

AGENDA  
Regular Meeting  
BOARD OF TRUSTEES  
STATE CENTER COMMUNITY COLLEGE DISTRICT  
New Student Center, Reedley College  
995 N. Reed Avenue, Reedley, California  
4:30 p.m., March 2, 2010

- I. Call to Order
- II. Pledge of Allegiance
- III. Introduction of Guests
- IV. Approval of Minutes, Meeting of February 2, 2010
- V. Delegations, Petitions, and Communications [see footnote, Page 3]
- VI. Reports of Chancellor and Staff

A. PRESENTATIONS

- 1. Chancellor's Report Tom Crow
- 2. Campus Reports Barbara Hioco, RC  
Cynthia Azari, FCC  
Terry Kershaw, NC
- 3. Reports by Reedley College Academic Senate, Classified Senate and Associated Student Body Bill Turini  
Melanie Highfill  
Alexandria Morales
- 4. K-16 Bridge Program and STEM Activities Adelfa Lorenzano  
Marie Perry  
Michelle Stricker

- B. CONSIDERATION OF CONSENT AGENDA [10-04HR through 10-08HR]  
[10-21G through 10-26G]

C. HUMAN RESOURCES

D. GENERAL

1. Consideration to approve Educational Master Plans for Fresno City College, Reedley College, and the North Centers [10-17] Tom Crow
2. Consideration to Approve Selection of Independent Auditor [10-18] Doug Brinkley
3. Consideration to Approve Use of Existing Furniture Contracts, Willow International Center [10-19] Doug Brinkley
4. Assignment of Board Representatives for Graduation Ceremonies [10-20] Pat Patterson

VII. Reports of Board Members

VIII. Old Business

IX. Future Agenda Items

X. Delegations, Petitions, and Communications [see footnote, Page 3]

XI. Closed Session

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

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

C. CONFERENCE WITH LEGAL COUNSEL – POTENTIAL LITIGATION, Pursuant to Government Code Section 54956.9(b)(3)(A)

D. PUBLIC EMPLOYMENT, Pursuant to Government Code Section 54957, Chancellor Search

XII. Open Session

XIII. Adjournment

---

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

PRESENTED TO BOARD OF TRUSTEES

DATE: March 2, 2010

---

SUBJECT: Consideration to Approve Educational  
Master Plans for Fresno City College,  
Reedley College, and the North Centers

ITEM NO. 10-17

---

EXHIBIT: Educational Master Plans for Fresno City College,  
Reedley College, and the North Centers

---

Background:

The Draft Educational Master Plans for Fresno City College, Reedley College, and the North Centers have been developed and approved by a broad-based committee on each campus comprised of representatives from all major campus constituencies and were presented to the Board for their review and comments. The final Educational Master Plans are presented for the Board's consideration for approval.

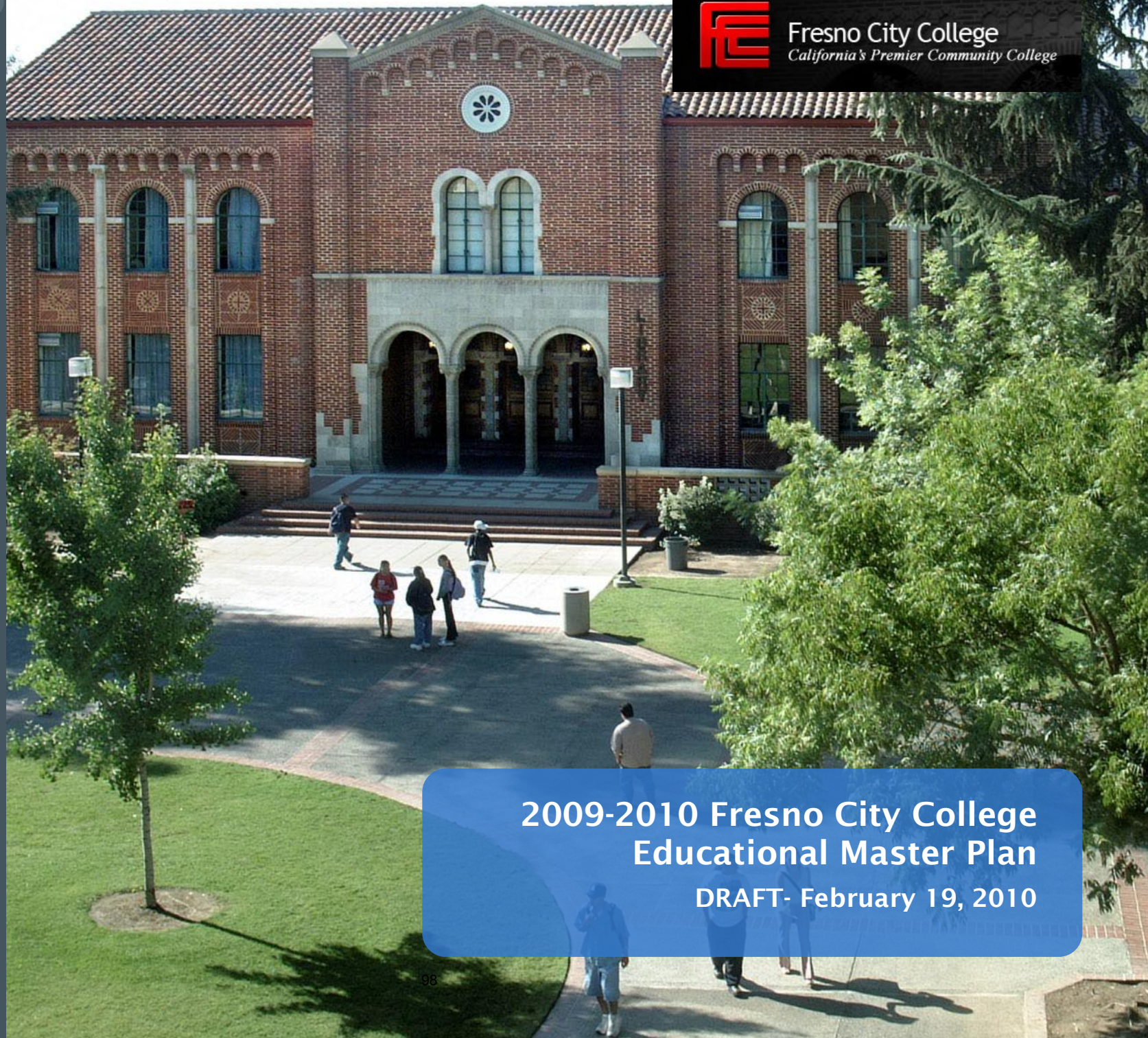
Recommendation:

It is recommended that the Board of Trustees approve the Fresno City College, Reedley College, and the North Centers Educational Master Plans.





Fresno City College  
*California's Premier Community College*



## 2009-2010 Fresno City College Educational Master Plan

DRAFT- February 19, 2010



## ACKNOWLEDGEMENTS

---



### **State Center Community College District**

Chancellor Thomas Crow

#### **Board of Trustees**

President -Patrick E. Patterson

Vice President- Dorothy Smith

Isabel Barreras

Richard M. Caglia

H. Ronald Feaver

William J. Smith

Leslie W. Thonesen



### **Fresno City College**

President Cynthia Azari

Vice President Administrative Services

Michael Guerra

Vice President Instruction Tony Cantu

Vice President Administration / Records

John Cummings

Vice President Student Services Chris Villa

College Director of Marketing and  
Communications Cris Monahan Bremer



### **Maas Companies, Inc**

Jeff Colyer

Drew Jung

Jeff Kellogg

Michael Maas

Lori O'Keefe

Dan Rosenberg

# Table of Contents

---

<b>INTRODUCTION.....</b>	<b>1</b>	<b>INTERNAL ENVIRONMENTAL SCAN.....</b>	<b>17</b>
Scope Overview.....	1	Local Population Growth.....	17
Overview.....	2	Student Demographic Profile.....	18
Key Components to Planning.....	2	Student Origins.....	18
Overview of the Plan.....	6	Gender Profile.....	19
Board of Trustees Approval of Plan.....	6	Age Profile.....	19
<b>EXTERNAL ENVIRONMENTAL SCAN.....</b>	<b>7</b>	Race and Ethnicity.....	19
The College in Relationship to the Nation.....	7	Time of Day Distribution.....	20
The College in Relationship To The State.....	7	Student Load Patterns.....	21
Enrollment.....	8	High School Graduates Enrollment Rate.....	21
Population Growth.....	9	Student Achievements.....	21
Economic Conditions.....	9	Transfers.....	21
The College In Relationship To The Local Region.....	9	Degree and Certificates.....	21
The Area to Be Served.....	10	Qualitative Input.....	22
Snapshot of the Service Area.....	10	Synopsis of the Survey.....	22
Households by Income.....	11	Interview Summaries.....	26
Age Profile.....	12	Review of Instructional Programs and Services.....	26
Workforce Characteristics of the Local Region.....	13	Program of Instruction Data.....	33
Sources of Employment.....	13	Enrollment Trends.....	33
Growth Occupations.....	14	Retention Rate Trends.....	34
Participation Rate.....	15	Student Success Trends.....	35
External Environmental Scan Implications for The College.....	16	Governance and Constituent Groups.....	37
		Additional Programs and Services.....	38



<b>PROGRAM OF INSTRUCTION.....</b>	<b>49</b>	<b>THE FINANCIAL PLAN .....</b>	<b>73</b>
Overview.....	49	Financing Options.....	73
Baseline Curriculum .....	49	.....	77
The Baseline Program of Instruction by Subject .....	49	Suggested Financing Parameters .....	78
The Baseline Program of Instruction by TOP Code .....	54	<b>TOTAL COST OF OWNERSHIP.....</b>	<b>79</b>
<b>FUTURE CAPACITIES .....</b>	<b>57</b>	Definition of Total Cost of Ownership (TCO) .....	79
Overview.....	57	Purpose of the Process .....	79
Current Curriculum .....	57	Objectives to be Achieved.....	79
Growth Forecast .....	57	Approval Process .....	80
Internal and External Elements of the College .....	57	Assessment Format .....	80
Participation Rate Analysis.....	57	Implementation Process.....	81
Weekly Student Contact Hours (WSCH).....	58	<b>RECOMMENDATIONS .....</b>	<b>83</b>
Future Program of Instruction .....	58	<b>ATTACHMENT A: SPACE DETERMINATION METHODOLOGY .</b>	<b>85</b>
Overview.....	58	Overview.....	85
Profile of the Future Program of Instruction .....	58	Prescribed State Space Standards .....	85
.....	58	Standards for Lecture Space .....	86
<b>DETERMINATION OF FUTURE SPACE NEEDS.....</b>	<b>65</b>	Standards for Laboratory Space.....	86
Space Requirements: Academic Program of Instruction .....	65	Non-State Space Standards .....	87
Academic Space Profile for 2025 .....	66	<b>ATTACHMENT B: GLOSSARY OF TERMS.....</b>	<b>89</b>
Space Requirements: All Programs and Services of the		<b>NOTE ON DISTRICT - WIDE PLANNING .....</b>	<b>95</b>
College .....	70	<b>ACKNOWLEDGEMENTS.....</b>	<b>96</b>



# Introduction

## SCOPE OVERVIEW

The *Fresno City College Educational Master Plan* (“Master Plan” or “Plan”) is a comprehensive plan for the College. This Plan has been developed in response to the 2009 Fresno City College Strategic Plan and provides specific direction and parameters for the implementation of programs, along with activities relating to the educational and support service programs of the College.

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

The *Fresno City College Educational Master Plan* has its roots in both qualitative input and quantitative data. Information from inside and external to the college was used to explain the changes that occurred in the past and to forecast future needs. The overall goal of the Plan is to project the future program of instruction, student services and other support services that will be required

to accommodate the College’s needs through the year 2025.

The objective of the Educational Master Plan is:



## EDUCATIONAL MASTER PLAN OBJECTIVE

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

The Master Planning process included the following tasks:

### Conducting an overview and assessment of the College and the area it serves:

- Conducting data research on the historic growth of student enrollment and weekly student contact hours (WSCH).
- Assessing the internal environment of the College relative to the current composition/profile of the students served.
- Conducting an external environmental scan – viewing the College in relationship to its service area and external environment.

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

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

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

### OVERVIEW

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

The plan has established “baselines” – starting points from which forecasts for the

future can be made. For the *2009 Fresno City College Educational Master Plan*, baseline references have been established using fall-semester, 2008 as the baseline semester. All external and internal environmental scan information included in the plan is based on 2008-2009 information.

### KEY COMPONENTS TO PLANNING

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

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

Setting realistic objectives in a timely manner is essential to successful planning. The objectives set must be measurable. Good planning also addresses multiple issues facing the College and meeting the needs of the community it serves. Given the current economic conditions, planning will be

critical in allowing the College to continue to meet the needs of its service area.

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

With the influx of student enrollment, will come unique needs that the students will seek to have fulfilled. The main goal of these returning students is to obtain the necessary skills and information that will provide them the opportunities for sustainable and secure future employment opportunities. Systematic, thoughtful planning should take into consideration relative issues facing the community, such as the top jobs projected for the future in the College's service area.

Necessary adjustments can then be made to the programs of instruction that will be needed to support them. Elements, such as the economy, may emphasize specific needs of particular instructional programs over others. When implementing successful planning, the College must consider that instructional programs and disciplines do not grow at the same rate.

Planning must look at the future and adjust programs as necessary. Maintaining the

balance between fast growth and preserving a balanced program offering is essential. The consideration of issues such as these, gives the College the opportunity to put in place the programs it needs to meet the rapidly changing needs of the community it serves.

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



allowing them to achieve their educational goals. Once the future needs in these areas have been determined, the planning process turns to the current facilities provided on campus and assesses what the College has and what the College will need to ensure the continued ability to meet the needs of its student population. Upon determining these needs, the focus shifts to evaluating various options to finance the additional facilities deemed necessary.

### Accreditation

One foundation this plan is built upon is the essential element of the continuous accreditation for Fresno City College. The Western Association of Schools and Colleges (WASC) presents key guidelines that an institution must follow to successfully meet the needs of their students and community. It is imperative that Fresno City College align all future planning efforts with the standards determined by WASC to maintain their accreditation status. Accreditation provides a way to manage change through regular assessment, planning, implementation, monitoring and reassessment. It validates the College's integrity to the public and assures the local community that the College's purposes are appropriate and being accomplished through a viable educational program.



A valuable component of the accreditation process is the assistance it provides a school in establishing its priority areas for improvement as a result of the perpetual accreditation cycle. Continual self-improvement is a critical component to achieving full accreditation by WASC. Schools aiming to receive accreditation status must meet rigorous, research-based standards that reflect the essential elements of a quality and effective institution and also be able to demonstrate engagement in, as well as the capacity to, provide continuous school improvement. To ensure ongoing program improvement, each college should establish objectives and both subjective internal and external evaluations to assess progress in achieving its purpose.

The Fresno City College Educational Master Plan will provide the College with evidence of sound planning, provide evidence of resources to implement these plans, and provide the potential for attaining its goals within a reasonable time.

### History of the College

Fresno City College was established in 1910 as California's first community college and the second in the nation. The College was originally located at the former Fresno High School campus on "O" Street. In 1921, Fresno Junior College combined with what is now known as California State University Fresno to operate the junior college on the same campus as the four-year school. In 1948, new laws permitted the local school district to operate junior colleges and Fresno City College returned to its original "O Street" campus.

By 1956, the College moved locations once again after the District had negotiated the purchase of its current location on University Avenue from Fresno State College. The campus, rich in history, houses the "Old Administration Building" and Library. The "Old Administration Building" is listed in The National Register of Historic Places. The historical influence on the campus provides a unique and well established environment for students.

The number of students and activities available on campus sets it apart from other community colleges and provides the feel of a viable and strong college campus. The urban campus currently serves more than 25,000 students. The College is commonly

### MISSION STATEMENT

**Fresno City College is a comprehensive community college offering innovative instructional programs in anticipation of and responsive to the life-long learning needs of our diverse population. Fresno City College provides a wide variety of supportive services to assist our students in achieving their educational goals. Moreover, we are dedicated to working collaboratively with our community to enhance the economic and social development of the region.**

referred to as "Fresno City" and is located in the heart of Fresno, near the Tower District. Fresno City College is part of the State Center Community College District which also includes the North Centers and Reedley College.

### Fresno City College Strategic Goals

Overlying the entire planning process at the College are the Strategic Goals and Objectives for Fresno City College and the State Center Community College District. These goals and objectives were used as a guide while developing the Educational Master Plan. The Strategic Planning Goals

and Objectives developed by Fresno City College (October, 2008) provide a major foundation for the development of all planning efforts by the College. The Strategic Plan has its roots in the College's Mission Statement.

### The Strategic Plan includes seven Goals and Objectives the College aims to achieve.

- Goal One: FCC will effectively provide quality services to our community.
- Goal Two: FCC will assist students toward successful completion of their educational objectives.
- Goal Three: FCC will provide broad access to programs and services.
- Goal Four: FCC will be a cohesive and supportive environment for its administrators, faculty, staff, and students.
- Goal Five: FCC will partner with educational, business, and other local community organizations.
- Goal Six: FCC will be the college of choice for students in its service area.
- Goal Seven: FCC will collaborate with SCCCDC to create strategic alignments.



In addition to the Fresno City College Strategic Plan, the Educational Master Plan will focus on the State Center Community College Strategic Plan to aid in the planning process. An annual review of the District's Plan ensures that the District is delivering



programs and services aligned with its mission, vision, and core values and is responsive to its community as it grows and changes. The District’s Strategic Plan focuses on the following five goals and objectives.

- Access and Awareness- State Center Community College District (SCCCD) will be the learning institution of choice in its service area.
- Excellence in Teaching and Learning- the District will promote excellent teaching and learning in all of its colleges and centers, provide them relevant data and support, and celebrate success and improvement.
- Workforce Readiness and Communication- SCCCDD will develop and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, communication, technological expertise and specific job-related competencies.

- System Effectiveness/Planning and Assessment-SCCCD will engage in an ongoing planning process to assess effectiveness and efficiency of its operations.
- Resource Development- SCCCDD intends to manage its resources to provide maximum opportunity to its students, employees and community.

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

**OVERVIEW OF THE PLAN**

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

- External Environmental Scan- Identifies national, regional and local trends that have significant impacts on the future of the College.

- Internal Environmental Scan- Identifies the students who attend the College, where they come from, and the demographics of the College.
- Instructional Program and Support Services
- Future Projections for Instructional Programs and Support Services
- Recommendations for College and District

**BOARD OF TRUSTEES APPROVAL OF PLAN**

As part of the planning approval process, the 2009-2010 Educational Master Plan for each College and also the 2009-2010 *State Center Community College District Educational Master Plan* will be reviewed utilizing the shared governance process for the Colleges and the District. Upon approval of the draft Plans by the constituent shared governance groups, the College Plans and the District Plan will be presented to the State Center Community College District Board of Trustees for approval.



## External Environmental Scan

---

The external relationships that follow were identified as important and/or significant in having an impact on the future of Fresno City College. The external trends and conditions identified will undoubtedly have an impact on the immediate and long-term operations of the College. The trends and conditions discussed are national, regional or local in scope and will influence the future direction of the programs, enrollment, curriculum and support services of the College.

### **THE COLLEGE IN RELATIONSHIP TO THE NATION**

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

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

To further dampen the economic circumstances, the Bureau of Labor Statistics reported in March 2009 that non-farm payroll employment continued to decline sharply in March with a loss of 663,000 jobs and the unemployment rate rose from 8.1% to 8.5%. Since the recession began in December 2007, 5.1 million jobs have been lost, with almost two-thirds (3.3 million) of the decrease occurring in the last 5 months. Currently, our nation has 13.2 million people out of work.

In March, job losses were large and widespread across the major industrial sectors. In addition, a decrease in work hours is an added concern facing employees. In March 2009, the average workweek for production and non-supervisory workers on

non-farm payrolls fell by 0.1 hour to 33.2 hours. Seasonally adjusted, this is the lowest level on record for these data, which began systematic collection in 1964. As economic times have worsened at an accelerated rate, the likelihood of a deep and lasting recession appears unavoidable.

### **THE COLLEGE IN RELATIONSHIP TO THE STATE**

The California economy has a direct influence on Fresno City College, both because it affects jobs and services in the community and region, and because it impacts resources available for community college spending. Unfortunately for California, the State's economic outlook has shown more weakness than that of the nation.

According to the State Employment Development Department (EDD), in March 2009, the State reported an unemployment rate of 11.5%, the highest rate in 26 years. This is significantly higher than the national average of 9.0% during the same time period. Many Californians are feeling the effects of the recession more than people in other regions of the country.

As the State faces uncertain economic times, there will undoubtedly be financial impacts on the State's higher education system. According to the Sacramento Bee on March 17, 2009, the legislatures' 2009-2010 budget cut approximately \$680 million from California's Universities (CSU and UC campuses) and approximately \$40 million from community colleges. \$510 million of that amount may be reimbursed by federal funds.

Because of the cuts, it has been stated that the California State University campuses will accept 10,000 fewer students next year, while the University of California is reducing freshmen enrollment by 2,300 students. The budget also calls for UC and CSU students to pay 10% higher fees in the next academic year.

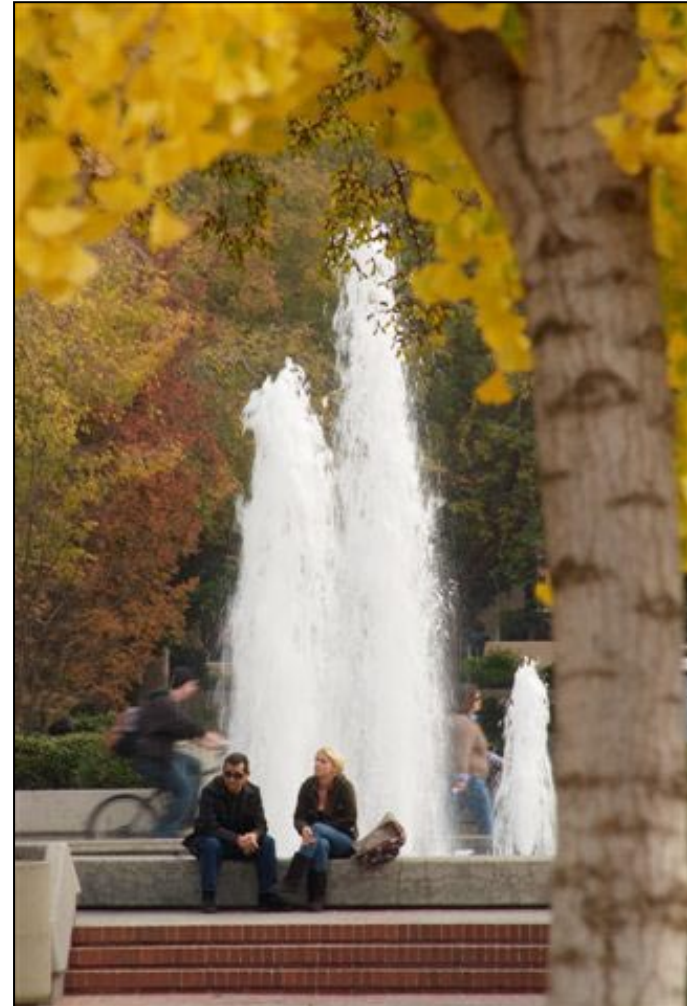
The Legislative Analyst's Office (LAO) has suggested that California raise the price of a community college education. With the fee recently raised to \$26 per unit, California still has by far the lowest community college fees in the nation. A full-time resident student pays \$600 per year while the national average is \$2,700 a year, according to the California Postsecondary Education Commission (CPEC).

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

#### **Enrollment**

The anticipated cuts to the community college system come at a time when colleges will likely see an increase in demand for enrollment. As the economy weakens, people tend to seek opportunities to increase their level of education. Whether they have lost their jobs or are looking to insure their current position, completing courses through the community colleges is a viable option.

