



2012 – 2016 SCCCD STRATEGIC PLAN

Baseline Data

Goal 1: Student Success

SCCCD is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.

1.1 Develop strategies to address unique needs of matriculating recent high school graduates and older students to ensure their academic success.

Data for this objective:

- A. Reg-To-Go Sessions and Students by High Schools for Three Years (Spring 2010 to Spring 2012)
- B. Reg-to-Go Survey Results – Spring 2012
- C. Placement Levels

A. Reg-To-Go Sessions and Students by High Schools for Three Years (Spring 2010 to Spring 2012)

High School	RTG Student Count - Unduplicated			3 Year Change
	Spring 2010	Spring 2011	Spring 2012	
Alternative Schools	264	221	226	-38
Buchanan	277	139	159	-118
Bullard	149	189	128	-21
Caruthers	111	54	56	-55
Central High	289	304	236	-53
Clovis East	174	151	216	42
Clovis High	232	201	134	-98
Clovis North	0	137	149	149
Clovis West	172	150	176	4
Dinuba	174	199	200	26
Duncan	129	104	100	-29
Edison	135	174	108	-27
Firebaugh	48	63	30	-18
Fowler	85	73	92	7
Fresno High	142	134	135	-7
Hoover High School	129	90	113	-16
Immanuel	51	28	17	-34
Kerman	101	115	113	12
Kingsburg	113	145	86	-27
Laton	4	5	5	1
Liberty	55	49	49	-6
Madera (North)	133	188	166	33
Madera (South)	201	176	159	-42
McLane	219	149	176	-43
Mendota	22	34	57	35
Orange Cove	70	84	22	-48
Orosi	0	20	97	97
Parlier	127	139	110	-17
Reedley High	237	230	161	-76
Registration Express	142	210	364	222
Registration Express	156	30	234	78
Registration Express	146	94	125	-21
Riverdale	26	34	28	2
Roosevelt	191	201	168	-23
San Joaquin Memorial	26	28	31	5
Sanger	230	267	228	-2
Selma High	193	216	196	3
Sierra	47	58	68	21
Sunnyside	215	317	195	-20
Tranquility	28	26	16	-12
Washington Union (Easton)	116	105	111	-5
Yosemite	64	55	83	19
totals	5423	5386	5323	-100

High School	Spring 10 RTG STUDENT COUNT - unduplicated	Enrolled in Fall 10 During RTG Sessions		
		FCC	RC	NC
Alternative Schools	264	178	29	57
Buchanan	277	86	2	214
Bullard	149	117	7	37
Caruthers	111	72	41	5
Central High	289	208	50	45
Clovis East	174	127	6	47
Clovis High	232	117	7	116
Clovis West	172	57	0	127
Dinuba	174	16	160	1
Duncan	129	126	3	1
Edison	135	132	2	3
Firebaugh	48	42	2	5
Fowler	85	36	43	5
Fresno High	142	138	4	1
Hoover High School	129	106	1	23
Immanuel	51	1	30	2
Kerman	101	85	3	29
Kingsburg	113	15	98	1
Laton	4	2	5	0
Liberty	55	26	0	34
Madera (North)	133	62	4	78
Madera (South)	201	65	24	115
McLane	219	217	1	0
Mendota	22	22	0	0
Orange Cove	70	9	63	0
Parlier	127	13	114	0
Reedley High	237	1	230	4
Registration Express	142	87	27	60
Registration Express	156	84	25	53
Registration Express	146	90	34	28
Riverdale	26	26	0	0
Roosevelt	191	188	3	0
San Joaquin Memorial	26	18	4	7
Sanger	230	65	180	4
Selma High	193	50	161	0
Sierra	47	23	2	33
Sunnyside	215	197	10	11
Tranquility	28	20	2	6
Washington Union (Easton)	116	74	42	0
Yosemite	64	26	0	43
totals	5423	3024	1419	1195

Fresno City College Locations: FCC, MANCH, OFF, CTC, F.WEB

Reedley College Locations: DI, EA, FO, KG, OR, PA, RC, R.OFF, R.WEB, SA, SE, SS, TMS

North Centers Locations: CC, MC, OC, KE, C.WEB, M.WEB, O.WEB, WI. W. WEB, C.OFF, M.OFF, W.OFF, O.OFF

Note: Not all students who were enrolled during RTG sessions would actually show up in fall.

High School	Spring 11 RTG STUDENT COUNT - unduplicated	Enrolled in Fall 11 During RTG Sessions		
		FCC	RC	NC
Alternative Schools	221	137	58	30
Buchanan	139	43	0	104
Bullard	189	151	2	47
Caruthers	54	24	25	0
Central High	304	244	10	76
Clovis East	151	93	19	63
Clovis High	201	103	13	106
Clovis North	137	27	2	123
Clovis West	150	77	1	85
Dinuba	199	3	195	2
Duncan	104	102	1	1
Edison	174	172	3	8
Firebaugh	63	56	1	8
Fowler	73	22	52	1
Fresno High	134	133	0	1
Hoover	90	73	1	18
Immanuel	28	3	25	0
Kerman	115	74	3	44
Kingsburg	145	19	107	25
Laton	5	0	5	0
Liberty	49	16	2	36
Madera (North)	188	93	2	106
Madera (South)	176	28	9	149
McLane	149	147	3	3
Mendota	34	32	0	2
Orange Cove	84	5	81	0
Orosi	20	0	20	0
Parlier	139	9	131	0
Reedley	230	18	212	5
Registration Express	210	106	54	61
Registration Express	30	0	2	29
Registration Express	94	83	5	15
Riverdale	34	30	4	0
Roosevelt	201	149	38	4
San Joaquin Memorial	28	13	2	16
Sanger	267	87	197	9
Selma High	216	49	198	0
Sierra	58	19	13	32
Sunnyside	317	305	7	17
Tranquility	26	26	0	0
Washington Union	105	44	53	11
Yosemite	55	15	4	43
Totals	5386	2830	1560	1280

Fresno City College Locations: FCC, MANCH, OFF, CTC, F.WEB

Reedley College Locations: DI, EA, FO, KG, OR, PA, RC, R.OFF, R.WEB, SA, SE, SS, TMS

North Centers Locations: CC, MC, OC, KE, C.WEB, M.WEB, O.WEB, WI. W. WEB, C.OFF, M.OFF, W.OFF, O.OFF

Note: Not all students who were enrolled during RTG sessions would actually show up in fall.

High School	Spring 12 RTG STUDENT COUNT - unduplicated	Enrolled in Fall 12 During RTG Sessions		
		FCC	RC	NC
Alternate Schools	226	156	41	30
Buchanan	159	66	3	114
Bullard	128	104	2	27
Caruthers	56	44	10	2
Central	236	193	5	47
Clovis	216	85	4	140
Clovis East	134	91	2	49
Clovis North	149	42	1	124
Clovis West	176	65	3	125
Dinuba	200	7	193	0
Duncan	100	95	1	13
Edison	108	108	0	0
Firebaugh	30	25	0	5
Fowler	92	51	39	6
Fresno	135	132	1	4
Hoover	113	98	0	15
Immanuel	17	0	16	1
Kerman	113	77	3	34
Kingsburg	86	7	73	7
Laton	5	0	5	0
Liberty	49	23	1	28
Madera	166	71	0	108
Madera South	159	60	9	105
McLane	176	175	0	0
Mendota	57	51	2	4
Minarets	22	12	1	10
Orange Cove	97	1	96	0
Parlier	110	2	108	2
Reedley	161	5	155	2
Registration Express	364	198	59	111
Registration Express	234	123	56	58
Registration Express	125	90	9	30
Riverdale	28	22	6	0
Roosevelt	168	167	0	1
San Joaquin Memorial	31	17	1	16
Sanger	228	86	138	10
Selma	196	63	135	3
Sierra	68	30	12	32
Sunnyside	195	190	1	4
Tranquility	16	11	3	3
Washington Union	111	84	24	4
Yosemite	83	25	7	64
Totals	5323	2952	1225	1338

Fresno City College Locations: FCC, MANCH, OFF, CTC, F.WEB

Reedley College Locations: DI, EA, FO, KG, OR, PA, RC, R.OFF, R.WEB, SA, SE, SS, TMS

North Centers Locations: CC, MC, OC, KE, C.WEB, M.WEB, O.WEB, WI. W. WEB, C.OFF, M.OFF, W.OFF, O.OFF

Note: Not all students who were enrolled during RTG sessions would actually show up in fall.

B. SCCCDC Reg-To-Go Survey Results – Spring 2012

During the Reg-to-Go period, area high schools are visited and seniors are given the opportunity to take placement tests and register for State Center Community College classes. As this process has developed, matriculation counselors from all area campuses have gotten together to create a survey to measure satisfaction with the program as well as a learning outcome. The following is the baseline information gathered from spring 2012 when a total of 2,940 seniors returned the survey at the completion of the process. Thirty-seven feeder high schools along with other alternative schools participated. Participation rates from area high schools ranged from 6 (San Joaquin Memorial) to 293 (Selma) with an average of 75 students per school (Table 1). Note: Eighty nine students did not list a location are not included in the mean calculations.

Table 1: Participation rate by high school

High School	N	High School	N
Buchanan	59	Madera	65
Bullard	38	Madera South	89
Caruthers	36	McLane	12
Central	108	Mendota, Firebaugh, or Tranquility	16
Clovis	128	Minarets	10
Clovis East	89	Orange Cove	86
Clovis North	127	Parlier	125
Clovis West	111	Reedley	219
Dinuba	221	Riverdale	30
Duncan Polytechnical	24	Roosevelt	56
Edison	30	San Joaquin Memorial	6
Fowler	54	Sanger	223
Fresno	92	Selma	293
Hoover	29	Sierra	39
Immanuel	30	Sunnyside	53
Kerman	35	Tranquility	9
Kingsburg	74	Washington Union	23
Laton	8	Yosemite	61
Liberty	24	Alternative Schools	119

Students were also asked to identify which campus location they registered for most of their classes. The following table shows the breakdown of locations by high school. Please note that the total student count is slightly lower than the overall and is due to removing those students who did not indicate a high school and also those students who did not have both high school and campus location marked for a match. While generally following the alignment of feeder school to college location, it is interesting to see the intentions of students in this way. For instance, Bullard is considered a Fresno City feeder school, but over ½ indicated their registration to be primarily at Willow International. Conversely, Clovis West is considered a Willow school but approximately 1/3 indicated enrollment at Fresno City (Table 2).

Table 2: Indicated campus registration by high school

	FCC	RC	WI	MC	OC
Buchanan	30	0	24	1	1
Bullard	11	1	25	0	1
Caruthers	34	1	0	1	0
Central	74	3	21	5	0
Clovis	7	2	110	0	0
Clovis East	49	1	37	0	0
Clovis North	6	2	96	10	1
Clovis West	30	1	71	0	1
Dinuba	5	211	0	0	0
Duncan Polytechnic	23	0	0	0	0
Edison	28	0	1	0	0
Fowler	25	28	1	0	0
Fresno	65	0	21	0	0
Hoover	6	0	21	1	0
Immanuel	2	15	13	0	0
Kerman	1	3	13	16	0
Kingsburg	2	63	6	0	0
Laton	1	6	0	1	0
Liberty	1	0	7	14	0
Madera	46	2	0	10	0
Madera South	18	4	2	55	0
McLane	9	0	0	0	0
Mendota, Firebaugh, or Tranquility	5	2	3	5	0
Minarets	0	2	8	0	0
Orange Cove	0	86	0	0	0
Parlier	1	108	14	0	0
Reedley	4	206	7	0	0
Riverdale	16	2	11	0	0
Roosevelt	44	0	4	0	0
San Joaquin Memorial	0	1	5	0	0
Sanger	69	143	9	0	0
Selma	51	142	2	96	0
Sierra	4	9	21	0	0
Sunnyside	47	2	1	0	0
Tranquility	4	3	0	1	0
Washington Union	16	5	2	0	0
Yosemite	15	4	10	3	22
Alternative Schools	43	23	33	18	0

Students were asked to indicate their level of agreement with a series of statements and given a scale of response from 1 (strongly disagree) to 5 (strongly agree). Overall, students were satisfied with their experience and gave an inclusive mean rating of 4.34. Table 3 reflects mean values from the first 5

statements which dealt with satisfaction and impressions from the Reg-to-Go experience. Students gave the highest rating (4.41) to the global feeling that the time was well spent and worthwhile and the lowest rating (4.18) to how well assisted they felt in the process of registering for coursework. They also gave very high responses to the staff for their welcoming attitudes and putting the students at ease. That is very consistent with the open comments made which generously praised the staff for their helpfulness while at the same time indicating a desire for more individualized help with the process.

Table 3: Means and standard deviations of items 1-5

Items 1-5	N	Mean	SD
I felt welcomed by college staff and was made to feel at ease	2921	4.40	1.026
I felt that my time and effort spent at this event was worthwhile	2947	4.41	1.021
College staff adequately explained the registration process	2945	4.38	1.019
After getting help from college staff I am now more confident about going to college	2956	4.31	1.010
The RTG program did assist me matriculate into community college and resulted in me registering into coursework.	2931	4.18	1.021

The next five figures show the response rates (by percentage) of students by intended campus location. At a glance, it is easy to see that students are generally satisfied and similar despite planned campus attendance. The exception is the Oakhurst site which has great variability due to a small sample size (n=26) and is not stable.

Figure 1: I felt welcomed by college staff and was made to feel at ease

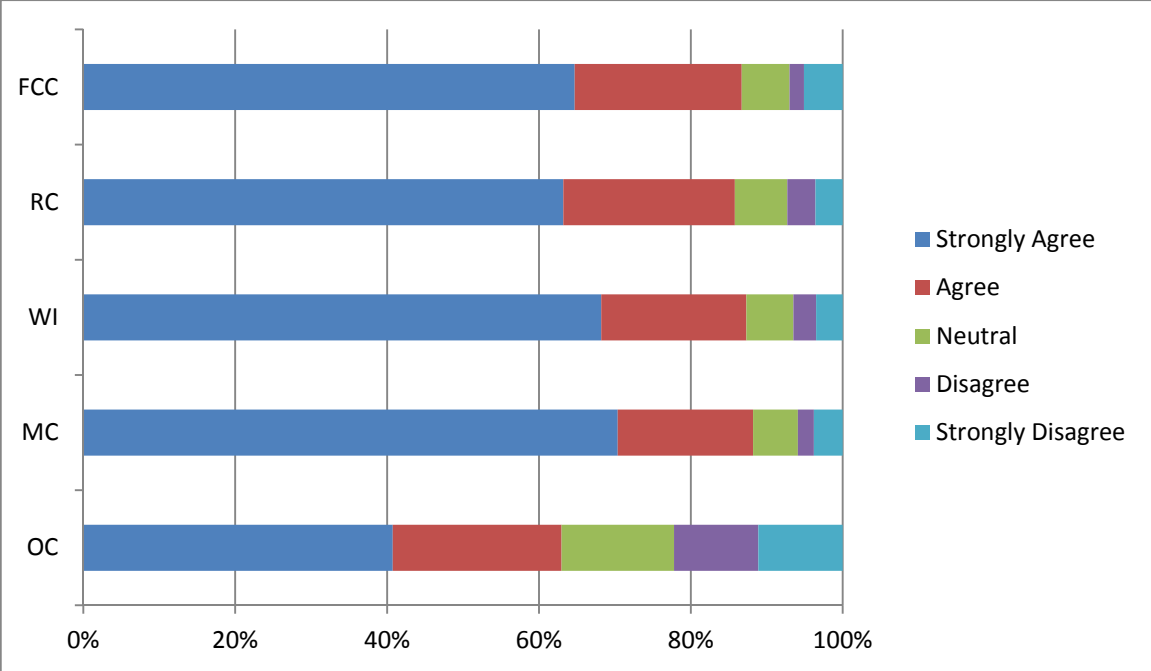


Figure 2: I felt that my time and effort spent at this event was worthwhile

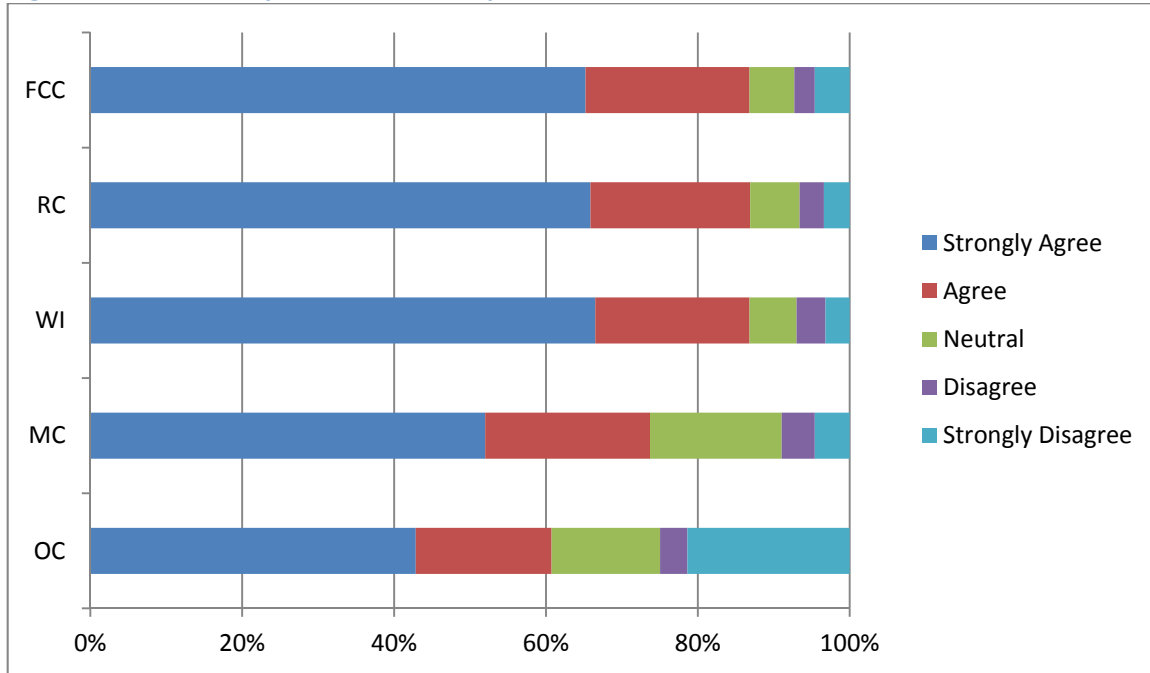


Figure 3: College Staff adequately explained the registration process

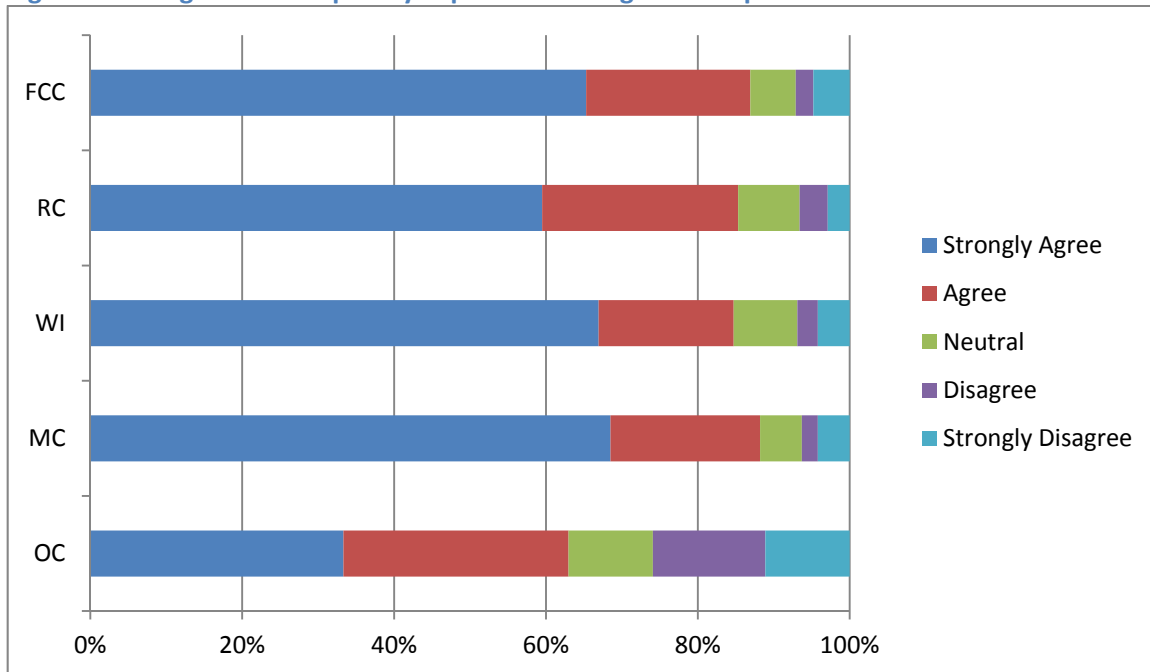


Figure 4: After getting help from college staff I am now more confident about going to college

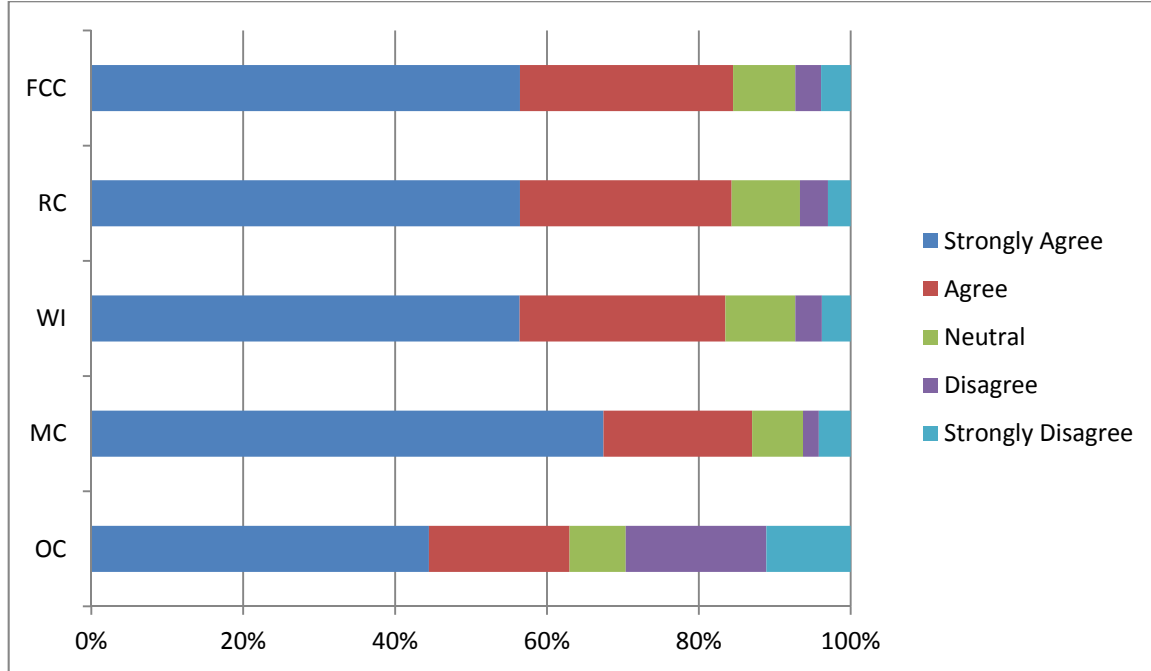
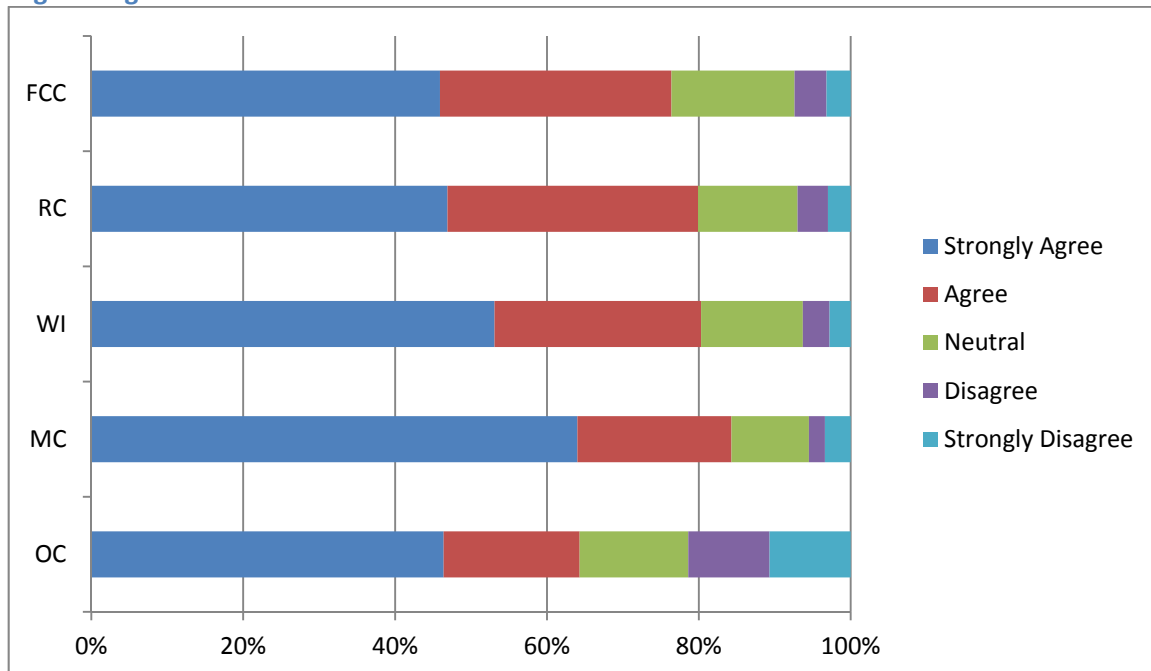


Figure 5: The RTG program did assist me matriculate into community college and resulted in me registering into coursework



The next section of statements referenced whether or not the student was able to register into appropriate coursework for their educational goal and their level of competency in English and math. Additionally, they were asked if appropriate resources were given so that they would be able to access needed services in the future. Once again, students had satisfaction in this area and response rates ranged from 4.25 (I registered into math and English courses appropriate to my skills and abilities) to 4.33 (I registered into appropriate coursework related to my educational goal) (Table 4).

