loads are generally governed by negotiated agreements and collective bargaining.

Facilities Master Plan:

The Facilities Master Plan is an inventory and evaluation (condition/life span) of all owned facilities (the site, buildings, equipment, systems, etc.). It identifies regulations impacting those facilities and any deficiencies, and defines a plan to correct those deficiencies. It also identifies the adequacy, capacity and use of those facilities; identifies the deficiencies relative to those criteria; and defines a plan of correction. It draws on information contained in the Educational Master Plan.

Final Project Proposal (FPP):

The FPP identifies the project justification, final scope and estimated costs of all acquisitions, plus all infrastructure, facility and systems projects. It contains vital information including the JCAF 31 and JCAF 32 reports, the California Environmental Quality Act (CEQA) Final Notice of Determination, federal funds

detail, an analysis of future costs, a project time schedule and an outline of specifications. It is used by the Chancellor's Office and the Board of Governors to determine whether the project has met the criteria for State funding.

Five-Year Capital Construction Plan (5-YCP):

See Annual Five-Year Construction Plan

FTEF:

An acronym for “full-time equivalent faculty.” Used as measure by the State to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of “teaching time,” i.e. as being equal to one (1) full-time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors.

FTES:

An acronym for a “full-time equivalent student.” Used by the State as the measure for attendance accounting verification. Also used as a student workload measure that represents 525 class (contact) hours in a full academic year.

GSF:

An acronym for “gross square feet.” The sum of the floor areas of the building within the outside faces of the exterior walls; the “total space” assignable and non assignable square feet combined.

Hardscape:

Refers to landscaping projects and components that involve everything but the plants that will be on the landscape.

Initial Project Proposal (IPP):

A document which provides information such as project costs, type of construction involved, relevance to master plans, capacity/load ratio analysis and project impact. The IPP identifies the institutional needs reflected in the Educational and Facility Master Plans and the 5-YCP. It is used to determine a project’s eligibility for State funding before districts make significant resource commitments into preparing comprehensive FPPs.

Lecture:

A method of instruction based primarily on recitation with little or no hands-on application or laboratory experiences. It is based on what is called the “Carnegie unit”; a student’s time of three hours per week is

equivalent to one unit of credit. For lecture courses, each hour of instruction is viewed as one unit of credit (with the expectation of two hours outside of classroom time for reading and or writing assignments).

Laboratory:

A method of instruction involving hands-on or skill development. The application of the Carnegie unit to this mode of instruction is the expectation that the student will complete all assignments within the classroom hours. Therefore, three hours of in-class time are usually assumed to represent one unit of credit.

Master Plan:

An extensive planning document which covers all functions of the college or district. Master Plans typically contain a statement of purpose, an analysis of the community and its needs, enrollment and economic projections for the community, current educational program information and other services in relation to their future requirements, educational targets and the strategies and current resources to reach those targets, and a comprehensive plan of action and funding.

Middle College:

Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level. They provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and under-represented in colleges. While at the Middle College, students have the opportunity to take some college classes at no cost to themselves. (For details, visit <http://www.mcnc.us/faqs.htm>).

Punch List:

The items in a contract that are incomplete. If a job is designated as substantially complete for purposes of occupancy then those remaining items to be completed or resolved form the punch list.

Report 17:

See Space Inventory Report.

Scheduled Maintenance Plan:

See Annual Five-Year Scheduled Maintenance Plan.

Service Area:

Any community college's service area is usually defined by geography, political boundaries, commuting distances and the historical agreements developed with adjacent community colleges. In most situations the district boundary is not the best measure of potential student participation at a given college, since students tend to look for options, including distance education.

SLOAC:

The Student Learning Outcomes and Assessment Cycle.

Space Inventory Report ("Report 17"):

A record of the gross square footage and the assignable (i.e. useable) square footage at a college. Provides information necessary for Capital Outlay Projects (IPP's, FPP's), Five-Year Construction Plan, space utilization of the college or district and projecting future facility needs.

Key Components of Space Inventory:

- **Room Type (room use category):**
Identifies room by use or function.
- **ASF** (assignable square feet)
- **GSF** (gross square feet)
- **Stations**

STAR Test:

Standardized Testing and Reporting developed by the California Department of Education. Under the STAR program, California students attain and are tested for one of five levels of performance on the CSTs (California Standards Tests) for each subject tested: advanced, proficient, basic, below basic, and far below basic. (For details, visit <http://star.cde.ca.gov/>).

Strategic Plan:

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis). The outcome is normally a strategic plan which is used as guidance to define functional and divisional plans, including Technology, Marketing, etc.

TOP/CSS Code:

Rooms or space are assigned for a particular use and function or a specific discipline or

service. The State has a numeric code, a four-digit number that identifies the "type" of use that is supported by a particular room/space. (see TOP Code) Space Utilization: assumed by most faculty and staff on campus to mean the level or degree to which a room is utilized. It is the room's capacity expressed as the percentage that the room is actually used.

Example: If the lecture weekly student contact hours were 27,500 and the classroom capacity for weekly student contact hours were 35,000, the utilization would be identified as 78.6%.

Stations: The total space to accommodate a person at a given task (classroom-laboratory-office, etc.). The number of appropriate student work spaces within a defined area. It generally represents the best space apportionment for a given educational program.

TOP Code:

The "Taxonomy of Programs" (TOP) is a common numeric coding system by which the College categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The

taxonomy is most technical in the vocational programs (0900's).

Example: The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of State purposes. Maas Companies commonly uses the two-digit designator for educational master planning purposes. A four-digit code is necessary for reports in the Five-Year Capital Outlay Plan.

1500 – Humanities (Letters)

1501 – English

1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology

2205 – History

Total Cost of Ownership (TCO):

Total Cost of Ownership (TCO), as used for college facilities, is defined for these purposes as the systematic quantification of

all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true, effective cost of the facility including planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years).

WSCH:

An acronym for “Weekly Student Contact Hours.” WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.

WSCH/FTEF:

Represents the ratio between the faculty's hours of instruction per week (“faculty load”) and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member's load. The

State productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

Examples: A faculty member teaching five sections of Sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class sections X 3 hours/week X 30 students = 450 WSCH/FTEF). A faculty member teaching three sections of Biology, each section meeting for six hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 students = 450 WSCH/FTEF).

Note on District-Wide Planning

It is important to note that within this Plan, and the other Educational Master Plans developed for the State Center Community College District, certain sections will be similar in their content. The information, which is shared between plans, is relevant to the overall State Center Community College District service area and serves as the basis for specific recommendations for each of the Colleges. Examples of such data include the national and state economic and demographic trends and their impact on the Colleges.



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