The current job market has become significantly more competitive. As a result, employees are increasing their educational



level and furthering their vocational skills. This will allow them to remain competitive with those people finding themselves out of work who will likely be competing for similar opportunities and positions.

It is also critical to consider the impacts that the proposed changes in enrollment and fees at the CSU and UC systems will have on the community college system. As funding at the four-year institutions and the number of students accepted decreases, these students will seek other options for higher education. The more affordable and accessible community colleges will provide a viable alternative for these students. In lieu of completing their first two years at a CSU or UC campus, students may seek to enroll in lower division classes at community colleges where the cost is more affordable, thus resulting in an increase in student population for community colleges.

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

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

### **Population Growth**

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

### **Economic Conditions**

The current economic and fiscal challenges bode ill for the State’s community college system. Community colleges have reported significant increases in student enrollment at a time when they can least afford a flood of additional students. An informal survey of more than 100 colleges by the American Association of Community Colleges indicates that, on average, community colleges have seen as much as a 20% increase in enrollments for the Spring 2009 semester. This increase in demand comes at a time when many colleges are being forced to reduce the classes and programs that they offer.

Displaced workers also continue to fuel the enrollment increases. Many of the students are coming to the community colleges because of the college’s low tuition and vocational career training programs. Many state lawmakers are aware of the importance of community colleges, particularly during tough economic times, and have tried to

limit cuts to community college funding. However, California community colleges are still at risk for budget cuts to their programs.

As reported by the Community College Times on February 26, 2009:

“Scott Lay, president and CEO of the Community College League of California, expressed concerns stating, “We will be looking at our budget advocacy efforts over the next couple of weeks and be gearing up for the many approaching fights.”

### **THE COLLEGE IN RELATIONSHIP TO THE LOCAL REGION**

Fresno City College, California’s first community college (established in 1910, originally known as Fresno Junior College) is located in Fresno, California, the fifth most populous city in California and the largest metropolitan area in the San Joaquin Valley. According to the 2000 Census, Fresno County is one of the largest, fastest growing, and most diverse counties in the state of California. It is located between the State’s coastal mountain ranges and the Sierra Nevada Mountains in the heart of the San Joaquin Valley. Fresno is often referred to as the great "Garden of the Sun" because of its agricultural prominence. Located here are some of the largest wineries and the largest dried fruit company in the world. Its rich soil, irrigation and the hard work of farmers



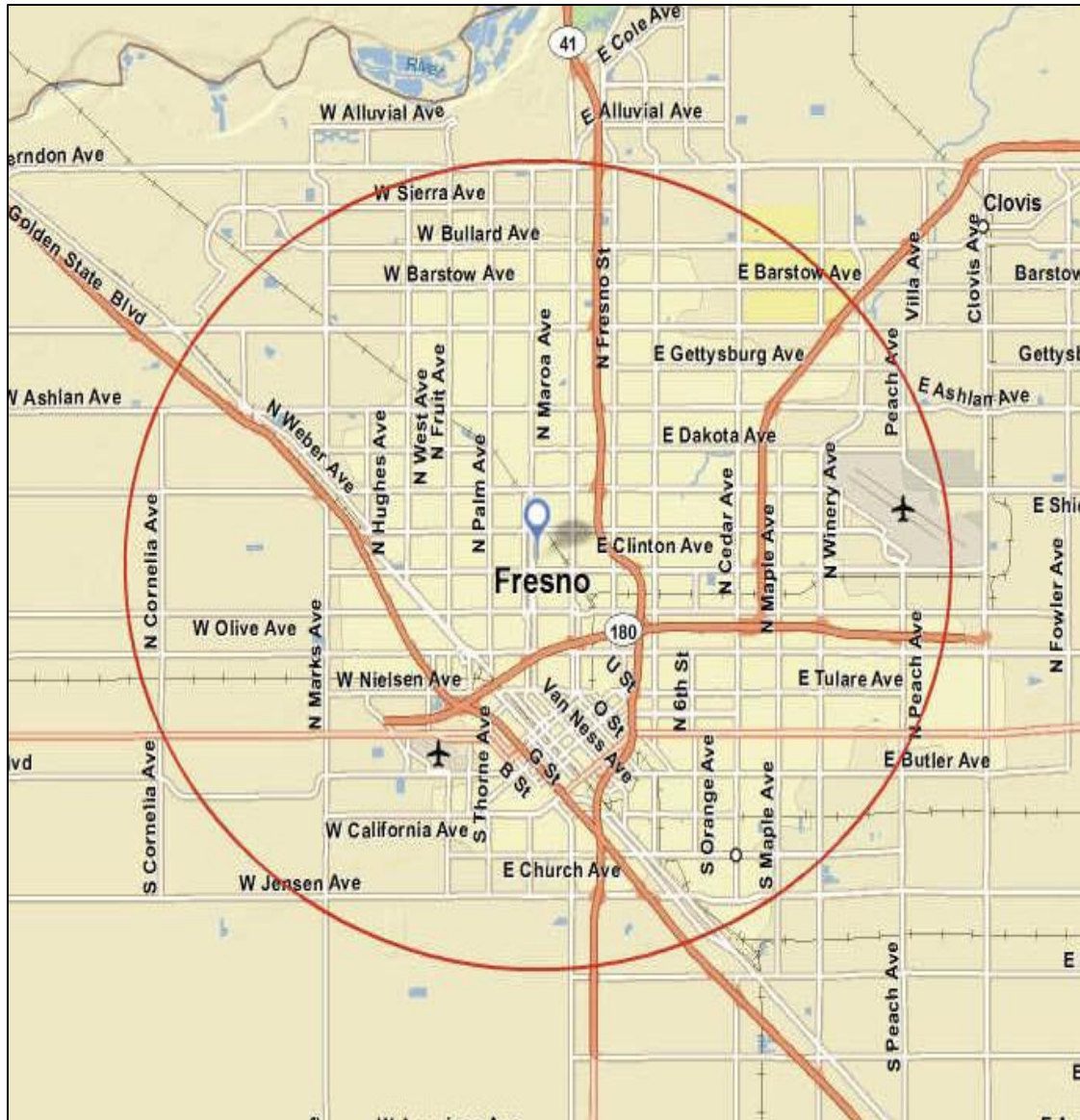
who came from all over the world combine to make Fresno County the richest and most productive agricultural county in America. A few of the major crops are: grapes, cotton, almonds, tomatoes, fruit and milk. Fresno is home to large industries that serve the agriculture, manufacturing and construction industries.

### The Area to Be Served

While assessing conditions at Fresno City College, it is critical to examine the college service area. The city of Fresno is a large metropolitan area with a population of 486,116. Based on an analysis of student origins by zip code and other related analysis provided by the College, this service area was best represented by a circular geographic area with a five-mile radius. This five-mile radius encompasses the vast majority of the students who attend the College.

### SNAPSHOT OF THE SERVICE AREA

Within the five-mile radius service area, the population currently totals 574,815. By the year 2013, it is projected that the population in the College service area will increase to 621,188. This population is growing at a rate of 1.56% per year. This rate is somewhat higher than that of both the state (1.33%) and the nation (1.23%). This will be one of the primary drivers for enrollment growth at the College.



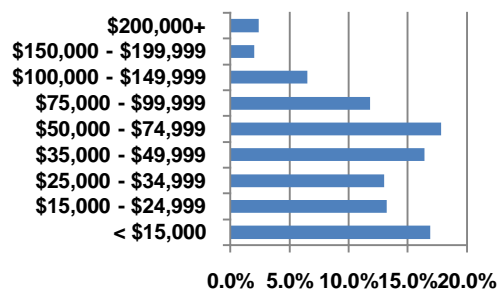
Fresno City College – 5-Mile Effective Service Area  
Source: ESRI Data Systems

## Households by Income

The service area is characterized by very low income levels. The median household income for the College service area is \$41,252, 33% below the state's median income of \$61,779. The per capita income is \$18,632, 37% below that of the state average of \$29,536. The service area also reports an average household size larger than that of the State's average.

The service area contains a large number (59.5%) of households earning less than \$50,000 per year. This is considerably higher than the State as a whole where 40.6% of households earn less than \$50,000. It is projected that in each of the next five years the median income for the service area will increase by 3.13%, which is above the State average of 3.04% and below the national average of 3.19%.

**FRESNO CITY COLLEGE  
5-MILE SERVICE AREA  
HOUSEHOLDS BY INCOME**



DEMOGRAPHIC AND INCOME PROFILE - FRESNO CITY COLLEGE - FIVE MILE RADIUS						
Summary	2000	2008	2013			
Population	516,953	574,815	621,188			
Households	172,018	187,762	201,530			
Families	120,737	131,069	139,946			
Average Household Size	2.95	3.01	3.04			
Owner Occupied HUs	90,164	99,932	105,152			
Renter Occupied HUs	81,853	87,830	96,377			
Median Age	29.5	29.8	30.5			
<b>Trends: 2008-2013 Annual Rate</b>						
	Area	State	National			
Population	1.56%	1.33%	1.23%			
Households	1.43%	1.23%	1.26%			
Families	1.32%	1.20%	1.05%			
Owner HHs	1.02%	0.96%	1.07%			
Median Household Income	3.13%	3.04%	3.19%			
<b>Households by Income</b>						
	2000		2008		2013	
	Number	Percent	Number	Percent	Number	Percent
< \$15,000	37,367	21.7%	31,741	16.9%	30,291	15.0%
\$15,000 - \$24,999	28,328	16.4%	24,704	13.2%	23,823	11.8%
\$25,000 - \$34,999	25,254	14.7%	24,449	13.0%	22,153	11.0%
\$35,000 - \$49,999	27,406	15.9%	30,767	16.4%	27,913	13.9%
\$50,000 - \$74,999	27,929	16.2%	33,350	17.8%	38,823	19.3%
\$75,000 - \$99,999	12,549	7.3%	22,221	11.8%	27,562	13.7%
\$100,000 - \$149,999	8,734	5.1%	12,267	6.5%	18,871	9.4%
\$150,000 - \$199,999	2,236	1.3%	3,803	2.0%	5,124	2.5%
\$200,000+	2,546	1.5%	4,454	2.4%	6,964	3.5%
Median Household Income	\$32,934		\$41,252		\$48,135	
Average Household Income	\$45,849		\$56,214		\$65,608	
Per Capita Income	\$15,457		\$18,632		\$21,554	

Source: ESRI Data Systems



## Age Profile

Over the next five years, it is projected that the service area population will increase by 46,373. Of this group, the largest projected increase (1%) will be in the 55-64 year old age group. This projected shift in the population will provide an opportunity for the College to offer new or expanded programs that will be appealing and specifically targeted to this age group. While the older population in the service area is projected to grow, the important age group of 15-19 year olds is projected to decrease by 0.9%. Although this is a minimal percentage, it is important to note due to the large number of students in this age group that enroll in the community colleges and it could have a significant impact.

AGE AND ETHNICITY PROFILE - FRESNO CITY COLLEGE - FIVE MILE RADIUS						
Population by Age	2000		2008		2013	
	Number	Percent	Number	Percent	Number	Percent
0 - 4	44,695	8.6%	51,846	9.0%	57,469	9.3%
5 - 9	48,752	9.4%	45,724	8.0%	49,588	8.0%
10 - 14	46,039	8.9%	45,065	7.8%	44,773	7.2%
15 - 19	44,508	8.6%	49,011	8.5%	47,387	7.6%
20 - 24	41,189	8.0%	50,424	8.8%	55,831	9.0%
25 - 34	72,713	14.1%	84,471	14.7%	94,146	15.2%
35 - 44	72,632	14.1%	70,934	12.3%	72,826	11.7%
45 - 54	58,647	11.3%	68,688	11.9%	73,023	11.8%
55 - 64	34,865	6.7%	50,729	8.8%	60,782	9.8%
65 - 74	26,830	5.2%	28,248	4.9%	33,719	5.4%
75 - 84	19,284	3.7%	20,194	3.5%	20,515	3.3%
85+	6,798	1.3%	9,479	1.6%	11,131	1.8%

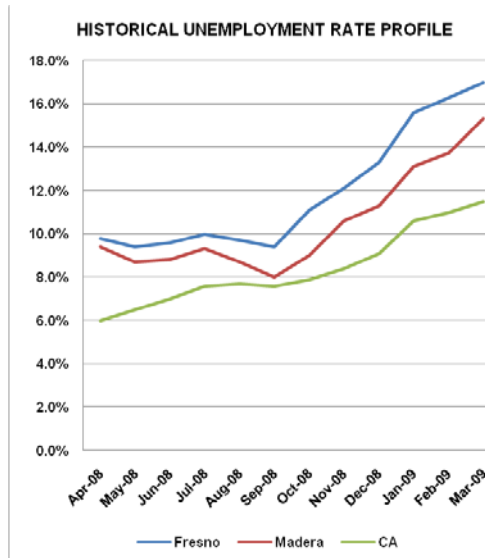
  

Race and Ethnicity	2000		2008		2013	
	Number	Percent	Number	Percent	Number	Percent
White Alone	274,481	53.1%	272,427	47.4%	275,720	44.4%
Black Alone	38,204	7.4%	40,239	7.0%	41,271	6.6%
American Indian Alone	8,386	1.6%	8,493	1.5%	8,539	1.4%
Asian Alone	53,376	10.3%	64,841	11.3%	72,960	11.7%
Pacific Islander Alone	733	0.1%	808	0.1%	847	0.1%
Some Other Race Alone	115,555	22.4%	152,461	26.5%	179,207	28.8%
Two or More Races	26,218	5.1%	35,547	6.2%	42,644	6.9%
Hispanic Origin (Any Race)	198,596	38.4%	261,462	45.5%	306,944	49.4%

Source: ESRI Data Systems

## Workforce Characteristics of the Local Region

The service area of the College has been directly affected by the current state of the nation's economy. The current unemployment rate for Fresno County reached its highest level in 12 years in March 2009 with an astonishing 17% of the county's residents unemployed. Neighboring San Joaquin County reported an unemployment rate of 16.4% also for March 2009. According to University of the Pacific economist Jeff Michael, the unemployment rate is expected to reach 18% at the peak of the recession. These unemployment rates are far higher than both the State (11.5%) and national (9.0%) averages. The State's unemployment rate is at its highest level in 26 years. The outlook in the near future does not indicate a change in these staggering rates.



Source: California Economic Development Department, Labor Market Information

## Sources of Employment

The most common occupations in the Fresno area, according to the California Economic Development Department, are as follows:

- Government -22%
- Trade, Transportation & Utilities - 17%
- Education & Health Services-12%
- Farming – 11%

The educational level data provided by the US Census Bureau and the city of Fresno provides an important insight into much of the city's population. The following statistics are given for the population 25 years and older.

- 16%, of the overall population has completed less than the 9<sup>th</sup> grade
- 14% have completed 9<sup>th</sup> to 12<sup>th</sup> grade but did not receive a diploma
- 20% are high school graduates
- 23% attended some college but did not receive a degree
- 7% have obtained an Associate's degree
- 13% a Bachelor's degree
- 4% a Graduate degree.

These statistics provide useful information when determining the sources of employment for the service area and the job opportunities the majority of the population is qualified to perform. In addition, it allows the College to determine appropriate course offerings for students in the service area.





## Growth Occupations

According to the California Economic Development Department, there will be more than 118,900 new job openings in Fresno County by the year 2016.

The majority of the fastest growing occupations in the county are in health professions, requiring an Associate degree or higher. These professions typically offer high wages. Four of the occupations listed, are higher wage jobs in computer hardware, software or networking. Five of these 22 occupations are in retail and service jobs,

generally offering lower wages, only requiring on the job training.

Again, this provides information for the College to determine its course offerings in an effort to provide employment opportunities within the college service area. These statistics, used in conjunction with the educational level data previously provided,

2006-2016 FRESNO COUNTY FASTEST GROWING JOB OPPORTUNITIES					
Occupational Title	2006 JOBS	2016 JOBS	# OF NEW JOBS	% CHANGE	EDUCATION & TRAINING LEVELS
Network Systems and Data Communications Analysts	280	420	140	50.0	Bachelor's Degree
Computer Software Engineers, Applications	430	600	170	39.5	Bachelor's Degree
Pharmacy Technicians	550	750	200	36.4	Moderate-Term On-the-Job Training
Home Health Aides	1,570	2,140	570	36.3	Short-Term On-the-Job Training
Medical Assistants	1,720	2,250	530	30.8	Moderate-Term On-the-Job Training
Substance Abuse and Behavioral Disorder Counselors	230	300	70	30.4	Master's Degree
Employment, Recruitment, and Placement Specialists	370	470	100	27.0	Bachelor's Degree
Bartenders	460	580	120	26.1	Short-Term On-the-Job Training
Computer Systems Analysts	370	460	90	24.3	Bachelor's Degree
Pharmacists	500	620	120	24.0	First Professional Degree
Respiratory Therapists	340	420	80	23.5	Associate Degree
Ushers, Lobby Attendants, and Ticket Takers	220	270	50	22.7	Short-Term On-the-Job Training
Dental Assistants	1,070	1,310	240	22.4	Moderate-Term On-the-Job Training
Environmental Scientists and Specialists, Including Health	270	330	60	22.2	Bachelor's Degree
Cooks, Restaurant	1,710	2,090	380	22.2	Long-Term On-the-Job Training
Customer Service Representatives	3,580	4,360	780	21.8	Moderate-Term On-the-Job Training
Dental Hygienists	230	280	50	21.7	Associate Degree
Audio and Video Equipment Technicians	280	340	60	21.4	Long-Term On-the-Job Training
Network and Computer Systems Administrators	380	460	80	21.1	Bachelor's Degree
Demonstrators and Product Promoters	240	290	50	20.8	Moderate-Term On-the-Job Training
Registered Nurses	5,940	7,170	1,230	20.7	Associate Degree
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	980	1,180	200	20.4	Short-Term On-the-Job Training

Source: California Economic Development Department, Labor Market Information

are instructive in the planning of possible target areas for outreach and specific program growth.

### Participation Rate

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

- Enrollments have seen a significant increase around the country at community colleges. These increases can be attributed in part to the diversion of new students away from more expensive universities during economic downturns and, as previously discussed, the return of older students for retraining as unemployment rises.
- If the State is able to keep the cost-per-unit relatively low and affordable, community colleges will be able to continue to attract students and keep the demand for college instruction high. However, as budget cuts become more

aggressive, there will likely be impacts on the College's ability to offer classes and services due to significant enrollment caps that could be imposed.

- State funding comes in several forms and financial aid opportunities represent a critical component that allows many students to receive a higher education. Any cutbacks in the availability of financial aid will likely affect the availability and affordability of postsecondary education.

The most significant bill passed by the California legislature that affected community college funding was Proposition 13 in 1978. This legislation diminished property tax rates by 57% and resulted in a dramatic reduction in the amount of local property tax revenue available for cities, counties, and especially for schools, including institutions of higher education. In 2000, Proposition 39 amended the California Constitution to allow school districts, community college districts and county offices of education to issue locally funded bonds for construction, reconstruction, rehabilitation or replacement of facilities and to authorize property taxes higher than the existing 1% annual growth rate limit to repay bonds. A major stipulation in Proposition 39 was the lowering of the approval

requirement to 50%. As a result, Proposition 39 allows community college districts to approve bond funding with 50% of voter approval as opposed to 67%.

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

In the fall 2006 election, state voters passed Proposition 1D. This proposition authorized the State to sell bonds totaling \$10.4 billion to fund repair and upgrade of educational facilities for K-12 schools, state colleges, universities and community colleges. Of this total, \$1.5 billion was designated for the State's community colleges. Because of a backlog of capital construction projects, this fund was totally expended by 2008. The State's decision to raise and then reduce tuition fees (currently \$26/per unit) for community colleges created yet another impact and challenge for community

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

### **EXTERNAL ENVIRONMENTAL SCAN IMPLICATIONS FOR THE COLLEGE**

In attempting to summarize the multiple external environmental variables impacting Fresno City College (FCC), it is useful to compile them into two primary categories: (1) positive, stabilizing variables, and (2) the negative impact of current (and future) economic crises of state finances and the multiple national fiscal issues.

Positive variables include, but are not limited to: (1) the rich history of Fresno City College's leadership in the local and statewide community college movement and development, primarily through generation of innovative curriculum, and (2) the strong bond forged with neighboring Fresno State University through a program articulation plan that maximizes transfer rates. Negative variables, both state and national, are all

expressions of economic recession, unemployment, reduced tax income and a difficult credit environment (including lack of government-insured student loans).

These conditions may increase the flow of transfer students and displaced workers seeking retraining, both of which could have an impact on the mix of curricular offerings. In addition, the educational level data (30% of the population are non-high school graduates), suggests a need to expand the basic skills component of the curriculum. All these differing stresses on the comprehensive mission of the instructional program during times of fiscal crises and lowered funding levels will severely challenge district and college managers. Fresno City College's history of innovation will help in developing responsive strategies to these challenges. Short term certificate programs for re-training, compacted course schedules (i.e. summer session), web-based, video/TV and other distance instructional modes, and industry-shared on-the-job training/academic combination classes may all play a role in future curriculum delivery to targeted clientele.

### **Data References and Resources**

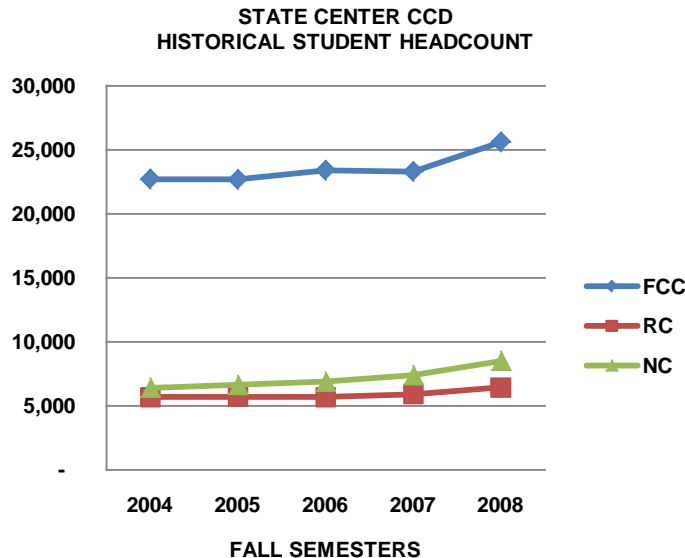
- City of Fresno (www.fresno.gov)
- ESRI Data System
- U.S. Bureau of Labor Statistics
- U.S. Department of Commerce, Bureau of Economic Analysis
- California Employment Development Department, Labor Market Information Division
- Center for Continuing Study of the California Economy
- California Community College Chancellor's Office 2004
- California Department of Finance
- The Maas Companies Database
- The Los Angeles Times
- The Fresno Bee and Sacramento Bee Newspapers
- Community College Times-February 26, 2009
- Community College League of California
- US Census Bureau

# Internal Environmental Scan

This section of the plan focuses on local demographics, especially significant to Fresno City College, student characteristics (profile) and qualitative input from college constituencies.

## LOCAL POPULATION GROWTH

District wide enrollment for fall 2004 was 32,573 students. By fall 2008, this number increased 17% to 38,052 students. Another important change that occurred during this time span was a shift in the percentages of various ethnicities enrolled in the District.



The geographic area served by the State Center Community College District represents a significantly diverse population.