Table 4: Means and standard deviations of items 6-8

Items 6-8	N	Mean	SD
I registered into appropriate coursework related to my educational goal.	2952	4.33	1.023
I registered into math and English courses appropriate to my skills and abilities.	2950	4.25	1.106
I was given resources (i.e., online orientation, Smart Start (RC) or Pre-SEP (FCC/NC), email activation, Web Advisor, etc.) to assist and guide me to access services and complete additional matriculation steps in the future.	2935	4.30	1.050

The following figures show response percentages by location for the individual statements (Figures 6 through 8).

Figure 6: I registered into appropriate coursework related to my educational goal

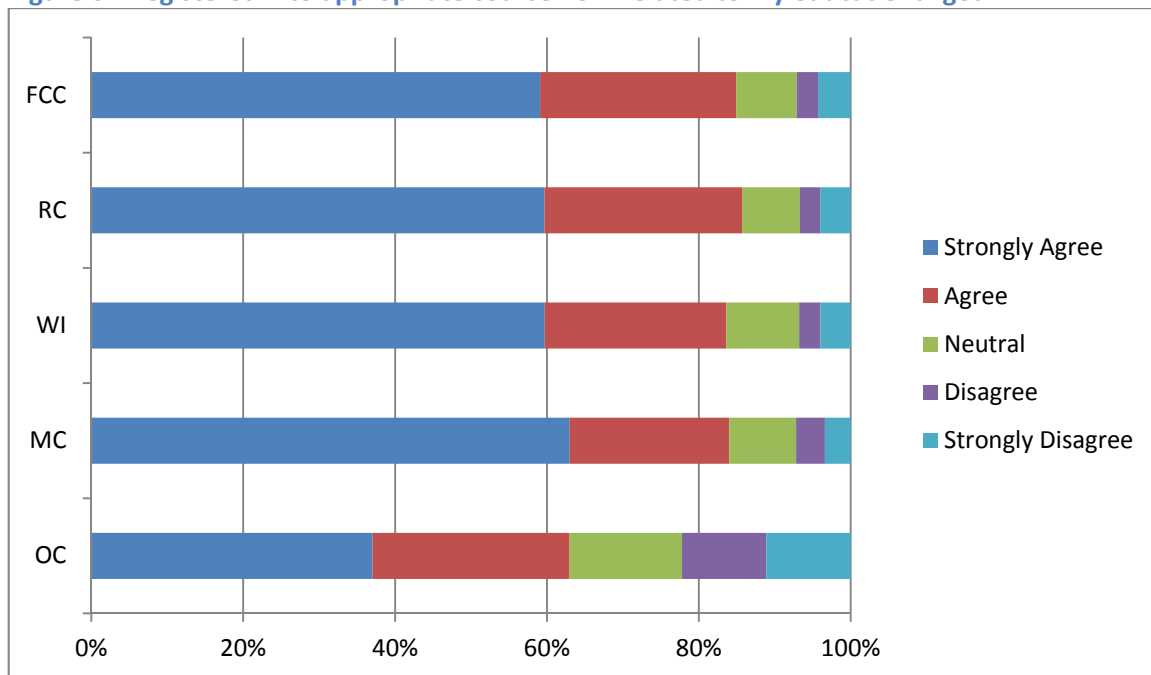


Figure 7: I registered into math and English courses as appropriate to my skills and abilities

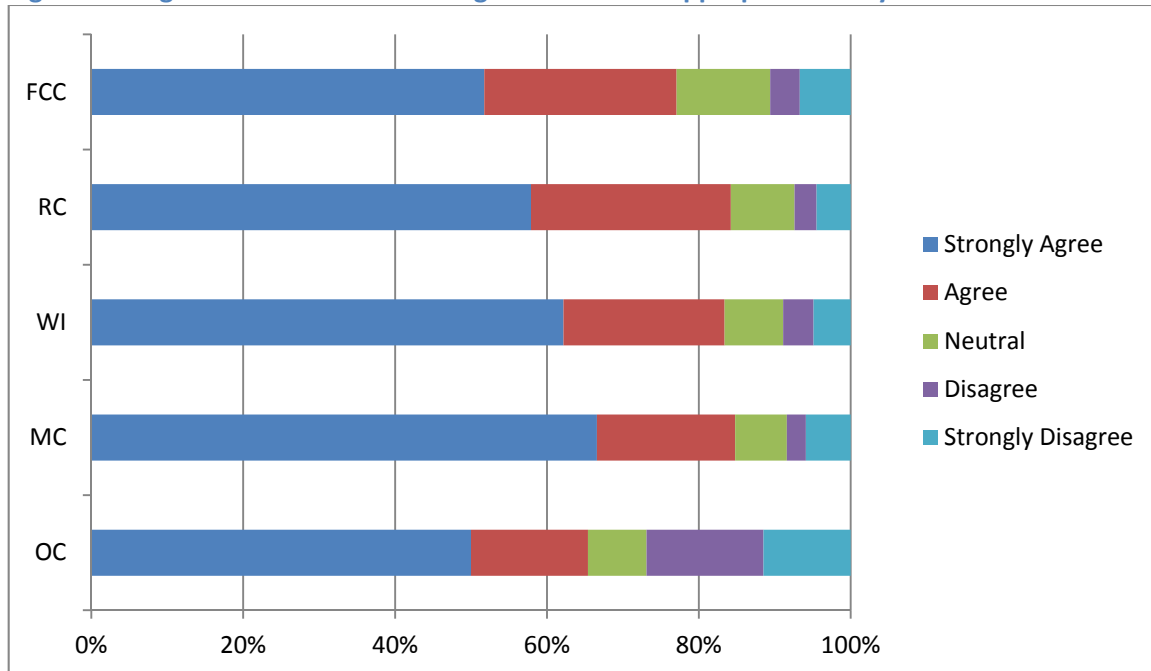
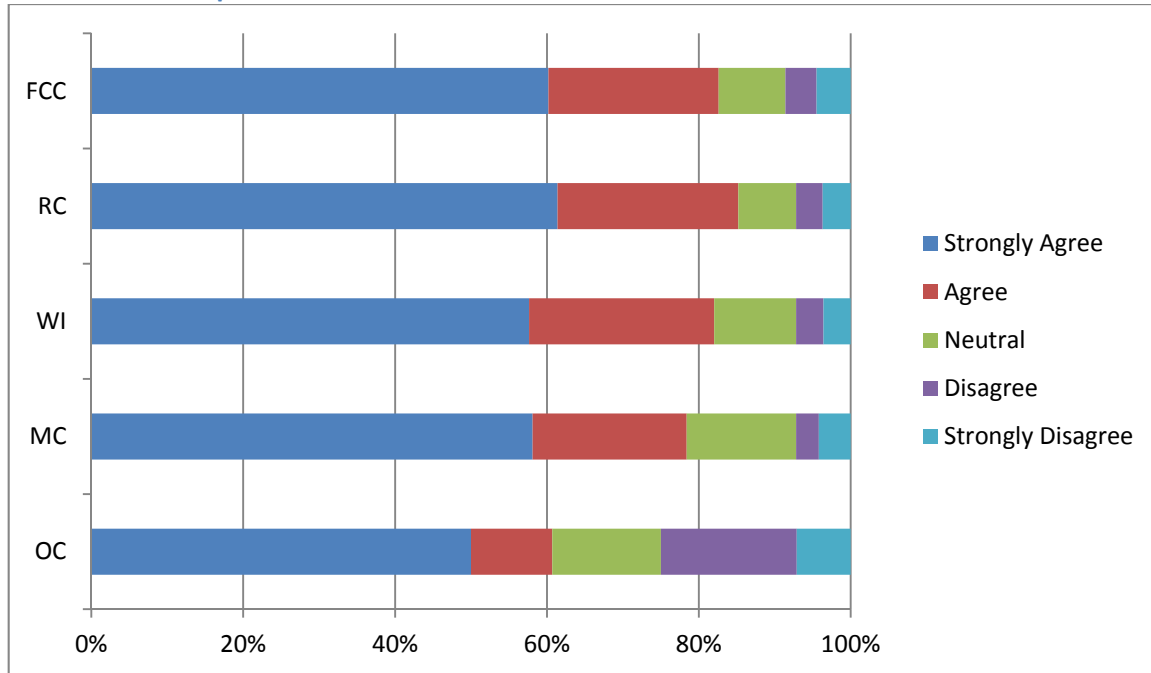


Figure 8: I was given resources (i.e., online orientation, Smart Start (RC) or Pre-SEP (FCC/NC), email activation, Web Advisor, etc.) to assist and guide me to access services and complete additional matriculation steps in the future



The next four items were a pulse of how students gauge their knowledge of the process before and after Reg-to-Go. As can be seen in Table 5, mean ratings went up in the follow up questions by quite a lot. Because of that, paired samples t-tests were performed by campus location. In every case, the follow up question was significantly higher than the original meaning students indicated they had a better understanding of what they would need to do in terms of college planning and preparation after the activity than before.

Table 5: Means and standard deviations of items 9-12

Items 9-12	N	Mean	SD
What was your knowledge of college planning and preparation prior to participating in the RTG process?	2948	3.28	1.028
What was your knowledge of college planning and preparation after participating in the RTG process?	2940	4.05	.869
What was your knowledge of the need to prepare early for college enrollment prior to receiving services in the RTG process?	2944	3.51	1.048
What was your knowledge of the need to prepare early for college enrollment after receiving services in the RTG process?	2932	4.09	.888

The information is presented below by response percentage by campus (Figures 9 through 12). Keep in mind the variability of Oakhurst due to small sample size.

Figure 9: What was your knowledge of college planning and preparation prior to participating in the RTG process?

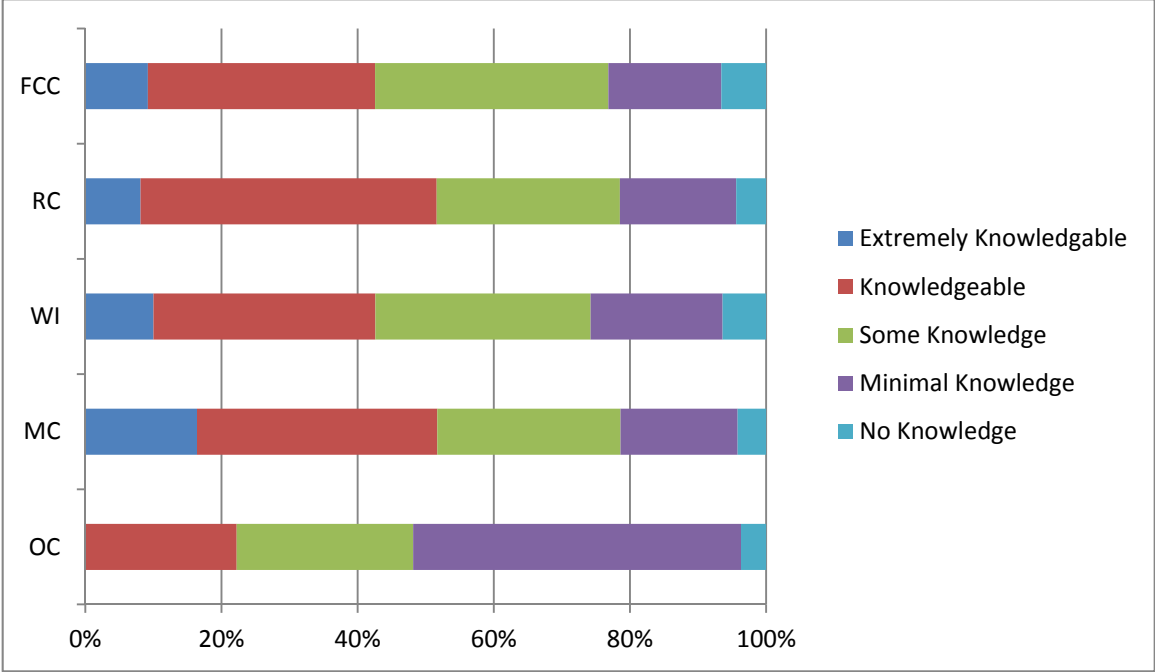


Figure 10: What was your knowledge of college planning and preparation after participating in the RTG process?

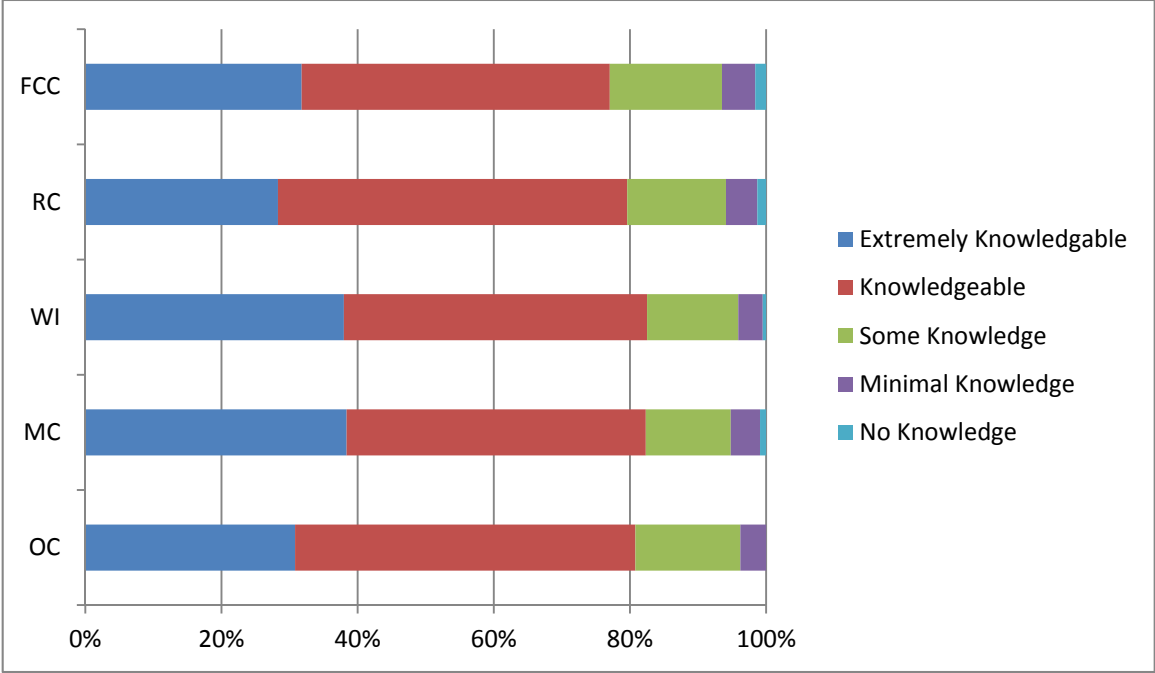


Figure 11: What was your knowledge of the need to prepare early for college enrollment prior to receiving services in the RTG process?

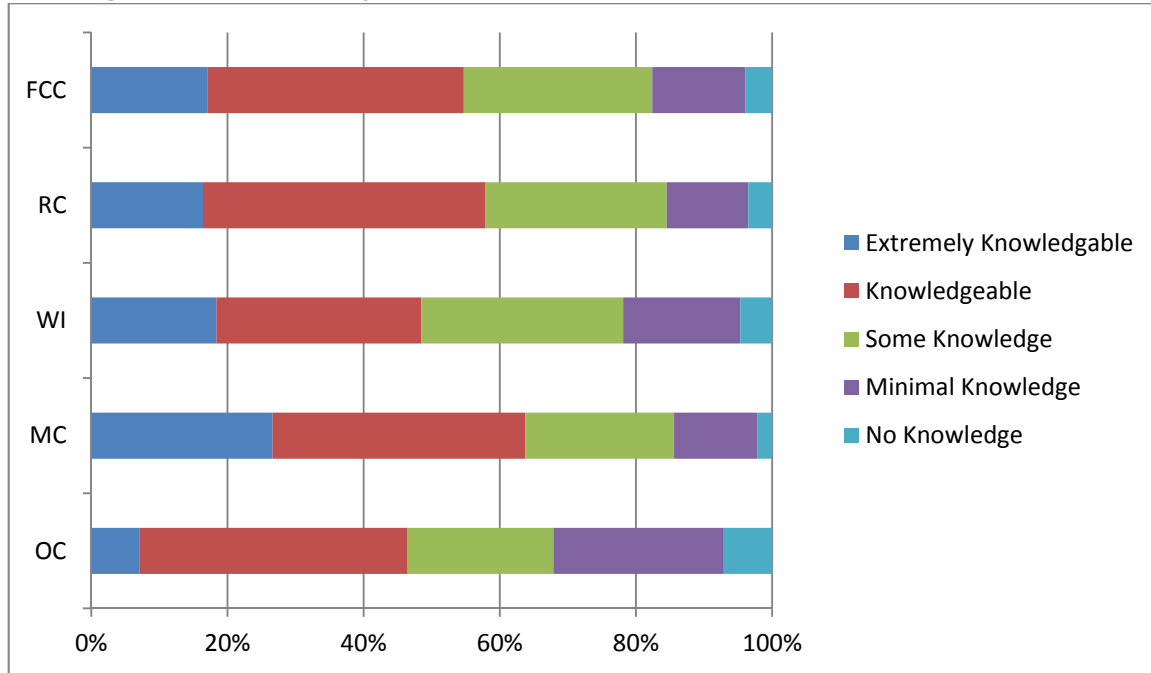
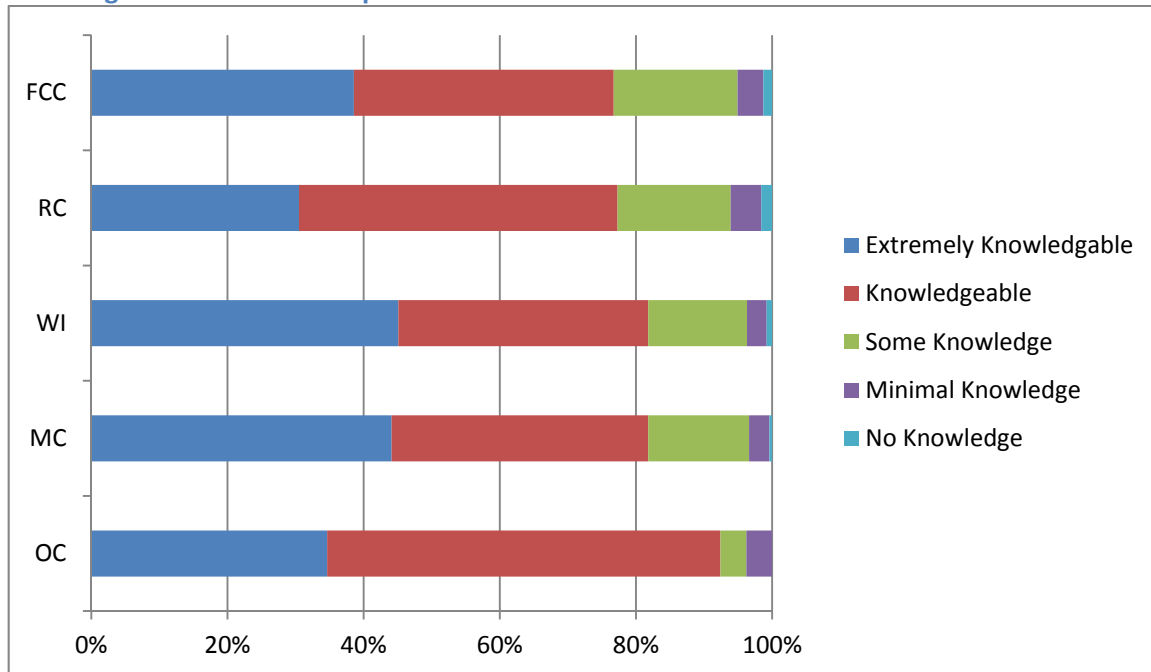
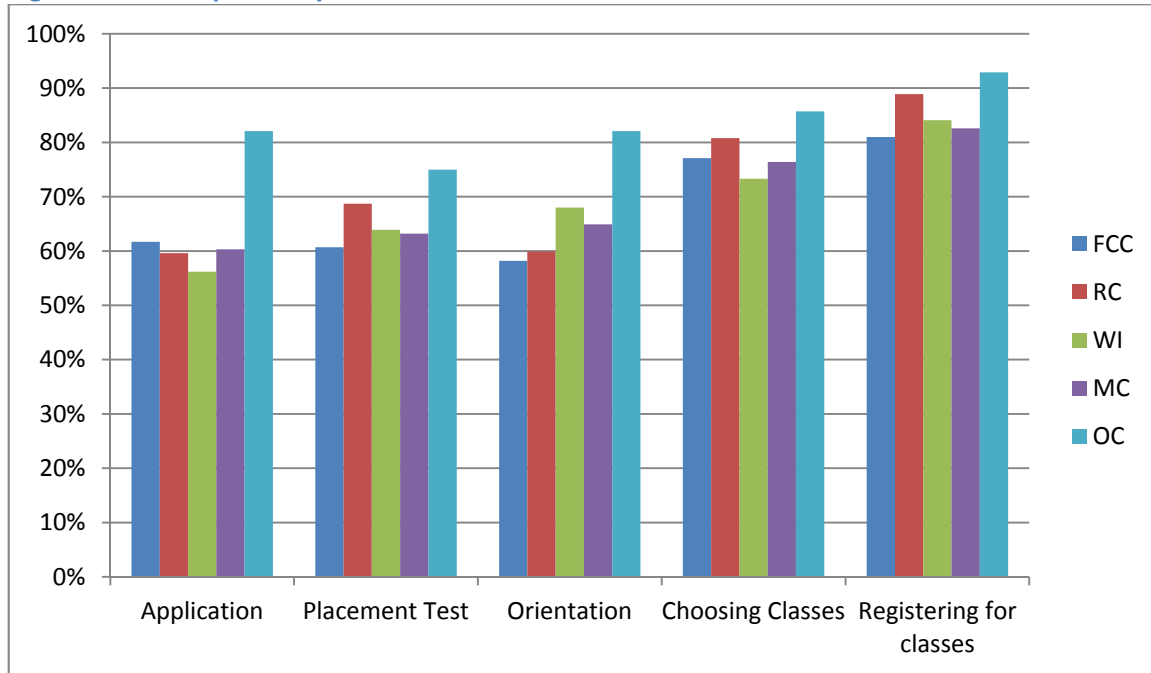


Figure 12: What was your knowledge of the need to prepare early for college enrollment after receiving services in the RTG process?