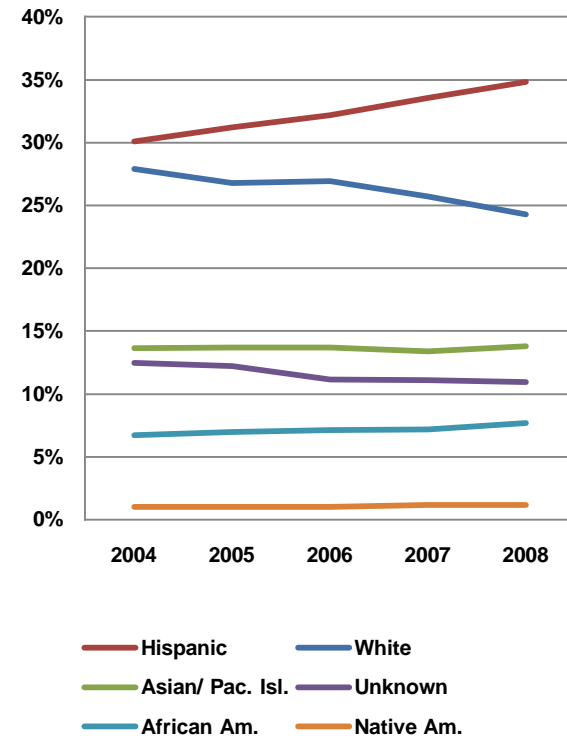
Within the State Center Community College District, Fresno City College represents the largest institution. Over the past five years student headcount at the College has totaled more than 60% of the District total.

At Fresno City College, student headcount grew from 22,735 in fall 2004 to a student population of 25,622 in fall 2008 for an increase of 12.6% during this four-year period.

Ethnically, there have also been changes in the demographics of students who are attending Fresno City College. In 2003, Hispanics were the largest group attending the College accounting for 32% of the overall population. In the past five years, the Hispanic population has increased by six percentage points to 38% of the student body (9,626 students). Over the same time period, the second largest ethnic group, White/non-

Hispanic, has decreased five percentage points from 31% in fall 2003 to 26% in fall 2008. These trends mirror those happening on a statewide level. The other ethnicities represented on campus have remained fairly consistent over the same time period.

**FRESNO CITY COLLEGE STUDENT RACE/ETHNICITY 5-YEAR TREND**





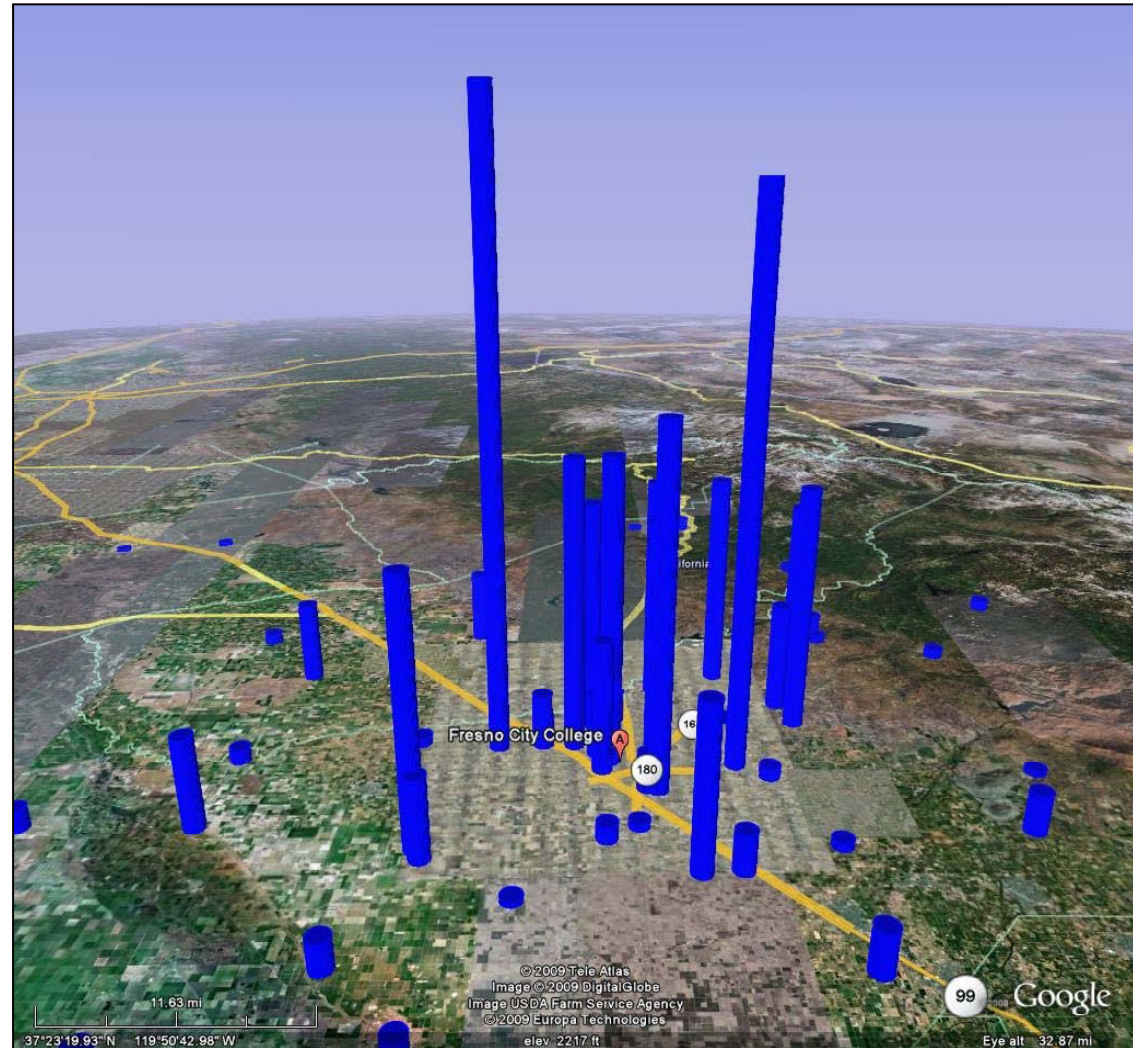
## STUDENT DEMOGRAPHIC PROFILE

The SCCCD Department of Institutional Research has developed a significant amount of research data regarding students who attend classes within the District and specifically Fresno City College. The following section contains key demographic information, provided by the Institutional Research Department that further describes the characteristics of students who attend Fresno City College.

### Student Origins

Fresno City College draws the majority of its students from the six major zip codes within a five-mile radius of the College. As mentioned in the External Environmental Scan section of this Plan, this geographical area was chosen as the “effective service area of the College.”

A further analysis of where students live who attend the College was conducted. This analysis provided data used to generate the following map which illustrates the number of students attending the College during the fall 2008 semester, by zip code. The map includes all zip codes with at least 15 students enrolled at the College. The height of the blue bars is proportional to the number of enrolled students.



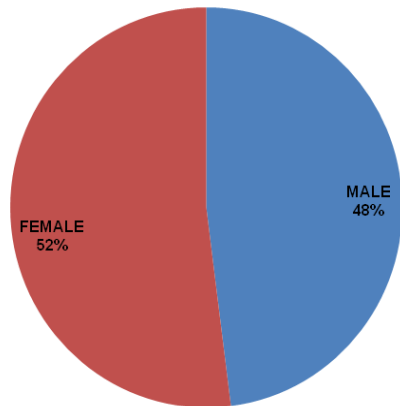
**Fresno City College - Student Headcount By Zip Code - Fall 2008**

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

### Gender Profile

Female students comprise 52% of Fresno City College’s student body accounting for 13,121 students. This is slightly lower than the state community college average of 55%. Males make up 48% of the total student population with 12,117 students.

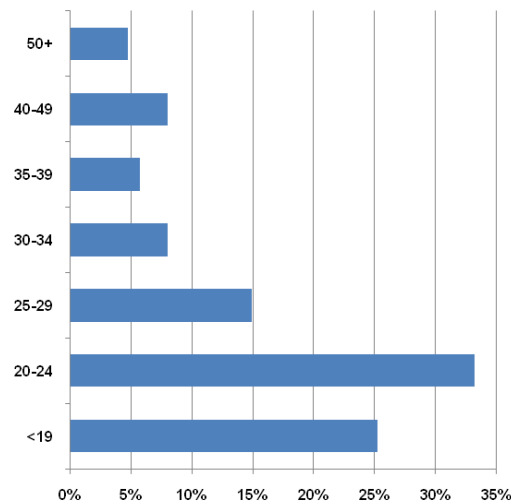
**FRESNO CITY COLLEGE-STUDENT GENDER PROFILE FALL 2008**



### Age Profile

Community colleges traditionally target individuals between the ages of 19-24 years of age. At Fresno City College, the largest age group, 20-24 year olds make up 33% of the overall student population. The second largest age group are those students who are 19 or less which account for 25% of the student body. The next largest segment is the 25-29 year old cohort comprising 15% of the student body. This is followed by 30-34 year olds and 40-49 year olds, both with 8% of the student population.

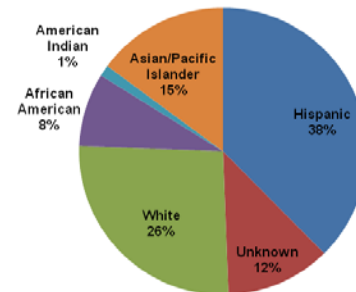
**FRESNO CITY COLLEGE STUDENT AGE PROFILE FALL 2008**



### Race and Ethnicity

Hispanics currently comprise the largest percentage (38%) of the student population at Fresno City College. While this ethnic group has accounted for the majority of students over the past five years, it has been steadily increasing its percentage of the overall student body each year. The second largest ethnic group, White/non-Hispanic, currently accounts for 26% of the population. As the Hispanic population has increased, the White/non-Hispanic group has slowly been decreasing over the same time span. The Asian/Pacific Islander population accounts for 15% of the student body, American Indian 1% and African American students represent 8% of the overall student body.

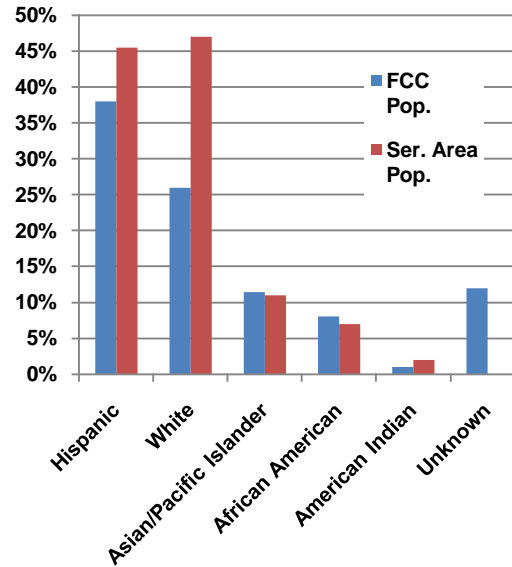
**FRESNO CITY COLLEGE-STUDENT ETHNICITY FALL 2008**



In comparing this student data to the demographic profile of the college service area, these percentages are fairly consistent with the make up of the overall service area population. In Fresno County, Hispanics account for 45.5% of the total population and White/non-Hispanics account for 47.4%. It is interesting to note that while Asian/Pacific Islander students account for only 11.4% of the overall service area population, they comprise 15% of the overall student body at Fresno City College.

The following graph compares the ethnic/racial makeup of the students attending Fresno City College versus the population in the College's service area. The blue bars show the percentage of students in each category. The red bars show the percentage of the service area population in the same groups.

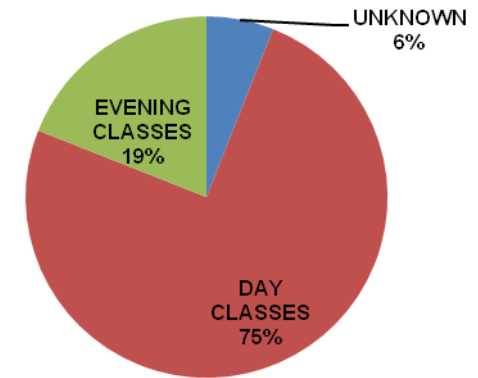
**FRESNO CITY COLLEGE STUDENT POPULATION VERSUS SERVICE AREA POPULATION**



**Time of Day Distribution**

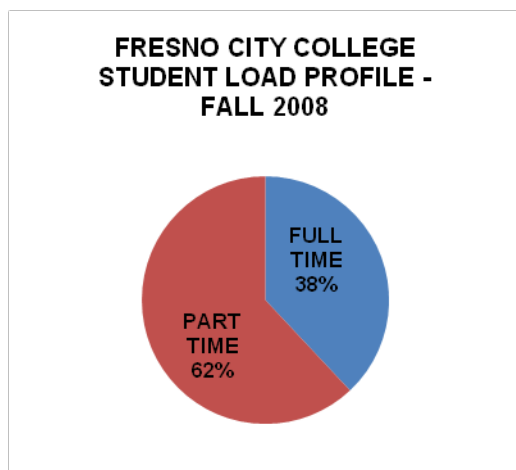
The majority of students (75%) at Fresno City College attend classes during the day. This is slightly higher than the statewide community college average of 68%. Students attending classes in the evening account for 19% of the overall student population. This percentage is lower than the State average of 25%.

**FRESNO CITY COLLEGE TIME OF DAY DISTRIBUTION**



### Student Load Patterns

Students who are taking 12 or more credits (full-time students) currently account for 38% of the College enrollments. Statewide, 27% of students attend community college on a full-time basis. The majority of students at the College (62%) attend on a part-time basis (with fewer than 12 credits). This student load pattern has stayed relatively consistent over the past five years. The high proportion of part-time students is common throughout the California community college system as the majority of students attending classes also work at one or more jobs.



### High School Graduates Enrollment Rate

Fresno Unified School District is the largest feeder district for Fresno City College. For the fall 2008 semester, FUSD accounted for 1,748 (45%) of the total 3,895 students enrolled from local high schools.

### STUDENT ACHIEVEMENTS

#### Transfers

An examination of the number of transfers to both California State Universities and UC Campuses reveals that California State University, Fresno is the top destination for Fresno City College transfers. Over the past five years, an average of 80% of these transfer students attended CSUF. This is a higher than normal average for a single University to account for and it is likely a result of the area being rural and the lack of proximity to other CSU campuses. It is also likely due to a strong articulation agreement with CSU Fresno, which has encouraged students to attend that campus. In general, the CSU system accounted for 92% of all Fresno City College students transferring to either a state or UC campus. The UC System accounted for the remaining 8% of these transfer students. Transfer rate by ethnicity also provides some interesting information at Fresno City College. While the Hispanic group accounts for the largest population at the College (38% of the total student body)

it accounted for only 28% of all transfer students in the 2007-2008-transfer year. Additionally, the White/non-Hispanic group represents 26% of the overall student population but accounted for 35% of the transfers in the year 2007-2008. African-American students account for 8% of the student body and represented 5% of those students transferring to a CSU or UC campus. Asian/Pacific Islander students account for 15% of the student body and represented 19% of the CSU and UC transfers. During the 2007-2008 Academic Year, Fresno City College had 5.5% of its overall student body transfer on to either a University of California or California State University.

#### Degree and Certificates

During the 2007-2008 Academic Year, the highest number of degrees awarded in a given area was Liberal Arts and Sciences, accounting for 771 students receiving their AA Degree in this field. The Health Sciences Division is quite strong at Fresno City College and awarded 380 AS Degrees and 104 Certificates. Of those health degrees, 285 were in the field of Registered Nursing. The third largest category for degrees and certificates awarded was 427 in Public and Protective Services. These three areas of study account for the majority of the degrees and certificates awarded each year.



## QUALITATIVE INPUT

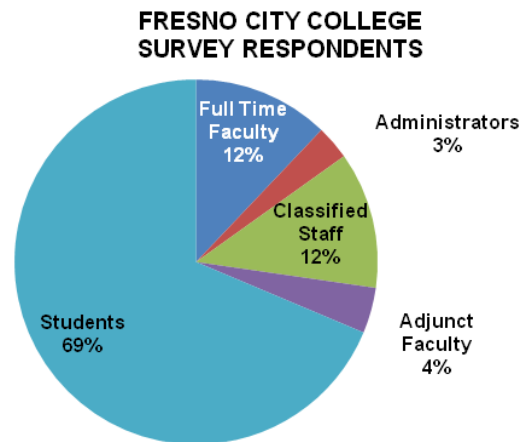
The *Fresno City College Educational Master Plan* is rooted in both quantitative and qualitative data. As part of the master planning process, a survey was conducted to gauge opinions on a variety of topics. The survey was made available to all interested parties including students, faculty, staff, administrators and community members. The following is a synopsis of the survey results.

### Synopsis of the Survey

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

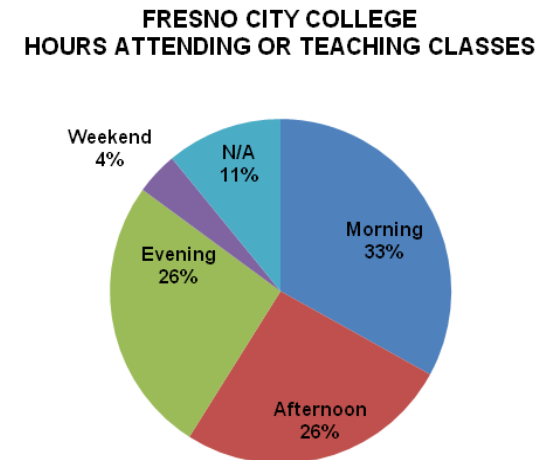
## Respondents

There were 994 respondents to the Fresno City College Educational Master Planning Survey. Of those respondents, the largest number of responses, 678, came from students. The next largest group to respond was full time faculty accounting for 123 responses. Classified Staff followed closely with 118 people contributing to the survey. Adjunct faculty had 44 responses and the administration 27.



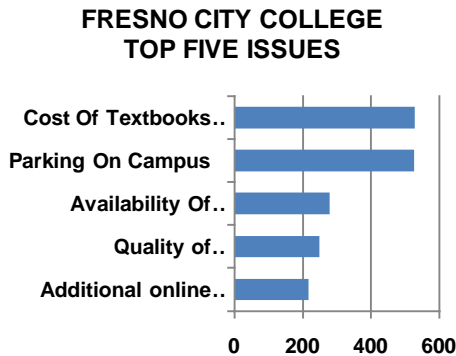
## Time of Day

The survey asked the respondents to best describe the time of day they are on campus, either taking courses if they are students, or teaching courses if they are instructors. Of the respondents, (33%) are either instructing or attending classes in the morning (before noon). Those attending or instructing classes in the afternoon (12-4pm) and those in the evening (after 4pm), both individually accounted for 26%. The least attended and instructed time represented was the weekend, accounting for 4% of the respondents. The remaining 11% of the respondents to the survey do not attend or instruct classes at Fresno City College.



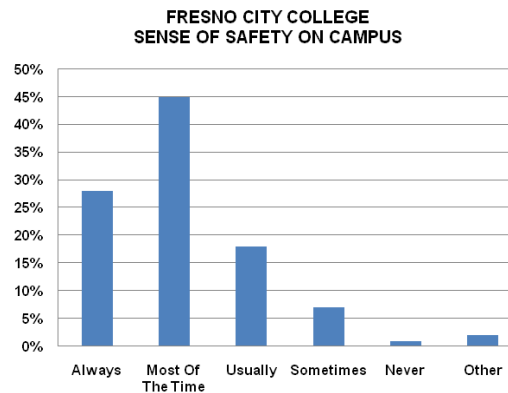
## Top Issues

The survey asked the respondents to indicate the five college-wide issues that were most important to them. The issues with the highest importance to the majority of respondents were parking on campus and the cost of textbooks and supplies. These issues were followed in degree of importance by the quality of classroom instruction and the availability of time and day for course offerings. Also of importance to the respondents was an increase of online course offerings. Some respondents of the survey also expressed concern regarding the quantity and quality of counseling services available on campus.



## Campus Safety

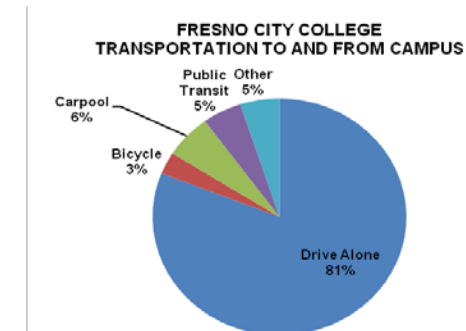
The survey also addressed the issue of campus safety. The respondents were asked to rate how safe they feel while on campus. The majority of respondents (45%) reported feeling safe “most of the time.” The next largest group (28%), reported feeling safe “always” while on the Fresno City College campus. 18% of respondents reported “usually” feeling safe while on campus; 7% “sometimes” ; and the smallest group (1%) reported “never” feeling safe while at Fresno City College.



Students expressed concern over a perceived lack of security personnel presence in the evenings on campus. Respondents felt that the safety of the campus could be improved by increasing the number of campus police officers patrolling the campus during the evening hours.

## Transportation

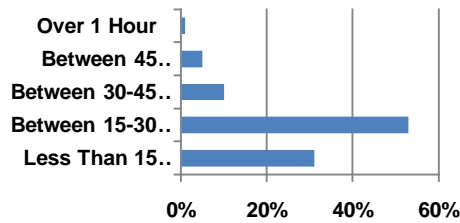
Respondents were asked what type of transportation they use to and from Fresno City College. The majority of people, 81%, drive by themselves to campus. Carpooling was the second highest method of transportation accounting for 6% of the responses. 5% of respondents use public transportation to get to and from Fresno City College. Those people who use a bicycle for transportation accounted for 3% of the responses. Although walking was not included on the survey, a number of respondents indicated they walk to and from campus.



### Commute Time

When asked about the time it takes the respondents to commute to Fresno City College, the majority of people (53%) reported an average commute time between fifteen and twenty minutes. The next most common reported commute time (31%) was less than fifteen minutes. 10% of people reported spending between thirty and forty five minutes commuting to the campus and 5% spend between forty five minutes and one hour. Only 1% of the respondents reported spending over one hour to commute to the Fresno City College campus.

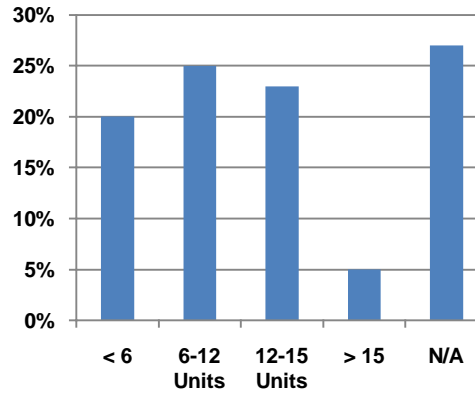
**FRESNO CITY COLLEGE  
COMMUTE TIME**



### Unit Loads

The survey examined the unit loads the students who responded to the survey are currently taking at Fresno City College. The majority of students (25%) reported currently taking between six to twelve units. The second largest groups of respondents, (23%), are currently taking between twelve and fifteen units. 20% of the people reported currently taking six units or less. The remaining 27% of respondents are not currently taking classes at Fresno City College (these respondents may be faculty, staff, and administration).

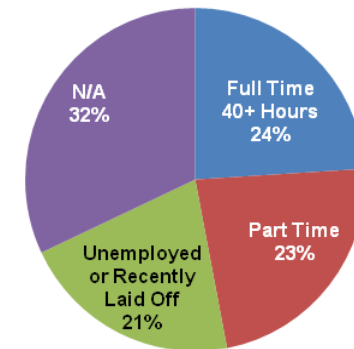
**FRESNO CITY COLLEGE  
NUMBER OF UNITS TAKEN**



### Employment Status

The students participating in the survey were asked to best describe their employment status. The divide between categories was fairly even. The majority of students at Fresno City College who took this survey (24%) reported working full time while concurrently attending the College. Almost consistent with that percentage is the group of students (23%) who work part time while also attending Fresno City College. The remaining 21% of students who responded to the survey reported being currently unemployed, or recently laid off from their job.

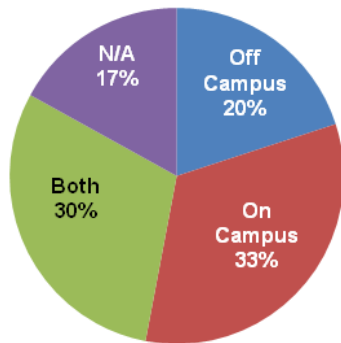
**FRESNO CITY COLLEGE  
EMPLOYMENT STATUS OF STUDENTS**



### Food Service Usage

In an effort to determine the frequency students at Fresno City College use the food services at the College, the survey asked the respondents to indicate how frequently they leave the campus to eat and then return to campus. The majority of respondents (33%) indicated that they remain on campus to eat. 30% of people reported they occasionally leave campus to eat and then return to campus. 20% of respondents leave campus to eat and then return. The remaining 17% of people indicated they are not on campus during meal times.