Students were then asked about which services they used during the Reg-to-Go process. Overall participation ranked from Application (59.8%) to Registering for Classes (85.0%). A breakdown of percentage by campus location is given below (Figure 13).

Figure 13: Participation by Service offered



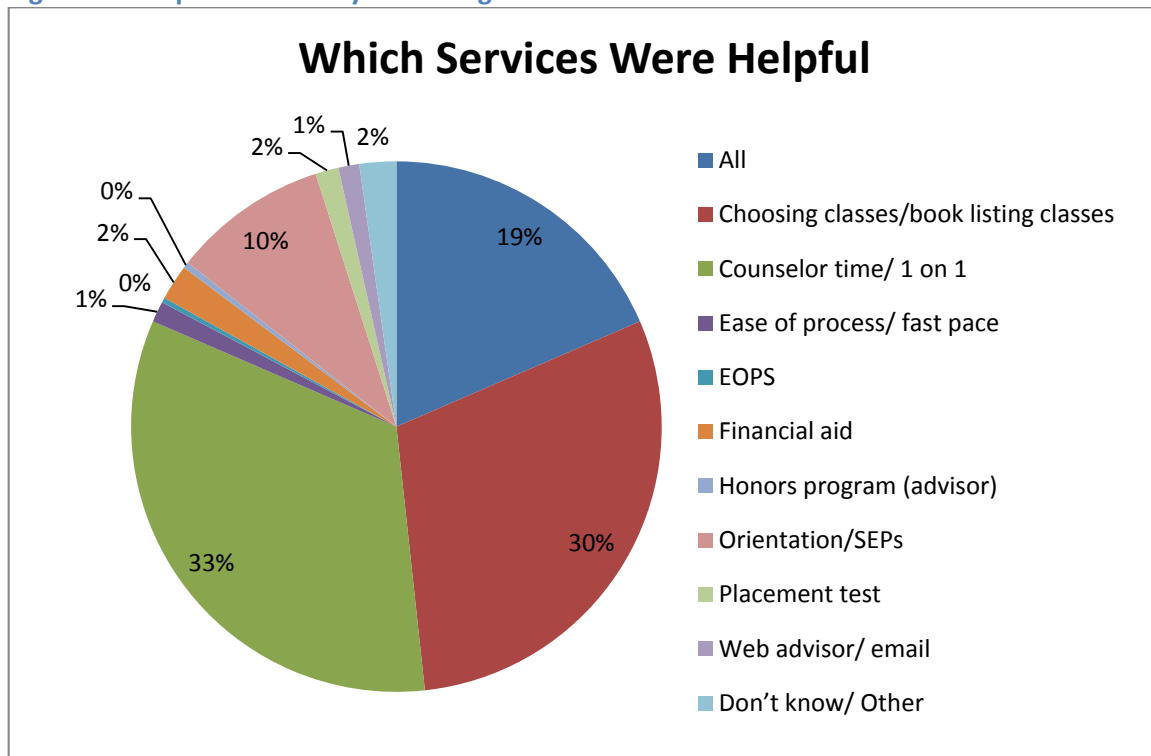
The final component of the survey asked for open ended feedback. The first question asked which services were helpful and why. The written response rate was quite high with 1,340 (45.6%) offering open responses. These responses were examined for similarities and grouped into 11 categories. For instance, the first category included sentiments about “all” services being helpful or “everything” was helpful with no specific service identified as more important than the others. Below is a listing of categories determined and general descriptions, followed by the results.

Table 6: Response rates and categories to Open Ended Question 1

Question 1: Which services did you think were helpful in the RTG process and why?	Elements in category
All	Everything was helpful (248)
Choosing classes/book listing classes	Help with what class to take, why it is important to take core classes, planning current and future terms, actual registration (etc.) (399)
Counselor time/ 1 on 1	One on one time with counselors or staff, people’s willingness to help in any way, the step by step explanations, answering all questions, generally complimentary to counselors and staff, how nice people were (etc.) (445)
Ease of process/ fast pace	Easy to follow, pace was good, necessary information is being obtained but not overwhelming, organized presentation, (etc.) (17)
EOPS	Specific to EOPS, helpful (4)

Financial aid	How the process was explained and made less intimidating, FAQs and information being disseminated (etc.) (29)
Honors program (advisor)	Counselor was very helpful, explained program (5)
Orientation/SEPs	Orientation answered many general questions, helped take away mystique of process, easy to follow, SEPs and why they are important, how to plan goals, (etc.) (127)
Placement test	Placement test helped in determining which class, help with process (etc.) (19)
Web advisor/ email	How to use, basic understanding of these features and resources (17)
Don't know/ Other	Site specific, too specific to categorize, (etc.) (30)

Figure 14: Helpful services by Percentage

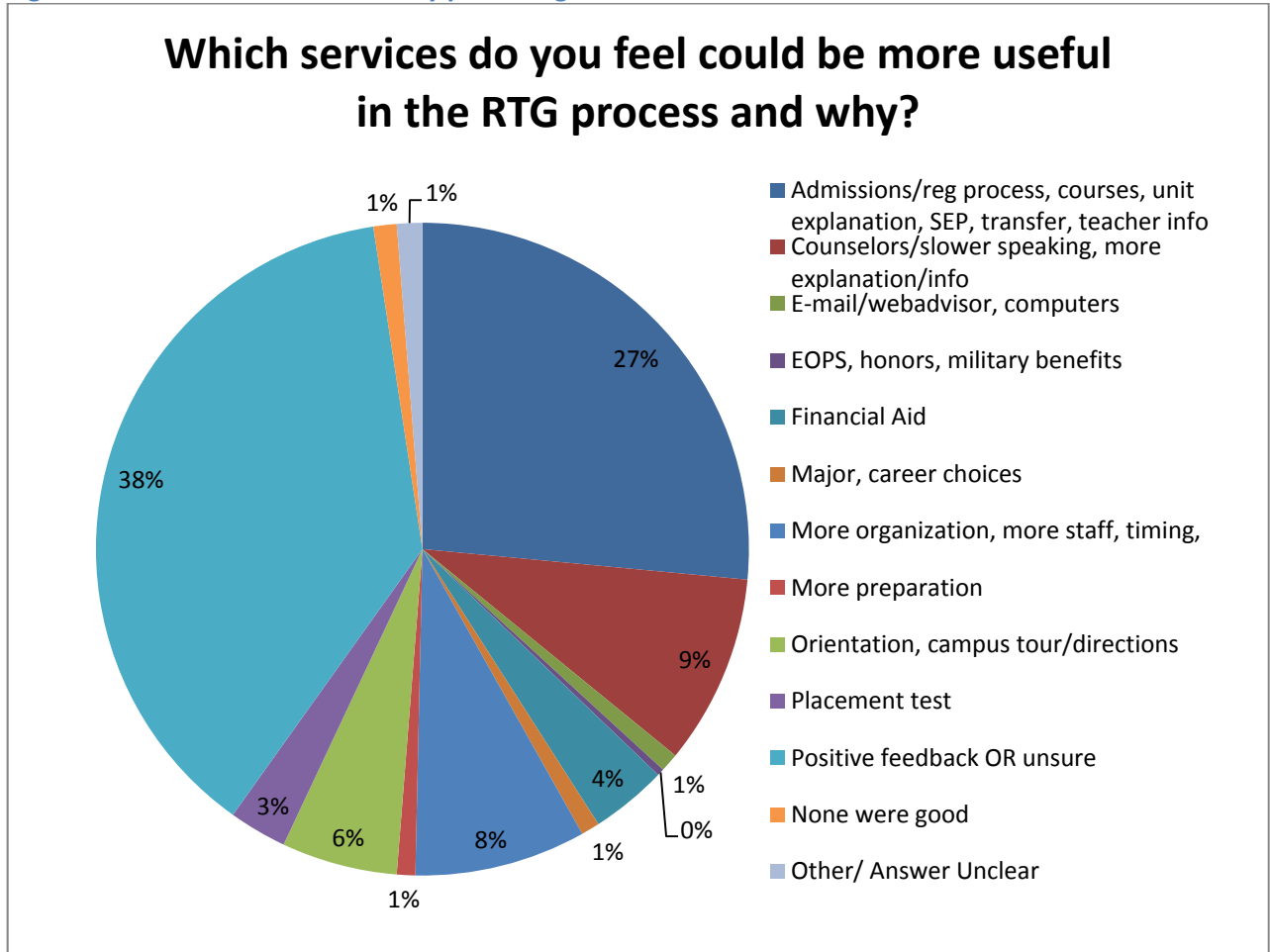


Question two asked which RTG services could have been more useful in the process and why. Answers on these were less clear. There were 872 comments and the grouping produced 13 categories.

Table 7: Response rates and categories to Open Ended Question 2

Question 2: Which services do you feel could be more useful in the RTG process and why?	Elements in Category
Admissions/reg process, courses, unit explanation, SEP, transfer, teacher info	Admissions process, how to register (specifically), SEP and how that contributes to next term planning, wait list, transfer units and what can transfer, faculty information, wait list, (etc.) (231)
Counselors/slower speaking, more explanation/info	Better explanation, slow presentation down, more one on one with counselors, (etc.) (82)
E-mail/web advisor, computers	More explanation regarding email, Web Advisor, complaints about process time of computers on site (8)
EOPS, honors, military benefits	How special programs work who is eligible (3)
Financial Aid	More information on financial aid, FAFSA explanation, too quick, fee deadlines and how fees are processed (etc.) (33)
Major, career choices	Making Career choices, options available, (etc.) (8)
More organization, more staff, timing,	Needed more organization (in general), more staff and counselors, more time, (etc.) (74)
More preparation	How to better prepare for the RTG (from the student stand point) (8)
Orientation, campus tour/directions	Orientation process too confusing, need more major specific information, more information on campus layout, (etc.) (50)
Placement test	Test should not be timed, too difficult, too confusing as to which test to take, (etc.) (25)
Positive feedback OR unsure	Feedback was positive, all services were good, no improvements needed, (etc.) (329)
None were good	All areas could have been more useful (10)
Other/ Answer Unclear	Answer not specific, unable to determine need (11)

Figure 15: Services 'not as useful' by percentage



Data Source: RC WI Office of Institutional Research

C. Placement Levels (See data for Objective 1.4)

1.2 Improve student success rates by increasing persistence and completion rates for all students.

Data for this objective:

- A. Student Success, Retention, GPA
- B. Graduation Rate
- C. Transfers and Transfer Rate
- D. Degrees/Certificates Awarded

A. Student Success, Retention, GPA by location – All Students

SUCCESS						
LOCATION	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
FCC	63.6%	63.0%	64.1%	65.5%	66.4%	68.7%
RC	63.6%	63.1%	62.7%	63.0%	65.5%	67.0%
WI	60.7%	62.3%	64.9%	67.3%	67.7%	70.2%
MC	64.6%	65.4%	66.7%	68.0%	66.5%	66.7%
OC	64.0%	62.2%	67.4%	65.9%	69.8%	71.0%
LOCATION	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
RETENTION						
FCC	85.5%	85.9%	87.1%	88.6%	89.0%	90.2%
RC	86.1%	87.1%	87.5%	88.5%	90.0%	90.8%
WI	86.5%	87.2%	88.8%	90.1%	90.1%	90.6%
MC	87.7%	88.5%	90.7%	91.7%	90.8%	91.1%
OC	83.8%	86.0%	85.5%	87.9%	89.4%	89.6%
GPA						
LOCATION	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
FCC	2.32	2.30	2.30	2.28	2.31	2.39
RC	2.30	2.30	2.22	2.21	2.24	2.26
WI	2.25	2.29	2.32	2.37	2.39	2.44
MC	2.37	2.36	2.34	2.32	2.28	2.33
OC	2.59	2.49	2.57	2.49	2.59	2.58

Definitions:

1. **Success** – Percentage of students who receive a passing/satisfactory grade (A, B, C, or P (Pass)).
2. **Retention** – Percentage of student who completed course with a grade.
3. **GPA** – Grade Point Average.

B. Graduation Rate

Graduation Rate within 150% Normal Time	Graduated by 2007	Graduated by 2008	Graduated by 2009	Graduated by 2010
	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort
FCC Cohort	2,072	2,503	2,147	2,266
Graduates within 150% Normal Time	361	417	392	398
FCC Graduation Rate	18%	17%	18%	18%
National Public 2-Year Institutions Graduation Rate	20%	21%	20%	20%
Graduation Rate within 150% Normal Time	Graduated by 2007	Graduated by 2008	Graduated by 2009	Graduated by 2010
	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort
RC Cohort (All Centers Combined)	1,183	1,428	1,367	1,472
Graduates within 150% Normal Time	238	302	285	332
RC Graduation Rate	20%	21%	21%	23%
National Public 2-Year Institutions Graduation Rate	20%	21%	20%	20%

Note 1: Data are from IPEDS (Integrated Postsecondary Education Data System).

Note 2: Graduation rate is calculated based on first-time, full-time, and degree-seeking student cohorts who graduated within 150% normal time (3 years for associate degree and 1.5 years for certificate)

Note 3: Data for RC are all centers combined.

C. Transfers and Transfer Rate

FCC 3 Year and 6 Year Transfer Rate vs. Statewide Transfer Rate

Transfer rates are calculated using an official methodology developed by the California State Chancellor's Office. The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. Transfer cohort students are attributed uniquely to one "home" community college based on where they earned most of their units. The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment. A data match with the National Student Clearinghouse (NSC), University of California (UC), and California State University (CSU) data provided information on the enrollment of former California Community College students at public and private four-year transfer institutions within the United States.

FCC Transfer Rate	COHORT YEAR				
3 Year Transfer Rate	2001-02	2002-03	2003-04	2004-05	2005-06
FCC 3 Year Transfer Rate	15%	14%	15%	14%	14%
Statewide 3 Year Transfer Rate	13%	13%	15%	14%	15%
6 Year Transfer Rate					
FCC 6 Year Transfer Rate	41%	38%	40%	39%	40%
Statewide 6 Year Transfer Rate	40%	40%	42%	41%	42%
RC Transfer Rate	COHORT YEAR				
3 Year Transfer Rate	2001-02	2002-03	2003-04	2004-05	2005-06
RC 3 Year Transfer Rate	18%	15%	17%	15%	19%
Statewide 3 Year Transfer Rate	13%	13%	15%	14%	15%
6 Year Transfer Rate					
RC 6 Year Transfer Rate	42%	42%	44%	39%	44%
Statewide 6 Year Transfer Rate	40%	40%	42%	41%	42%

Note 1: Data are from State Chancellor's Office DataMart.

Note 2: The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. Transfer cohort students are attributed uniquely to one "home" community college based on where they earned most of their units.

RC, WI, MC and OC Transfer Rate of Incoming Freshmen (Cohorts transferred by Summer 2012)

The following tables are the product of a query for the High School reports. Cohorts were made of incoming freshmen students (directly from high school) by high school location. They were then matched to the term files and if a student enrolled at any Reedley College location (RC, WI, MC, or OC) directly after high school, they are counted in the cohort. Primary campus location was determined by course enrollment of students. While some students did enroll in more than one campus, campus location is not duplicated and students are counted in only one cohort. Last term was determined to create a data set that was sent to the National Student Clearinghouse.

Please be aware that the students were not screened as they are for IPEDS reporting which takes a more stringent look at the student and considers if they are transfer ready or prepared. This particular data is not meant to mimic the IPEDS data in that aspect. Rather it is an attempt to determine *by campus location* information that is not readily available anywhere else.

In addition, this transfer data reflects a query done in summer 2012. Therefore, not all cohorts had the same time span to transfer. Those who graduated in 2007 and had a first year attendance at RC during 2007-2008 have had a full 4 years after their first term to transfer. Compare them to students who graduated high school in spring 2009 and began Reedley College in fall 2009. They would have had only 2 years in which to transfer. The table reflects the diminishing percentages by cohort for this reason.

This data has been updated and will continue to be updated annually until a cohort reaches 6 years after first term at which point the data will be completed. The rationale is that years to transfer will be comparable across years while still being within a time frame that is an industry standard.

Cohort Start Term	Reedley		Willow		Madera		Oakhurst	
	Count	%	Count	%	Count	%	Count	%
2007fa	153	17.79%	164	29.29%	52	14.48%	25	33.78%
2008fa	161	14.88%	173	30.24%	51	13.01%	16	21.62%
2009fa	94	10.26%	118	21.26%	24	7.34%	4	6.90%

Count = number of students in the cohort beginning with a first term after HS who subsequently transferred to a four year university.

% = percentage of the total number of incoming freshmen directly from the local area high schools that year who subsequently transferred to a four year university.

Note: Not all cohorts had the same time span to transfer.

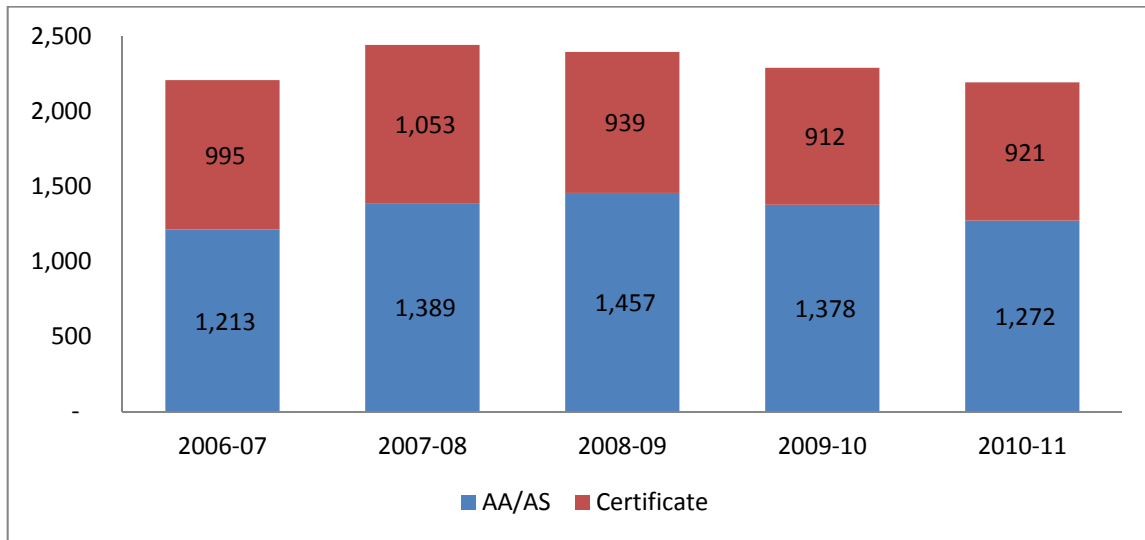
Top 10 Transfer Destinations for SCCC Students

Top 10 Transfer Destinations for SCCC Students
2005-2006 to 2009-2010
CSU Fresno
University of Phoenix
Fresno Pacific University
National University
Devry University, Fremont
CSU Sacramento
UC Davis
Cal Poly San Luis Obispo
UCLA
CSU Humboldt

D. Degrees and Certificates Awarded

Degrees and Certificates Awarded at FCC

Degree/Certificate Award Year	AA/AS	Certificate	Total
2006-07	1,213	995	2,208
2007-08	1,389	1,053	2,442
2008-09	1,457	939	2,396
2009-10	1,378	912	2,290
2010-11	1,272	921	2,193

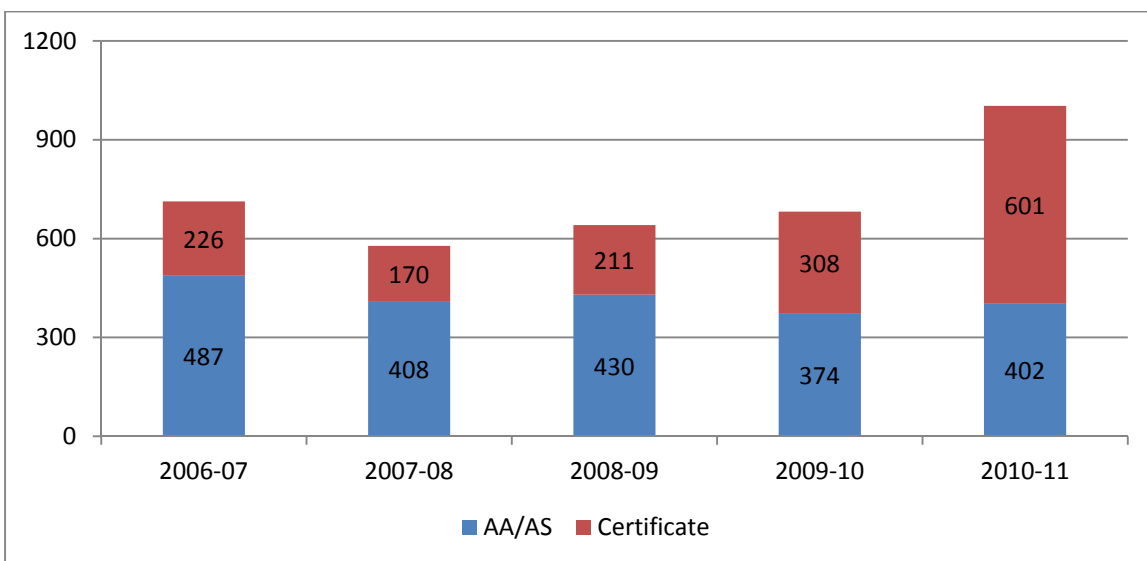


Note: Certificates include all credit and non-credit certificates entered into DataTel. 2011-12 data are not complete at this time.

Degrees and Certificates Awarded at RC

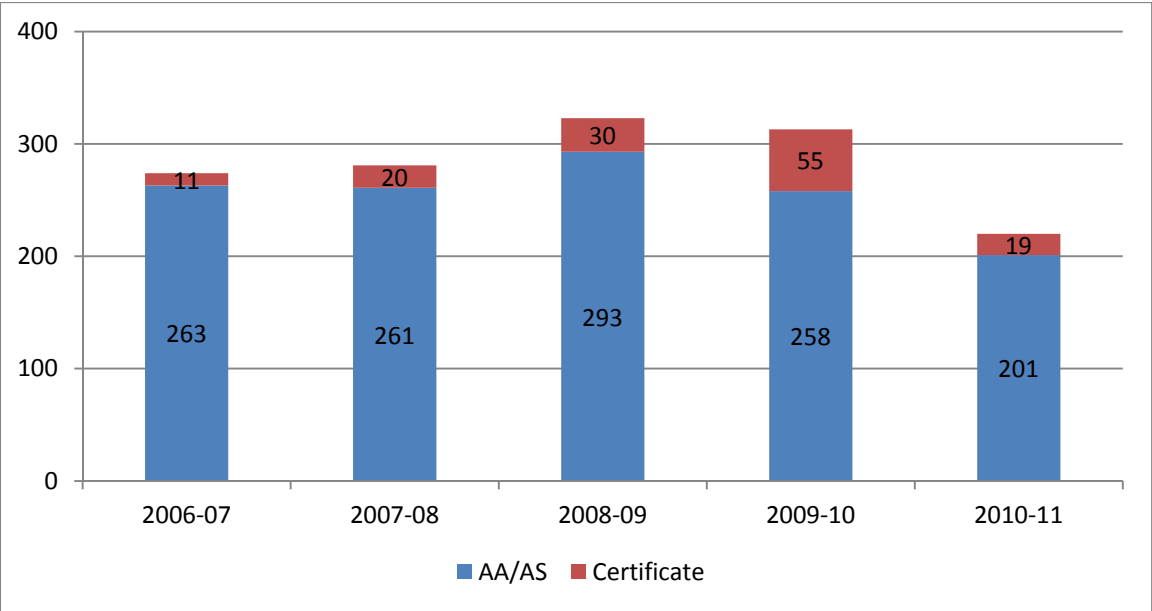
Degree/Certificate Award Year	AA/AS	Certificate	Total
2006-07	487	226	713
2007-08	408	170	578
2008-09	430	211	641
2009-10	374	308	682
2010-11	402	601	1,003

Data Source: SQL Database; RC WI Office of Institutional Research



Degrees and Certificates Awarded at NC

Degree/Certificate Award Year	AA/AS	Certificate	Total
2006-07	263	11	274
2007-08	261	20	281
2008-09	293	30	323
2009-10	258	55	313
2010-11	201	19	220



1.3 Create a comprehensive Student Services Delivery Plan for all campuses and centers.

Data for this objective: Inventory of Services at each College/Center

FCC	REEDLEY	WILLOW	MADERA
Admissions & Records	Admissions & Records	Admissions & Records	Admissions &
Assessment Center	Assessment Center	Assessment Testing	Records
Bookstore	Bookstore	ASG	Bookstore
CalWORKs	CalWORKs	Bookstore	College Business
Camino Hacio de Futura Program	Career Resource Center	CalWORKs	Office
Career & Employment Center	College Business Office	College Relations	CalWORKs
College Business Office	Disabled Student Programs & Services	Counseling	College Center
College Relations	Early Alert	DSPS	DSPS
Disabled Student Programs & Services EOPS	EOPS	High School Enrichment	EOPS
Financial Aid & Scholarships	Financial Aid	Honors	Financial Aid
General Counseling	General Counseling	NCAAP – High School Enrichment with Clovis	General Counseling
Health Services	Health Services	North	Health Services
IDILE Program	Job Placement	Nursing Services	School Relations
Library & Student Learning	Library & Learning Resource Center	Transfer Services	Library/Learning Resource Center
Support Services	Outreach and Recruitment	TRIO	
Placement Testing	Placement Testing	Tutorial Services	
Psychological Services	Psychological Services		
Student Activities	Scholarships		
Student Success Computer Lab	School Relations		
SYMBAA Program	Student Activities		
Transfer Center	Transfer Center		
Tutoring	Tutorial Center		
Upward Bound/TRIO	Upward Bound		
USEEA Program	Writing Center		
Veterans & International Student Services			
Writing and Reading Center			

1.4 Analyze current student assessment processes and outcomes and ensure cohesion across all District locations.

Data for this objective: Placement Levels

FCC Placement Levels from 2007-08 to 2011-12 (Placement tests only)

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	N=		N=		N=		N=		N=	
WRITING		10067		11286		10211		7852		7891
Undetermined	6	0%	11	0%	22	0%	8	0%	6	0%
Take CELSA	1,201	12%	1,137	10%	1,049	10%	610	8%	1,073	14%
Visit DSPS	456	5%	411	4%	372	4%	276	4%	265	3%
Eng 250	1,698	17%	2,136	19%	1,839	18%	1,545	20%	1,281	16%
Eng 252	1,684	17%	1,573	14%	1,487	15%	1,179	15%	1,172	15%
Eng 125	4,116	41%	4,649	41%	4,275	42%	3,228	41%	3,313	42%
MetCompetency	38	0%	47	0%	48	0%	42	1%	21	0%
Eng 1A (Transfer Lvl)	1,164	12%	1,312	12%	1,116	11%	864	11%	760	10%
READING										
Undetermined	17	0%	16	0%	29	0%	14	0%	9	0%
Take CELSA	1,461	15%	1,414	13%	1,392	14%	888	11%	1,151	15%
Visit DSPS	481	5%	543	5%	543	5%	309	4%	290	4%
Eng 260	2,497	25%	3,005	27%	2,630	26%	2,133	27%	1,930	24%
Eng 262	1,856	18%	2,141	19%	1,991	19%	1,526	19%	1,459	18%
Eng 126	1,909	19%	2,140	19%	1,935	19%	1,530	19%	1,535	19%
Met Competency	687	7%	804	7%	763	7%	591	8%	542	7%
Eng 1A (Transfer Lvl)	1,164	12%	1,312	12%	1,116	11%	864	11%	760	10%
MATH		10245		10312		8617		5558		4639
Undetermined	133	1%	87	1%	55	1%	52	1%	61	1%
Math 260A-D	5,245	51%	6,496	63%	5,654	66%	3,678	66%	3,083	66%
Math 255	1,719	17%	1,382	13%	1,228	14%	739	13%	676	15%
Math 101	2,333	23%	1,882	18%	1,410	16%	881	16%	740	16%
Math 103	725	7%	427	4%	253	3%	186	3%	159	3%
Transfer Lvl	90	1%	28	0%	18	0%	22	0%	20	0%
ENGLISH AS A SECOND LANGUAGE (CELSA)		2031		2304		1956		1928		717**
ESL 263W/R	227	11%	247	11%	187	10%	218	11%	118	16%
ESL 264W/R	465	23%	515	22%	139	7%	201	10%	116	16%
ESL 265W/R	761	37%	908	39%	542	28%	645	33%	250	35%
ESL 67/68	389	19%	470	20%	802	41%	693	36%	189	26%
Met Writing Reqt*	102	5%	115	5%	-	-	-	-	-	-
Met Reading Reqt*	95	5%	106	5%	-	-	-	-	-	-
Eng 1A (Transfer Lvl)	45	2%	57	2%	290	15%	171	9%	44	6%

Note 1: Data are from FCC Assessment Office.

Note 2: Annual data are from June to July of each year. Data only include placement levels by tests only not include students who were placed by multiple measures.

*Note 3: ESL placement was tested into same level of Reading and Writing since 2009-10.

***Note 4: Fresno Unified High Schools changed the way to identify ESL students this year so fewer students took CELSA test.*

Note 5: Due to the complicated placement testing process so some numbers may not add up to 100%.

Placement Levels for Reedley College – All Centers Combined

PLACEMENT TEST FREQUENCIES ALL CENTERS COMBINED (ACCUPLACER + COMPANION+CELSA) 2009-2012									
	PLACEMENT	2009		2010		2011		2012	
MATH	Math 250 (College Arithmetic) (3 below)	842	25%	1037	24%	1113	22%	836	24%
	Math 101 (Elementary Algebra) (2 below)	1588	47%	2005	46%	2000	39%	1,556	45%
	Math 103 (Intermediate Algebra) (1 below)	166	5%	341	8%	1189	23%	1,034	30%
	Eligible for higher level math. See Coun./Advisor (Transfer)	752	22%	989	23%	776	15%	42	1%
	TOTAL	3348	100%	4372	100%	5078	100%	3468	100%
ENGLISH	English 250 (Basic Writing) (3 below)	NA	NA	1	0%	1	0%	NA	NA
	English 252 (Writing Improvement) (2 below)	599	18%	768	16%	670	13%	578	14%
	English 125 (Writing Skills for College) (1 below)	2332	68%	3226	68%	3532	71%	2,908	68%
	English 1A (Composition & Reading) (transfer)	483	14%	718	15%	788	16%	760	18%
	TOTAL	3414	100%	4712	100%	4991	100%	4246	100%
READING	English 260 (Basic Reading) (3 below)	NA	NA	1	0%	0	0%	NA	NA
	English 262 (Reading Improvement) (2 below)	949	27%	1049	23%	1142	23%	850	20%
	English 126 (Reading Skills for College) (1 below)	1387	40%	1973	42%	2056	41%	1,739	41%
	Met reading requirement for AA/AS Degree (transfer)	1128	33%	1628	35%	1826	36%	1,607	38%
	TOTAL	3464	100%	4650	100%	5024	100%	4196	100%
ESL	ESL 260 (Entry level) (7 below)	47	28%	16	22%	31	37%	41	39%
	ESL 261 (6 below)	45	26%	20	28%	27	33%	27	25%
	ESL 264 (5 below)	52	31%	23	32%	19	23%	29	27%
	ESL 265 (4 below)	23	14%	12	17%	6	7%	8	8%
	ESL 266 or take CPT for placement (3 below)	3	2%	1	1%	0	0%	1	1%
	TOTAL	170	100%	72	100%	83	100%	107	100%

1.5 Increase students' campus and community engagement.

Students' campus and community engagement data are not currently tracked extensively especially community engagement. FCC, Willow International, and Madera Student Activities Offices tracked student participation for some key college activities.

FCC Student Activities:

FCC Student Activities	2007	2008	2009	2010	2011	2012
# of Events	68	75	44	105	178	112
# of Attendees	28058	46948	38724	56266	59443	24029

Source: FCC Student Activities Office

Note: Students/Attendees may be duplicated between different events.

WI and MC Student Activities:

2011-2012 Student Activities	Willow International Community College Center	Madera Center
# of Events	10	10
# of Attendees	445	616

Goal 2: Student Access

SCCCD recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.

2.1 Evaluate student access for all communities and develop a districtwide Enrollment Management Plan to optimize the District presence in all areas of the District.

Data for this objective:

- A. Course Offerings/FTES at SCCC
- B. Student Enrollment by Location
- C. Top 10 Zip Codes of SCCC Students
- D. Student Demographics of Top 10 Zip Codes
- E. Ethnic Distribution of SCCC Service Area Population and SCCC Students

A. Course Offerings/FTES at SCCC

Course Offerings/FTES for Fall Terms

College/Centers	2007FA		2008FA		2009FA		2010FA		2011FA	
	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES
FCC Face-to-Face	2158	7494.8	2233	8420.5	2144	8532.2	2090	8228.7	1849	6762.0
FCC DE	65	156.2	92	236.2	93	257.5	85	222.5	77	188.2
FCC Total	2223	7651.0	2325	8656.6	2237	8789.8	2175	8451.2	1926	6950.2
RC Face-to-Face	665	2237.2	670	2295.6	680	2495.0	636	2510.5	583	2265.1
RC DE	39	96.0	46	142.3	44	141.2	44	140.7	43	138.1
RC Total	704	2333.2	716	2437.8	724	2636.2	680	2651.2	626	2403.3
WI Face-to-Face	343	1319.3	362	1522.3	354	1611.7	320	1552.3	342	1535.4
WI-DE	26	23.2	27	89.5	40	118.4	26	99.3	28	100.7
WI Total	369	1342.5	389	1611.8	394	1730.1	346	1651.6	370	1636.2
MC Face-to-Face	230	720.9	280	808.4	269	883.4	236	791.1	232	781.1
MC DE	12	14.3	9	25.7	20	35.3	7	24.3	9	29.0
MC Total	242	735.2	289	834.1	289	918.7	243	815.3	241	810.0
OC Face-to-Face	54	112.1	56	115.7	51	125.2	41	120.2	41	106.5
OC DE	9	14.7	5	16.7	19	29.3	6	22.4	7	25.5
OC Total	63	126.8	61	132.4	70	154.5	47	142.6	48	132.0
SCCCD Total	3601	12188.6	3780	13672.8	3714	14229.2	3491	13712.0	3211	11931.6

Sources: Aterm FTES (State CCFS-320 FTES report data)

Course Offerings/FTES for Spring Terms

College/Centers	2008SP		2009SP		2010SP		2011SP		2012SP	
	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES
FCC Face-to-Face	2083	7596.5	2181	8123.9	1954	8045.1	1922	7505.3	1940	7563.0
FCC DE	71	182.6	100	252.0	73	208.8	80	221.2	91	230.3
FCC	2154	7779.0	2281	8375.9	2027	8253.9	2002	7726.5	2031	7793.4
RC Face-to-Face	711	1998.3	710	2218.6	658	2352.4	622	2321.2	600	2191.8
RC DE	40	95.4	38	113.7	46	157.1	45	152.5	45	152.8
RC Total	751	2093.7	748	2332.3	704	2509.5	667	2473.7	645	2344.6
WI Face-to-Face	344	1246.3	375	1501.4	337	1498.1	321	1479.8	334	1449.6
WI-DE	24	49.9	42	125.7	34	109.2	31	102.4	30	102.3
WI Total	368	1296.2	417	1627.1	371	1607.3	352	1582.2	364	1552.0
MC Face-to-Face	255	702.1	269	830.7	243	823.8	246	798.4	249	807.5
MC DE	13	11.6	12	26.0	19	40.1	10	30.4	10	33.0
MC Total	268	713.7	281	856.7	262	863.8	256	828.8	259	840.5
OC Face-to-Face	61	105.1	62	109.2	44	125.2	38	95.0	38	89.3
OC DE	13	11.4	10	26.5	14	24.7	7	26.6	7	25.1
OC Total	74	116.5	72	135.7	58	149.9	45	121.6	45	114.4
SCCCD Total	3615	11999.1	3799	13327.7	3422	13384.5	3322	12732.9	3344	12644.8

Sources: Aterm FTES (State CCFS-320 FTES report data)

Course Offerings/FTES for Summer Terms

College/Centers	2007SU		2008SU		2009SU		2010SU		2011SU	
	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES
Face-to-Face	522	1823.5	525	1939.6	480	2023.6	438	1812.1	199	875.3
Online	24	36.2	27	65.7	38	122.2	16	42.5	9	17.3
FCC	546	1859.7	552	2005.3	518	2145.8	454	1854.6	208	892.5
RC Face-to-Face	136	312.4	132	298.1	115	337.2	110	318.7	53	182.4
RC DE	25	58.2	31	84.6	33	103.4	32	99.0	6	24.0
RC	161	370.6	163	382.7	148	440.6	142	417.7	59	206.4
WI Face-to-Face	71	210.9	54	216.0	42	195.8	41	180.5	17	82.2
WI DE	6	10.2	11	29.3	11	20.9	9	31.3	7	26.9
WI Total	77	221.1	65	245.4	53	216.6	50	211.8	24	109.1
MC	34	93.9	38	106.3	35	125.6	32	106.6	16	41.2
M.WEB	5	4.3	1	0.1	11	11.3	1	3.9	1	3.6
MC Total	39	98.2	39	106.5	46	137.0	33	110.5	17	44.8
OC	6	7.8	7	7.9	9	6.4	6	12.1		
O.WEB	4	2.3	5	1.2	15	25.9	6	23.9	1	4.1
OC Total	10	10.1	12	9.1	24	32.3	12	36.0	1	4.1
SCCCD Total	833	2559.6	831	2748.9	789	2972.3	691	2630.6	309	1256.9

Sources: Aterm FTES (State CCFS-320 FTES report data)

B. Unduplicated Headcount by Location

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Fresno City College	23,421	23,326	25,622	26,737	24,563	20,481
Reedley College	5,698	5,926	6,458	6,991	7,032	6,702
Willow International Center	4,386	4,679	5,531	5,925	5,628	5,562
Madera Center/ Oakhurst	2,733	2,964	3,402	3,806	3,377	3,302

Demographic Trends by location

Fresno City College	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American/non-Hispanic	8%	8%	8%	8%	8%	8%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%
Asian/ Pacific Islander	15%	15%	15%	16%	17%	18%
Hispanic	35%	36%	38%	39%	42%	45%
White/non-Hispanic	29%	28%	26%	26%	25%	24%
Unknown	12%	12%	12%	11%	6%	4%

Reedley College	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American/non-Hispanic	3%	3%	2%	2%	2%	3%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	1%
Asian/ Pacific Islander	4%	5%	5%	5%	5%	5%
Hispanic	60%	59%	59%	60%	64%	64%
White/non-Hispanic	22%	24%	23%	22%	22%	22%
Unknown	10%	9%	9%	10%	6%	5%

Willow International Center	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American/non-Hispanic	3%	3%	3%	3%	4%	4%
American Indian/Alaskan Native	2%	2%	2%	1%	2%	2%
Asian/ Pacific Islander	8%	9%	8%	10%	11%	11%
Hispanic	24%	25%	24%	25%	28%	31%
White/non-Hispanic	52%	50%	51%	51%	48%	48%
Unknown	12%	12%	12%	10%	8%	5%

Madera Center/Oakhurst	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American/non-Hispanic	3%	2%	3%	3%	3%	3%
American Indian/Alaskan Native	1%	1%	2%	1%	2%	2%
Asian/ Pacific Islander	5%	5%	5%	6%	7%	7%
Hispanic	45%	47%	48%	46%	50%	53%
White/non-Hispanic	33%	32%	29%	31%	29%	30%
Unknown	13%	13%	13%	13%	8%	6%

Fresno City College	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
19 or Less	26%	26%	25%	27%	26%	25%
20-24	34%	33%	33%	32%	35%	38%
25-29	14%	14%	15%	15%	14%	14%
30-34	8%	8%	8%	8%	8%	8%
35-39	6%	6%	6%	6%	5%	5%
40-49	9%	9%	8%	8%	7%	7%
50+	5%	5%	5%	5%	4%	4%

Reedley College	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
19 or Less	32%	31%	32%	34%	34%	35%
20-24	34%	34%	35%	35%	36%	38%
25-29	11%	11%	11%	11%	11%	10%
30-34	6%	6%	6%	6%	6%	5%
35-39	5%	5%	4%	4%	4%	3%
40-49	7%	7%	6%	5%	5%	4%
50+	6%	5%	5%	5%	4%	4%
Unknown	0%	1%	1%	0%	1%	1%

Willow International Center	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
19 or Less	29%	30%	30%	32%	34%	33%
20-24	40%	39%	40%	38%	39%	41%
25-29	12%	11%	12%	12%	11%	11%
30-34	5%	6%	6%	6%	6%	5%
35-39	4%	4%	4%	4%	4%	3%
40-49	7%	6%	6%	5%	4%	5%
50+	3%	3%	2%	2%	2%	2%

Madera center/Oakhurst	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
19 or Less	29%	30%	28%	29%	28%	27%
20-24	35%	31%	33%	34%	37%	38%
25-29	11%	13%	13%	14%	14%	13%
30-34	7%	8%	8%	8%	7%	8%
35-39	5%	5%	5%	5%	5%	5%
40-49	9%	9%	8%	7%	6%	6%
50+	3%	4%	4%	4%	3%	3%

Fresno City College	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	52%	51%	51%	51%	51%	53%
Male	48%	48%	47%	49%	48%	46%
Unknown	0%	0%	1%	0%	1%	1%

Reedley College	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	60%	60%	58%	58%	56%	55%
Male	40%	40%	41%	42%	44%	44%
Unknown	0%	0%	1%	0%	0%	1%

Willow International Center	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	60%	59%	57%	58%	57%	56%
Male	40%	41%	42%	42%	43%	43%
Unknown	0%	0%	1%	0%	1%	1%

Madera Center/Oakhurst	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	68%	67%	66%	64%	64%	64%
Male	32%	32%	34%	36%	36%	35%
Unknown	0%	0%	0%	0%	1%	1%

Fresno City College	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Full-Time	36%	36%	38%	38%	39%	39%
Part-Time	64%	64%	62%	62%	61%	61%

Reedley College	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Full-Time	50%	48%	51%	51%	51%	49%
Part-Time	50%	52%	49%	49%	49%	51%

Willow International Center	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Full-Time	45%	43%	48%	49%	50%	48%
Part-Time	55%	57%	52%	51%	50%	52%

Madera Center/Oakhurst	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Full-Time	35%	37%	37%	38%	40%	38%
Part-Time	65%	63%	63%	62%	60%	62%

C. Top 10 Zip Codes of SCCCDC Students

C. TOP 10 Zip Codes - SCCCDC Fall 2011

ZIP	Count	% of Total Enrollment
93722 (Fresno)	2319	7%
93727 (Fresno)	2022	6%
93611 (Clovis)	1396	4%
93720 (Fresno)	1310	4%
93726 (Fresno)	1296	4%
93654 (Reedley)	1144	3%
93702 (Fresno)	1098	3%
93705 (Fresno)	1036	3%
93638 (Madera)	983	3%
93657 (Sanger)	980	3%
TOTAL ENROLLMENT TOP 10 ZIP	13584	41%
TOTAL ENROLLMENT MC/OC	32937	

TOP 10 Zip Codes - FCC Fall 2011

ZIP	Count	% of Total Enrollment
93722 (Fresno)	2025	10%
93727 (Fresno)	1708	8%
93726 (Fresno)	1168	6%
93702 (Fresno)	1044	5%
93705 (Fresno)	979	5%
93703 (Fresno)	863	4%
93706 (Fresno)	860	4%
93611 (Clovis)	722	4%
93710 (Fresno)	718	4%
93704 (Fresno)	714	3%
TOTAL ENROLLMENT TOP 10 ZIP	10801	53%
TOTAL ENROLLMENT FCC	20481	