**FRESNO CITY COLLEGE  
EATING ON OR OFF CAMPUS**



### What do you believe are the strengths of the College?

A large number of responses were focused around the administration, faculty and staff at the College and their dedication to the students. The availability and range of programs and services that students have to choose from was noted by many. The respondents also indicated that the history of the campus and its traditions were very important to them and the community. The low cost and convenience of receiving an education at Fresno City College were repeatedly cited. A number of respondents also indicated that the Outreach and Transfer programs were excellent.

### What do you believe are the weaknesses of the College?

The most commonly discussed issues were parking and the daily upkeep of facilities on campus. It was repeatedly cited that campus restrooms and facilities were not cleaned adequately or often enough. Respondents indicated that the current lack of “Green” programs and planning on campus was also disturbing.

### What would have an immediate positive impact on the College?

When asked what action(s) would have an immediate positive impact on Fresno City

College, respondents offered a wide variety of suggestions. The expansion of current programs was a common response. A large number of respondents thought the construction of a parking structure might relieve a great deal of stress and anxiety from students and staff alike. Immediate action to improve the upkeep and maintenance of restrooms, facilities and the campus in general was cited as providing a positive impact. Many respondents thought the addition of recycling and other “Green” programs on campus, as well as providing instruction for careers in new “Green” Industries would be very helpful. Respondents also indicated that programs to increase accountability for both students and faculty would have an immediate and lasting impact.

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

Many answers reflected the large size and location of the campus. Respondents agreed that the overall perception of the College is positive, but admitted that some think the College is overcrowded, dirty, and in an unsafe area of the city. The community also perceives Fresno City College as a place to receive an affordable education and a good campus from which to transfer to a four year college.



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

The following is a summary of the questions suggested:

- How might we better provide value-added services to our customers, both internal and external?
- To what degree do you feel that you have an effective voice in the institution?
- Communication. We received a lot of emails with information but that is very different than communicating. We share information but as a campus I think we struggle with communicating with one another within disciplines, divisions, departments.
- How do people feel about the College instructors and what would they like to have changed or offered in their classroom environments?

## INTERVIEW SUMMARIES

### Review of Instructional Programs and Services

The following section of the Plan contains information that was gathered through the process of personal interviews conducted by the Consultant. The examination of current Program Reviews, the College's 2008-2010 Catalog and statistical data that was provided to the Consultant by the College and / or District. Certain segments of the instructional programs may require an expanded explanation because of their unique situation at the College or within the California community college system. The amount of narrative in the following sections does not reflect the importance or significance of a particular program or department, but rather provides an opportunity for the Consultant to better define specific programs or activities at the College.

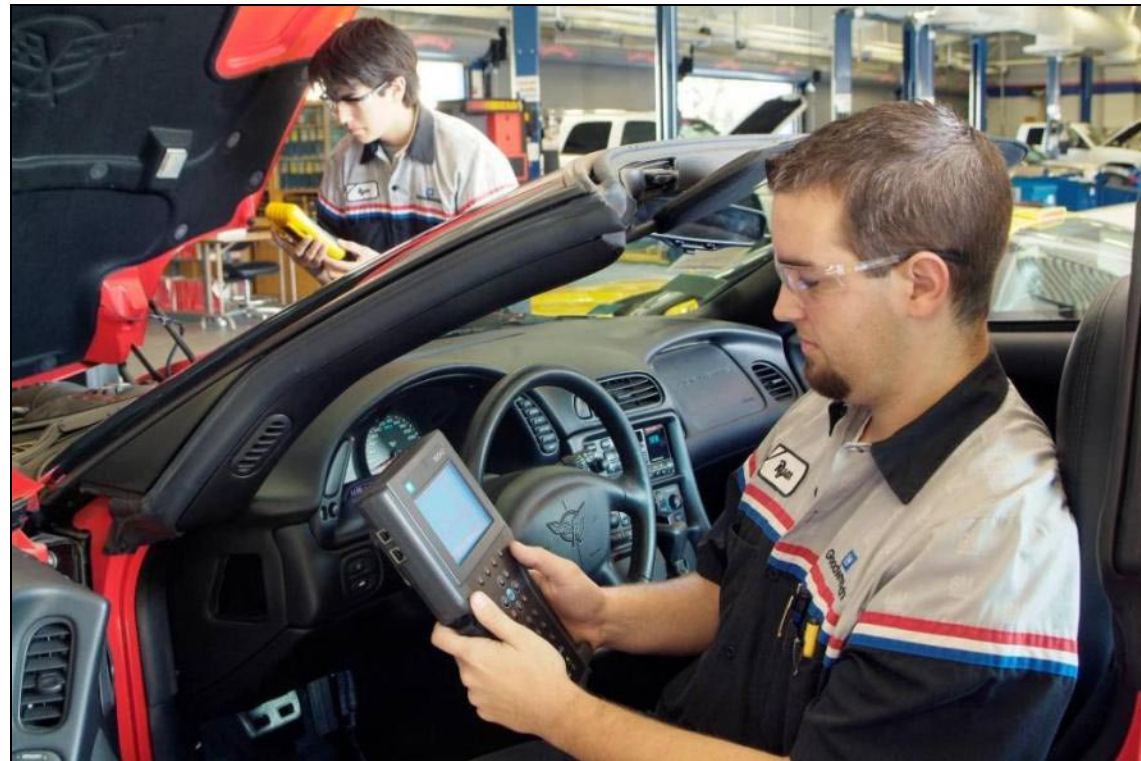
### Applied Technology Division

The Division provides experiences which serve to guide students in their transition from the classroom to employment, employment upgrade and transfer to other educational institutions.

Located off Fresno's City College's main campus, the Career & Technology Center (CTC) offers a learning environment for practical hands-on vocational training and education. The current facility will be relocated to the planned Southeast Center, which should greatly enhance the existing programs with modern amenities.

The Auto Mechanic and Maintenance Mechanic programs offer an innovative “open entry” curriculum that provides students with numerous options in beginning the certification process and completing the courses within an accelerated six to nine month period. The job prospects for auto mechanics have been reduced because of the downturn in the local economy, however, the program continues to fill all available slots and maintain a waiting list of interested students. Opportunities for job placement for graduates of the Maintenance Mechanic and the twelve week Warehouse Technician remain strong, in part due to the support of local industries and the demand for qualified technicians with expertise and flexibility to work within different industries.

Another unique program at the CTC is a partnership with PG&E called “Power Pathways”, which trains utility linemen with equipment available on site for practical experiences and provides an opportunity for job placement upon completion of the program.



Also located at the Career & Technology Center (CTC) is the Fire Academy which has a curriculum designed to prepare students for the occupation of fire fighting and provides extensive hands-on training, required by many fire agencies, for entry level employment as a firefighter. Cadets are required to pass a comprehensive physical fitness exam to successfully complete the Fire Academy.

Additional fields of study offered by this Division are listed below.

- Air Conditioning
- Architectural Drafting
- Automotive Collision Repair Technology
- Automotive Technology
- Building Safety and Code Administration

- Computer Aided Manufacturing
- Computer Technician
- Construction
- Electrical Systems
- Photography
- Welding and Metal Fabrication

The Regional Training Facility is a Police Training Academy located on the Fresno City College campus specializing in the training of public safety personnel. All police classes are certified by the Commission on Peace Officer Standards and Training and all probation and correction classes are certified by the Board of Correction's Standards for Training for Corrections. In-service training conducted at the facility for local law enforcement agencies has been negatively impacted with the downturn in the economy and budget reductions of local municipalities. The Police Academy, together with the Career & Technology Center, will be relocated to the proposed Southeast Center once that facility is constructed.

### **Business Division**

The Business Division is comprised of seven disciplines:

- Accounting
- Business Administration
- Business & Technology
- Computer Information Technology
- Decision Science
- Paralegal
- Real Estate

In addition to the traditional semester length courses, an accelerated 25 month program is offered to achieve an Associate of Arts Degree in Business Administration. Additional accelerated course certificates and special studies are offered from the different departments and many courses are currently available online. Course offerings that are available online include accounting, (where approximately 60% is offered outside of the classroom) business, marketing and real estate. An integral component of the Division is co-curriculum activities such as the Paralegal Student Organization and CIT Zero Computer Technology Club that emphasize service oriented activities that enhance the educational experience for the students through interaction with local

businesses and the community. Another innovative program, "Entrepreneur Pathways", encourages entrepreneurship with a goal to initiate new businesses in the region. This program is funded in cooperation with Fresno State University and the Coleman Foundation.

### **Fine, Performing, and Communication Arts Division**

The Fine, Performing and Communication Arts Division offers a rich variety of courses to acquaint students with the arts. The Division includes courses in music, dance, theater, film, journalism, fine arts and speech.

### **Communications and Speech**

This area includes courses in speech, journalism and film. There has been a great deal of growth in all of these popular disciplines.

The Rampage is an award winning newspaper published bi-weekly by students enrolled in the journalism courses. Speech has a nationally competitive Forensics program that also hosts three large scale intramural tournaments each year. Speech also includes a service learning program giving students the opportunity to work hands-on in the community. Film Studies offers students the opportunity to learn

about the history of cinema, as well as writing and making a movie. Outside of the classroom, students can join the College's film club, the Dead Filmmakers Society.

### Theatre / Dance

Theatre Arts & Dance students have the opportunity to participate in four major productions and two dance concerts each year. The productions are staged in the Arts Center Theatre which includes a 430 seat main-stage theatre and a black box theatre with flexible seating for around 100. The renovated Old Administration Building (OAB) will house a new 500 seat theater.

Faculty indicated that there is a shortage of space for ADA dance classes. They also mentioned that both existing theaters require upgrades.

### Music

The College has a vibrant and diverse music program, with performing ensembles including choral music, band, orchestra, jazz and many others. The program is active with over one hundred performances during the academic year, both on and off campus, showcasing talented student and faculty performers. The program has been honored in numerous competitions (i.e. The Reno Jazz Festival) and with appearances by FCC

choral ensembles in concert with the Fresno Philharmonic. The band and choral ensembles have also performed in Europe and at Carnegie Hall. These trips are financed entirely by student fundraising activities. Five different music degrees are offered at Fresno City College in Instrumental, Vocal, Guitar, Piano and Commercial Music. A new inter-disciplinary music lab has recently been added. These reflect the program's commitment both to traditional music education and to evolving trends in music technology. An additional rehearsal facility and refurbished auditorium are planned for the remodel of "The Old Administration Building". These will provide some relief to impacted program facilities.

The faculty expressed the following concerns:

- Declining budgets for supplies and instrument maintenance and repair
- The need for additional full-time faculty member

### Health Sciences Division

The Division offers courses for fulfilling requirements in the following occupational programs.

- Dental Hygiene
- Medical Assistant-Clinician
- Health Information Technology
- Radiologic Technology
- Registered Nursing
- Respiratory Care Practitioner
- Surgical Technology

The Fresno City College nursing program is the largest among the community colleges in California and one of the largest for any community college in the United States. It is a signature program for Fresno City College. The total enrollment for the last reporting period was 477 students. They were selected through a lottery process to ensure an unbiased procedure and an attempt to eliminate the waiting list that reached over 900 prospective candidates in 2007-08. The rigorous demands of the curriculum include actual nursing experiences provided by specific local hospital and health care agencies in cooperation with program faculty.



The “Paradigm Program” is an example of the cooperative effort the nursing program has with the five area hospitals. Through an agreement with the College and hospitals, a select number of qualified and approved hospital employees enter the program and are financially supported by the sponsoring hospital. This partnership resulted in 61 students entering the program in 2007-08.

State funding from a grant of \$254,000 this past year was also awarded through the Chancellors Office to the College to increase the opportunities for 24 current LVN certified nurses to work towards their RN certification.

All graduates of the nursing program find full-time employment opportunities upon completion of the curriculum in what is referred to as the “right of passage” nursing graduation ceremony. The program has set a minimum goal for 85% of its graduates to pass the National Comprehensive Licensing Examination and is taking steps to assist its recent graduates after the success rate fell to 79% during the past year.

Nursing Department faculty mentioned the following to the consulting team:

- There is only one dedicated computer lab for 500-600 nursing and life sciences students.



- Much of the faculty support at the College is excellent.
- Would like to see mentoring for newer faculty members.
- Several classrooms are noisy and have inefficient layouts.

### **Humanities Division**

The Division offers courses which enrich students’ lives, while improving basic skills in reading and writing. In addition, it offers courses that meet general education requirements and courses of study to complete various associate degrees and lower division transfer requirements. The



varied courses in the division examine the breadth of human experience through the study and analysis of Composition, Foreign Language, Letters, Linguistics, English as a Second Language and Preparatory English. The English as a Second Language (ESL) program is a large program with 40-50 sections offered during the semester and continues to generate a wait list for interested students. The student population of this program remains diverse with the largest percentage being Hispanic; however a growing number of students are originally from Southeast Asia. The College has had a successful instructor exchange program during the past decade with the University of Chulalongkorn located in Bangkok, Thailand.

### **Math, Science and Engineering Division**

The Math, Science & Engineering Division offers courses for fulfilling general education requirements as well as specialized degree programs. Many of the courses are for students in transfer programs. These include courses, which fulfill lower division requirements for majors as well as courses taken for general education. The offering prepares students for continued study at four-year colleges and universities.

Pre-professional lower division curricula are available with majors in such fields as

biology, biotechnology, chemistry, dentistry, engineering, forestry, geology, horticulture, mathematics, nursing, medicine, veterinary medicine, physics, pharmacy, and physical therapy.

Many grants have been obtained by the Division including the recent STEM grant. The STEM Grant provides support for the student mentoring program, the hiring of counselors and tutoring for a large number of sections. In addition, up-to-date equipment for classroom instruction has been purchased and the enhancement of classes that are transferable to 4 year colleges and universities.

Faculty members provided the following input to the consulting team:

- There is a shortage of classroom space. Several lecture classes have been held in laboratory rooms.
- Additional lab space is needed as well as a computer lab.
- Additional equipment storage/handling space is needed.
- The chemistry department needs an instrumentation room and a balance room. These can be centralized for use by multiple labs.

### **Social Sciences Division**

Courses are offered in a myriad of subjects including African-American Studies, American-Indian Studies, Anthropology, Archaeology, Asian-American Studies, Chicano-Latino Studies, Child Development, Criminology, Economics, Education, Fashion Merchandising, Food and Nutrition, Cultural and Regional Geography, History, Home Economics, Human Services, Political Science, Psychology, Sociology, and Women's Studies. Most courses can be used to satisfy transfer and associate degree general education requirements.

Faculty from the division offered the following comments to the consulting team:

- They desire more research data to track and analyze student drop-out, success, etc.
- Classroom furnishings should be modernized.
- The campus should make more of a commitment to green energy and sustainable design. The campus should have a recycling program.
- The College needs case management social workers on campus.
- Adjunct faculty members need some kind of office space. This can be shared space.

## Child Development

The FCC Child Development Center is an award-winning, NAEYC (National Association for the Education of Young Children), accredited lab school. The CDC provides a continuous and professionally updated resource for FCC students to receive quality training in a nurturing environment.

Childcare services are offered to students, faculty, staff and community members as space allows.

Faculty indicated that the child development center is inadequate and requires improvements. Many students are sent into the community for their practicum. They also mentioned that shared-governance at the College has improved, tech support has been good and CurricUNET has been helpful.

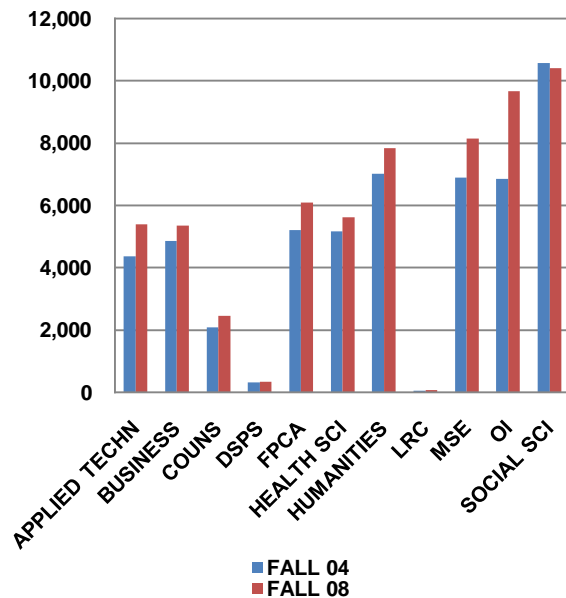


## PROGRAM OF INSTRUCTION DATA

### Enrollment Trends

The following chart and table, show the enrollment trends for Fresno City College from 2004 to 2008. The enrollment totals are given for each division during the fall semester and the overall change is presented in the final column. The College experienced an overall increase in unduplicated headcount of 12.7% over this time period.

**FRESNO CITY COLLEGE ENROLLMENTS BY DIVISION 2004-2008**



FRESNO CITY COLLEGE ENROLLMENT PROFILE BY DIVISION						
DIVISION	FALL 04	FALL 05	FALL 06	FALL 07	FALL 08	% CHANGE 2004 - 2008
APPLIED TECHNOLOGY	4,360	4,300	5,098	5,182	5,386	23.5%
BUSINESS	4,862	4,891	4,682	4,854	5,359	10.2%
COUNSELING	2,077	2,405	2,045	2,113	2,449	17.9%
FINE, PERFORMING AND COMMUNICATION ARTS	5,201	5,351	5,405	5,495	6,087	17.0%
HEALTH SCIENCE	5,175	5,064	5,180	5,278	5,614	8.5%
HUMANITIES	7,006	7,067	6,902	7,106	7,835	11.9%
MATH, SCIENCE & ENGINEERING	6,902	7,289	6,982	7,040	8,155	18.2%
NON-CREDIT(OI)	6,857	7,431	9,631	9,283	9,668	40.9%
SOCIAL SCIENCES	10,573	10,314	9,748	10,028	10,402	-1.6%
DSPS	321	304	303	309	336	4.6%
LRC	47	79	83	43	71	51.0%
<b>COLLEGE TOTALS*</b>	<b>22,735</b>	<b>22,700</b>	<b>23,421</b>	<b>23,326</b>	<b>25,622</b>	<b>12.7%</b>

Source: State Center Community College District Office of Institutional Research; Analysis by Maas Companies  
 \* College Totals shows the unduplicated headcount for the College

The Applied Technology division, Non-Credit and LRC divisions all reported significantly higher growth rates than the overall College during the same time period. The Counseling, Fine, Performing and Communication Arts and Math, Science and Engineering divisions reported higher than average enrollment growth. The Business, Health Science and Humanities divisions reported growth rates

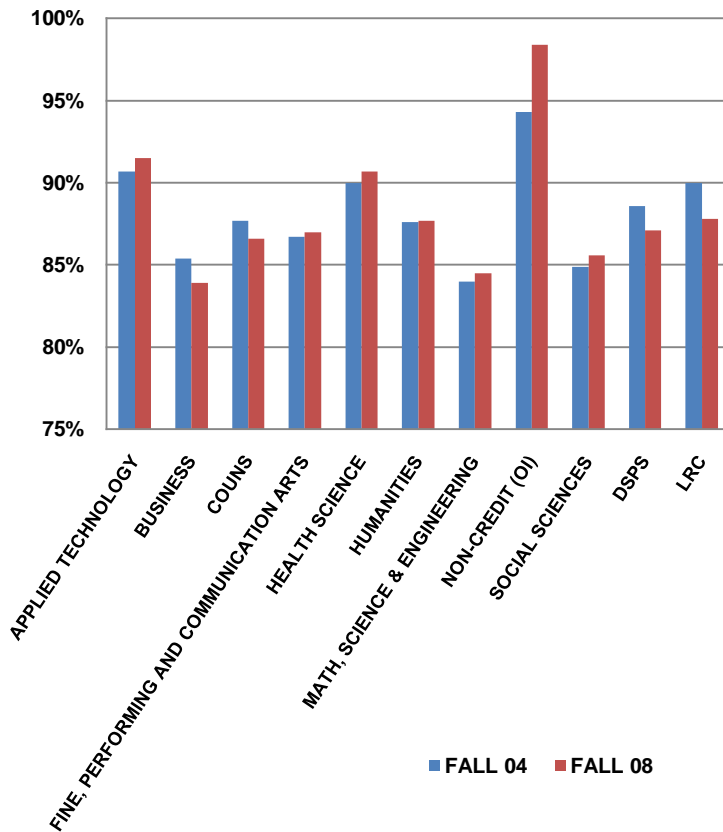
fairly consistent with the rate experienced by the College overall. Finally, the Social Sciences and Disabled Students Programs and Services divisions reported significantly lower growth rates than the overall College.

### Retention Rate Trends

The following chart and table, show the retention rates for each division at the College from fall 2004 to fall 2008. The majority of divisions at Fresno City College

have maintained fairly consistent retention rates over this time period. The Non-Credit and LRC divisions have reported more variances from year to year than the other divisions at the College.

**FRESNO CITY COLLEGE  
RETENTION RATE BY DIVISION 2004-2009**



FRESNO CITY COLLEGE RETENTION RATE BY DIVISION					
DIVISION	FALL 04	FALL 05	FALL 06	FALL 07	FALL 08
APPLIED TECHNOLOGY	90.7%	89.7%	92.4%	90.9%	91.5%
BUSINESS	85.4%	82.0%	84.1%	83.4%	83.9%
COUNSELING	87.7%	87.9%	86.6%	85.5%	86.6%
FINE, PERFORMING AND COMMUNICATION ARTS	86.7%	85.5%	84.6%	85.1%	87.0%
HEALTH SCIENCE	90.0%	89.6%	89.5%	89.6%	90.7%
HUMANITIES	87.6%	85.6%	86.8%	86.2%	87.7%
MATH, SCIENCE & ENGINEERING	84.0%	81.3%	82.9%	84.4%	84.5%
NON-CREDIT(OI)	94.3%	90.6%	98.3%	93.1%	98.4%
SOCIAL SCIENCES	84.9%	81.7%	81.3%	83.9%	85.6%
DSPS	88.6%	85.5%	87.3%	86.3%	87.1%
LRC	90.0%	80.2%	88.4%	82.6%	87.8%

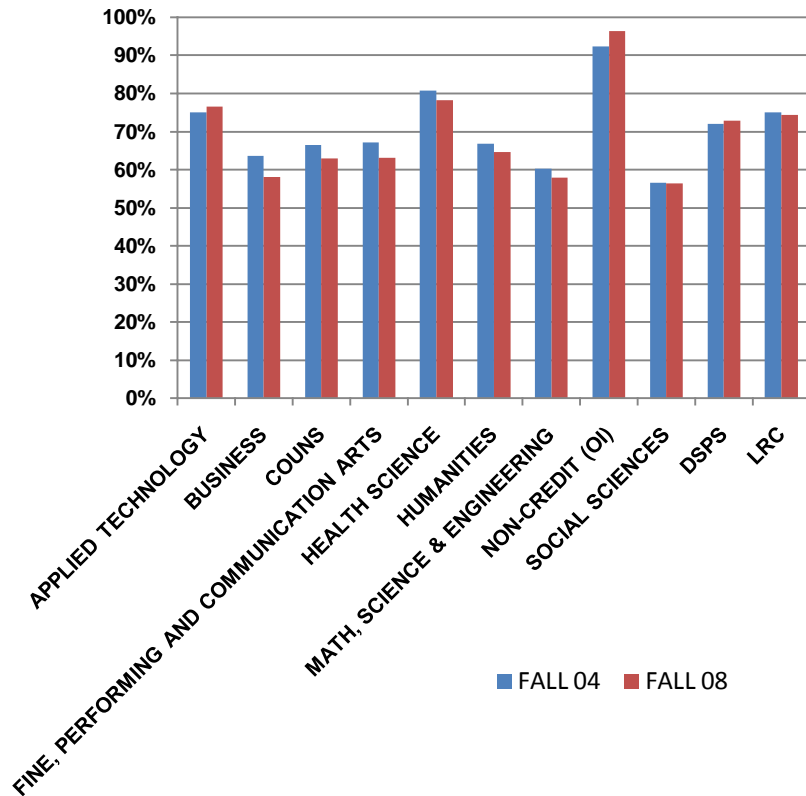
Source: State Center Community College District Office of Institutional Research

### Student Success Trends

The following chart and table, show the success rates for each division at the College for fall semesters from 2004 to 2008.

Over the five year period, 8 of the 11 divisions experienced declines in student success.

**FRESNO CITY COLLEGE  
STUDENT SUCCESS BY DIVISION 2004-2008**



FRESNO CITY COLLEGE STUDENT SUCCESS RATE BY DIVISION					
DIVISION	FALL 04	FALL 05	FALL 06	FALL 07	FALL 08
APPLIED TECHNOLOGY	75.1%	75.2%	79.9%	75.7%	76.5%
BUSINESS	63.6%	55.9%	58.8%	58.3%	58.1%
COUNSELING	66.4%	62.4%	66.0%	65.1%	63.0%
FINE, PERFORMING & COMMUNICATION ARTS	67.2%	64.6%	64.0%	62.1%	63.1%
HEALTH SCIENCE	80.8%	79.7%	78.1%	78.3%	78.3%
HUMANITIES	66.8%	65.4%	65.2%	62.9%	64.7%
MATH, SCIENCE & ENGINEERING	60.3%	58.0%	57.1%	56.8%	57.9%
NON-CREDIT(OI)	92.4%	89.3%	96.6%	92.2%	96.4%
SOCIAL SCIENCES	56.6%	50.4%	51.2%	54.0%	56.4%
DSPTS	72.1%	75.2%	66.0%	70.5%	72.9%
LRC	75.0%	66.3%	73.2%	71.7%	74.3%

Source: State Center Community College District Office of Institutional Research





The following table shows all of the subjects at the College organized by Division.

FRESNO CITY COLLEGE SUBJECTS BY DIVISION			
<b>APPLIED TECHNOLOGY</b>			
Automotive Collision Repair Technology	Automotive Technology Ford Technology Program	Construction-Carpentry	Military Science
Aerospace Studies	Automotive Technology General Motors ASEP Program	Drafting	Photography
Administration of Justice	Automotive Technology	Electrical Systems Technology	Plumbing
Automotive Mechanics	Building Safety and Code Administration	Electronic Technology	Printing Technology
Apprenticeship Training	Cabinet Making	Fire Technology	Special Studies
Architecture	Computer Aided Drafting and Design	Graphic Communications	Welding Technology
<b>BUSINESS</b>			
Accounting	Computer Information Technology	Paralegal	
Business Administration	Decision Science	Real Estate	
Business & Technology	Marketing		
<b>COUNSELING</b>			
Counseling	Work Experience	Student Support and Development	
<b>DISABLED STUDENT PROGRAMS AND SERVICES</b>			
Developmental Services			
<b>FINE, PERFORMING, COMMUNICATION ARTS</b>			
Art	Film	Music	Theatre Arts
Dance	Journalism	Speech	
<b>HEALTH SCIENCES</b>			
Dental Hygiene	Medical Assisting	Respiratory Care Practitioner	Special Studies
Health Information Technology	Physical Education	Recreation	Surgical Technology
Health Science	Radiologic Technology	Registered Nursing	
<b>HUMANITIES</b>			
Armenian	ESL	Human Services	Spanish
American Sign Language	French	Japanese	Swahili
Chinese	German	Linguistics	
English	Hmong	Philosophy	

FRESNO CITY COLLEGE SUBJECTS BY DIVISION			
<b>LEARNING RESOURCE CENTER</b>			
<b>Library Skills</b>	<b>Library Technology</b>	<b>Supervised Tutoring</b>	
<b>MATH, SCIENCE AND ENGINEERING</b>			
<b>Astronomy</b>	<b>Computer Science</b>	<b>Geology</b>	<b>Natural Science</b>
<b>Biology</b>	<b>Engineering</b>	<b>Individual Study</b>	<b>Physics</b>
<b>Chemistry</b>	<b>Geography</b>	<b>Math</b>	<b>Physical Science</b>
<b>NON-CREDIT(OI)</b>			
<b>Honors</b>			
<b>SOCIAL SCIENCES</b>			
<b>African American Studies</b>	<b>Chicano-Latino Studies</b>	<b>Education</b>	<b>History</b>
<b>American Indian Studies</b>	<b>Criminology</b>	<b>Fashion Merchandising</b>	<b>Human Services</b>
<b>American Studies</b>	<b>Cultural Studies</b>	<b>Foods and Nutrition</b>	<b>Political Science</b>
<b>Anthropology</b>	<b>Economics</b>	<b>Food Service Management</b>	<b>Psychology</b>
<b>Asian American Studies</b>	<b>Educational Aide</b>	<b>Geography</b>	<b>Sociology</b>
<b>Child Development</b>	<b>Educational Aide/Paraeducator</b>	<b>Home Economics</b>	<b>Woman's Studies</b>

## GOVERNANCE AND CONSTITUENT GROUPS

### Academic Senate

The Academic Senate is the organization on campus that represents faculty in the formation of policy in “Academic and Professional Matters”. Title 5, Article 2, Section 53200 defines such matters as:

- Curriculum including establishing prerequisites and placing courses within disciplines.

- Degree & certificate requirements.
- Grading policies
- Development of educational programs.
- Standards or policies regarding student preparation and success.
- District and college governance structures, as related to faculty roles.
- Faculty roles in accreditation processes.
- Policies for faculty professional development activities.
- Process for program review.
- Processes for institutional planning and budget development
- Other matters as agreed upon between the governing board and academic senate.

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

In the interview, faculty expressed a few comments from fellow instructors.

- The North Centers may duplicate some programs currently rooted at Fresno City College.
- There may be a need for more District-wide consistency in graduation requirements and a policy for which College gets credit for degrees awarded to students attending classes at multiple centers and Colleges.
- Marketing/PR could be enhanced

#### **Associated Student Government**

The Associated Student Government participates in the governing of the college community through its executive body, the Student Senate. The Senate is comprised of the student body president, executive and legislative vice presidents, a student trustee and 16 senators. All officers of the Student

Senate must meet grade requirements as stated in the Constitution.

Acting as the “Voice of the Students”, the Student Senate represents all student interests through their participation on all campus-wide committees, open forums during senate meetings, Board of Trustee meetings and all other avenues of the shared governance process. Along with the Inter Club Council, the Student Senate works to create a vibrant, inclusive student experience at Fresno City College.

#### **ADDITIONAL PROGRAMS AND SERVICES**

##### **Athletics / Physical Education**

The athletic program, with its 19 active teams in collegiate competition, was honored in 2008 with the presentation of the “Pepsi Cup” for being the premier athletic program among the State’s community colleges, with an overall excellence and success in its men’s and women’s statewide competition. The College has won a total of 23 state team championships. A popular youth program, “Ram Camp”, conducted during the summer is in its 33<sup>rd</sup> year.

The physical education program offers a wide variety of activities and courses.

Additional facilities to accommodate the demands of both the physical education and athletic programs were added three years ago through funding from a local bond measure, including a new wellness center to supplement the heavily utilized campus fitness center.

The leading challenge appears to be the utilization of existing facilities with the physical education courses and the athletic teams. In certain scenarios, athletic teams whose season and use of facilities conflict with other athletic teams, have to be properly managed to eliminate duplication of usage.

##### **Bridge Foster Youth**

The Bridge program is an academic learning community designed to help aging-out foster youth, ages 18-21, make transition into college and/or vocational training opportunities achievable. Through course topics, guest speakers, and field trips, students are exposed to various career opportunities. Tutoring, counseling, and small classes taught by faculty dedicated to their success allow students to take an active role in their academic future.

### Classified Professionals

The classified professionals at Fresno City College serve in numerous roles and are often the first point of contact for prospective students and visitors to the campus. Each classified position has its own unique responsibilities but works in a cooperative effort to support students, faculty and administrators in achieving the goals and mission of the College. The main challenge is the increased workload brought on by the many unfilled classified positions which are the outcome of the current fiscal crisis.

The Classified Senate serves as the representative body for the more than 290 classified professionals at Fresno City College in areas not under the jurisdiction of the bargaining unit, the California School Employees Association. The Classified Senate facilitates a means of communication among all classified professionals. In addition, it acts as a voice for classified professionals at Fresno City College, the various Fresno City College satellite centers, and the State Center Community College District Office. The Classified Senate also provides a means for increased participation and interaction within the campus community by recommending and/or appointing representatives to all appropriate campus and district committees. The







Classified Senate sponsors staff development activities for permanently employed members to enhance job skills, job performance and personal and professional development.

### **Career Center**

The Career Center serves as a resource center for students, counselors, and faculty. The Center offers information on thousands of occupations and provides assistance with career planning. Trained staff members are available to provide guidance and direction in the use of materials and services.

Services include career assessments, individualized career advising and counseling, workshops and two computer-based career information systems. In addition, the Career Center maintains a library of career books, occupational files, and other reference materials.

### **Child Development Center**

The Child Development Center is state licensed. The Center provides a safe and rich learning environment for young children ages two through five and a supervised setting for the training of future child care professionals. Child care services are available for the children of students, staff and community members. The Center is located on campus.

### **College Relations**

High school and community outreach services as well as new student orientation are coordinated through the College Relations office. College Relations specialists regularly visit high schools, businesses and community agencies to advise prospective students regarding college planning

### **Computer Lab**

The Student Success Computer Lab offers all currently enrolled students free access to over 70 computers, many designed to meet the needs of disabled students. Tutors are available at all times to assist students.

All computers have Internet access and are networked to printers. All stations have a variety of software and specialty programs installed designed to support student instruction.

### **Counseling**

The Counseling Department reported 50,775 contacts in 2008 with 22,876 students having one-on-one interviews with counselors. Topical areas covered include, but are not limited to, the following areas.

- General questions and answers
- Assistance in development of educational and career goals
- Connection of students to available resources and services
- Academic guidance

Online counseling has accumulated 20,525 online hits from 887 cities throughout the world as of April 13, 2009, with inquiries about online orientation and available curriculum offerings. A counselor is available to respond live online to general questions about the College and student needs. Self-service options, distance counseling services and group sessions are planned to expand to meet the increased demands of a larger student population. Counseling is also provided in special programs and student activities such as Puente, SYMBAA, Veterans, Honors, Weekend College, Distance Education, Business 25 Month, Basic Skills, Transfer Services, Idile, USEAA, Bridge Foster Youth and Early Alert.

### **Disabled Students Programs & Services (DSP&S)**

DSP&S has the honor of being the first such program for all disabled students at a community college. The program provides specialized services to over 1,700 disabled students in support of their individual educational, vocational and personal goals. Programs and services include Adaptive Physical Education, Interpreting services for Deaf and hard of hearing students, Independent Living and Consumer Skills Classes and a Transition to college course. The signature program continues to be the Adaptive Ornamental Horticulture classes designed to expand educational and vocational opportunities while working on site at the campus facility. This small business operation assists in financially supporting the program and provides students the skills and experience needed to work in a wholesale or retail business environment upon the successful completion of the program.

### **Early Alert**

Early Alert is an intervention/retention program designed to inform students of their academic standing prior to receiving an unsatisfactory grade so they may access resources to change this outcome. Students not succeeding in a course between the 2<sup>nd</sup> and 14<sup>th</sup> week of a semester may be identified by faculty via Web Advisor. Reports generated weekly ensure students are notified of their academic standing before the withdrawal date as well as later in a semester before a final grade is issued. The Early Alert counselor works with faculty and students to provide appropriate referral to campus support services.

### **Employment Resource Center**

Fresno City College recognizes that many students desire part-time employment to help finance their education and that it is necessary to provide full-time employment opportunities for continuing education students and graduates. The Employment Resource Center strives to provide a broad range of services not only for students and alumni of the college but also for employers who wish to list job openings. Services include job listings, employment advising, job search workshops, on-campus interviews with employers, job fairs and a job search resource center.

### **Extended Opportunity Programs and Services (EOPS)**

This is one of the largest programs in the State. It serves 2,000 students a year and provides financial and academic assistance to those facing language, social and economic challenges. Participants must be enrolled in 12 units and maintain a minimum of 9 units throughout each semester to continue in the program and receive special counseling, specialized programs at the center include the Vocational Internship Program (VIP) where a student is placed in a 12 week, 15 hours a week internship to gain valuable on-the-job training and the Cooperative Agencies Resources for Education (CARE) program, offered to assist single parents that are raising a child or children independently.



### **Fresno City College Training Institute (FCCTI)**

Established in 1988 to meet the training and education needs of business and industry within the Fresno City College service area, the Training Institute provides customized training to local employers and fee-based public offerings made available to the community at large. The mission of the Training Institute is to serve the training, technology and development needs of individuals, business, industry and public sector organizations.

Training activities through the Training Institute most commonly happen one of two ways: Customized training for incumbent workers to fulfill the training and development needs of an employer, or through fee-based open enrollment programs made available to the community-at-large.

Training Institute programs are not-for-credit offerings. This means no college credit is earned when completing a Training Institute course or program. Selected programs are approved for continuing education units (CEUs) or are formally approved through an oversight or governing body.

The Training Institute has acted as an incubator for new training programs and classes. If these classes are proven to be in demand, then a request for approval as a regular credit class through the curriculum committee process is completed. The opposite scenario has also occurred with previous credit offerings being redesigned as a fee-for-service course to better meet the needs of the participants.

### **Financial Aid**

In 1990, 5,000 students applied for and received \$5 million dollars in combined grants, loans and scholarships at Fresno City College. In 2008-09, 25,500 students applied for financial assistance for a budgeted 45 million dollars. Current technology now available provides accurate information and expedites the application process. Applications can also be completed and submitted online and an aggressive “Registration to Go” registration process for high school students includes information and an application process for financial aid.

### **Food Services**

The dining center offers an inviting atmosphere to share ideas or study. Fast food is available at the Campus Café, which features cooked-to-order breakfast and lunch items. The Staff Dining Room provides a quieter atmosphere for enjoying breakfast or lunch. Taher Food Services offers catering services for campus functions. Pacific Cafe offers students “Japanese style” menu items. For quick snacks, vending machines are located throughout the campus.

### **Health Services**

Health services available to Fresno City College students include: confidential health counseling, health education, screening tests, emergency first aid, assistance in obtaining medical care, limited immunizations and HIV and TB skin testing. In addition, accident insurance coverage is available to students injured while on campus or at school-sponsored and supervised events.



### **Learning Resources Center (LRC)**

The college Learning Resources Center building houses all of the supplemental learning resources for faculty and students. The LRC includes Technology Support Services, Student Success Computer Lab, Disabled Students Programs and Services High Tech Computer Lab, and a distance learning classroom. In addition, the building also houses the Student Employment Resource Center, the Assessment Center, Academic Senate office, Forensics lab, Financial Aid Computer lab, faculty offices and several classrooms.

### **Library**

The library is the second oldest structure on the campus and was the original home of California State University, Fresno. The building completed a remodel in 1996 that added approximately 2,500 additional square feet to the library. The library is divided into several large rooms-

Periodicals/Reserve/Audio-Visual, West Wing, Law Library, Reference Room and a 35-seat computer lab. Approximately 566 seats are available for student use throughout the library. According to library staff members, during the academic school year 2,000 to 3,000 students a day will come into the library to use materials, a computer or find a place to study.

Library faculty has instituted successful bibliographic instruction and research assistance programs. In addition, the library faculty are also responsible for teaching credit courses offered in library skills and library technology.

The Library faculty mentioned the following during their interview with the consultants.

- The building remodel in 1996 created multiple safety and staffing concerns. Among these concerns are an open balcony which overlooks the library's main circulation area, lack of barrier-free access to the second floor and difficulty providing security and staffing in the several different rooms of the library.
- The need to accommodate students who wish to use Wi-Fi with their personal laptops
- The need for the library's collections to accommodate the needs and access capabilities of all students at the college
- The lack of open computer labs on campus

### **Psychological Services**

Psychological Services is a program at Fresno City College (FCC) and Reedley College designed to help meet the mental health needs of the college community. Working with Counseling and Health Services, Psychological Services offers assistance in a number of areas, including: personal growth, crisis resolution, daily living problems, relationship and family issues, and as a support network for students with more serious emotional disorders.

### **Public Information/Public Relations**

The Public Information/Public Relations Office provides on- and off-campus public relations, marketing and promotion for the college. All advertising, media relations and sports information are the responsibility of the Public Information Office. Brochures, class schedules, the college catalog, press releases, videos, sports programs, the college Website and the monthly campus newsletter, City at Large, are all produced by the Public Information Office, using the most advanced techniques in desktop publishing.

### **The Writing and Reading Center**

The WRC is a central hub for any Fresno City College course that has a writing or reading component. Students are invited to visit the center, by appointment or drop-in, and discuss their assignments with a trained and qualified tutor. The WRC also offers real-time online tutoring for students who are unable to make it to campus or prefer the comfort of receiving tutoring from their own home. Our goal is to create an environment where students can study, obtain skills, and acquire the help necessary to ensure their success in future courses and lifelong aspirations. All services are free of charge to FCC students.

The WRC began as the *Extended Learning Center* in the fall of 2005 under the Title V federal grant. The 5-year funding agreement required that the center and the center coordinator become institutionalized upon completion of the grant. The grant ended on September 30, 2009, and the center and full-time coordinator position have been institutionalized. In its first year, the ELC served a total of 1,103 students. By the end of the grant, 8,319 students were served. The average number of students who visit the center per semester is 1,281.

### **Student Learning Support Services**

Student Learning Support Services includes the Tutorial Center, Academic Computer Lab, Extending the Class (ETC) program, On-line Tutoring, G-98 Athletes Lab, Fine, Performing, and Communication Arts IDEA lab, Design Science High School supplemental instruction, Chemistry and Biology GRASP tutoring, and Nursing Lab tutoring. These services and labs are the main source of student learning support at Fresno City College.

The Student Success Tutorial Center, located in LI-134, offers free tutoring in a variety of subjects. We offer a drop in service in which students are paired with a qualified tutor. In addition, the center provides district-wide test proctoring services. The center tries to provide a comfortable environment for our students; however, our capacity of 75 seats, not including tutors, does not allow room for continual growth. Even though the 75 seats are usually filled, it is still not always an adequate space to study for the students who are continuously coming in wanting to seek our services.

### **Transfer Center**

The Transfer Center offers students the ability to plan for transfer to a baccalaureate college or university through a variety of resources and services provided to assist in the transfer process. The center coordinates transfer activities and academic advising with the nine campuses of the University of California, the 23 campuses of the California State University, and provides information on public and private colleges and universities.

### **Tutorial Services**

The Student Success Tutorial Center offers all students on campus free learning assistance in all subject areas and basic skills. The center provides a comfortable and encouraging environment and carefully selected tutors that assist students in achieving their academic goals.

### **Workforce Development**

Workforce Development is a partner to promote student workplace success and fulfill the needs of our diverse labor market. Within Workforce Development are the CalWORKS program, the Employment Resource Center and the Training Institute. Workforce Development focuses on collaborations with local business and industry, educational institutions and other

Divisions at Fresno City College to respond to changes that affect workforce effectiveness.

### **CalWORKS**

The Fresno City College CalWORKS program has existed since 1987. It is a grant-funded program to provide CalWORKS students with academic counseling, weekly classes and individual plan assessments. All CalWORKS participants are required to engage in a combination of work related activities for a minimum number of hours a week as described in their individual welfare to work plan.

Each year the program serves several hundred CalWORKS students who are mainstreamed into Fresno City College's Vocational Training Programs. As a career/employment training institution, Fresno City College along with its CalWORKS program has been able to develop several short-term training programs. These programs include Computerized Accounting, Business Office Assistant, Medical Billing Clerk, Full Charge Bookkeeper, Child Development, Auto Mechanics, Building Maintenance, other certificate programs, associate degrees and various transfer programs.

The CalWORKS program provides counseling, academic advising, job

placement services and work study to those eligible participants in the CalWORKS Program. Some of the program benefits may include: financial assistance, childcare, transportation, ancillary funds, enrollment fees, student book accounts and supplies.

### **Honors Program**

The Leon S. Peters Honors Program at Fresno City College provides an enriched educational experience to recognize and meet the needs of academically excellent students. Students who qualify and are accepted into the Honors Program benefit from the experience, regardless of major, because of a specially selected curriculum that is set within the framework of the transfer program of all University of California and California State University campuses. Honors courses are innovative and reflect the instructors' interest in and



commitment to the program's academic, intellectual, cultural, and social goals. Benefits of the Honors Program include:

- Certificate of Honors
- Specially selected, experienced, and highly qualified faculty
- Special counselors specifically for Honors students
- Faculty mentors
- Priority for early registration
- Registration, counseling, and transfer assistance
- Scholarship advising and opportunities
- Honors courses recognized on transcripts
- Opportunities to participate in cultural, social, and
- intellectually stimulating activities
- Priority acceptance at a University of California or California State University campus (When space is available and the required criteria is achieved)

### **IDILE Program**

Fresno City College's IDILE Program is designed to enhance the leadership skills of student participants, with emphasis on the experience of African Americans, while helping develop the self-confidence to succeed in the post-secondary education experience.

### **International Students**

Fresno City College is proud of its diverse student body and our enrollment of over 20,000 students. Our international students represent more than 40 countries from all continents. Our academic curriculum includes over 200 majors of study. Our international students enjoy and benefit from individualized academic counseling, international clubs, the honors program, athletics, and other extra-curricular activities.

### **Puente Project**

The Puente Project at Fresno City College provides students with accelerated writing instruction, sustained academic counseling, and mentoring by professionals from the community. Students participate in the program for two consecutive semesters. The course content of the Puente classes has a Chicano/Latino emphasis. Throughout both semesters, Puente students also maintain contact with their assigned Puente mentor.

The purpose of the Puente Project is to increase the number of Fresno City College Puente students who transfer to four-year colleges and universities. Puente students participate in extra-curricular activities and field trips that promote transfer opportunities. Success at Fresno City College and the continued pursuit of higher education is greatly emphasized.

### **SYMBAA Program**

The SYMBAA program emphasizes the African American male experience and assists participating students in achieving success through a coordinated program of courses and support. The program develops work habits and study skills, provides the education tools to be successful, and provides the opportunity to participate in community service. The goal of the program is to have students complete 60 units of college credit and graduate or be ready to transfer to a four-year college or university. The program is open to all students at the College.



### **USEAA Academic Program**

The USEAA academic program at Fresno City College was established in the fall of 1999. The program, open to all students, has a special emphasis on the Southeast Asian American culture and experience and is designed to prepare students for transfer success to four-year colleges or universities.

### **TRIO Programs**

In commitment to providing educational opportunity for all citizens, Fresno City College has been awarded three programs fully funded by the U.S. Department of Education TRIO programs. These programs assist low-income, first generation students to enter college, graduate and move on to participate more fully and rewardingly in America's economic and social life.

The Upward Bound program and the Educational Talent Search (ETS) program serve high school students to prepare them for post-secondary education. Upward Bound serves five local high schools: Edison, Fresno, McLane, Hoover and Roosevelt. The ETS program serves the five high schools listed above and also Sunnyside.

The third TRIO program, Student Support Services Program (SSSP), serves college

students currently enrolled at Fresno City College. The goal of this program is to assure retention, graduation and/or transfer to a four-year college. Services include advising, career planning, financial aid advising, transfer assistance, success workshops, college campus tours and continuous of encouragement.

### **Educational Talent Search (ETS)**

The Fresno City College ETS program is a pre-college TRIO program which serves six area high schools. ETS is designed to assist low income, first generation students prepare for post secondary education. Through information, workshops and activities ETS provides assistance in acquiring academic skills and motivation to succeed in high school and transition into college.