TOP 10 Zip Codes - RC Fall 2011

ZIP	Count	% of Total Enrollment
93654 (Reedley)	1102	16%
93618 (Dinuba)	692	10%
93657 (Sanger)	650	10%
93662 (Selma)	637	10%
93648 (Parlier)	413	6%
93631 (Kingsburg)	373	6%
93646 (Squaw Valley)	244	4%
93727 (Fresno)	170	3%
93625 (Fowler)	136	2%
93647 (Orosi)	99	1%
TOTAL ENROLLMENT TOP 10 ZIP	4516	67%
TOTAL ENROLLMENT RC	6702	

TOP 10 Zip Codes - WI Fall 2011

ZIP	Count	% of Total Enrollment
93720 (Fresno)	779	14%
93611 (Clovis)	747	13%
93619 (Clovis)	490	9%
93612 (Clovis)	379	7%
93727 (Fresno)	262	5%
93722 (Fresno)	245	4%
93711 (Clovis)	229	4%
93710 (Fresno)	227	4%
93730 (Fresno)	162	3%
93726 (Fresno)	138	2%
TOTAL ENROLLMENT TOP 10 ZIP	3658	66%
TOTAL ENROLLMENT WI	5562	

TOP 10 Zip Codes - MC/OC Fall 2011

ZIP	Count	% of Total Enrollment
93638 (Madera)	776	24%
93637 (Madera)	677	21%
93722 (Fresno)	163	5%
93636 (Madera)	161	5%
93614 (Coarsegold)	136	4%
93644 (Oakhurst)	124	4%
93630 (Kerman)	108	3%
93720 (Fresno)	73	2%
93610 (Chowchilla)	56	2%
93611 (Clovis)	54	2%
93711 (Fresno)	49	1%
TOTAL ENROLLMENT TOP 10 ZIP	2377	72%
TOTAL ENROLLMENT MC/OC	3302	

D. Student Demographics of Top 10 Zip Codes (Districtwide)

Ethnicity of Top 10 Zip Codes Enrolled at SCCCD 2011FA

ETHNICITY	Count	Percent of Top 10 ZIP
African-American/non-Hispanic	834	6%
American Indian/Alaskan Native	141	1%
Asian/Pacific Islander	2274	17%
Hispanic	6509	48%
Race/ethnicity unknown	575	4%
White/non-Hispanic	3251	24%
TOTAL ENROLLMENT TOP 10 ZIP	13584	100%

Age of Top 10 Zip Codes Enrolled at SCCCD 2011FA

AGE	Count	Percent of Top 10 ZIP
19 or Less	4135	30%
20-24	5164	38%
25-29	1721	13%
30-34	876	6%
35-39	541	4%
40-49	701	5%
50+	424	3%
NA	22	0%
TOTAL ENROLLMENT TOP 10 ZIP	13584	100%

Gender of Top 10 Zip Codes Enrolled at SCCCD 2011FA

GENDER	Count	Percent of Top 10 ZIP
Female	7405	55%
Male	6041	44%
Unknown	138	1%
TOTAL ENROLLMENT TOP 10 ZIP	13584	100%

E. Ethnic Distribution of SCCC Service Area Population and SCCC Students

SCCC Service Area			SCCC Students	
Ethnicity	Service Area - Census 2010		Fall 2011	
Hispanic	516,200	50%	15,864	48%
White	348,179	34%	8,733	27%
African American	48,902	5%	2,015	6%
Asian	94,066	9%	4,447	14%
Native American	12,102	1%	405	1%
Others	8,793	1%	1,473	4%
Total	1,028,242	100%	32,937	100%

Source: SCCC Redistricting Report & IR Aterm data

SCCC Service Area			SCCC Students - Fall 2011			
Ethnicity	Service Area - Census 2010		FCC	RC	WI	MC/OC
Hispanic	516,200	50%	45%	64%	31%	53%
White	348,179	34%	24%	22%	48%	30%
African American	48,902	5%	8%	3%	4%	3%
Asian	94,066	9%	18%	5%	11%	7%
Native American	12,102	1%	1%	1%	2%	2%
Others	8,793	1%	4%	5%	5%	6%
Total	1,028,242	100%	100%	100%	100%	100%

Source: SCCC Redistricting Report & IR Aterm data

2.2 Maintain and improve student admission, registration, counseling and orientation processes to maximize student educational planning;

Data for this objective: Student Educational Plans by Location

Student Educational Plans by Location

Student Education Plans (SEPs) were queried by gathering from the Contact file under the Contact_Type and CONTACT.USER1 (additional type) fields. Location is indicated in this area and was also brought into the file. The file was then cleaned and coded for ease of analysis. An “Annual” file was made to indicate full school year beginning with 2009-2010 (with summer contacts preceding the school year). SEPs by location and year were moved into a new data set. Campus locations were coded to enable counting of all contacts between locations (for instance if a student had an SEP contact at Reedley and Madera in the same year, each campus would receive credit).

A count of all SEPs indicated under these conditions was reached and combined with any additional type SEPs. Because the entries can be multi-value, the counts are duplicated by year in some cases. There were a total of 44,165 contacts logged between 2009 and 2012 over the district averaging 14,722 per year.

	FCC	RC	WI	MC/OC
2009-2010	10,207	2,144	766	337
2010-2011	12,167	2,527	1,421	777
2011-2012	9,258	1,953	1,402	1,206

Data Source: SQL Database

2.3 Enhance student support program coordination and development in areas such as outreach, recruitment, co-curricular and career awareness activities throughout the District.

Data tracking for this objective is not sufficient across the District. Some individual offices track their own students but most of them don't. Following are some data from Fresno City College.

Employment Resource Center													
July 1, 2011- June 30,2012													
ERC Sign-In Report													
2011-2012 YTD	New to ERC	ERC Services						Programs				Total Svcs	Total of Students Signed In
		Resume/Cover Letters	Internet Job Search	Binder Job Search	Job Developer Services	Copy/Fax	ERC Resources	FWS	CW	EOPS	Other		
July 2011	25	43	155	71	15	26	63	11	1	2	11	423	247
August 2011	155	98	389	190	64	89	215	143	1	10	78	1,432	733
September 2011	90	156	90	192	87	125	186	117	2	21	88	1,154	705
Quarterly Sub Total	270	297	634	453	166	240	464	271	4	33	177	3,009	1,685
October 2011	65	167	323	156	83	105	128	128	0	5	55	1,215	666
November 2011	29	124	276	120	33	77	89	27	1	2	88	866	488
December 2011	20	30	122	68	25	30	57	3	0	1	62	418	236
Quarterly Sub Total	114	321	721	344	141	212	274	158	1	8	205	2,499	1,390
January 2012	95	127	303	103	78	78	106	16	1	10	99	1,016	610
February 2012	72	108	266	105	59	68	81	17	0	4	81	861	520
March 2012	60	186	300	100	83	73	57	7	0	7	102	975	0
Quarterly Sub Total	227	421	869	308	220	219	244	40	1	21	282	2,852	1,130
April 2012	46	127	227	68	79	91	64	4	1	1	80	788	466
May 2012	25	100	230	45	29	51	21	9	1	2	57	570	413
June 2012	30	55	164	27	15	20	10	1	0	2	18	342	244
Quarterly Sub Total	101	282	621	140	123	162	95	14	2	5	155	1,700	1,123
YTD Totals	712	1,321	2,845	1,245	650	833	1,077	483	8	67	819	10,060	5,328
<i>Updated as of 6/29/2012</i>												10,060	
Summary of Data										Students sign in each time they come in to the ERC and identify what they initially came for. Many times they will utilize additional services once they are here. That number is not counted.			
Unduplicated	Total # of students new to ERC						712						
Duplicated	Total # of students that signed in to ERC						5,328						
Duplicated	Total number of services students accessed						10,060						
The 6 ERC Services are the basic services students use in the office (LI-147).													
The Program Services are services we collaborate with other departments on: FWS= Federal Work Study, CW= CalWorks, EOPS= Educational Opportunity Program													

**Fresno City College
CAREER CENTER SERVICE CONTACTS
2011 -2012**

The following table lists the number of service contacts provided for each type of activity, 2011 - 12. **Between May 21, 2011 and May 20, 2012, the Career Center provided a total of 1416 service contacts** to students, faculty and other clients. (These are duplicated counts which include repeat contacts with the same students and clients, as well as unduplicated contacts.)

ACTIVITIES	Total
EUREKA & DISCOVER Research & Other Career Research Appointments (use of EUREKA occupational, college & other databases <i>except MicroSkills</i> ; Internet usage; CollegeSource; use of occupational, college, major and other DISCOVER databases, <i>except assessment inventories</i> .)	39
EUREKA Online Accounts	163
EUREKA MicroSkills	38
DISCOVER Assessments (interest, ability & values inventories)	66
DISCOVER Online Accounts	119
Book/Catalog Checkout	21
Career Counseling (including initial career planning interviews, SII & MBTI interpretations & follow-up sessions)	138
Individual True Colors Sessions	89
“How to Choose a Major” Workshops (Total # of contacts, all workshops)	81
Career Center & True Colors Presentations to Classes/Groups (# of participants)	291
Undocumented service contacts *	371
Total:	1416

* **Undocumented Contacts:** Daily tally of drop-in users, phone inquiries, desk contacts and booth contacts (made at various information fairs) – for which no sign-up or intake sheets were collected. **Documented Contacts:** All other contacts listed above, i.e. the students signed in and/or completed intake forms at the time of service.

Goal 3: Teaching and Learning Effectiveness

SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.

3.1 Create a comprehensive Basic Skills Delivery Plan.

Data for this objective:

A. Successful Course Completion Rate in Basic Skills Classes

B. ARCC Data

A. Successful Course Completion Rate in Basic Skills Classes

		FALL 2007			FALL 2008			FALL 2009			FALL 2010			FALL 2011		
FCC		SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA
ENGL/ESL	Transfer Level	64%	86%	2.40	67%	85%	2.46	70%	89%	2.50	70%	89%	2.47	73%	90%	2.49
	100 Level	62%	87%	2.46	61%	88%	2.36	63%	92%	2.15	67%	92%	2.19	67%	92%	2.25
	200 Level	61%	87%	N/A	66%	91%	3.00	71%	93%	N/A	68%	90%	N/A	70%	93%	N/A
MATH	Transfer Level	54%	81%	2.02	60%	84%	2.15	54%	81%	1.99	56%	84%	2.00	58%	86%	2.08
	100 Level	53%	83%	1.91	53%	82%	2.00	57%	86%	2.05	56%	86%	1.99	58%	90%	1.98
	200 Level	56%	89%	1.97	63%	91%	1.99	68%	90%	2.20	66%	92%	2.06	61%	91%	2.22
RC		SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA
ENGL/ESL	Transfer Level	62%	85%	2.32	65%	86%	2.24	63%	87%	2.17	60%	87%	2.02	58%	85%	1.99
	100 Level	51%	82%	1.82	47%	83%	1.62	51%	85%	1.77	50%	86%	1.69	50%	86%	1.65
	200 Level	58%	89%	2.01	61%	93%	1.97	63%	93%	1.96	64%	93%	1.97	59%	91%	1.73
MATH	Transfer Level	64%	85%	2.24	63%	90%	2.19	62%	89%	2.13	59%	87%	2.18	68%	90%	2.38
	100 Level	52%	82%	2.03	51%	82%	1.94	53%	86%	1.91	52%	86%	1.82	54%	90%	1.82
	200 Level	59%	88%	2.07	58%	92%	1.92	56%	85%	2.08	58%	92%	1.92	69%	92%	2.34
WI		SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA
ENGL/ESL	Transfer Level	67%	87%	2.45	66%	84%	2.52	72%	88%	2.69	70%	89%	2.63	71%	88%	2.56
	100 Level	60%	87%	2.12	68%	90%	2.34	63%	88%	2.22	62%	89%	2.16	67%	92%	2.20
	200 Level	58%	92%	2.40	53%	92%	2.70	58%	89%	2.88	69%	95%	3.24	74%	98%	2.27
MATH	Transfer Level	71%	91%	2.34	68%	90%	2.26	73%	92%	2.42	71%	93%	2.40	72%	91%	2.47
	100 Level	57%	85%	2.06	56%	83%	2.09	59%	88%	2.07	60%	88%	2.08	55%	86%	1.92
	200 Level	59%	91%	2.14	63%	90%	2.36	66%	88%	2.31	71%	97%	2.27	75%	88%	2.68
MC/OC		SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA	SUCCESS	RETENTION	GPA
ENGL/ESL	Transfer Level	66%	89%	2.22	64%	85%	2.33	70%	91%	2.47	72%	90%	2.61	72%	93%	2.54
	100 Level	63%	89%	2.19	71%	92%	2.34	66%	94%	2.17	62%	88%	2.08	65%	94%	2.09
	200 Level	52%	88%	1.74	51%	87%	1.25	62%	92%	1.73	62%	95%	2.20	67%	95%	2.02
MATH	Transfer Level	66%	85%	2.39	60%	84%	2.34	66%	90%	2.07	66%	94%	2.14	54%	86%	1.86
	100 Level	40%	79%	1.53	52%	88%	1.88	54%	89%	1.84	53%	89%	1.86	57%	88%	1.96
	200 Level	56%	91%	2.08	63%	91%	2.38	65%	86%	2.28	57%	94%	1.78	52%	93%	1.60

Definitions:

1. **Success** – Percentage of students who receive a passing/satisfactory grade (A, B, C, or P (Pass)).
2. **Retention** – Percentage of student who completed course with a grade.
3. **GPA** – Grade Point Average.

B. ARCC Data

Basic Skills Improvement Rates

Improvement Rates for ESL and Credit Basic Skills Courses					
Fresno City College	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011	2012 Peer Group Average	2012 Statewide Rate
ESL Improvement Rate	65.6%	67.4%	66.4%	57.9%	54.6%
Basic Skills Improvement Rate	58.9%	62.6%	61.9%	52.8%	58.6%
Reedley College	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011	2012 Peer Group Average	2012 Statewide Rate
ESL Improvement Rate	64.0%	64.6%	63.5%	51.4%	54.6%
Basic Skills Improvement Rate	51.0%	54.6%	54.9%	52.8%	58.6%

Source: California Community Colleges Chancellor's Office

Definition: Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

3.2 Coordinate curriculum and Signature Programs, and develop new Signature Programs as appropriate throughout the District.

Data for this objective – inventory of signature programs (working with Deans on this)

3.3 Develop a comprehensive Distance Learning Delivery Plan and increase the number of courses and enrollments delivered at a distance.

Data for this objective:

A. DE course offerings/FTES – 5 Years

B. Enrollment and success of distance education classes

A. DE Course Offering/FTES – 5 Years

College/Centers	2007FA		2008FA		2009FA		2010FA		2011FA	
Distance Ed	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES
FCC	65	156.2	92	236.2	93	257.5	85	222.5	77	188.2
RC	39	96.0	46	142.3	44	141.2	44	140.7	43	138.1
WI	26	23.2	27	89.5	40	118.4	26	99.3	28	100.7
MC	12	14.3	9	25.7	20	35.3	7	24.3	9	29.0
OC	9	14.7	5	16.7	19	29.3	6	22.4	7	25.5
DE Total	151	304.32	179	510.39	216	581.72	168	509.16	164	481.47
SCCCD Total	3601	12188.6	3780	13672.8	3714	14229.2	3491	13712.0	3211	11931.6
% of DE	4%	2%	5%	4%	6%	4%	5%	4%	5%	4%
College/Centers	2008SP		2009SP		2010SP		2011SP		2012SP	
Distance Ed	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES
FCC	71	182.6	100	252.0	73	208.8	80	221.2	91	230.3
RC	40	95.4	38	113.7	46	157.1	45	152.5	45	152.8
WI	24	49.9	42	125.7	34	109.2	31	102.4	30	102.3
MC	13	11.6	12	26.0	19	40.1	10	30.4	10	33.0
OC	13	11.4	10	26.5	14	24.7	7	26.6	7	25.1
DE Total	161	350.84	202	543.89	186	539.9	173	533.14	183	543.49
SCCCD Total	3615	11999.1	3799	13327.7	3422	13384.5	3322	12732.9	3344	12644.8
% of DE	4%	3%	5%	4%	5%	4%	5%	4%	5%	4%
College/Centers	2007SU		2008SU		2009SU		2010SU		2011SU	
Distance Ed	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES	Sections	FTES
FCC	24	36.2	27	65.7	38	122.2	16	42.5	9	17.3
RC	25	58.2	31	84.6	33	103.4	32	99.0	6	24.0
WI	6	10.2	11	29.3	11	20.9	9	31.3	7	26.9
MC	5	4.3	1	0.1	11	11.3	1	3.9	1	3.6
OC	4	2.3	5	1.2	15	25.9	6	23.9	1	4.1
DE Total	64	111.05	75	180.984	108	283.65	64	200.63	24	75.85
SCCCD Total	833	2559.6	831	2748.9	789	2972.3	691	2630.6	309	1256.9
% of DE	8%	4%	9%	7%	14%	10%	9%	8%	8%	6%

Sources: Aterm FTES (State CCFS-320 FTES report data)

B. Distance Education Headcount Enrollment and Success Indicators by Location

FCC - DE	Headcount	Success	Retention	GPA
Fall 2006	1,559	53.4	75.8	2.29
Fall 2007	1,655	58.4	81.9	2.33
Fall 2008	2,438	58.8	79.1	2.36
Fall 2009	2,476	57.8	81.5	2.36
Fall 2010	2,226	61.4	83.4	2.38
Fall 2011	1,848	63.4	85.0	2.43

RC- DE	Headcount	Success	Retention	GPA
Fall 2006	-	-	-	-
Fall 2007	895	48.6	72.8	2.15
Fall 2008	1,159	53.0	77.7	2.16
Fall 2009	1,237	50.1	78.4	2.06
Fall 2010	1,235	50.8	79.5	2.04
Fall 2011	1,224	55.5	83.3	2.12

WI - DE	Headcount	Success	Retention	GPA
Fall 2006	-	-	-	-
Fall 2007	228	49.3	74.0	2.27
Fall 2008	873	52.3	82.1	2.18
Fall 2009	1,152	56.9	81.6	2.31
Fall 2010	941	55.4	80.0	2.34
Fall 2011	953	61.9	85.4	2.45

MC/OC - DE	Headcount	Success	Retention	GPA
Fall 2006	-	-	-	-
Fall 2007	283	57.2	77.4	2.48
Fall 2008	426	61.5	78.4	2.54
Fall 2009	622	56.6	85.9	2.26
Fall 2010	442	55.0	83.5	2.17
Fall 2011	563	58.1	83.8	2.27

Student Success, Retention, GPA by location – All Students

SUCCESS						
LOCATION	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
FCC	63.6%	63.0%	64.1%	65.5%	66.4%	68.7%
RC	63.6%	63.1%	62.7%	63.0%	65.5%	67.0%
WI	60.7%	62.3%	64.9%	67.3%	67.7%	70.2%
MC	64.6%	65.4%	66.7%	68.0%	66.5%	66.7%
OC	64.0%	62.2%	67.4%	65.9%	69.8%	71.0%
LOCATION	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
RETENTION						
FCC	85.5%	85.9%	87.1%	88.6%	89.0%	90.2%
RC	86.1%	87.1%	87.5%	88.5%	90.0%	90.8%
WI	86.5%	87.2%	88.8%	90.1%	90.1%	90.6%
MC	87.7%	88.5%	90.7%	91.7%	90.8%	91.1%
OC	83.8%	86.0%	85.5%	87.9%	89.4%	89.6%
GPA						
LOCATION	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
FCC	2.32	2.30	2.30	2.28	2.31	2.39
RC	2.30	2.30	2.22	2.21	2.24	2.26
WI	2.25	2.29	2.32	2.37	2.39	2.44
MC	2.37	2.36	2.34	2.32	2.28	2.33
OC	2.59	2.49	2.57	2.49	2.59	2.58

Data Source: SCCC Datatel/ATERM

Definitions:

- Success – Percentage of students who receive a passing/satisfactory grade (A, B, C, or P (Pass)).
- Retention – Percentage of student who completed course with a grade.
- GPA – Grade Point Average.

3.4 Ensure continuous integration and implementation of the colleges’ cycles of Program Review and Student Learning Outcomes assessment to improve institutional effectiveness.

Data for this objective:

- A. Student learning outcome assessment status
- B. Program review cycle

A. Student learning outcome assessment status

Fresno City College Student Learning Outcomes and Assessment Status

#	Question	Answer
16.	Percent of all college courses with defined Student Learning Outcomes:	100%
17.	Percent of all college courses with on-going assessment of learning outcomes:	68%
18.	Percent of all college programs with defined Student Learning Outcomes:	91%
19.	Percent of college programs with on-going assessment of learning outcomes:	49%
20.	Percent of student and learning support activities with defined Student Learning Outcomes:	100%
21.	Percent of student learning and support activities with on-going assessment of learning outcomes:	85%
22.	Has the institution defined institutional Student Learning Outcomes:	yes
23.	Percent of institutional outcomes with on-going assessment of learning outcomes:	100%

Reedley College Student Learning Outcomes and Assessment Status

#	Question	Answer
16.	Percent of all college courses with defined Student Learning Outcomes:	100%
17.	Percent of all college courses with on-going assessment of learning outcomes:	96.4%
18.	Percent of all college programs with defined Student Learning Outcomes:	100%
19.	Percent of college programs with on-going assessment of learning outcomes:	98.2%
20.	Percent of student and learning support activities with defined Student Learning Outcomes:	100%
21.	Percent of student learning and support activities with on-going assessment of learning outcomes:	92.1%
22.	Has the institution defined institutional Student Learning Outcomes:	yes
23.	Percent of institutional outcomes with on-going assessment of learning outcomes:	97.5%

B. Program review cycle

FCC program review cycle

As part of the College's integrated strategic planning process, the Program Review Committee reviews all existing instructional, student services and operational support programs to aid in maintaining and enhancing their quality, vitality, and responsiveness. The program review cycle reviews most programs on a five-year cycle. Occupational programs undergo a comprehensive program review every sixth year with an additional review every two years in order to provide compliance with Educational Code 78016.

As part of the program review process the department or program conducts a thorough self-evaluation and then prepares a written document based on the findings (IIA.40a-d: Program Review Templates and Checklists). The document with supporting data is submitted to the Program Review Committee. As part of their self-study document, team members are asked to:

- Describe the program and how it supports the | broader College mission and strategic goals.
- Review courses and program for student learning outcomes and assessments, transfer/degree/certificate application, last curriculum review, and last time offered.

- Discuss the effectiveness of the facilities, equipment, equipment maintenance, and instructional materials for the program including the impact on student success and accessibility to all students.
- Review staffing structure and departmental engagement in professional development.
- Review and discuss data on program enrollments, trends, student success and retention, and factors that influence the data.
- Discuss program or faculty involvement in the community or partnerships with outside agencies.
- Describe, if applicable, the advisory board membership, how often it meets, its role and involvement with the program, and program response to advisory board recommendations.
- Summarize the program's strengths, areas that need improvement, and strategies to make Those improvements.
- Present any conclusion and/or recommendations resulting from the self-evaluation process.

RC program review cycle

REEDLEY COLLEGE PROGRAM REVIEW CYCLE AND TIMEFRAMES FROM THE HANDBOOK. WILLOW ALSO USES THIS MODEL AT THIS POINT. WILL PROVIDES A STAND-ALONE REPORT AS WELL AS A JOINT REPORT UNTIL SUCH A TIME COMES THAT THE CAMPUS IS A COLLEGE.

PROGRAM REVIEW CYCLE

The Program Review process is conducted by each operational area or department every six years. The schedule is maintained by the Program Review chairperson in conjunction with the Vice President of Instruction, Vice President of Student Services, and Vice President of Administrative Services. Program Review is a three-semester process as indicated below. The semester following the formal process, recommended changes are to be implemented where appropriate.

TIMELINES AND IMPLEMENTATION GUIDELINES

SEMESTER 1

Flex Day Activity (attended by Program Members and Dean or Manager)

- Joint RC & NC Program Review Orientation lead by Program Review Chair
- Standard Data Package, Budget Data Provided
- Orientation and Review of provided data lead by Institutional Researcher
- Creation of Program Review Working Groups. Identify leader or contact person of working group and forward name to Program Review Chair. All communication from Chair will go to this identified person

By the end of the 9th Week

- Review North Centers' and Reedley College's Strategic Plan, mission, prior Program Review recommendations and SLOs
- Respond to questions in Part 1 (General Information) and Part 2 (SLOs)
- Identify any internal (e.g., excel spread sheets, informal surveys, site maps) and external (e.g., Chancellors office reports, commission on athletics reports, state reports, accreditation reports) data to be used in report. See folder on Blackboard for possible data.
- Identify any additional data elements needed including: focus groups, satisfaction surveys or Datatel data not included in standard data report
- Progress report to Program Review Committee Chair

Complete by the end of the semester

- ✓ Part 1: General Information
- ✓ Part 2: SLOs

SEMESTER 2

By the 2nd Week

- Progress report to Program Review Committee Chair

By the end of the 9th Week

- Respond to Qualitative and Quantitative Questions in report
- Formulate Goals based on data
- Present preliminary findings to PRWG

By the end of the 12th week

- Send draft report to your Dean, or Manager for review and editing
- Send report to Institutional Researcher for review of data elements
- Progress report to Program Review Committee Chair

Complete by the end of the semester

- ✓ Part 3: Quantitative Section
- ✓ Part 4: Qualitative Section
- ✓ Part 5: Summary Section with Goals, Activities/Facilities/Curriculum/Equipment Necessary to Accomplish Goals, Resources Needed, and a Proposed Timeline

SEMESTER 3

By the end of the 4th Week

- Final Reports turned into the Program Review Chair, submitted by Vice President, Dean or Manager

By the end of the 6th Week

- Program Review Committee will meet to discuss submitted Program Reviews

By the end of the 7th Week

- Committee comments on Program Review Report, will be forwarded to individual programs (as necessary)

By the end of the 10th week

- Oral Presentations of Program Review Reports

By the end of the 15th week

- Revised Program Review Reports will be submitted to Program Review Committee

By the end of the 16th week

- Program Review committee will meet to discuss and determine degree of substantiation of program goals

By the end of the 18th week

- Recommendations, based on program goals, sent to the College Council and College Center Council

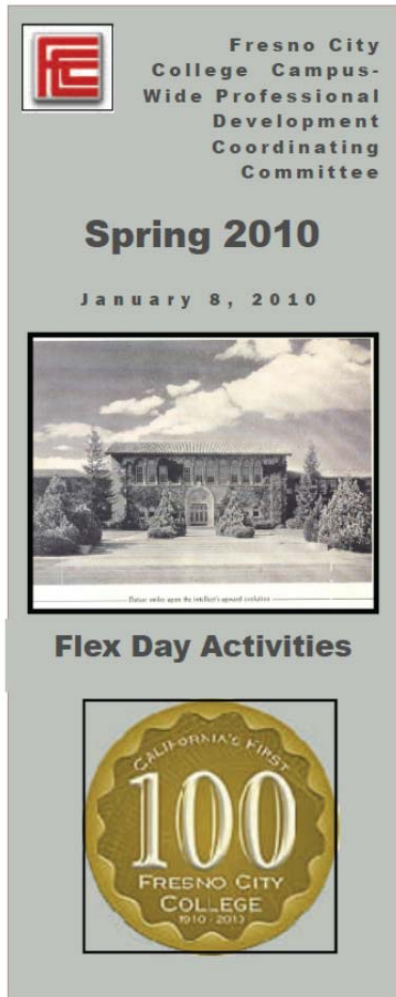
FUTURE SEMESTERS

- The College Council and College Center Council reviews recommendations
- Curriculum changes forwarded to Curriculum Committee by discipline faculty **within two semesters** unless the department has submitted a justification and timeline for an alternative update of its curriculum. This justification and timeline must be submitted with the final report and meet the approval of the Program Review and Curriculum Committees.
- Program Review posted to Blackboard
- Yearly Progress Reports are currently in the process of being developed and will be added to the Program Review reporting once the appropriate approval is received

3.5 Provide faculty development opportunities to support excellent teaching and learning in areas such as distance learning, innovative teaching methods, the use of technology for learning, and learning communities.

Data for this objective:

Recent Flex schedules from FCC and RC (other professional development opportunities are not tracked formally)



WHAT	WHO	WHEN	WHERE
LGBT Campus Population: Challenges and Strategies for Helping	J. Thurston	8:00-9:00	SO 104
Developing Faculty Inquiry	A. Razez, M. Shirey, A. Prelip	8:00-10:00	BE 135
Blackboard: Preparing for the Next Semester	J. Wilson	9:00-10:00	LI 141
Changing the World One Meal at a Time	R. Waller	9:00-11:00	AH 110
CPR: Saving a Life	D. Marius	9:00-11:00	SO 221
Online Teaching: Ethics & Legalities	K. McCafferty, T. Tarazi	10:00-11:00	LCR
MicroGrade Online	D. Lopez	10:00-11:00	LI 141
International Opportunities in Education	M. Dunklin, N. Holland, R. Dustin, M. Shirey	10:00-12:00	FH 103
Outcomes & Assessments: Hands-on Workshop	L. Smith, M. Taylor	10:00-12:00	LI 142
Epsilon: Electronic Portfolios	D. Lopez	11:00-12:00	LI 141
Creating an Active Learning Environment in Your Classroom	D. Cooper	11:00-12:15	SO 104
The Spoken Word: FCC Creative Writers and Their Work	P. Begley, K. Davies, L. Doud, D. Ockey, J. Tannen, T. Tarazi and others	12:00-1:15	SO 110
MicroGrade Online	D. Lopez	1:00-2:00	LI 141
Retention Strategies & Resources for Student Success	Y. Vang	1:00-2:15	SO 104
CurricUNET	M. Taylor	1:00-3:00	LI 142
Blackboard: Preparing for the Next Semester	J. Wilson	2:00-3:00	LI 141
Epsilon: Electronic Portfolios	D. Lopez	3:00-4:00	LI 141

For additional faculty training in the use of classroom technology, please visit the **Faculty Training** web page through the Teaching and Learning Center at <http://www.fresnocitycollege.edu/index.aspx?page=1298>



**Fresno City College
Academic Senate
Flex Day Committee**

Fall 2010

August 13, 2010



Flex Day Activities



WHAT	WHO	WHEN	WHERE
ETC: Increasing Retention and Successful Completion through Extending The Class	RSanchez, JNkosi, LVang	8:00-9:00	Tutorial
Spanish Language: A Brief History	R. Martinez	8:00-9:00	LA 120
Learning Environment Research	T. Friesen	8:00-9:00	S 30
LEED (Leadership in Energy and Env'tl Design)	K. Zamora	9:00-10:00	T-302
Northern India: Temples and Sacred Sites	B. Boyd	9:00-10:00	SO 104
Collecting and Interpreting Student Voices	APrelip, ARazee, MShirey	9:00-10:00	BE 135
Strategic Planning Council & Advisory Cmtes	A. Walzberg	9:00-12:00	StafDngRm
Outcomes & Assessments	M. Taylor	9:00-12:00	LI 142
Assessing the Freshman Comp Research Paper	M.Roberts, R.Guglielmino	9:00-12:00	LA 126
MySpace: Creative Engagement	J. Tannen	10:00-11:00	LA 101
European Drug Policy	C. Garoupa	10:00-11:00	SO 208
Kyrgyzstan!: The Unknown Land	S. Huneault-Schultze	10:00-11:30	SO 104
Why Students Don't Follow Instructions & Directions	A.Razee, A. Prelip	10:00-12:00	BE 135
Blackboard 9.05 for Distance Education Faculty	J. Wilson, P. Demanett	11:00-12:00	LI-118
Death, Nurses, and Advance Directives	L. Vang	11:00-12:00	SO 208
Southeast Asia: How I Spent My Summer Vacation	T. McLeod	11:00-12:00	LA 120
This Stuff Works: Simple Teaching Strategies	S. Velasquez, D. Cooper	11:00-12:15	FH 103
Serving the LGBT Campus Population	J. Thurston	12:00-1:00	SO 208
International Faculty Development:	M. Shirey, P. VanVleet	12:00-1:00	SO 104
Teaching That Sticks	D. Cooper	1:00-2:00	SO 211
CurricUNET	M.Taylor	1:00-4:00	LI 142
Preventing Sexual Harassment in the Classroom	S. Bennet	2:00-4:00	SO 104



**Fresno City College
Academic Senate
Flex Day Committee**

Spring 2011

January 7, 2011



Flex Day Activities



Collateral Learning & Student Success: A Reading & Discussion from John Dewey	A. Razee	8:00-9:00	SO-208
Extreme Retention: A Discussion on Student Success as Reflected in the Data	R. Sanchez, L. Zhai, D. Cooper	8:00-9:00	Tutorial
Menudo for the Latino Student Soul	T. Tarazi	9:00-10:00	LA-108
Bald Eagles at Millerton: Come Fly with Us!	J. Koshear	8:30-12:30	Millerton Lake
Epsilon ePortfolios and the California ePortfolio Project	L. Badetscher	9:00-10:00	LI-118
Northern India, Pt. II	B. Boyd	9:00-10:00	SO-104
This Stuff Works: Active Learning Strategies	S. Velasquez, D. Cooper	9:00-10:30	LA-121
Outcomes & Assessments	M. Taylor	9:00-11:00	LI-142
Fresno International Bus Trip	L. Anderson	9:00-2:00	Parking Lot 5
Micrograde	J. Wilson	10:00-11:00	LI-118
World Cup of Soccer, South Africa 2010: Personal Observations	S. Johal	10:00-11:00	SO-104
Cell Phone Policies in Class: Students & Educators Speak Out	A. Razee, A. Prelip, M. Shirey	10:00-11:00	SO-208
Whatever Happened to the Digital Dropbox and Other Workarounds for Blackboard Version 9.0	J. Wilson	11:00-12:00	LI-118
Teaching That Sticks: Duct Tape Required!	D. Cooper	11:00-12:00	LCR
Preventing Harassment in the Classroom	S. Bennet	11:00-1:00	SO-104
CurricUNET	M. Taylor	12:00-2:00	LI-142
They Speak English, but Can They Write and Complete Your Assignments?	S. Huneault-Schultze, D. Cooper	1:00-2:00	SO-104
What Happened to MS Word? - Moving from Word 2003 to 2007 to 2010	S. Martin	1:00-2:00	LI-118
Blackboard Basics	S. Martin	2:00-3:00	LI-118
World Cup of Soccer, South Africa 2010: Personal Observations	S. Johal	2:00-3:00	SO-104



Fresno City College
Academic Senate
Flex Day Committee

Fall 2011

August 12, 2011



Flex Day Activities

What the Best Colleges Do	S. Henderson (Student Services), M. Sanchez (Dean/Counseling), R. Sanchez (Tutorial)	8:00-9:00	Tutorial Center
Motivated, Inspired, and Dependable Students: Creating a Learner-centered Environment in the Classroom	L. Natal (PUENTE Counselor) S. Lupian (EOPS counselor)	9:00-10:00	BE-135
Franz Liszt: 200th Anniversary of his Birth	J. Hord (Music)	9:00-10:00	MS-132
Outcomes & Assessments	TBA	9:00-11:00	LI-142
Getting to Know Your Writing and Reading Center	T. Villalba (Reading & Writing Coordinator)	10:00-11:00	LI-134
Clickers: Just How Much Work Are They to Use in the Classroom?	M.A. Valentino (Psychology)	10:00-11:00	LI-141
Accommodations 101	L. Kane (Learning Disabilities Specialist) J. Emerzian (DSP&S Director)	11:00-12:00	SO-104
Essential Skills Workshops: ½ unit	T. Villalba (Reading & Writing Coordinator)	11:00-12:00	LI-134
Library Instruction: Faculty Focus Group	D. Chandler (Bibliographic Instruction Librarian)	12:00-1:00	LI-142
Use of "Replicator" Technology in the Classroom	L. West (Fine Art)	12:00-1:00	SO-104
South Africa & Beyond: A Multi- faceted Journey of Art & Culture	J. Dana (Music)	1:00-2:00	MS-132
Elementary Science, Baseball and Teaching Science	D. Cooper (Coordinator Bas S)	1:00-2:00	104
CurricUNET	TBA	1:00-3:00	LI-142

Cancelled



Fresno City College
Academic Senate
Flex Day Committee

Spring 2012

January 6, 2012



Flex Day Activities

Teacherpreneurship: Creating Teaching Entrepreneurs at Community Colleges	A. Razee (FPCA)	8:00-9:00	SO-209
Atomic Learning Online Training	D. Lopez (Technology)	9:00-10:00	LI-141
Why Don't Students Write Effectively?	J. Tannen (Humanities)	9:00-10:00	SO-209
SLOs 101: Who, What, Where, When and Why	L. Smith & members of the Outcomes & Assessments Committee	9:00-10:00	BE-219
Partnering with Sign Language Interpreters, Instructors and Deaf Students	C. Gough-Bise (DSP&S)	9:00-10:30	LCR
The Next Step for SLOs: Making the Process Ongoing, Systematic and Meaningful	L. Smith & members of the Outcomes & Assessment Committee	10:00-11:00	BE-219
The Word as Power (Readings from Humanities instructors)	J. Tannen (Ringmaster—Humanities)	10:00-12:00	FH-101
China Beyond the Great Wall: Faculty & Student Perspectives	D. Ockey (HUM), S. Sosa (FPCA), T. Andrade (Math), J. Hao (FPCA), L. Anderson (BUS)	10:30-11:30	SO-104
Atomic Learning Online Training	D. Lopez (Technology)	11:00-12:00	LI-141
International Summer Institute, Hawaii	L. Badertscher (FPCA), B. Boyd (HUM), S. Sosa (FPCA)	11:30-1:00	SO-104
Syllabus Redesign	D. Cooper (Basic Skills)	12:00-1:30	LI-204
Databases for Dummies	D. Chandler (Library Services)	1:00-2:00	LI-142
Meeting of the Minds: Content Area and English Instructors Discuss College Writing	M. Patton (HUM), T. Villalba, (WRC), K. Davies (HUM)	1:00-2:00	LI-103
Atomic Learning Online Training	D. Lopez (Technology)	2:00-3:00	LI-141
CurricUnet	S. Johal	2:00-4:00	LI-142
Flexible Flex Opportunity			
Littourati Fresno	D. Chandler (Library Services & the Friends of the FCC Library)	8:00-3:00	April 14, 2012



Fresno City College
Academic Senate
Flex Day Committee

Fall 2012

August 10, 2012



Flex Day Activities

Open House: Tutorial Center and
Writing & Reading Center
9:00-3:00
LI-134

Career Counseling	F. Radnejad	8:00-9:00	BE-135
PTK and AGS: Getting the Word out to Students about FCC's Honor Societies	L. Vang, M. Vinicor, S. Sosa, M. Rodriguez, M. Roberts	8:00-9:00	SO-104
Hispanic America: the One and the Many	R. Martinez	9:00-10:00	LA-120
Library After Dark	P. Demanett	9:00-10:00	LI-108
Student Learning Outcomes – Finishing What We Started	L. Smith	9:00-11:00	BE-217
Club Advisor Liability Issues	G. Taylor (District Counsel)	9:00-11:00	SO-104
Dishonesty, Cheating, and Plagiarism at FCC	C. Villa, S. Henderson and S. Velasquez	10:00-11:00	LCR
Student Veterans: Understanding and Meeting their Needs	T. Martinez, A. Siroky, J. Llanos, M. Reposo	10:00-11:00	FH-101
Workforce and Economic Development in the Community College	N. Culver-Dockins	10:00-11:00	SO-208
CurricUnet Training	K. Ybarra	10:00-12:00	LI-142
Technology & Business In China – an Emerging Economy	T. McLeod, D. Mohle	11:00-12:00	SO-104
Grade Books	D. Lopez	11:00-12:00	LI-141
Muay Thai Kickboxing: An Introduction	J. Diebert	Cancelled	
Art Songs: LIVE!	J. Hord	11:00-12:00	MS-132
Learning Communities: Race or Ethnicity	N. Medhurst	Cancelled	
What Does Outcomes & Assessment Mean for FCC? Creating a Vision...	L. Smith	12:00-2:00	SO-110
My Labs from Pearson	L. Simpson, C. Austermehele, N. Medhurst	1:00-2:00	SO-104
Simple Self-Defense	J. Cho	1:00-3:00	Practice Gym
Extending Blackboard	D. Lopez	2:00-3:00	LI-142
CurricUnet Training	S. Johal	Cancelled	
Do You Have An App For That? Effective Uses of the iPad as an Instructional Tool	J. Santos, M. Coronel	2:00-4:00	LI-141



2010 Spring Semester Duty Day Agenda

January 7, 2010
Reedley College Cafeteria



<u>LOCATION</u>	<u>TIME</u>	<u>ACTIVITY</u>
Cafeteria	8:00-8:30 a.m.	Coffee and re-connect
Cafeteria	8:30-9:00 a.m.	Chancellor Dr. Tom Crow, President Dr. Barbara Hioco, and Vice Chancellor Dr. Terry Kershaw: Welcoming Remarks and Welcoming Song by Sideways
Cafeteria	9:00-9:15 a.m.	SLO and Program Review Coordinator Eileen Apperson: Where We Are and Where We Need to Go: Outcomes for the Day
Cafeteria	9:15-9:45 a.m.	Group Work—Divide into Programs/Departments • Begin SLO assessment discussion. At what stage is each department/program
Cafeteria	10:00-11:00 a.m.	Bakersfield Community College Biology Instructor Academic Senate for California Community Colleges Area A Representative Dr. Janet Fulks, and Barstow College Institutional Researcher Bob Pacheco: Assessment Possibilities • Discussion of different types of assessments to use
Cafeteria	11:00-11:45 a.m.	Further Assessment Discussion and Poster Creation • Incorporating different types of assessment into the department/program SLO plan • Creating a poster to illustrate the plan
Cafeteria	11:45-12:30 p.m.	Working Lunch, Continuation of Assessment Discussion
Cafeteria	12:30-1:15 p.m.	Poster Session • View posters (each area will need to have one person present at their poster to foster dialogue) • Complete poster session evaluation
Cafeteria	1:30-2:00 p.m.	Bakersfield Community College Biology Instructor Academic Senate for California Community Colleges Area A Representative Dr. Janet Fulks, and Barstow College Institutional Researcher Bob Pacheco: Future Steps: How to Analyze and Incorporate Change Based on Assessment
Cafeteria	2:00-2:30 p.m.	Q and A with Guest Speakers
Cafeteria	2:30-3:30 p.m.	Group Work • Assessment Adjustments—Making changes if needed • Assessment Timeline –How each department/program will plan for 2012 • Turn in: (1) Assessment Timeline, (2) Assessment Status Form, (3) Poster Session Evaluation, and (4) Duty Day Assessment Questionnaire



Reedley College Cafeteria - August 12, 2010

Schedule:

Continental Breakfast 8:00 to 8:30 a.m.

General Session 8:30 to 9:30 a.m.

After enjoying a continental breakfast, please join us for a welcome and orientation to the day's activities, along with introductions of new members of the Reedley College family, and of course the popular vacation photos. The group The Vocal Experience will provide a special performance. Brief reports on budget, facilities, and other topics will be included, as well as an update from Chancellor Blue.

Dr. Barbara Hioco, President

Breakout Sessions 9:45 a.m. to 12:25 p.m.

The following Breakout Sessions will be presented in Rooms CCI-201, CCI-205 and CCI 206. Presenters will rotate between rooms.

Integrated Planning Breakout Presented by Tom West

Accreditation Breakout Presented by Dr. Behringer & Anna Martinez

SLO/ PLO Assessment Breakout Presented by Eileen Apperson-Williams

Lunch (on your own) 12:30 to 1:15 p.m.

Division Meetings 1:15 to 2:15 p.m.

Tom West, Dean of Instruction, Division A - FEM 4E
Jan Dekker, Dean of Instruction Division B - HUM 58
David Clark, Dean of Instruction Division C - PHY 76

Instructional Department Meetings 2:30 to 3:30 p.m. Locations TBD during Division Meeting

Department Chair Meetings 4:00 to 5:00 p.m. PCR

Integrated Planning:

What are we integrating, and who is planning what?

Presented by Tom West

Integrated Planning is more than just the most recent buzzword to come out of Accreditation circles. At its best, a college's integration model describes the relationships among the evaluation of a college's programs and services, the planning that exists as a result of that evaluation, and the participatory governance structure that does all this work. We will look at one locally-developed attempt to explain this integration at Reedley College and discuss the strengths and weaknesses of that model.



Meeting Accreditation Challenges

Presented by Marilyn Behringer & Anna Martinez

Learn the trends and challenges facing institutions during the accreditation process and an overview of the standards. The session includes information about the current status of the 2011 Reedley College self-study and how you can get involved.



Still Lovin' those Outcomes

Presented by Eileen Apperson-Williams

You've written your outcomes for courses and program, have a timeline in place, and may have even done some assessments and gathered data. Now, how do you keep the momentum rolling? What do you do with the data you have gathered? What if you still have questions about the process?

This workshop will answer these and other questions you have as we move even closer toward our accreditation visit.

The mission of Reedley College is to offer an accessible, student-centered educational environment which provides high quality learning opportunities essential in meeting the challenges of a diverse, global community.

The Reedley College Cafeteria will have a "speedy", delicious, inexpensive lunch available for purchase.



2011 Spring Semester Duty Day Agenda

January 6, 2011
Reedley College

<u>TIME</u>	<u>ACTIVITY</u>	<u>LOCATION</u>
8:00-8:30 a.m.	Social Networking and Continental Breakfast	Cafeteria
8:30-9:00 a.m.	District Presentation <i>SCCCD Chancellor Dr. Deborah Blue</i>	
9:00-9:30 a.m.	Campus Update <i>President Dr. Barbara Hioco</i>	Cafeteria
9:30-9:45 a.m.	Break/Find your workshop location	
9:45-10:45 a.m.	Accreditation Breakout Session 1	CCI 201, 202, 204, 205*
10:50-11:50 a.m.	Accreditation Breakout Session 2	CCI 201, 202, 204, 205*
12:00-12:50 p.m.	Lunch Break and Department Chair Meeting <i>Lunch is on your own</i>	
1:00-2:00 p.m.	Accreditation Breakout Session 3	CCI 201, 202, 204, 205*
2:05-3:05 p.m.	Accreditation Breakout Session 4	CCI 201, 202, 204, 205*
3:15 p.m.	Division/Department Meetings	

Breakout sessions will begin with brief presentations on the progress of the self study and the proposed planning agendas followed by discussion and input.