### **Student Support Services Program (SSSP)**

SSSP serves first generation, low income and disabled students to assure retention, graduation and/or transfer to a four year college in a timely manner. SSSP provides advising, career planning, financial aid advising, transfer assistance, cultural events, college campus tours and lots of encouragement.

### **Upward Bound Program**

The Fresno City College Upward Bound program is an intensive pre-college enrichment program designed to help first generation, economically disadvantaged high-school students improve their academic performance, and prepare for college. The long term goal is to pursue careers that require a bachelors' degree or higher. The program provides tutorial and instructional sessions conducted at partnering high schools. Components consist of academic year tutoring held at high school campuses, Fresno City College Saturday Empowerment Sessions, Fresno City College Summer School, both held on the Fresno City College campus, and community Summer Job Shadow.

### **Veterans Services**

Located in the Student Services building, Veterans Services provides assistance to veterans and their dependents. The staff will assist veterans and dependents in applying for educational benefits. Counseling and academic advising are available in the Counseling Center.



# Program of Instruction

## OVERVIEW

In order to develop a forecast for the future program of instruction, it is necessary to begin with a benchmark. For the purposes of this Plan, the fall 2008 semester was used as the baseline. Fall semesters are used by the State Chancellor's Office for various facilities planning functions, therefore, a fall semester is used in this Plan.

The fall 2008 program of instruction was analyzed in several ways utilizing a variety of metrics. That analysis is covered in the following sections.

## BASELINE CURRICULUM

The fall 2008 semester was used as a starting point for determining the College's "baseline curriculum." Defining the current program of instruction served two primary purposes:

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

## The Baseline Program of Instruction by Subject

The fall 2008 program of instruction for Fresno City College is characterized by the following summary data.

FRESNO CITY COLLEGE PROGRAM OF INSTRUCTION SUMMARY - FALL 2008	
CLASS SECTIONS	2,340
WSCH	259,189
FTEF (SEMESTER)	8,657
FTEF	491.2
HEADCOUNT (UNDUPLICATED)	25,622

The tables on the following pages show the Fresno City College fall 2008 program of instruction. The key elements of the program of instruction have been included in this analysis. These elements included the number of primary sections offered, average seats per section, WSCH (weekly student contact hours) generated, the full-time equivalent students (FTEF), the full-time equivalent faculty (FTEF), the WSCH per



FTEF generated and the percentage of lecture and laboratory hours.

FRESNO CITY COLLEGE - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
Accounting	43	751	17.5	3,593	120	9.9	362.9	66%	34%
Administration of Justice <sup>1</sup>	31	491	15.8	2,544	85	0.7	3,634.7	73%	27%
African-American Studies	13	435	33.5	1,631	54	2.4	679.5	100%	0%
Air Conditioning	5	110	22.1	758	25	1.8	421.0	62%	38%
American Indian Studies	4	138	34.6	519	17	0.8	648.8	100%	0%
American Sign Language	10	229	22.9	1,126	38	2.6	433.2	100%	0%
American Studies	2	64	32.0	240	8	0.4	600.0	100%	0%
Anthropology	10	219	21.9	851	28	1.8	472.5	82%	18%
Applied Technology	31	712	23.0	2,409	80	4.4	547.6	67%	33%
Apprenticeship	2	19	9.3	93	3		-	100%	0%
Architecture	12	237	19.7	1,055	35	2.4	439.6	54%	46%
Armenian	1	33	32.9	185	6	0.3	617.0	60%	40%
Art	74	1,233	16.7	6,462	215	14.5	445.7	39%	61%
Asian-American Studies	9	291	32.4	1,092	36	1.8	606.7	100%	0%
Astronomy	2	126	63.1	552	18	0.5	1,104.0	50%	50%
Auto Collision Repair	4	98	24.4	1,455	48	1.1	1,322.5	19%	81%
Auto Mechanics	2	29	14.7	917	31	1.1	834.0	33%	67%
Auto Technology	25	453	18.1	2,724	91	3.3	825.5	36%	64%
Biology	91	2,500	27.5	15,770	526	29.3	538.2	54%	46%
Building Safety	8	80	10.0	300	10	0.8	375.0	100%	0%
Business & Technology	124	2,278	18.4	8,018	267	21.4	374.7	59%	41%
Business Administration	59	1,491	25.3	5,805	193	12.0	483.7	93%	7%

<sup>1</sup> Police Academy courses are included in the Administration of Justice subject area. Police Academy classes start in the fall and end in the spring with FTES (and WSCH) attributable to the spring semester. In the 2008-2009 academic year, the Police Academy reports 523.8 FTES.

FRESNO CITY COLLEGE - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
Chemistry	30	751	25.0	5,195	173	10.7	485.5	41%	59%
Chicano-Latino Studies	18	453	25.2	1,731	58	3.6	480.8	93%	7%
Child Development	46	1,459	31.7	5,680	189	8.8	645.4	80%	20%
Chinese	2	48	24.0	270	9	0.6	450.0	60%	40%
Clerical Training	1	-	-	-	10	-	-	0%	0%
Computer Aided Drafting	10	164	16.4	875	29	2.3	380.5	40%	60%
Computer Aided Manufacturing	5	60	12.0	620	21	2.0	309.9	40%	60%
Computer Info. Technology	88	2,075	23.6	9,120	304	20.4	447.1	72%	28%
Computer Science	1	31	31.1	175	6	0.3	583.0	60%	40%
Construction	6	66	11.0	705	24	2.7	261.2	28%	73%
Counseling	89	1,855	20.8	5,319	177	12.5	425.5	100%	0%
Criminal Justice	31	1,264	40.8	4,740	158	13.5	351.1	100%	0%
Dance	22	581	26.4	1,805	60	3.4	531.0	22%	78%
Decision Science	8	145	18.1	624	21	1.9	328.4	100%	0%
Dental Hygiene	11	259	23.6	1,261	42	2.6	477.7	32%	68%
Developmental Services	19	457	24.1	2,305	77	4.6	501.0	20%	80%
Drafting	4	90	22.4	445	15	1.1	424.0	50%	50%
Economics	17	408	24.0	1,532	51	3.4	450.5	100%	0%
Education	4	111	27.8	417	14	0.8	521.3	100%	0%
Educational Aide	4	99	24.8	326	11	0.7	455.0	29%	71%
Electrical Systems Technology	32	600	18.8	2,627	88	6.0	437.8	71%	29%
Engineering	4	98	24.6	516	17	1.1	491.4	50%	50%
English	197	4,662	23.7	22,499	750	48.8	461.0	100%	0%
Environmental Technology	1	28	28.0	105	4	-	-	100%	0%
ESL	44	863	19.6	4,293	143	11.7	368.0	100%	0%
Fashion Merchandising	5	49	9.8	184	6	0.2	919.5	65%	35%
Film	7	318	45.4	1,191	40	1.4	850.7	100%	0%
Fire Technology	25	648	25.9	5,369	179	9.1	590.0	40%	60%

FRESNO CITY COLLEGE - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
Food & Nutrition	9	345	38.4	1,305	44	1.5	870.2	89%	11%
Food Service Management	6	123	20.4	331	11	0.9	364.4	55%	45%
French	5	109	21.9	615	20	1.5	409.8	60%	40%
Geography	19	614	32.3	2,826	94	4.6	614.4	78%	22%
Geology	12	327	27.3	1,545	52	2.8	551.8	70%	30%
German	2	29	14.7	165	6	0.6	275.0	60%	40%
Graphic Communications	20	327	16.3	1,501	50	3.9	384.8	50%	50%
Health Information Technology	10	216	21.6	889	30	2.4	370.5	68%	32%
Health Science	16	1,137	71.0	4,177	139	2.9	1,423.9	100%	0%
History	26	1,183	45.5	4,437	148	5.2	853.2	100%	0%
Hmong	3	68	22.8	385	13	0.9	428.0	60%	40%
Home Economics	5	65	13.1	321	11	1.3	240.8	48%	52%
Honors	3	36	12.0	45	2	0.2	225.0	100%	0%
Human Services	23	619	26.9	2,245	75	4.5	502.5	82%	18%
Humanities	4	88	22.0	330	11	0.8	412.5	100%	0%
Industrial Training	1	-	-	-	7	-	-	25%	75%
Japanese	2	76	38.2	430	14	0.6	717.0	60%	40%
Journalism	10	178	17.8	767	26	2.1	365.3	66%	34%
Library Skills	2	43	21.4	53	2	0.1	534.0	100%	0%
Library Technology	1	25	24.8	93	3	0.2	465.0	100%	0%
Linguistics	8	178	22.3	690	23	1.7	413.8	100%	0%
Maintenance Mechanic	3	18	6.1	567	19	-	-	33%	67%
Manufacturing Mechanic CTC	22	123	5.6	128	4	-	-	38%	62%
Marketing	5	129	25.8	483	16	1.0	483.0	100%	0%
Math	149	4,226	28.4	19,986	666	32.7	611.2	98%	2%
Medical Assistant-Clinician	8	116	14.6	485	16	1.4	346.3	70%	30%
Military Science	7	80	11.4	171	6	0.7	244.3	50%	50%
Music	58	1,653	28.5	6,511	217	11.0	591.9	45%	55%

FRESNO CITY COLLEGE - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
Natural Science	1	35	34.7	228	8	0.4	651.4	50%	50%
Nursing (RN)	85	1,564	18.4	7,137	238	19.6	364.1	10%	90%
Online Teacher Training	8	118	14.7	165	6	0.6	275.0	100%	0%
Paralegal	8	147	18.3	582	19	1.5	388.0	85%	15%
Philosophy	15	376	25.1	1,410	47	3.0	470.0	100%	0%
Photography	39	776	19.9	3,391	113	8.7	389.8	66%	34%
Physical Education	142	4,638	32.7	11,923	397	21.0	567.8	5%	95%
Physical Science	4	172	43.1	647	22	0.8	808.5	100%	0%
Physics	7	148	21.2	972	32	2.5	388.8	50%	50%
Political Science	19	1,447	76.1	5,425	181	3.6	1,506.8	100%	0%
Psychology	35	1,879	53.7	7,155	239	4.2	1,703.6	96%	4%
Radiology	9	132	14.7	1,161	39	3.1	374.5	14%	86%
Real Estate	4	52	13.0	195	7	0.8	243.8	100%	0%
Recreation	4	89	22.3	352	12	0.4	879.8	30%	70%
Respiratory Care	6	112	18.6	997	33	2.4	415.5	27%	73%
Sociology	35	1,247	35.6	4,677	156	4.4	1,063.0	100%	0%
Spanish	32	736	23.0	4,143	138	9.3	445.5	63%	37%
Speech	92	2,306	25.1	8,792	293	18.1	485.7	92%	8%
Supervised Tutoring	3	1,792	597.5	5,041	168	0.5	10,082.4	0%	100%
Surgical Technician	1	12	12.3	46	2	0.2	231.0	100%	0%
Theater Arts	23	370	16.1	1,594	53	4.7	339.1	67%	33%
Welding	10	141	14.1	1,225	41	3.9	314.1	33%	67%
Women's Studies	13	373	28.7	1,382	46	2.0	690.8	100%	0%
Work Experience	13	278	21.4	1,042	35	2.6	400.6	33%	67%
<b>Total</b>	<b>2,340</b>	<b>60,735</b>	<b>26.0</b>	<b>259,189</b>	<b>8,657</b>	<b>491.2</b>	<b>527.7</b>	<b>69%</b>	<b>31%</b>

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





## The Baseline Program of Instruction by TOP Code

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

The table shows the conversion for each subject to the appropriate TOP Code.

FRESNO CITY COLLEGE - TOP CODES BY SUBJECT					
SUBJECT	Top Code	SUBJECT	Top Code	SUBJECT	Top Code
Accounting	0500	Dance	0800	Library Skills	1600
Administration of Justice	2100	Decision Science	0700	Library Technology	1600
African-American Studies	2200	Dental Hygiene	1200	Linguistics	1500
Air Conditioning	0900	Developmental Services	4900	Maintenance Mechanic	0900
American Indian Studies	2200	Drafting	0200	Manuf. Mechanic	0900
American Sign Language	0800	Economics	2200	Marketing	0500
American Studies	2200	Education	0800	Math	1700
Anthropology	2200	Educational Aide	0800	Medical Assist.-Clinician	1200
Applied Technology	0900	Electrical Systems Tech.	0900	Military Science	1800
Apprenticeship	4900	Engineering	0900	Music	1000
Architecture	0200	English	1500	Natural Science	1900
Armenian	1100	Environmental Tech.	0300	Nursing (RN)	1200
Art	1000	ESL	4900	Online Teacher Training	0800
Asian-American Studies	2200	Fashion Merchandising	1300	Paralegal	1400
Astronomy	1900	Film	1000	Philosophy	1500
Auto Collision Repair	0900	Fire Technology	2100	Photography	1000
Auto Mechanics	0900	Food & Nutrition	1200	Physical Education	0800
Auto Technology	0900	Food Service Mgmt.	1300	Physical Science	1900
Biology	0400	French	1100	Physics	1900
Building Safety	0900	Geography	1900	Political Science	2200
Business & Technology	0500	Geology	1900	Psychology	2000
Business Administration	0500	German	1100	Radiology	1200
Chemistry	1900	Graphic Communications	1000	Real Estate	0500
Chicano-Latino Studies	2200	Health Information Tech.	1200	Recreation	0800
Child Development	1300	Health Science	1200	Respiratory Care	1200
Chinese	1100	History	2200	Sociology	2200
Clerical Training	0500	Hmong	1100	Spanish	1100
Computer Aided Drafting	0900	Home Economics	1300	Speech	0600
Computer Aided Manuf.	0900	Honors	4900	Supervised Tutoring	4900
Computer Info. Tech.	0700	Human Services	2100	Surgical Technician	1200
Computer Science	0700	Humanities	1500	Theater Arts	1000
Construction	0900	Industrial Training	0900	Welding	0900
Counseling	4900	Japanese	1100	Women's Studies	2200
Criminal Justice	2100	Journalism	0600	Work Experience	4900

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

The following table shows the Fresno City College program of instruction for the fall 2008 semester organized by TOP Code.

FRESNO CITY COLLEGE - PROGRAM OF INSTRUCTION BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2008										
TOP CODE		SEC	ENR	ENR/ SEC	WSCH	SEM FTEF	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
0200	Architecture	16	327	20.4	1,500	50	3.5	434.9	53%	47%
0300	Environmental Sciences	1	28	28.0	105	4	-	-	100%	0%
0400	Biological Science	91	2,500	27.5	15,770	526	29.3	538.2	54%	46%
0500	Business & Management	236	4,701	19.9	18,094	613	45.1	401.2	73%	27%
0600	Communications	102	2,484	24.4	9,559	319	20.2	473.2	90%	10%
0700	Information Technology	97	2,250	23.2	9,919	331	22.6	438.9	74%	26%
0800	Education	194	5,865	30.2	16,115	537	29.5	545.9	18%	82%
0900	Engineering & Industrial Tech.	168	2,754	16.4	15,827	535	30.5	519.8	47%	53%
1000	Fine & Applied Arts	221	4,677	21.2	20,650	688	44.2	467.2	52%	48%
1100	Foreign Language	47	1,101	23.4	6,194	206	13.8	448.8	62%	38%
1200	Health	155	3,895	25.1	17,458	582	36.2	482.6	45%	55%
1300	Family & Consumer Sci.	62	1,696	27.3	6,516	217	11.2	579.6	77%	23%
1400	Law	8	147	18.3	582	19	1.5	388.0	85%	15%
1500	Humanities	224	5,304	23.7	24,928	831	54.3	459.4	100%	0%
1600	Library Science	3	68	22.5	146	5	0.3	488.0	100%	0%
1700	Mathematics	149	4,226	28.4	19,986	666	32.7	611.2	98%	2%
1800	Military Studies	7	80	11.4	171	6	0.7	244.3	50%	50%
1900	Physical Sciences	75	2,173	29.0	11,965	399	22.3	537.7	58%	42%
2000	Psychology	35	1,879	53.7	7,155	239	4.2	1,703.6	96%	4%
2100	Public & Protective Services	110	3,022	27.5	14,898	497	27.8	536.5	71%	29%
2200	Social Sciences	166	6,259	37.7	23,515	784	29.4	799.8	99%	1%
4900	Interdisciplinary Studies	173	5,300	30.6	18,138	605	32.1	565.6	58%	42%
<b>Grand Total</b>		<b>2,340</b>	<b>60,735</b>	<b>26.0</b>	<b>259,189</b>	<b>8,657</b>	<b>491.2</b>	<b>527.7</b>	<b>69%</b>	<b>31%</b>

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



# Future Capacities

## OVERVIEW

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

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

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

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

over the past 30 years. With all of this in mind, the following section examines the future capacities of Fresno City College.

## CURRENT CURRICULUM

A profile of the current (fall 2008) program of instruction at Fresno City College follows:

- Net Sections: 2,340
- WSCH 259,189
- FTES (Semester): 8,657
- FTEF: 491.2
- Headcount: 25,622

## GROWTH FORECAST

### Internal and External Elements of the College

One of the primary drivers for determining future capacity is growth in the service area population, or, “natural growth”. The effective service area of the College is expected to see population growth of 1.56% over the next 5-10 years. This is slightly more robust growth than is projected for the state of California (1.33%) or for the Nation (1.23%).

Over the next five years however, the growth will be primarily in the 55-64 year

old age segment. The 15-19 year old age segment, an important group when looking at future college students, will actually decrease in raw numbers over the same period (from 49,011 to 47,387 individuals). Therefore, the College will have to find creative ways and offer different programs to attract the students of the future. Many of these future students will be older. Classes for retraining older workers should be considered.

### Participation Rate Analysis

The participation rate for the College is defined as the number of persons attending the College per 1,000 inhabitants of the service area.

FRESNO CITY COLLEGE STUDENT PARTICIPATION RATE FALL 2008	
POP	574,815
ENR	25,622
SPR	44.6





In the fall of 2008, the College’s participation rate was 44.6, or, 44.6 of every 1,000 residents of the 5-mile service area of the College, attended at least one class. The statewide average for student participation is 37.

### Weekly Student Contact Hours (WSCH)

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

## FUTURE PROGRAM OF INSTRUCTION

### Overview

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

Taking into account all of the planning elements, the consulting team projects credit-WSCH to grow at an average annual rate of 1.5% per year, out to the year 2025. In this model, WSCH will climb from the fall 2008 level of 259,189 to 333,841 in the fall of 2025. Unduplicated headcount will grow over the same time period from 25,622 in fall of 2008 to just over 33,000 by 2025. The following table shows the growth forecast data. The columns include unduplicated headcount, net class sections, FTES for the semester (full time equivalent students), and WSCH.

FRESNO CITY COLLEGE GROWTH FORECAST 2008 - 2025				
YEAR	HEAD-COUNT	SEC	FTES	WSCH
2008	25,622	2,340	8,657	259,189
2015	28,436	2,597	9,589	287,660
2020	30,634	2,798	10,330	309,891
2025	33,002	3,014	11,128	333,841

It is not critical that this Plan determines the exact year the College hits a certain level of WSCH. Rather, the Plan will provide a forecast for future space needs when the College reaches that level of WSCH. Therefore, if Fresno City College reaches 333,000 WSCH in 2022, or 2028, it will still require the space detailed in this Plan.

### Profile of the Future Program of Instruction

The future space needs for the College cannot be determined without first determining the future capacity of the future program of instruction. To do this, the consulting team started with the current program of instruction. The process used the fall 2008 semester as the starting point or baseline.



The projections for the future program of instruction are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. No new programs are included in the forecast nor are

any existing programs phased out. The most important consideration and assumption, however, is that in the future there will be a program of instruction. It will have a certain number of class sections, enrolled students, WSCH, lecture and laboratory hours.

The College's forecast of its future program of instruction also relied heavily on other source documents. These included:

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

The following pages contain the projected future program of instruction for the years 2015 and 2025.



FRESNO CITY COLLEGE - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Accounting	48	3,987	133	2,632	1,356	48	3,971	132	2,621	1,350
Administration of Justice	34	2,824	94	2,061	762	40	3,252	108	2,374	878
African-American Studies	14	1,810	60	1,810	-	17	2,084	69	2,084	-
Air Conditioning	6	841	28	521	320	6	969	32	600	368
American Indian Studies	4	576	19	576	-	5	663	22	663	-
American Sign Language	11	1,250	42	1,250	-	13	1,439	48	1,439	-
American Studies	2	266	9	266	-	3	307	10	307	-
Anthropology	11	944	31	774	170	14	1,169	39	959	210
Applied Technology	34	2,674	89	1,792	882	40	3,079	103	2,063	1,016
Apprenticeship	2	103	3	103	-	3	119	4	119	-
Architecture	13	1,171	39	632	539	15	1,348	45	728	620
Armenian	1	205	7	123	82	1	237	8	142	95
Art	82	7,172	239	2,797	4,375	82	7,143	238	2,786	4,357
Asian-American Studies	10	1,212	40	1,212	-	12	1,396	47	1,396	-
Astronomy	2	613	20	306	306	3	705	24	353	353
Auto Collision Repair	4	1,614	54	307	1,308	5	1,859	62	353	1,506
Auto Mechanics	2	1,018	34	336	682	3	1,172	39	387	786
Auto Technology	28	3,023	101	1,088	1,935	32	3,481	116	1,253	2,228
Biology	101	17,502	583	9,451	8,051	117	20,155	672	10,883	9,271
Building Safety	9	333	11	333	-	10	383	13	383	-
Business & Technology	138	8,899	297	5,250	3,649	159	10,248	342	6,046	4,201
Business Administration	65	6,442	215	5,991	451	66	6,416	214	5,967	449
Chemistry	33	5,765	192	2,364	3,402	42	7,142	238	2,928	4,214
Chicano-Latino Studies	20	1,921	64	1,787	134	25	2,380	79	2,213	167
Child Development	51	6,304	210	5,043	1,261	59	7,259	242	5,807	1,452
Chinese	2	300	10	180	120	3	345	12	207	138

FRESNO CITY COLLEGE - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Clerical Training	1	-	-	-	-	1	-	-	-	-
Computer Aided Drafting	11	971	32	388	583	13	1,118	37	447	671
Computer Aided Manufacturing	6	688	23	275	413	6	792	26	317	475
Computer Information Tech.	98	10,122	337	7,288	2,834	122	12,539	418	9,028	3,511
Computer Science	1	194	6	116	78	1	224	7	134	89
Construction	7	783	26	219	564	8	901	30	252	649
Counseling	99	5,904	197	5,904	-	114	6,798	227	6,798	-
Criminal Science	34	5,261	175	5,261	-	43	6,517	217	6,517	-
Dance	24	2,004	67	441	1,563	28	2,307	77	508	1,800
Decision Science	9	693	23	693	-	10	798	27	798	-
Dental Hygiene	12	1,399	47	448	951	14	1,611	54	516	1,096
Developmental Services	21	2,558	85	512	2,046	24	2,945	98	589	2,356
Drafting	4	494	16	247	247	5	569	19	284	284
Economics	19	1,700	57	1,700	-	22	1,958	65	1,958	-
Education	4	463	15	463	-	5	533	18	533	-
Educational Aide	4	362	12	105	257	5	417	14	121	296
Electrical Systems Technology	36	2,915	97	2,070	845	41	3,357	112	2,384	974
Engineering	4	573	19	286	286	4	570	19	285	285
English	219	24,970	832	24,970	-	273	30,933	1,031	30,933	-
Environmental Technology	1	117	4	117	-	1	134	4	134	-
ESL	49	4,765	159	4,765	-	61	5,903	197	5,903	-
Fashion Merchandising	6	204	7	133	71	6	235	8	153	82
Film	8	1,322	44	1,322	-	9	1,522	51	1,522	-
Fire Technology	28	5,959	199	2,383	3,575	32	6,862	229	2,745	4,117
Food & Nutrition	10	1,449	48	1,289	159	10	1,443	48	1,284	159
Food Service Management	7	367	12	202	165	8	423	14	233	190
French	6	682	23	409	273	6	786	26	471	314
Geography	21	3,137	105	2,447	690	21	3,124	104	2,437	687

FRESNO CITY COLLEGE - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Geology	13	1,715	57	1,200	514	15	1,975	66	1,382	592
German	2	183	6	110	73	3	211	7	127	84
Graphic Communications	22	1,665	56	833	833	26	1,918	64	959	959
Health Information Technology	11	987	33	671	316	13	1,136	38	773	364
Health Science	18	4,636	155	4,636	-	21	5,338	178	5,338	-
History	29	4,924	164	4,924	-	36	6,100	203	6,100	-
Hmong	3	428	14	257	171	4	492	16	295	197
Home Economics	6	356	12	171	185	6	410	14	197	213
Honors	3	50	2	50	-	4	58	2	58	-
Human Services	26	2,491	83	2,043	448	30	2,869	96	2,352	516
Humanities	4	366	12	366	-	6	454	15	454	-
Industrial Training	1	-	-	-	-	1	-	-	-	-
Japanese	2	477	16	286	191	3	550	18	330	220
Journalism	11	851	28	562	289	13	980	33	647	333
Library Skills	2	59	2	59	-	3	68	2	68	-
Library Technology	1	103	3	103	-	1	119	4	119	-
Linguistics	9	765	26	765	-	10	881	29	881	-
Maintenance Mechanic	3	630	21	208	422	3	627	21	207	420
Manufacturing Mechanic CTC	24	142	5	54	88	28	164	5	62	102
Marketing	6	536	18	536	-	6	534	18	534	-
Math	165	22,182	739	21,738	444	206	27,479	916	26,929	550
Medical Assistant-Clinician	9	538	18	377	161	11	667	22	467	200
Military Science	8	190	6	95	95	9	219	7	109	109
Music	64	7,226	241	3,252	3,974	75	8,321	277	3,745	4,577
Natural Science	1	253	8	127	127	1	291	10	146	146
Nursing (RN)	94	7,921	264	792	7,129	118	9,812	327	981	8,831
Online Teacher Training	9	183	6	183	-	10	211	7	211	-
Paralegal	9	646	22	549	97	10	744	25	632	112

FRESNO CITY COLLEGE - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Philosophy	17	1,565	52	1,565	-	21	1,939	65	1,939	-
Photography	43	3,764	125	2,484	1,280	43	3,749	125	2,474	1,275
Physical Education	158	13,233	441	662	12,571	158	13,179	439	659	12,520
Physical Science	4	718	24	718	-	5	827	28	827	-
Physics	8	1,079	36	539	539	8	1,074	36	537	537
Political Science	21	6,020	201	6,020	-	26	7,458	249	7,458	-
Psychology	39	7,941	265	7,624	318	45	9,145	305	8,779	366
Radiology	10	1,289	43	180	1,108	12	1,596	53	223	1,373
Real Estate	4	216	7	216	-	4	216	7	216	-
Recreation	4	391	13	117	273	5	450	15	135	315
Respiratory Care	7	1,107	37	299	808	8	1,371	46	370	1,001
Sociology	39	5,191	173	5,191	-	48	6,430	214	6,430	-
Spanish	36	4,598	153	2,897	1,701	41	5,295	177	3,336	1,959
Speech	102	9,758	325	8,977	781	118	11,236	375	10,337	899
Supervised Tutoring	3	5,595	186	-	5,595	4	6,443	215	-	6,443
Surgical Technician	1	51	2	51	-	1	64	2	64	-
Theater Arts	26	1,769	59	1,185	584	30	2,037	68	1,365	672
Welding	11	1,359	45	449	911	13	1,565	52	517	1,049
Women's Studies	14	1,533	51	1,533	-	17	1,766	59	1,766	-
Work Experience	14	1,156	39	381	775	17	1,331	44	439	892
<b>Total</b>	<b>2,597</b>	<b>287,660</b>	<b>9,589</b>	<b>199,474</b>	<b>88,186</b>	<b>3,014</b>	<b>333,841</b>	<b>11,128</b>	<b>234,320</b>	<b>99,521</b>

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





## Determination of Future Space Needs

### SPACE REQUIREMENTS: ACADEMIC PROGRAM OF INSTRUCTION

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





## Academic Space Profile for 2025

The following tables depict the program of instruction and the corresponding academic space needs for Fresno City College when WSCH reaches a level of 333,841.

FRESNO CITY COLLEGE - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Accounting	48	3,971	132	2,621	1,350	1,124	1,728
Administration of Justice	40	3,252	108	2,374	878	1,018	1,879
African-American Studies	17	2,084	69	2,084	-	894	-
Air Conditioning	6	969	32	600	368	258	1,619
American Indian Studies	5	663	22	663	-	285	-
American Sign Language	13	1,439	48	1,439	-	617	-
American Studies	3	307	10	307	-	132	-
Anthropology	14	1,169	39	959	210	411	316
Applied Technology	40	3,079	103	2,063	1,016	885	4,471
Apprenticeship	3	119	4	119	-	51	-
Architecture	15	1,348	45	728	620	312	1,594
Armenian	1	237	8	142	95	61	142
Art	82	7,143	238	2,786	4,357	1,195	11,199
Asian-American Studies	12	1,396	47	1,396	-	599	-
Astronomy	3	705	24	353	353	151	907
Auto Collision Repair	5	1,859	62	353	1,506	152	6,626
Auto Mechanics	3	1,172	39	387	786	166	3,456
Auto Technology	32	3,481	116	1,253	2,228	538	9,804
Biology	117	20,155	672	10,883	9,271	4,669	21,602
Building Safety	10	383	13	383	-	164	-
Business & Technology	159	10,248	342	6,046	4,201	2,594	5,378
Business Administration	66	6,416	214	5,967	449	2,560	575

FRESNO CITY COLLEGE - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Chemistry	42	7,142	238	2,928	4,214	1,256	10,830
Chicano-Latino Studies	25	2,380	79	2,213	167	950	250
Child Development	59	7,259	242	5,807	1,452	2,491	3,731
Chinese	3	345	12	207	138	89	207
Clerical Training	1	-	-	-	-	-	-
Computer Aided Drafting	13	1,118	37	447	671	192	2,953
Computer Aided Manufacturing	6	792	26	317	475	136	2,091
Computer Information Technology	122	12,539	418	9,028	3,511	3,873	6,004
Computer Science	1	224	7	134	89	58	153
Construction	8	901	30	252	649	108	2,856
Counseling	114	6,798	227	6,798	-	2,916	-
Criminal Justice	43	6,517	217	6,517	-	2,796	-
Dance	28	2,307	77	508	1,800	218	*
Decision Science	10	798	27	798	-	342	-
Dental Hygiene	14	1,611	54	516	1,096	221	2,344
Developmental Services	24	2,945	98	589	2,356	253	6,056
Drafting	5	569	19	284	284	122	731
Economics	22	1,958	65	1,958	-	840	-
Education	5	533	18	533	-	229	-
Educational Aide	5	417	14	121	296	52	-
Electrical Systems Technology	41	3,357	112	2,384	974	1,023	4,284
Engineering	4	570	19	285	285	122	1,255
English	273	30,933	1,031	30,933	-	13,270	-
Environmental Technology	1	134	4	134	-	58	-
ESL	61	5,903	197	5,903	-	2,532	-
Fashion Merchandising	6	235	8	153	82	66	211
Film	9	1,522	51	1,522	-	653	-
Fire Technology	32	6,862	229	2,745	4,117	1,177	8,810

FRESNO CITY COLLEGE - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Food & Nutrition	10	1,443	48	1,284	159	551	340
Food Service Management	8	423	14	233	190	100	489
French	6	786	26	471	314	202	471
Geography	21	3,124	104	2,437	687	1,045	1,766
Geology	15	1,975	66	1,382	592	593	1,522
German	3	211	7	127	84	54	127
Graphic Communications	26	1,918	64	959	959	411	2,464
Health Information Technology	13	1,136	38	773	364	332	778
Health Science	21	5,338	178	5,338	-	2,290	-
History	36	6,100	203	6,100	-	2,617	-
Hmong	4	492	16	295	197	127	295
Home Economics	6	410	14	197	213	84	548
Honors	4	58	2	58	-	25	-
Human Services	30	2,869	96	2,352	516	1,009	1,105
Humanities	6	454	15	454	-	195	-
Industrial Training	1	-	-	-	-	-	-
Japanese	3	550	18	330	220	142	330
Journalism	13	980	33	647	333	278	713
Library Skills	3	68	2	68	-	29	-
Library Technology	1	119	4	119	-	51	-
Linguistics	10	881	29	881	-	378	-
Maintenance Mechanic	3	627	21	207	420	89	1,849
Manufacturing Mechanic CTC	28	164	5	62	102	27	447
Marketing	6	534	18	534	-	229	-
Math	206	27,479	916	26,929	550	11,553	824
Medical Assistant-Clinician	11	667	22	467	200	200	428
Military Science	9	219	7	109	109	47	234
Music	75	8,321	277	3,745	4,577	1,606	11,762



FRESNO CITY COLLEGE - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Natural Science	1	291	10	146	146	63	374
Nursing (RN)	118	9,812	327	981	8,831	421	18,898
Online Teacher Training	10	211	7	211	-	90	-
Paralegal	10	744	25	632	112	271	167
Philosophy	21	1,939	65	1,939	-	832	-
Photography	43	3,749	125	2,474	1,275	1,061	3,276
Physical Education	158	13,179	439	659	12,520	283	*
Physical Science	5	827	28	827	-	355	-
Physics	8	1,074	36	537	537	230	1,381
Political Science	26	7,458	249	7,458	-	3,200	-
Psychology	45	9,145	305	8,779	366	3,766	549
Radiology	12	1,596	53	223	1,373	96	2,938
Real Estate	4	216	7	216	-	92	-
Recreation	5	450	15	135	315	58	-
Respiratory Care	8	1,371	46	370	1,001	159	2,142
Sociology	48	6,430	214	6,430	-	2,759	-
Spanish	41	5,295	177	3,336	1,959	1,431	2,939
Speech	118	11,236	375	10,337	899	4,435	1,924
Supervised Tutoring	4	6,443	215	-	6,443	-	16,558
Surgical Technician	1	64	2	64	-	27	-
Theater Arts	30	2,037	68	1,365	672	585	1,727
Welding	13	1,565	52	517	1,049	222	4,615
Women's Studies	17	1,766	59	1,766	-	757	-
Work Experience	17	1,331	44	439	892	188	2,292
<b>Total</b>	<b>3,014</b>	<b>333,841</b>	<b>11,128</b>	<b>234,320</b>	<b>99,521</b>	<b>100,523</b>	<b>210,334</b>

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

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

## SPACE REQUIREMENTS: ALL PROGRAMS AND SERVICES OF THE COLLEGE

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

Using the allowable standards referenced in the California Code of Regulations Title 5 for calculating space (reference “Attachment A” in the Attachment section of the Plan) and the College’s current space inventory (*the State Center Community College District Report 17, ASF/OGSF Summary & Capacities Summary, October 2008*) Fresno City College will show a significant “net need” for space through the year 2025. All of the numbers in the table are ASF (assignable square feet). This is the square footage of all space useable for instruction or support services<sup>2</sup>.

---

<sup>2</sup> See Glossary for a more comprehensive definition of ASF.

To make this data more valuable in guiding future decisions relative to facilities, it is necessary to include the following in the analysis:

- Current space at the CTC – this space is listed separately on the Space Inventory Report for the District.
- Current space being used at Manchester Mall – this space is included in the Space Inventory Report as part of Fresno City College (not segregated). In this analysis, it is broken out separately.
- The space that will be available upon completion of the OAB Phase II project – since this project is going to be completed in 2010; the analysis shows the net need for space **after** the project is completed.

Given the growth forecast presented to the Council, the College is projected to need an additional 177,769 ASF (assignable square feet) of space by the year 2025. This number assumes that all existing spaces remain available to the College. If the space at Manchester Mall becomes unavailable, for example, an additional 10,440 ASF of space will be required.

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

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

Fresno City College shows a need for space in all five of these categories. Of the total new space required, 136,000 ASF (77.3%) is in these five key space categories. Specifically, 38,304 ASF will be needed in classroom space, 27,186 ASF in laboratory space, 15,316 ASF in office space, 50,879 ASF in library/LRC space and 4,314 ASF in AV/TV space.

Additional space will also be required in the discretionary support service spaces of physical plant, clinic/demonstration, merchandising, assembly/exhibition and lounge.

The detailed analysis of the College’s future space needs follows.

FRESNO CITY COLLEGE SPACE REQUIREMENTS IN SQUARE FEET - TARGET YEAR 2025							
SPACE CATEGORY	DESCRIPTION	CURRENT MAIN CAMPUS INVENTORY	CURRENT CTC INVENTORY	OAB PHASE II	MERC (MANCHESTER)	2025 TITLE 5 QUALIFICATIONS	NET SPACE NEED
0	INACTIVE	54,441	-	(12,226)	-	-	(42,215)
100	CLASSROOM	59,400	2,819	-	-	100,523	38,304
210-230	LABORATORY	160,314	22,577	2,997	-	210,334	24,446
235-255	NON CLASS LABORATORY	395	-	-	-	3,135	2,740
300	OFFICE/CONFERENCE	63,349	1,722	4,620	4,017	89,024	15,316
400	LIBRARY - LRC	34,073	-	-	-	84,952	50,879
520-525	PHYS ED (INDOOR)*	65,451	-	-	-	65,451	-
530-535	AV/TV	9,577	-	4,609	-	18,500	4,314
540-555	CLINIC/DEMONSTRATION	5,130	-	-	-	30,222	25,092
570	ANIMAL QUARTERS	345	-	-	-	345	0
580-585	GREENHOUSE	1,282	-	-	-	1,930	648
590	OTHER	0	-	-	5,664	-	(5,664)
610-625	ASSEMBLY/EXHIBITION	22,324	-	-	-	33,002	10,678
630-635	FOOD SERVICE	18,228	1,944	-	-	19,801	(371)
650-655	LOUNGE/LOUNGE SERVICE	5,836	344	-	-	11,600	5,420
660-665	MERCHANDISING	10,709	-	-	-	23,611	12,902
670-690	MEETING/RECREATION	6,601	-	-	479	10,990	3,910
710-715	DATA PROCESSING/COMP	2,658	-	-	-	5,000	2,342
720-770	PHYSICAL PLANT	5,113	4,238	-	280	38,593	28,962
800	HEALTH SERVICES	1,135	-	-	-	1,200	65
900	TOILET/BATH	1,070	-	-	-	1,070	-
<b>Total</b>		<b>527,431</b>	<b>33,644</b>	<b>12,226</b>	<b>10,440</b>	<b>749,284</b>	<b>177,769</b>

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





## The Financial Plan

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

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

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

### FINANCING OPTIONS

With respect to the District's capital construction program, the District and the College should consider the following options to obtain the necessary funds for implementation:

- State of California Capital Outlay Funding
- Scheduled Maintenance Funds from the State<sup>3</sup>
- Joint Venture programs with Business and Industry
- Joint Venture programs with other Educational Institutions
- Fee Based Instructional Programs
- Private Donations
- Local Bond Issue

A brief description and analysis of each of these funding options is provided on the following pages:

---

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





### **A. State of California Capital Outlay Funding**

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

The process is driven by a competitive point system with all community colleges competing for the same funding that the state has provided via a state-wide bond program. This process generally requires the district to provide a percentage of its own funds as a “match” while the State provides the balance. In the past, 10% – 20% district funding was a norm. Recently, the percentage of local contribution has risen to 30% – 50% in matching funds as districts that have passed local bonds are using those funds to gain additional “points” for their projects. Pursuant to state guidelines, the state will fund a maximum of one project per college per year. In reality, the pattern of funding has been less than the maximum due to the time it takes to plan and construct a project via this procedure. If the district can achieve the necessary “points” for a project to be funded, a reasonable expectation would be to have 4-5 projects funded by the State per campus over the next 20 years.

### **B. Scheduled Maintenance Funds from the State**

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

### C. Joint Venture programs with Business and Industry

Joint venture options with business and industry are an option the district needs to consider for job-based, educational training programs be they on-campus, adjacent to a campus or within the community. The concept would be to jointly develop educational/training programs with private business and industry at a specific site identified by the joint-venture partner. If the site is owned by the partner, rent-free facilities would be required. If the site were a college-owned site, the cost of constructing the facility and the repayment of the construction loan for the building would be part of the joint-use agreement between the parties and essentially in lieu of land lease payments and rent until such time that the building cost is paid.



#### **D. Joint Venture programs with other Educational Institutions**

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

#### **E. Fee Based Instructional Programs**

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

#### **F. Private Donations**

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

#### **G. Local Bond Issue**

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





### SUGGESTED FINANCING PARAMETERS

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

1. The Governing Board, in concert with the District staff, should carefully review and assess all funding options. A series of Board of Trustee workshops specifically designated for this purpose may be necessary.
2. The District must prioritize the projects included in the proposed Plan. This prioritization should be based on the specific needs as well as the source of potential funding.
3. The District must maximize the potential for State funding. This should be a primary criterion for the prioritization of projects. Though there is no State capital construction money now, it is critical for the College to get good projects in the queue now.
4. Given that State funding will not meet the total funding needs of the District, consider requesting voter approval for a local bond to fund the proposed capital construction program.
5. Carefully assess the time line for implementing the plan. Adjustment in the time line may provide additional funding options.
6. Respect the Plan. Any modifications must be carefully considered as there will likely be unanticipated secondary effects. Treat the Plan as a “living” document that is used as a decision-making guide. Update the Plan periodically, as agreed upon, through a thoughtful planning and discussion process with all parties.
7. Assess the impact of inflation on the proposed project budgets. Even with today’s, deflated bidding climate, future building costs are unknown. In some cases, the proposed budgets may not be sufficient to cover the scope of work. Prioritization and adjustment in funding of projects will, in all likelihood, need to be made.

Accelerating the construction time line for identified projects will help to reduce the impact of inflation.





## Total Cost of Ownership

---

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

### DEFINITION OF TOTAL COST OF OWNERSHIP (TCO)

Total Cost of Ownership (TCO), as used for college facilities, shall be defined as the systematic quantification of all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true, effective cost of the facility including planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years). The one-time costs or capital construction and related costs shall be as listed on the JCAF-32 report developed by the California Community College Chancellor’s

Office. The recurring or operational costs shall include staffing, institutional support services, replaceable equipment, supplies, maintenance, custodial services, technological services, utilities and related day-to-day operating expenses for the facility.

### PURPOSE OF THE PROCESS

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

The purpose of TCO will be to provide an institutionally agreed upon, systematic procedure by which each existing facility in the District is evaluated and, at the same time, to establish a quantitative, data base that will assist the District and each college in determining the viability of existing facilities as well as the feasibility of remodeling and/or constructing of new facilities.

### OBJECTIVES TO BE ACHIEVED

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

1. Establish an agreed upon systematic procedure for the evaluation of existing and proposed college facilities.
2. Utilize the concept of, “Total Cost of Ownership” (TCO), to develop a process for the evaluation of facilities that can be integrated into the overall TCO program of the District.
3. Develop a procedure for the assessment of existing and proposed facilities that utilizes existing data from college files as well as information from the state-wide files of the Community College Chancellor’s Office.
4. Ensure that the data base developed for the procedure is compatible with current state reporting systems such as Fusion.
5. Design the prototype system in a manner that allows the college to annually update the information in the system and add additional data elements as may be needed as part of the institutional planning and budgeting process.



### APPROVAL PROCESS

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

### ASSESSMENT FORMAT

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

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

### Infrastructure/Utility Systems

In addition to the capital construction cost for facilities, the District must also construct major infrastructure improvements throughout the project site/college campus. As part of the Total Cost of Ownership (TCO), each building must assume a proportionate share of the infrastructure capital improvement costs. The proportionate share or ratio for a particular facility is based on the Gross Square Footage (GSF) of that facility divided by the total Gross Square Footage (GSF) for the campus.

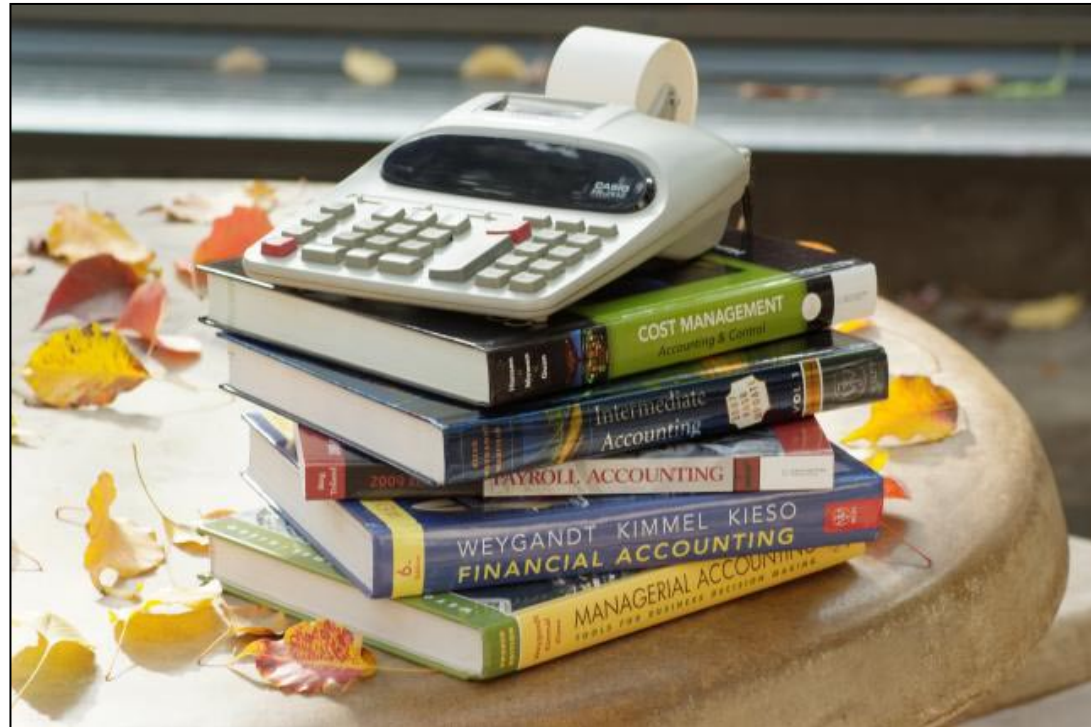


TABLE A - CAMPUS-WIDE INFRASTRUCTURE CAPITAL IMPROVEMENT COST	
*** SAMPLE DATA ***	
Electricity	\$3,900,000
Water	\$2,700,000
Gas	\$1,300,000
Data/Communications	\$5,500,000
Sewer/Storm Drains	\$4,400,000
Roads, Parking, Landscaping	\$7,100,000
Grading, Misc. Improvements	\$4,900,000
<b>TOTAL</b>	<b>\$29,800,000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

In turn, this ratio is applied to the estimated total cost of the campus-wide infrastructure system. A typical present-value cost of a campus-wide system has been estimated at \$29,800,000. The breakdown of costs by major category is shown in the table.

### IMPLEMENTATION PROCESS

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

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

## Recommendations

---

The following recommendations are a result of an accumulation of the entire Educational Master Planning process. These recommendations are not linked to one specific area in the Plan; rather they were developed by examining the many components that the Educational Master Plan is built upon. The data from the External and Internal Environmental Scans provided much of the hard data needed to make future projections for Fresno City College. Additional information from Interviews, Surveys, Program of Instruction and Curriculum trends was also used as the basis for creating a series of recommendations that will guide the College into discussions for the future.

### 1. STUDENT SUCCESS

**A. Student Success Plan:** Create a campus-wide Student Success Committee that will be responsible for developing, implementing, assessing and evaluating a Student Success Plan that will focus on addressing academically underprepared students. The purpose of the plan will be to concentrate on increasing the number and percentage of students (see chart on page 35) who are successful at achieving educational objectives such as certificate or degree completion and/or transfer.