Participant involvement and feedback is greatly needed to continue this process.

The presenters/facilitators:

- Standard IA/IB-Linda Nies and Eileen Apperson
- Standard IIA/IIB/IIC-Anna Martinez, Marilyn Behringer, Mario Gonzales, Michael White, and Stephanie Curry
- Standard IIIA/IIIB/IIC/IIID-David Clark, Jan Dekker, Donna Baker, Melanie Highfill
- Standard IV-Bill Turini

**Groups determined by last name:*

- *Last names beginning with A-F will be in CCI 201*
- *Last names beginning with G-L will be in CCI 202*
- *Last names beginning with M-P will be in CCI 204*
- *Last names beginning with R-Z will be in CCI 205*

The presenters will rotate for each session.



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REEDLEY FLEX DAY—AUGUST 12, 2011

TIME	PRESENTATION	PRESENTER	LOCATION	DESCRIPTION
9:00-10:15 am	Prezi: Create astonishing presentations live and on the web.	Pam and Jim Gilmore	PORTABLE 5	Prezi goes BEYOND PowerPoint! It takes your presentations to the world of 3-D. Prezi is free, Web-based, and FUN! Jim and I can't wait to share this tool with you!
9:00-10:15 am	Blackboard 9.1 Changes	David Borofka	CCI 205	This version now allows for web folders, which means that users can drag-and-drop files and folders from a local computer directly onto the Bb course site, and then those files on the course site can be modified while on site--no more deleting and replacing in order to make an update.
9:00-10:15 am	Plagiarism	Lauren MacDonald	CCI 206	Listen to the presentation on plagiarism the librarian can offer to your classes. This workshop will provide: <ul style="list-style-type: none"> • an introduction to what constitutes plagiarism • techniques students can use to avoid it • additional sources available to assist students in learning about the issue
10:30-11:45 am	Pitfalls and Promise: Use of Social Media in the Classroom	Terri Main	CCI 204	Learn about the impact of Social Media on instruction.
10:30-11:45 am	How to create an online class	Randy Genera	CCI 205	An overview of one instructor's approach to converting a conventional large group instruction social science lecture course (History 11) into an online course. Presentation will focus on issues of online course

				organization such as assignments, lecture delivery, testing, etc.
LUNCH				
1:00-2:15 pm	STEM Grant Successes	John Heathcote	CCI 205	The STEM Grant has been very beneficial to the college and our students through improvements in the laboratories, increased academic support to students, and outreach to local feeder schools. We will share our experiences with this grant and discuss our future plans.
1:00-2:15 pm	Communicating in Cyberspace: How Computer Mediated Communication is Changing Education with the Digital Native Generation	Terri Main	CCI 204	Discussion of Computer Mediated Communication and its impact on education.
2:30-3:45 pm	Teaching Tip Videos from the Basic Skills Committee	Jan Zigler	CCI 204	View and discuss the ideas presented in the top teaching tips videos produced and disseminated by the Student Success Committee in 2010 and 2011. Here is your chance to vote on the "Clyde" awards. Free popcorn!
2:30-3:45 pm	Career Center Tour	TITLE V (Michelle Stricker)	CAREER CENTER	Learn about the NEW Reedley College Career Resource Center (RC CRC) and the resources and services available for both students and faculty.

NC FLEX DAY at WILLOW—AUGUST 12, 2011

TIME	PRESENTATION	PRESENTER	LOCATION	DESCRIPTION
9:00-10:15 am	Library Resources	Cynthia MacDonald	WILLOW LIBRARY	A short presentation will introduce the variety of credible resources available to students, staff and faculty. This will be followed with an opportunity to browse the plethora of print resources in the library collection.
9:00-10:15 am	Equivalency	Tom Mester	AC2 183	Come and learn about the Equivalency process and the responsibilities of the Equivalency Committee.
10:30-11:45 am	Strategies for Engaging Students	Ann Brandon	AC2 183	This session will present effective, research-based teaching strategies to use the first week through the last week of classes. We will also spend time in an informal discussion on strategies that have been successful in your classes. Please come willing to learn from and share with each other.
10:30-11:45 am	How To Use MicroGrade & WebGrade To Manage Your Class	John Cusaac	AC2 177	Micrograde is a popular grade/classroom management program. In the past, instructors would do their grades, attendance, and other classroom management by hand or using paper – Now you can use Micrograde to do all of this electronically . So learn how to use this software to manage your class, for exams, projects, quizzes, and all your assignments. The software program makes grade/classroom management easy because it does all your math for you by tabulating and organizing grades. Webgrade is a part of the Micrograde program - learn how to use

				this feature of the program to upload your grades [securely] to the Internet. Students can then always check their grades themselves throughout the term.
LUNCH				
1:00-2:15 pm	High School Outreach	Jeff Burdick	AC 2 183	The high school outreach session will explore efforts that are being made – or that could be made – to help students make a successful transition from high school to college. We at Willow have teamed up with Clovis West to help them with changes to the junior and senior year curriculum and, more importantly, to communicate what college writing and reading look like. Rather than a formal presentation, we will be having an informal discussion about the gathering and use of data; the outreach to parents, teachers, and administrators; and the specific changes to curriculum that we'd like to see.
1:00-2:15 pm	Exam Writing Strategies	Harold Seymour	AC2 184	Learn different exam writing strategies.
2:30-3:45 pm	SB 1440	Pam Gilmore	AC2 183	Learn about this legislation and its impact on Curriculum.
2:30-3:45 pm	Blackboard 9.1 Changes	David Borofka	AC2 184	This version now allows for web folders, which means that users can drag-and-drop files and folders from a local computer directly onto the Bb course site, and then those files on the course site can be modified while on site--no more deleting and replacing in order to make an update.

**North Centers
Faculty/Classified Professionals Duty Day Agenda
January 5, 2012
Madera Center TM 11**

- 7:30 a.m. Continental Breakfast – TM 11
- 8:00 a.m. Welcome and State of the Centers Overview – T. Kershaw – TM 11
Introduction of New Faculty and Staff – D. Ikeda
Accreditation Update and Planning – D. Ikeda and C. Glaves
Program Review Update – D. Ikeda
Student Success Taskforce Update – D. Ikeda
Gainful Employment – D. Ikeda
CSU Transfer Degree Update – T. Hutchings
Student Activities– M. Cuevas
Grants Update – M. Cuevas
Admission and Records– D. Griffin
- 9:30 a.m. Strategic Plan Update – D. Ikeda
- 10:15 a.m. Break
- 10:30 a.m. District Update – Dr. Deborah G. Blue, Chancellor
- 10:45 a.m. SLO Update and Workshop – Erik Fritz
- 12:00 p.m. Lunch – TM 11
- 1:30 p.m. Faculty Association Meeting – AV 114 A
- 2:30 p.m. Division Meetings
Business– AV1-146
Humanities – AV1-147
Math/Science, Health – AV1 - 148
Social Science – AV1 - 149

**North Centers New Adjunct Orientation
at Willow International
5:30 PM – 6:30 PM
AC 1 – Room 175**

12-19-11

Reedley College Flex Day Schedule Fall 2012

Time	Workshop	Description	Location	Presenter(s)
9:00-10:00	Blackboard Upgrade	Reedley College has converted to the newest version of Blackboard. The changes are not too major, but come see what the differences are and what new features you can use in this upgrade.	FEM-4E	Anna Martinez
	Articulation Basics	Do you wonder how the courses you teach transfer to universities? Learn the basics of articulation (the process and timelines for CSU, UC, CSU GE and IGETC) and how articulation impacts students. The new associate degrees for transfer and C-ID articulation will be included.	CCI-205	Lore Dobusch and Kristine Hodges
	MBTI and YOU	Ever wondered what your Meyers Briggs type might be? Maybe you know your type but want to learn more about how to work with others with differing types. Participants will take a brief MBTI and discuss ways in which our personality type might influence our working and personal relationships. Strategies focusing on how to “leverage” your type will be discussed.	Career Resource Center	Michelle Stricker
10:15-11:15	Camtasia Relay	Learn the basics of the easy-to-use Camtasia Relay lecture capture program. Record lectures for PowerPoints, make videos to instruct students in how to complete a project, and more. If you plan to attend, please email anna.martinez@reedleycollege.edu so she can set up your account for use during the workshop.	FEM-4E	Anna Martinez
	Academic Accommodations and Documentation for Students with Disabilities	Ever wonder what your responsibility is to providing accommodations to students with disabilities in your classroom? This workshop will cover the basics of accommodations, what your responsibilities are as an instructor, what the students’ responsibilities are, and things you can do to streamline the process. Partner with DSPS to help your students be more successful.	CCI-205	Linda Reither and Samara Trimble

	Experiences of Central California Latino Male Youth: Recollecting Despair and Success in <i>Barrios</i> and Schools	Research demonstrates that Latino youth have unique race, gender, and class-specific experiences related to structural inequalities. Socioeconomics, health, safety, and education interact to complicate and disrupt Latino academic achievement. Strategies for how community and school leaders can address the Latino youth disparities will be provided.	CCI-203	Juan Carlos Gonzalez, CSU Fresno
11:30-12:30	Blackboard Upgrade	Reedley College has converted to the newest version of Blackboard. The changes are not too major, but come see what the differences are and what new features you can use in this upgrade.	FEM-4E	David Atencio
	SLO Deadline: What Do I Have To Do?	Wondering what you have left to do this semester in regards to your course and/or program SLOs? Behind in the process and need to catch up? Trying to gain meaning from the process? In this one hour workshop, bring all of your questions about how to close the loop on assessing your course, program, degree, and/or certificate SLOs	CCI-205	Eileen Apperson
	Experiences of Central California Latino Male Youth: Recollecting Despair and Success in <i>Barrios</i> and Schools	Research demonstrates that Latino youth have unique race, gender, and class-specific experiences related to structural inequalities. Socioeconomics, health, safety, and education interact to complicate and disrupt Latino academic achievement. Strategies for how community and school leaders can address the Latino youth disparities will be provided.	CCI-203	Juan Carlos Gonzalez, CSU Fresno
12:30-1:30	LUNCH			
1:30-2:30	Student Engagement in the Classroom.	The format of this workshop will be a round-table discussion to underscore the importance of student involvement in classroom discussions. We will explore strategies to elicit total participation from all students in the class, with a view to enhancing individual fulfillment of the college learning experience. Student-generated debate/discussion and other methods of inquiry will be explored as well.	CCI-206	Ron Froese

	STEM Grant Update and Beyond the Classroom (BTC)	Reedley College STEM faculty will provide an overview of the grant's previous year highlights and this year's plans including internship opportunities for students. New STEM staff will be introduced. Also learn about BTC, an academic support program offering free, regularly scheduled study sessions for courses with traditionally high attrition rates. The weekly sessions use collaborative learning methods integrating <i>what to learn</i> with <i>how to learn</i> .	CCI-203	STEM Faculty: Juan Bedolla, Kristine Hodges, and Esther Qasem and BTC Faculty: Kathleen Reyna
	Accommodations and Documentation for Students with Disabilities	Ever wonder what your responsibilities are to providing accommodations to students with disabilities in your classroom? This workshop will cover the basics of accommodations, what your responsibilities are as an instructor, what the students' responsibilities are, and things you can do to streamline the process. Partner with DSPS to help your students be more successful.	CCI-205	Linda Reither and Samara Trimble
2:45-3:45	SLO Deadline: What Do I Have To Do?	Wondering what you have left to do this semester in regards to your course and/or program SLOs? Behind in the process and need to catch up? Trying to gain meaning from the process? In this one hour workshop, bring all of your questions about how to close the loop on assessing your course, program, degree, and/or certificate SLOs	CCI-205	Eileen Apperson
	Excel Basics	This workshop will provide an overview of spreadsheet fundamentals. Bring information you'd like to use in a spreadsheet or use the presenter's practice materials.	FEM-4E	David Atencio
	True Colors	If you want to learn more about yourself and/or to understand others better and/or to enhance communication with others, or to just plain pass an afternoon enjoying the company of your colleagues, this is the workshop for you. Come discover your "True Color" and find immediate applications to improve your life!	Career Resource Center	Laurie Tidyman-Jones

Willow International Flex Day Schedule Fall 2012

Time	Workshop	Description	Location	Presenter(s)
9:00-10:00	The College Transfer Landscape	Learn about the shifting landscape of transfers to four year institutions including the changes in TAG, the associate degrees for transfer, and what restrictions colleges are putting on transfers.	ACI 181	Erica Johnson and Tasha Hutchings
9:30-11:00	NEH Grant to Study Georgia O'Keefe in Santa Fe and Abiquiu, New Mexico	This workshop will include a report with slides on Cynthia's recent study of Georgia O'Keefe, the first woman abstract expressionist painter and how her vision and paintings can apply to other areas of inquiry and study.	ACI 187	Cynthia Elliott
10:00-11:30	Turnitin	Do you assign term papers, reports, or essays? Recent studies have shown that, on average, well over half of your students have engaged, or will engage, in a serious act of plagiarism at least once in their college career. Learn how and why to use Turnitin.com; you'll not only make it harder to cheat, but I'll show you how it can be used to actually improve the overall quality of your students' work.	ACI 181	Erik Fritz
11:30-12:30	Basic Skills Strategies	Strategies for basic skills students who are not in basic skills classes will be presented. Instructors who assign reading and writing are encouraged to attend.	ACI 181	Ann Brandon, Teresa Ishigaki, Jennifer Simonson and Jeff Burdick
	Curriculum Updates	The WI Curriculum Chair will report on how new state laws affect a course's repeatability and how often students can attempt to pass. Also, learn about new transfer degrees mandated by law since 2010.	ACI 187	Cynthia Elliott
12:30-1:30	LUNCH			
12:30-2:30	Book Club and Literary Snack Potluck	Do you teach a full text in your course or would you like to? Bring you texts and any ideas for how to approach study of them. If you have already taught a full text, share your insights, PowerPoints, quizzes, or essay prompts with the rest of us. Bring some food mentioned in the text to share with 6 others.	ACI 187	Cynthia Elliott

Goal 4: Economic and Workforce Development

SCCCD is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.

4.1 Assess, maintain and develop effective and relevant career technical programs and curriculum in collaboration with external partners.

Data for this objective:

Inventory of current CTE programs and partnerships associated with them (working with deans to collect all CTE programs and partnerships)

4.2 Regularly assess workforce program and skill needs based upon up to date, relevant employment and other business data.

Data for this objective:

A. CTE program review cycle –Both FCC and RC reviews CTE Programs regular to assess workforce program and skill needs, however, data are not available to IR.

B. Unemployment Rate and Labor/workforce market needs

B. Unemployment Rates

Unemployment Rate by County			
	2007	2009	2011
California	5.4%	11.3%	11.7%
Fresno County	8.6%	15.0%	16.5%
Madera County	7.5%	13.6%	15.3%
Tulare County	9.2%	15.1%	16.6%
Kings County	8.7%	14.5%	16.1%

Source: California EDD Labor Market Information

Unemployment Rates around Service Area High Schools

Unemployment / Affluence of Top Feeder High School Areas			
	Unemployment Rate ¹		Affluence Rate ²
	2007	2010	2010
California	5.3%	12.4%	18.3%
Buchanan	2.5%	5.6%	31.0%
Bullard	5.0%	10.8%	10.0%
Central East	3.9%	8.5%	11.0%
Clovis East	2.5%	5.6%	31.0%
Clovis	2.5%	5.6%	31.0%
Clovis North	(NA)	(NA)	(NA)
Clovis West	2.4%	6.8%	26.0%
Dinuba	12.8%	24.0%	10.0%
Edison	9.0%	18.5%	7.0%
Fowler	8.3%	17.1%	8.0%
Fresno	5.0%	10.8%	10.0%
Hoover	6.1%	13.0%	10.0%
Kerman	9.0%	18.4%	9.0%
Kingsburg	10.1%	19.5%	16.0%
Liberty	2.0%	18.0%	7.0%
Madera	7.0%	8.9%	15.0%
Madera South	7.0%	8.9%	15.0%
McLane	8.9%	18.3%	2.0%
Orange Cove	13.8%	26.6%	3.0%
Parlier	15.1%	29.0%	6.0%
Reedley	5.9%	12.6%	9.0%
Roosevelt	12.4%	24.4%	1.0%
Sanger	3.4%	7.5%	21.0%
Selma	7.6%	15.9%	9.0%
Sunnyside	3.5%	7.7%	11.0%
Yosemite	2.5%	5.1%	5.0%

1 Neighborhood Unemployment Rate reports the unemployment rate for the neighborhoods within a one-mile radius of a high school. Reported is the neighborhood average unemployment rate for September 2007 (before the recession) and for September 2010. The neighborhood unemployment rate is also compared to the state average.

2 Neighborhood Affluence Rate reports the percent of families that live within a one-mile radius of the school and earn more than \$125,000 (or more than twice the median family income in California). Source: UCLA IDEA Lab 2011 California Educational Opportunity Report

Workforce Needs by County - Top projected occupations (top 10)

Top 10 Projected Occupational Categories by County						
	2008	2018	% change	New Jobs	Replacement Jobs	Total Additional Jobs
Fresno County	390,500	410,100	5.0	2,393	9,009	11,402
1. Office and Administrative Support Occupations	57,830	58,900	1.9	296	1,186	1,482
2. Sales and Related Occupations	32,690	34,970	7.0	236	977	1,213
3. Farming, Fishing, and Forestry Occupations	41,320	40,430	-2.2	9	1,105	1,114
4. Food Preparation and Serving Related Occupations	26,530	28,010	5.6	155	905	1,060
5. Education, Training, and Library Occupations	29,000	30,610	5.6	162	637	799
6. Transportation and Material Moving Occupations	24,590	25,450	3.5	114	575	689
7. Personal Care and Service Occupations	16,740	19,510	16.5	277	361	638
8. Production Occupations	22,010	22,950	4.3	122	488	610
9. Healthcare Practitioners and Technical Occupations	16,060	18,150	13.0	215	329	544
10. Business and Financial Operations Occupations	14,230	15,700	10.3	152	306	458

Source: California Employment Development Department (<http://www.edd.ca.gov/>)

Top 10 Projected Occupational Categories by County						
	2008	2018	% change	New Jobs	Replacement Jobs	Total Additional Jobs
Madera County	50,700	53,900	6.3	386	1,148	1,534
1. Farming, Fishing, and Forestry Occupations	8,810	8,610	-2.3	1	237	238
2. Personal Care and Service Occupations	2,490	3,330	33.7	85	62	147
3. Office and Administrative Support Occupations	5,560	5,720	2.9	28	110	138
4. Sales and related occupations	2,780	3,090	11.2	32	91	123
5. Education, Training, and Library Occupations	3,680	4,030	9.5	34	83	117
6. Food Preparation and Serving Related Occupations	2,740	2,920	6.6	18	91	109
7. Healthcare Practitioners and Technical Occupations	2,960	3,430	15.9	47	60	107
8. Management Occupations	4,490	4,560	1.6	13	72	85
9. Transportation and Material Moving Occupations	2,250	2,520	12.0	28	51	79
10. Production Occupations	2,440	2,620	7.4	20	52	72

Source: California Employment Development Department (<http://www.edd.ca.gov/>)

Top 10 Projected Occupational Categories by County						
	2008	2018	% change	New Jobs	Replacement Jobs	Total Additional Jobs
Tulare County	165,400	176,500	6.7	1,273	3,794	5,067
1. Farming, Fishing, and Forestry Occupations	29,830	31,260	4.8	143	795	938
2. Office and Administrative Support Occupations	20,420	21,100	3.3	123	417	540
3. Sales and Related Occupations	13,340	14,110	5.8	88	405	493
4. Education, Training, and Library Occupations	13,030	14,620	12.2	160	298	458
5. Food Preparation and Serving Related Occupations	9,040	9,990	10.5	95	283	378
6. Management Occupations	14,330	14,890	3.9	96	245	341
7. Transportation and Material Moving Occupations	11,550	11,900	3.0	61	260	321
8. Production Occupations	9,780	9,520	-2.7	22	211	233
9. Healthcare Practitioners and Technical Occupations	6,520	7,340	12.6	82	137	219
10. Personal Care and Service Occupations	3,950	4,660	18.0	71	91	162

Source: California Employment Development Department (<http://www.edd.ca.gov/>)

Top 10 Projected Occupational Categories by County						
	2008	2018	% change	New Jobs	Replacement Jobs	Total Additional Jobs
Kings County	309,300	351,000	13.5	4,312	7,121	11,433
1. Office and Administrative Support Occupations	37,630	42,200	12.1	501	737	1,238
2. Farming, Fishing, and Forestry Occupations	41,760	41,530	-0.6	9	1,116	1,125
3. Food Preparation and Serving Related Occupations	20,030	24,350	21.6	433	671	1,104
4. Sales and Related Occupations	23,610	26,390	11.8	290	730	1,020
5. Education, Training, and Library Occupations	21,830	25,710	17.8	388	487	875
6. Transportation and Material Moving Occupations	23,600	26,220	11.1	268	536	804
7. Construction and Extraction Occupations	22,990	25,040	8.9	211	389	600
8. Healthcare Practitioners and Technical Occupations	10,870	14,520	33.6	365	227	592
9. Management Occupations	16,540	18,020	8.9	149	366	515
10. Personal Care and Service Occupations	9,270	12,160	31.2	288	195	483

Source: California Employment Development Department (<http://www.edd.ca.gov/>)

4.3 Increase persistence and completion rates for students in career technical programs.

Data for this objective:

Success and Retention Rates for CTE Classes

Success and Retention Rates				
CTE Classes and Overall				
	CTE Success Rate	All Success Rate	CTE Retention Rate	All Retention Rate
2011FA	75%	68%	92%	90%
2010FA	72%	66%	90%	89%
2009FA	71%	65%	90%	89%

Notes:

- 1) CTE sections are those with a SAM code A, B, or C.
- 2) Overall includes all sections for the term.

4.4 Increase the number of quality work experience, apprenticeship, job shadowing, service learning and internship experiences.

Data for this objective:

Success and Retention Rates for Work Experience Classes

Work Experience - SCCCD				
	Enrollments	# Sections	Success Rate	Retention Rate
2009FA	1503	64	72%	89%
2010FA	1432	62	70%	87%
2011FA	1297	52	74%	90%
Work Experience - FCC				
	Enrollments	# Sections	Success Rate	Retention Rate
2009FA	708	34	65%	88%
2010FA	721	31	67%	81%
2011FA	569	23	68%	83%
Work Experience - RC				
	Enrollments	# Sections	Success Rate	Retention Rate
2009FA	268	9	80%	90%
2010FA	253	7	70%	92%
2011FA	253	7	74%	94%
Work Experience - WI				
	Enrollments	# Sections	Success Rate	Retention Rate
2009FA	398	12	77%	89%
2010FA	313	14	77%	94%
2011FA	360	13	83%	97%
Work Experience - MC				
	Enrollments	# Sections	Success Rate	Retention Rate
2009FA	85	6	91%	93%
2010FA	95	7	71%	87%
2011FA	72	7	81%	97%
Work Experience - OC				
	Enrollments	# Sections	Success Rate	Retention Rate
2009FA	44	3	57%	84%
2010FA	50	3	74%	96%
2011FA	43	2	79%	91%

Goal 5: Communication

SCCCD is committed to open and clear communication among its constituent groups and with its external communities.

5.1 Develop and implement a District Governance Model – No data for this objective

5.2 Increase regular reporting of District and Board activities and actions to the colleges’ communities through various means such as newsletters, meetings and discussion sessions.

Data for this objective: List of Publications/Communications

SCCCD Communication
The Linkage Report e-connections Front & Center Chancellor’s Blog Social Media Posting of Board information, including Agendas and Minutes on the web

5.3 Expand and improve communication throughout the district.

Data for this objective: List of Publications/Communications at Colleges

List of Publications/Communications

FCC	REEDLEY	WILLOW
<ul style="list-style-type: none"> Weekly newsletter “City at a Glance” that is mailed to FCC and District Office personnel. A calendar of events “This Week at Fresno City College” is emailed weekly with the City at a Glance. FCC has a Facebook page “Fresno City College (Campus News) FCC produced an annual report. FCC produces a monthly report to the Board of Trustees that includes a Calendar of Events. 	<ul style="list-style-type: none"> Reedley College contributes monthly to the Linkage Report. Reedley College sends out a monthly Board Report and Calendar of Events. Reedley College had a weekly one hour Blog Radio show called Tiger Talk. It featured students, faculty, and staff and covered current college issues. Reedley College had an online newspaper during the school year “The Chant”. The Chant also covered major 	<p>Still need from Linda Little</p>

<ul style="list-style-type: none"> • FCC contributes items to the Linkage Report. • FCC produces a student newspaper “The Rampage” which publishes during the fall and spring semesters. • FCC regularly emails announcements to FCC and District Office personnel. • Committee notes, agendas and minutes are regularly posted on Blackboard. • News Release are sent to the news media and posted on the front page of the FCC Website. 	<p>campus events “live.”</p> <ul style="list-style-type: none"> • Reedley College strengthened its social media presence by sending campus information via Facebook, Twitter and YouTube. • Reedley College produced an Annual Report. • Reedley College also has its Currents publication. However, we did not publish any this past year due to budget constraints. We tried to get the work out via the above methods. 	
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5.4 Maintain and improve relationships with the District’s community, economic and workforce partners.

Data for this objective - [Inventory of current partnerships \(working with Deans\)](#)

Goal 6: Organizational Effectiveness

SCCCD is committed to continually improve its organizational process to ensure its institutional effectiveness and accountability.

6.1 Develop and implement a District Resource Allocation Plan – No data for this objective

6.2 Review and update the District Technology Plan – No data for this objective

6.3 Finalize and implement a District Facilities Master Plan – No data for this objective

6.4 Develop and implement a Human Resources Staffing Plan that recognizes the staff diversity needs, expected retirements in the near future and the organizational and curricular changes of the District, and the need for staff training.

Data for this objective – Employee demographics

Faculty and Staff Demographics by Classification - 2011

SCCCD Employee Ethnicity - 2011		Count	Percent
Administrator	African American	6	11.3%
	Native American	0	0.0%
	Asian	4	7.5%
	Hispanic	8	15.1%
	Unknown	3	5.7%
	White	32	60.4%
Total - Administrator		53	100.0%
Classified	African American	31	5.4%
	Native American	4	0.7%
	Asian	36	6.3%
	Hispanic	153	26.8%
	Unknown	82	14.4%
	White	264	46.3%
Total - Classified		570	100.0%
Classified Manager	African American	0	0.0%
	Native American	0	0.0%
	Asian	0	0.0%
	Hispanic	4	13.8%
	Unknown	5	17.2%
	White	20	69.0%
Total - Classified Manager		29	100.0%
Confidential	African American	0	0.0%
	Native American	0	0.0%
	Asian	1	5.6%
	Hispanic	3	16.7%
	Unknown	0	0.0%
	White	14	77.8%
Total - Confidential		18	100.0%

SCCCD Employee Ethnicity - 2011		Count	Percent
Full-Time Faculty	African American	19	3.6%
	Native American	8	1.5%
	Asian	25	4.8%
	Hispanic	88	16.9%
	Unknown	66	12.7%
	White	315	60.5%
Total - Full-Time Faculty		521	100.0%

Part-Time Faculty	African American	26	2.7%
	Native American	4	0.4%
	Asian	75	7.9%
	Hispanic	147	15.4%
	Unknown	84	8.8%
	White	618	64.8%
Total - Part-Time Faculty		954	100.0%

Source: SCCC Human Resources Office

Notes:

- 1) Faculty counts represent headcount, not assignment.
- 2) Counts include categorical and general fund employees.

6.5 Develop a plan for growth of the District’s campuses and centers, including planned phases for enrollment, staffing, resource allocation, organizational structures and facilities needs.

No data for this objective

6.6 Develop an effective planning and research infrastructure at the district level to enhance institutional research across the District with coordination mechanisms, an annual district research agenda, common research projects and additional research needed for assisting in planned growth for SCCC.

Data for this objective - Inventory of IR regular reports

Inventory of IR Regular Reports

#	REPORT TITLE	PRODUCED BY	DISTRIBUTED TO	DATA ELEMENTS	PUBLICATION DATE
1	ARCC (Accounting Report for Community Colleges)	State Chancellor's Office	All colleges	7 Success measures: Student progress & achievement, Students who earned 30+ units, Fall to fall persistence rate, Credit vocational course success rate, Credit basic skills course success, ESL improvement rate, Basic skills improvement rate	March every year
2	State Apportionment Attendance Reports (CCFS-320)	District IR	State Chancellor's Office	FTES data for apportionment	P1-January 15, P2-April 20, Annual - July 15

3	SCCCD FactBook	District IR	Online	All kinds of information	Spring every year
4	Program Review Data	FCC IR/ RC WI IR	Program Review Committee	Performance, enrollment, and FTES/WSCH data	Every term
5	Environmental Scan Report	FCC IR	SPC	International and External data	Fall every year
6	National Student Clearinghouse Transfer data	FCC IR/ RC WI IR	Online	FCC/ RC / WI transfer information	Fall every year
7	ACT College Outcome Survey	FCC IR/ RC WI IR	SPC and Outcome Assessment Committee	Student outcome survey	Every 3 years
8	CCSSE Survey	FCC IR/ WI IR	SPC, IRE and other groups	Student engagement	Every 3 years
9	Research Brief	FCC IR/ RC WI IR	IR Website	All kinds of research topics	
10	FTES/WSCH data	FCC IR	IR Website	FTES/WSCH by division, department, and course	Every term
11	IPEDS (Integrated Postsecondary Education Data System) Reports	State Chancellors Office and District IR	National Center for Education Statistics	8 Surveys: Institutional Characteristics, 12 Month enrollment, Fall enrollment, Completions, Graduation Rate, Student Financial Aid, Finance, Human Resources	Every year
12	Graduate Surveys	FCC IR/ RC WI IR	Various programs	Survey questions designed by programs	Every year
13	Nursing Surveys	FCC IR	Nursing department	Survey questions designed by Nursing program	Every year
14	Point of Contact surveys	FCC IR/ RC WI IR	Supporting Services	All kinds of survey questions	Every year
15	SPC Planning Evaluation survey	FCC IR	SPC	Questions about FCC planning process	Spring every year
16	Flex day evaluation survey	FCC IR/ RC WI IR	Flex day committee	All kinds of survey questions	Every term
17	BRN Annual School Survey	Nursing department and FCC IR	Nursing Board	Student demographics of Nursing	Every year
18	Faculty and Staff Survey	FCC IR/ RC WI IR	FCC Accreditation Committee	Faculty and staff satisfaction	Every 3 years

19	Program Review Survey	FCC IR/ RC WI IR	FCC Program Review Committee	Questions about FCC/ RC WI program review	Every year
20	Administrator's survey	FCC IR and VPs/ RC IR	VPs and President	All kinds of questions	Every year
21	Counselors survey - paper pencil	FCC IR and Counseling Dept/ RC WI	Counseling Dept	All kinds of questions	Every term
22	Gainful employment	FCC IR and other offices/ RC WI IR	Online	Cost and completion information about all kinds of programs	Every year
23	City College Profile	FCC IR	IR Website	Basic fact about FCC	Every year
24	Faculty request form data	FCC IR	Division/department	FTES/WSCH by division and program	Every term
25	Mark Analyses	FCC IR	Division Deans	Grade distribution by section and faculty	Every term
26	Grant application data	FCC IR/ RC WI IR	Grant writers	Varies	Every term
27	Grant report data	FCC IR/ RC WI IR	Grant writers	Varies	Every term
28	Pre-requisite validation study	FCC IR	Curriculum committee	Performance prediction	Varies
29	Cohort tracking for library users	FCC IR	Library	Performance	Every term
30	Torch of Excellence - Athletes	FCC IR	Athletic Dept	Student GPA	Every year
31	Title IX Report - Athletes	FCC IR and Athletic Dept	State agency	Athletic interests of incoming students	Every year
32	Title III and V Eligibility data	FCC IR/ RC WI IR	Federal agency		Every year
33	ACCJC - Eligibility requirement data	FCC IR and Office of Instruction	ACCJC	Transfer data	Every year
34	Distance Education	RC WI IR	DE committees	Headcount, succ, reten DE vs Traditional courses. Includes demographic profile.	Annual update

35	SCCCD RTG survey	RC WI IR	Matriculation counselors	Means, SDs, reported by high school and intended college location - satisfaction and learning outcomes	Annual update
36	WI Clovis West EAP analysis	WI IR	WI English Faculty, Clovis West Faculty, Administration	EAP scores, Placement results, English scores at WI. Demographic information is also reported.	Annual update
37	RC WI Strategic Plan	RC WI IR	Campus	Comparative data for matrix, analysis of progress	Annual update
38	RC WI Graduation Survey	RC WI IR	Campus	Measure of GELOs	Annual update
39	Basic Skills Assessment Survey	RC WI IR	CCCCO	Measure of Basic Skills Placements	Annual - Spring
40	Health Services Survey	RC WI IR	Health Center	Measure of learning outcomes, student attitudes, perspectives. Demographic data is obtained.	Annual - Spring
41	RC WI High School Reports	RC WI IR	Student Services, Counseling	Success, Retention, GPA, Persistence of incoming freshmen by primary Feeder High School. Transfer data is included.	Annual - Fall
42	NCCAP MCCAP	WI IR	Counseling Dept	Program Learning Outcomes and evaluation	Annual - Spring
43	Library SLOs and Satisfaction	RC WI IR	Library staff	evaluate library needs and satisfaction with services by Location	Annual - Spring
44	MIS - Term Files	District IR	State Chancellor's Office (Supplies data for Datamart/ARCC/IP EDS/Gainful Employment)	Student, enrollment, course, section, matriculation, disability, EOPS, CalWORKs, VATEA and faculty data	30 days after each term
45	MIS - Calendar File	District IR	State Chancellor's Office	Instructional days/holidays/flex days	June-July
46	MIS - Program Awards	District IR	State Chancellor's Office (Supplies data for Datamart/ARCC/IP EDS/Gainful Employment)	Annual - Awards Issued	September
47	ATERM	District IR	Campus IR offices/researchers	Term sections, enrollment, demographics, grades, success, retention, GPA,	End of each term

				student load	
48	ATERM_FTES	District IR	Campus IR offices/researchers	FTES generated as reported on the 320 Apportionment Report	Preliminary - end term; Final - July
49	District IR Website	District IR	Public - Online	Enrollment, demographics, success, retention, GPA, student load	End of each term
50	Student Insurance Renewal	District IR	Vice Chancellor - Finance & Administration	Summer & Fall District Enrollment	January
51	5 Year Construction Plan	District IR	Associate Vice Chancellor Business & Operations	WSCH/credit FTES/non-credit FTES	April-May
52	DSPS Annual FTES	District IR	Campus DSPS Offices - Janice Emerzian	FTES by section as submitted on annual 320	July
53	EFCW Mandate Stats	District IR	Ron Walls - Finance Dept.	Annual district enrollment by term - duplicated	July
54	Administrative Services Unit Review (ASUR)	District IR	Service area survey for areas going through review	Determined by department going through review	Ongoing
55	District Strategic Plan	District and Campus Research offices	DSPS/Chancellor's Cabinet	Data for goals/objectives	Ongoing

6.7 Implement an integrated Strategic Planning Model that includes regular assessment of progress toward goals.

Data for this objective – No data

Goal 7: Community and Resource Development

SCCCD is committed to optimizing its resources while maintaining its fiscal integrity.

7.1 Maintain prudent financial practices to ensure and support the fiscal health and wellbeing of the District.

Data for this objective - Current budget and end of year budget for 2011-12 and 2012-13 for analysis

**STATE CENTER COMMUNITY COLLEGE DISTRICT
FINAL BUDGET
BUDGET SUMMARY FY 2011-12**

	2009-10 ACTUAL	2010-11 ACTUAL*	2011-12 PROPOSED	INC./(DEC.) FY12 VS. FY11
REVENUES				
Federal Revenues	\$ 12,454,492	\$ 12,497,277	\$ 16,397,288	\$ 3,900,011
State Revenues	110,812,196	113,833,147	103,472,706	(10,360,441)
Local Revenues	45,790,697	43,550,393	43,639,005	88,612
Other Financing Sources	16,557	4,601,766	-	(4,601,766)
TOTAL REVENUES	\$ 169,073,942	\$ 174,482,583	\$ 163,508,999	\$ (10,973,584)
EXPENDITURES				
Certificated Salaries	\$ 75,530,679	\$ 73,128,854	\$ 74,111,830	\$ 982,976
Classified Salaries	33,982,067	34,078,121	34,890,083	811,962
Employee Benefits	29,754,606	31,059,314	33,760,245	2,700,931
Supplies and Materials	3,974,273	3,846,358	4,324,242	477,884
Other Operating Expenses	15,501,563	14,705,552	15,847,723	1,142,171
Capital Outlay	4,213,793	3,950,132	2,799,613	(1,150,519)
Other Outgo/Contingency	1,989,222	6,261,247	2,710,010	(3,551,237)
TOTAL EXPENDITURES	\$ 164,946,203	\$ 167,029,578	\$ 168,443,746	\$ 1,414,168
REVENUES OVER/(UNDER) EXPENDITURES	\$ 4,127,739	\$ 7,453,005	\$ (4,934,747)**	\$ (12,387,752)

* UNAUDITED

** Use of General Fund Reserves \$4,434,747
and Lottery Reserves \$500,000

**STATE CENTER COMMUNITY COLLEGE DISTRICT
GENERAL PURPOSE FINAL ALLOCATION (XX0 Only)
F.Y. 2011-2012**

	Districtwide/ District Office	Fresno City College	Reedley College	North Centers	TOTAL DISTRICT
FY 2010-2011 BASE ALLOCATION	\$ 20,403,637	\$ 72,133,697	\$ 26,141,497	\$ 16,746,785	\$ 135,425,616
PERMANENT ALLOCATION ADJUSTMENTS					
Certificated Step/Column Increase	\$ -	\$ 467,078	\$ 186,310	\$ 126,367	\$ 779,755
Classified Step Increase	57,346	96,394	48,182	49,336	251,258
Management/Confidential Step Increase	32,695	28,094	26,699	7,815	95,303
Cal PERS (Increased 0.216%)	16,759	24,785	9,509	5,413	56,466
Prop. & Liability Ins.	-	-	-	-	-
Utilities	250,000	-	-	-	250,000
SUI Increase (Increased 0.89%)	80,902	470,724	170,391	115,891	837,908
FY2011-2012 SUBTOTAL	\$ 20,841,339	\$ 73,220,772	\$ 26,582,588	\$ 17,051,607	\$ 137,696,306
State Appt Reduction FY2011-2012	\$ (715,277)	\$ (2,604,769)	\$ (815,115)	\$ (484,839)	\$ (4,600,000)
FY 2011-2012 ADJUSTED BASE ALLOCATION	\$ 20,126,062	\$ 70,616,003	\$ 25,767,473	\$ 16,586,768	\$ 133,096,306
CURRENT YEAR ADJUSTMENTS					
Retiree Health (Pay-As-You-Go)	\$ 1,100,000	\$ -	\$ -	\$ -	\$ 1,100,000
Facilities Rental	-	42,000	15,000	-	57,000
Campus Lab School Charges	-	130,000	65,000	140,000	335,000
Misc. Revenues	-	90,000	15,000	-	105,000
TOTAL CURRENT YEAR ADJUSTMENTS	\$ 1,100,000	\$ 262,000	\$ 95,000	\$ 140,000	\$ 1,597,000
FY 2011-2012 FINAL ALLOCATION (XX0 ONLY)	\$ 21,226,062	\$ 70,878,003	\$ 25,862,473	\$ 16,726,768	\$ 134,693,306

*Approved by Board of Trustees 9-6-11

**STATE CENTER COMMUNITY COLLEGE DISTRICT
TENTATIVE BUDGET
BUDGET SUMMARY FY 2012-13**

	2010-11 ACTUAL	2011-12 PROJECTED	2012-13 PROPOSED	INC./(DEC.) FY13 VS. FY12
REVENUES				
Federal Revenues	12,497,274	13,405,461	9,197,589	(4,207,872)
State Revenues	113,833,147	99,542,325	95,956,627	(3,585,698)
Local Revenues	43,550,394	41,648,095	41,054,323	(593,772)
Other Financing Sources	4,601,766	827,000	-	(827,000)
TOTAL REVENUES	174,482,581	155,422,881	146,208,539	(9,214,342)
EXPENDITURES				
Certificated Salaries	73,128,854	73,631,956	71,067,704	(2,564,252)
Classified Salaries	34,078,122	32,520,118	32,713,778	193,660
Employee Benefits	31,059,289	32,360,095	31,859,932	(500,163)
Supplies and Materials	3,846,359	3,321,059	3,734,285	413,226
Other Operating Expenses	14,705,551	13,822,869	13,573,282	(249,587)
Capital Outlay	3,950,132	3,868,237	3,053,910	(814,327)
Other Outgo/Contingency	6,261,248	2,484,308	(4,394,352)	(6,878,660)
TOTAL EXPENDITURES	167,029,555	162,008,642	151,608,539	(10,400,103)
REVENUES OVER/(UNDER) EXPENDITURES	7,453,026	(6,585,761)	(5,400,000) *	1,185,761

* Use of General Fund Reserves \$4,900,000

* Use of Lottery Reserves \$500,000

**STATE CENTER COMMUNITY COLLEGE DISTRICT
GENERAL PURPOSE FINAL ALLOCATION (XX0 Only)
F.Y. 2012-13**

	Districtwide/ District Office	Fresno City College	Reedley College	Willow International	Madera Center	Oakhurst Center	TOTAL DISTRICT
FY 2011-12 BASE ALLOCATION	\$ 20,126,062	\$ 70,616,003	\$ 25,767,473	\$ 10,346,826	\$ 5,574,813	\$ 665,129	\$ 133,096,306
PERMANENT ALLOCATION ADJUSTMENTS							
Certificated Step/Column Increase	\$ -	\$ 486,119	\$ 181,594	\$ 78,368	\$ 47,742	\$ -	\$ 793,823
Classified Step Increase	51,690	72,926	41,339	16,171	8,162	-	190,288
Management/Confidential Step Increase	29,514	41,572	15,501	-	263	-	86,850
Cal PERS (Increase of 1.2%) - CCLC Est.	90,214	130,366	50,704	17,947	8,834	1,268	299,333
SUI Adjustment (Decrease of 0.51%)	(45,756)	(212,939)	(81,993)	(29,831)	(17,037)	(1,469)	(389,025)
Utilities	250,000	-	-	-	-	-	250,000
Transfer of Positions/Budgets between Sites	82,446	-	(182,446)	100,000	-	-	-
Dental & Vision Premium Svgs	(45,396)	(189,220)	(71,527)	(27,170)	(14,706)	(1,978)	(350,000)
Total 2012-13 Permanent Allocation Adjustments	<u>\$ 412,712</u>	<u>\$ 328,824</u>	<u>\$ (46,828)</u>	<u>\$ 155,485</u>	<u>\$ 33,255</u>	<u>\$ (2,179)</u>	<u>\$ 881,269</u>
Concessions	(640,178)	(3,332,615)	(1,219,749)	(504,407)	(278,391)	(32,843)	(6,008,183)
Core Restructuring	(201,272)	(1,325,133)	(1,096,913)	(405,451)	(409,210)	(413)	(3,438,392)
FY 2012-13 ADJUSTED BASE ALLOCATION	<u>\$ 19,697,324</u>	<u>\$ 66,287,079</u>	<u>\$ 23,403,983</u>	<u>\$ 9,592,453</u>	<u>\$ 4,920,467</u>	<u>\$ 629,694</u>	<u>\$ 124,531,000</u>
CURRENT YEAR ADJUSTMENTS							
Retiree Health (Pay-As-You-Go)	\$ 1,200,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,200,000
Election Costs	250,000	-	-	-	-	-	250,000
Decrease in Lottery Avail used for Operations	61,084	67,343	31,203	11,438	7,669	1,263	180,000
Facilities Rental	-	26,000	15,000	-	-	-	41,000
Campus Lab School Charges	-	130,000	65,000	120,000	20,000	-	335,000
Misc. Revenues	-	90,000	15,000	-	-	-	105,000
TOTAL CURRENT YEAR ADJUSTMENTS	<u>\$ 1,511,084</u>	<u>\$ 313,343</u>	<u>\$ 126,203</u>	<u>\$ 131,438</u>	<u>\$ 27,669</u>	<u>\$ 1,263</u>	<u>\$ 2,111,000</u>
FY 2012-13 ALLOCATION (XX0 Only)	<u>\$ 21,208,408</u>	<u>\$ 66,600,422</u>	<u>\$ 23,530,186</u>	<u>\$ 9,723,891</u>	<u>\$ 4,948,136</u>	<u>\$ 630,957</u>	<u>\$ 126,642,000</u>
Lottery Allocation	\$ 1,622,265	\$ 1,332,315	\$ 617,345	\$ 238,187	\$ 120,984	\$ 18,904	\$ 3,950,000
Parity Pay Allocation	581,380	-	-	-	-	-	581,380
Parking Fee Maintenance Transfer	350,000	-	-	-	-	-	350,000
Total Fund 11 (Unrestricted) Budget	<u>\$ 23,762,053</u>	<u>\$ 67,932,737</u>	<u>\$ 24,147,531</u>	<u>\$ 9,962,078</u>	<u>\$ 5,069,120</u>	<u>\$ 649,861</u>	<u>\$ 131,523,380</u>

*Tentative Budget Presented to Board of Trustees June 5, 2012

7.2 Create a Resource Development Plan to enhance revenue generation and external giving.

No data for this objective

7.3 Develop a systematic process to maximize mission driven grants acquisition.

Data for this objective - Inventory of current grants and amounts by campus and district

Collecting data from Grants Office