**B. Professional Development Plan:** Develop, implement, and sustain faculty and staff development activities that support campus efforts to facilitate student learning and success in a collaborative and collegial academic environment. These activities should be in support of department, program and course level outcomes that are assessed regularly.

### 2. ACCOUNTABILITY

Establish an Office of Institutional Research and effectiveness with a research agenda that supports student success.





### 3. RESOURCE MANAGEMENT

**A. Sustainability:** Develop and implement comprehensive programs of sustainability that will emphasize a campus-wide recycling, encourage students to utilize alternative means of transportation, promote sustainable practices in every department and division of the college and cultivate the culture of awareness among the college community with regard to environmental issues of local and global scale.

**B. Enrollment Management:** With expected growth and continued demands for additional resources, FCC should review the current organizational structure and develop a revised organizational/management structure that more clearly supports student success.

FCC should work in cooperation with representatives from other SCCCD education sites to allocate all resources for the benefit and success of the district's student population.

Identify signature programs and develop a district-wide process for assigning signature programs.

**C. Facilities Plan:** Fresno City College should take the next step in the planning process by identifying a facilities plan and a finance strategy to meet all its facility needs.

**D. Technology Plan:** Continue to update the current technology plan and identify and develop a finance strategy to meet the technology needs of all faculty, staff and students.



# Attachment A: Space Determination Methodology

## OVERVIEW

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

## PRESCRIBED STATE SPACE STANDARDS

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

square feet (space available for assignment to occupants). The Title 5 space planning standards used to determine both existing and future capacity requirements are summarized in the following tables.

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

Each component of the standards identified

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

Source: California Code of Regulations Title 5, Chapter 8



### Standards for Lecture Space

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

### Standards for Laboratory Space

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

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

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

### NON-STATE SPACE STANDARDS

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

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

Source: Maas Companies & State Chancellor's Office





## Attachment B: Glossary of Terms

---

### Academic Calendar Year:

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

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

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

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

### ADA:

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

### Annual Five-Year Construction Plan:

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

### Annual Space Inventory:

See 'Space Inventory'

### API (Academic Performance Index):

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

### ASF:

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

### Budget Change Proposal (BCP):

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

### CAD:

Computer Assisted Design

### California Community College System Office:

The administrative branch of the California Community College system. It is a State agency which provides leadership and technical assistance to the 110 community colleges and 72 community college districts in California. It is located in Sacramento and allocates State funding to the colleges and districts.

**Capacity:**

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

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

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

**Capital Construction Programs:**

See ‘Capital Projects’.

**Capital Outlay Budget Change Proposal (COBCP):**

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

**Capital Projects:**

Construction projects, such as land, utilities, roads, buildings, and equipment which involve demolition, alteration, additions, or new facilities.

**Carnegie Unit:**

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

**CCFS:**

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

**Census:**

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

**DSA:**

The Division of the State Architect (DSA) determines California’s policies for building design and construction. It oversees the design and construction for K-12 public schools and community colleges. Its responsibilities include assuring that all

drawings and specifications meet with codes and regulations.

**EAP (Early Assessment Program):**

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

**Educational Centers:**

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

**Educational Master Plan:**

A part of the College’s Master Plan that defines the education goals of the College as well as the current and future curriculum to achieve those goals. The educational master plan precedes and guides the Facilities Master Plan.

**Enrollments (Unduplicated):**

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

**Environmental Impact Report:**

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

**Facilities:**

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

**Faculty Loads:**

The amount of “teaching time” assigned/appropriated to a given instructional class, i.e. lecture or laboratory, for a given semester or for an academic year (two semesters). It is typically defined in terms of 15 “teaching hours” per week as being equal to one (1) full-time equivalent faculty; a “full faculty load.” Actual faculty

loads are generally governed by negotiated agreements and collective bargaining.

**Facilities Master Plan:**

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

**Final Project Proposal (FPP):**

The FPP identifies the project justification, final scope and estimated costs of all acquisitions, plus all infrastructure, facility and systems projects. It contains vital information including the JCAF 31 and JCAF 32 reports, the California Environmental Quality Act (CEQA) Final Notice of Determination, federal funds detail, an analysis of future costs, a project time schedule and an outline of specifications. It is used by the Chancellor's Office and the Board of Governors to determine whether the project has met the criteria for State funding.

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

See Annual Five-Year Construction Plan

**FTEF:**

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

**FTES:**

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

**GSF:**

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

**Hardscape:**

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

**Initial Project Proposal (IPP):**

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

**Lecture:**

A method of instruction based primarily on recitation with little or no hands-on application or laboratory experiences. It is based on what is called the "Carnegie unit"; a student's time of three hours per week is equivalent to one unit of credit. For lecture courses, each hour of instruction is viewed as one unit of credit (with the expectation of two hours outside of classroom time for reading and or writing assignments).

**Laboratory:**

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

**Master Plan:**

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

**Middle College:**

Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level. They provide a rigorous academic curriculum within a

supportive and nurturing environment to a student population that has been historically under-served and under-represented in colleges. While at the Middle College, students have the opportunity to take some college classes at no cost to themselves. (For details, visit <http://www.mcnc.us/faqs.htm>).

**Punch List:**

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

**Report 17:**

See Space Inventory Report.

**Scheduled Maintenance Plan:**

See Annual Five-Year Scheduled Maintenance Plan.

**Service Area:**

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

**SLOAC:**

The Student Learning Outcomes and Assessment Cycle.

**Space Inventory Report ("Report 17"):**

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

Key Components of Space Inventory:

**Room Type (room use category):**

Identifies room by use or function.

**ASF** (assignable square feet)

**GSF** (gross square feet)

**Stations**

**STAR Test:**

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

**Strategic Plan:**

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

**TOP/CSS Code:**

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

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

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





### TOP Code:

The “Taxonomy of Programs” (TOP) is a common numeric coding system by which the College categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The taxonomy is most technical in the vocational programs (0900’s).

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

1500 – Humanities (Letters)

1501 – English

1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology

2205 – History

### Total Cost of Ownership (TCO):

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

### WSCH:

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

### WSCH/FTEF:

Represents the ratio between the faculty’s hours of instruction per week (“faculty load”) and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member’s load. The State productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

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

## Note on District - Wide Planning

---

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



## Acknowledgements

---

- **Administration** - Cynthia Azari, Tony Cantu, Cris Monahan Bremer, Don Lopez
- **Administrative Services** - Michael Guerra, Richard Harrison, Cheryl Sullivan, Juan Bravo
- **Admissions and Records** - John Cummings, Frances Lippmann
- **Academic Senate** - Linda DeKruif, Thom Gaxiola, Lynn Campbell, Maggie Taylor, Paula Demanett, Ted Ostrander
- **Applied Technology Division** - Rick Christl, Andy Crider, Richard Lindstrom, Advisory Committee, Ray Arth, Dennis Byrns, Ron Cerkueira, Dan Sousa, Eric Nitzsche
- **Associated Student Government** – Sergey Salushev , Robert Sanders
- **Athletics / Physical Education** - Carol Kadingo, Susan Yates, Oliver Germond, Rhonda Williams
- **Business Division** - Ronald Dustin, Brian McCully, Marianne Dunklin, Jolene Thiessen (partial list)
- **Child Development** - Mary Beth Miller
- **Classified Senate** - Ernie Garcia, Jennifer Franklin, Kelli O'Rourke, Shanna Ahrens
- **Counseling** - Leticia Canales, Geraldine Santos, Sonya Hildreth, Darlene Roach, Stephanie Harris, Graciela Ramirez
- **DSP&S** - Janice Emerzian
- **Distance Learning Committee** - Paula Demanett, (partial list)
- **EOPS** - Lee Farley, Mark McNiff
- **Financial Aid** - Frank Ramon
- **Fine, Performing and Communication Arts Division** - Lynn Badertscher, Jothany Blackwood, Michael Dana, Bob Kizziar, Chuck Erven
- **Health Sciences Division** - Carolyn Drake, Diane Benefiel, Kristi Andreen, Mary Jane McClain, Stephanie Robinson, Jean Kulbeth, Sarah Edwards, Monta Denver, Joseph Shultz
- **Humanities Division** - Michael Roberts, Wayne Cole, John Fitzer, Lynn Campbell, David Good, Rosemarie Guglielmino, Nereyda Maroot
- **Library Services** - James Tucker, Paula Demanett, Donna Chandler, David Racki, Laurel Doud, Mai Yang
- **Math, Science and Engineering Division** - Ashok Naimpally, Craig Poole, Larry Dorn, Craig Bigham
- **Program Review** - Roberta Baber, Paula Demanett
- **Social Sciences Division** - Peg Mericle, Susan Holford, Robin Hostetler, Mary Ann Valentino, Brian Rutishauser, Bernard Navarro, Carol Stone, Linda Vang
- **Student Services** –Chris Villa, Sean Henderson, Linda Albright
- **Training Institute-** Charles Francis
- **Tutorial** - Ray Sanchez
- **Workforce Development - Natalie Culver-Dockins**





*Reedley  
College*

**2009-2010 Reedley College  
Educational Master Plan**  
DRAFT - February 22, 2010





## ACKNOWLEDGEMENTS



### **State Center Community College District**

Chancellor Thomas Crow

#### **Board of Trustees**

President -Patrick E. Patterson

Vice President- Dorothy Smith

Isabel Barreras

Richard M. Caglia

H. Ronald Feaver

William J. Smith

Leslie W. Thonesen



### **Reedley College**

President Barbara Hioco

Vice President Administrative Services, Scott Thomason

Vice President Instruction, Marilyn Behringer

Vice President Admission, Records and Institutional Research, John Cummings

Vice President Student Services, Michael White

Public Information Officer Lucy Ruiz

Dean of Instruction, David Clark

Dean of Instruction, Jan Dekker

Dean of Instruction, Tom West



### **Maas Companies, Inc**

Jeff Kellogg

Michael Maas

Lori O'Keefe

Dan Rosenberg



## Table of Contents

---

<b>INTRODUCTION .....</b>	<b>1</b>	<b>INTERNAL ENVIRONMENTAL SCAN .....</b>	<b>25</b>
Scope Overview .....	1	Local Population Growth .....	25
Overview .....	3	Student Demographic Profile.....	25
Key Components to Planning.....	3	Gender Profile .....	26
Accreditation.....	5	Age Profile .....	27
History of the College.....	5	Race and Ethnicity.....	27
Reedley College Strategic Goals .....	6	Time of Day Distribution .....	27
Overview of the Plan.....	8	Student Load Patterns .....	27
North Centers .....	9	High School Graduates Enrollment Rate.....	28
		Student Achievements.....	28
<b>EXTERNAL ENVIRONMENTAL SCAN .....</b>	<b>11</b>	Qualitative Data .....	29
Overview .....	11	Synopsis of the Survey .....	30
The College in Relationship to the Nation.....	11	Survey Results.....	30
The College in Relationship To The State.....	11	Interview Summaries .....	39
Enrollment .....	12	Online Instruction .....	51
Population Growth.....	13	Enrollment Trends by Division.....	52
Economic Conditions.....	13	Retention Rate Trends by Division .....	53
The College In Relationship To The Local Region .....	14	Student Support Services and Organizations .....	55
The Area to Be Served .....	15		
Snapshot of the Service Area .....	15	<b>PROGRAM OF INSTRUCTION .....</b>	<b>63</b>
Households by Income .....	15	Overview.....	63
Age Profile .....	17	Baseline Curriculum .....	63
Workforce Characteristics of the Local Region .....	18	The Baseline Program of Instruction by College	
Sources of Employment.....	18	Department .....	63
Participation Rate .....	21	The Baseline Program of Instruction by TOP Code ..	66
External Environmental Scan Implications.....	23		

Enrollment Management Analysis .....	68
Overview .....	68
Analysis .....	70
Enrollment Management Plan .....	71
Expected Results .....	72
Positive Attendance .....	72
Enrollment Management Recommendations .....	72
<b>FUTURE CAPACITIES .....</b>	<b>75</b>
Overview .....	75
Current Curriculum .....	75
Growth Forecast .....	75
Internal and External Elements of the College .....	75
Participation Rate Analysis .....	76
Weekly Student Contact Hours (WSCH) .....	76
Future Program of Instruction .....	76
Overview .....	76
Profile of the Future Program of Instruction .....	77
<b>DETERMINATION OF FUTURE SPACE NEEDS .....</b>	<b>81</b>
Space Requirements: Academic Program of Instruction .....	81
Academic Space Profile for 2025 .....	82
Space Requirements: All Programs and Services of the College .....	84

<b>THE FINANCIAL PLAN .....</b>	<b>87</b>
Financing Options .....	87
Suggested Financing Parameters .....	90
<b>TOTAL COST OF OWNERSHIP .....</b>	<b>91</b>
Definition of Total Cost of Ownership (TCO) .....	91
Purpose of the Process .....	91
Objectives to be Achieved .....	92
Approval Process .....	92
Assessment Format .....	93
Implementation Process .....	94
<b>RECOMMENDATIONS .....</b>	<b>95</b>
<b>ATTACHMENT A: SPACE DETERMINATION METHODOLOGY .....</b>	<b>98</b>
Overview .....	98
Prescribed State Space Standards .....	98
Standards for Lecture Space .....	99
Standards for Laboratory Space .....	99
Non-State Space Standards .....	100
<b>ATTACHMENT B: GLOSSARY OF TERMS .....</b>	<b>101</b>
<b>NOTE ON DISTRICT-WIDE PLANNING .....</b>	<b>109</b>

## Letter from the President

---



Reedley College has been serving students since 1926, and our mission of offering an accessible, student-centered educational environment requires a continual planning process of self-reflection to provide a premiere educational experience for current and future students.

The latest master planning activities have included the preparation of the Strategic Plan and now the Educational Master Plan. These documents contain the framework from which the college will base its decision-making. In addition, the Educational Master Plan will provide input for the facilities plan and serves as a basis for the construction and remodeling of our campus facilities. These plans will be reviewed annually and updated so that we may better serve our future student population.

The preparation of this Educational Master Plan included participation by and input from all college constituent groups and individuals. The strength of any planning process comes from active participation by all stakeholders, and I want to thank all faculty, staff, administrators and students for your participation and valuable input. I look forward to working with all of you as we incorporate this vital document into our planning process.

Dr. Barbara Hioco  
Reedley College President



# Introduction

---

## SCOPE OVERVIEW

The *Reedley College Educational Master Plan* (“Master Plan” or “Plan”) is a comprehensive plan for the College. This Plan has been developed in response to the 2009 Reedley College Strategic Plan and provides specific direction and parameters for the implementation of programs and activities relating to the educational and support service programs of the College.

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

The *Reedley College Educational Master Plan* has its roots in both qualitative input and quantitative data. Information from inside

and external to the college was used to explain the changes that occurred in the past and to forecast future needs. The overall goal of the Plan is to project the future program of instruction, student services and other support services that will be required to accommodate the College’s needs through the year 2025.

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

**The objective of the Educational Master Plan is:**

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

**The Master Planning process included the following tasks:**

- Conducting an overview and assessment of the College and the area it serves.
- Conducting data research on the historic growth of student enrollment and weekly student contact hours (WSCH).
- Assessing the internal environment of the College relative to the current composition/profile of the students served.
- Conducting an external environmental scan – viewing the College in relationship to its service area and external environment.



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

- Surveying faculty, staff, administrators and students relative to the needs of the College at all locations.
- Securing input from faculty, staff and administrators to assess current and

future needs relative to the program of instruction and/or support services.

- Conducting on-campus interviews/meetings with deans, administrative staff/managers and students at all locations to determine the future College vision.

- Conducting a course section level analysis of the current program of instruction.
- Creating a baseline curriculum that reflects current WSCH values by discipline/program, by college and the District.
- Integrating the qualitative input with quantitative data.
- Reviewing with support staff the current and projected level of services needed to support the instructional program of the College.

**Defining the capacities for WSCH generation in the future:**

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



## OVERVIEW

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

The plan has established "baselines" – starting points from which forecasts for the future can be made. For the 2009 *Reedley College Educational Master Plan*, baseline references have been established using fall-semester, 2008 as the baseline semester. All

external and internal environmental scan information included in the plan is based on 2008-2009 information.

### Key Components to Planning

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

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

Setting realistic objectives in a timely manner is essential to successful planning. The objectives set must be measurable. Good planning also addresses multiple issues facing the College and meeting the needs of the community it serves. Given the current economic conditions, planning will be

critical in allowing the College to continue to meet the needs of its service area.

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

The main goal of these returning students is to obtain the necessary skills and information that will provide them the opportunities for sustainable and secure future employment opportunities.

Systematic, thoughtful planning should take into consideration relative issues facing the community, such as the top jobs projected for the future in the College's service area. Necessary adjustments can then be made to the programs of instruction that will be needed to better support them. Elements,

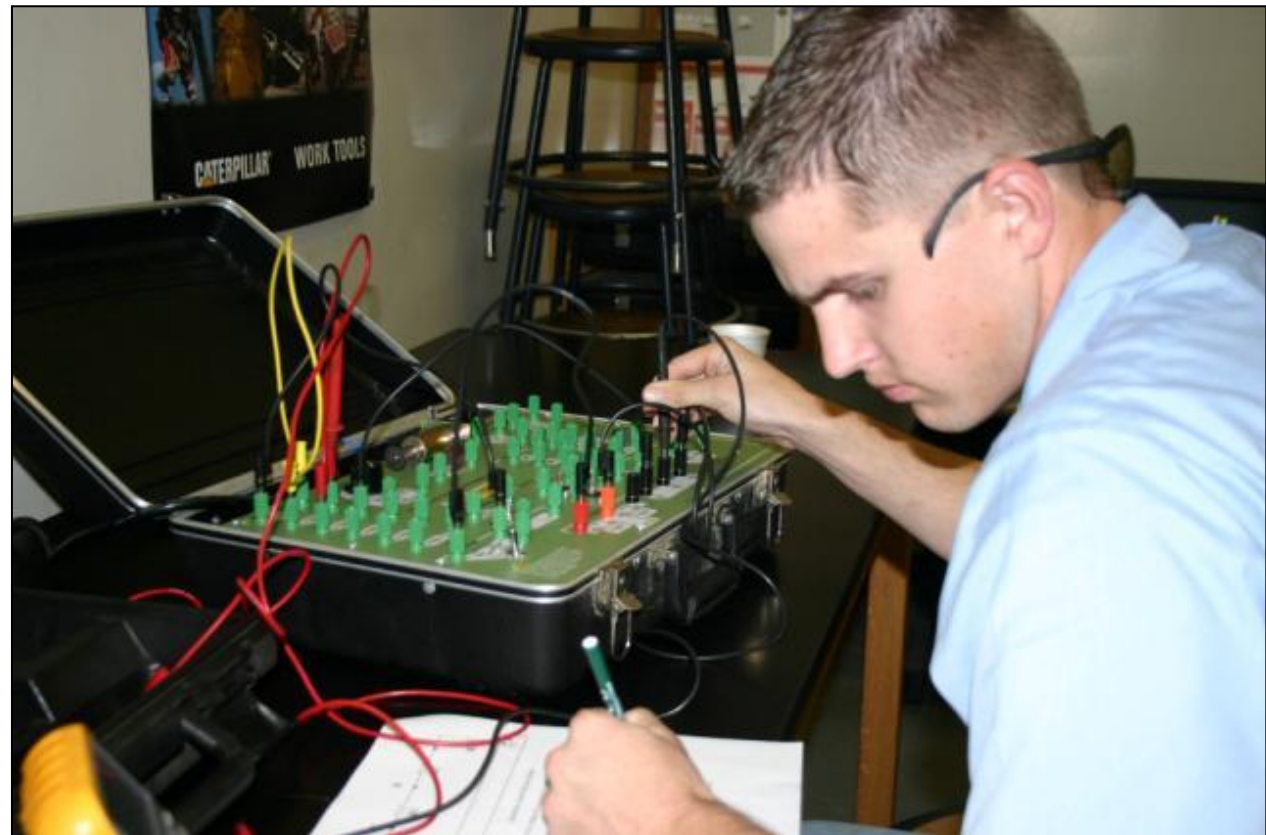
such as the economy, place needs on particular instructional programs over others.

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

With good planning, comes the need to establish a system that allows decision makers the ability to measure the success and document the needs of the institution. As discussed, good planning will format the curriculum to meet the projected future needs of the

College's student population. It will place the necessary emphasis on technology and develop a plan to allow the College to provide the most current technological resources for its students, allowing them to achieve their educational goals.

Once the future needs in these areas have been determined, the planning process turns towards the current facilities provided on campus and assesses what the College has and what the College will need to ensure the continued ability to meet the needs of its



student population. Upon determining these needs, the focus shifts to evaluating various options to finance the additional facilities deemed necessary.

### **Accreditation**

One foundation this plan is built upon is the essential element of the continuous accreditation for Reedley College. The Western Association of Schools and Colleges (WASC) presents key guidelines that an institution must follow to successfully meet the needs of their students and community. It is imperative that Reedley College align all future planning efforts with the standards determined by WASC to maintain their accreditation status.

Accreditation provides a way to manage change through regular assessment, planning, implementation, monitoring and reassessment. It validates the College's integrity to the public and assures the community that the College's purposes are appropriate and being accomplished through a viable educational program. A valuable

component of the accreditation process is the assistance it provides the College in establishing its priority areas for improvement because of the perpetual accreditation cycle.

Continual self-improvement is a critical component to achieving full accreditation by WASC. Colleges aiming to receive accreditation status must meet rigorous, research-based standards that reflect the essential elements of a quality and effective college and also be able to demonstrate engagement in, as well as the capacity to, provide continuous institutional improvement. To ensure ongoing program improvement, each college should establish objectives and both subjective internal and external evaluations to assess progress in achieving its purpose.

The Reedley College Educational Master Plan will provide the College with evidence of sound planning, provide evidence of resources to implement these plans, and

provide the potential for attaining its goals within a reasonable time.

### **History of the College**

Reedley College is located in Reedley, California, approximately 30 miles southeast of Fresno in a rural, agricultural setting. In this rural setting, the campus community enjoys the unique combination of urban appeal and rural values. Reedley is located in the central San Joaquin Valley area. It is between the State's coastal mountain ranges and the Sierra Nevada Mountains. The valley floor is the richest intensive agricultural production area in the world. Reedley's economy is predominately based upon agricultural production and agriculturally oriented industries and leads the nation in the shipping of fresh fruit.

The College was established in May 1926, as Reedley Junior College and was housed at Reedley High School. In September 1956, the College moved to its present site, which currently encompasses 420 acres, including the College's 300-acre farm adjacent to the



campus. In 1963, the College became a member of The State Center Community College District, which covers 6,000 square miles in the heart of the San Joaquin Valley. The SCCCDC includes Fresno City College, North Centers and Reedley College.

### Reedley College Strategic Goals

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

The Strategic Plan includes seven Strategic Directions and the goals each aims to achieve.

- **Strategic Direction 1** - Public and Private Partnerships; Reedley College strengthens the community through building partnerships.
- **Strategic Direction 2** - Enhancing the College Climate and Integrating with the Community; Reedley College values growth in collegiality, diversity, personal development, open access and campus safety.
- **Strategic Direction 3** - Teaching and Learning Excellence; Reedley College provides innovative learning opportunities.
- **Strategic Direction 4** - Student Services; Reedley College supports students' personal growth and lifelong educational development.
- **Strategic Direction 5** - Planning and Assessment; Reedley College systematically collects and analyzes data for the purpose of improving institutional effectiveness.

- **Strategic Direction 6** - Information Technology; Reedley College embraces and employs current technology leading to the success of the students, staff and the College.
- **Strategic Direction 7** - Infrastructure; Reedley College utilizes human, physical and fiscal resources efficiently and effectively to meet the current and future operational needs of the College.

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

- **Access and Awareness** - State Center Community College District (SCCCDC) will be the learning institution of choice in its service area.



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

As the College's Mission Statement conveys, a main goal of the College is to offer an accessible academic opportunity to all members of the community. From fall 2005 through spring 2008, Reedley College had

the highest percentage of students receiving financial aid throughout the State Center Community College District.

The College averaged, for the six semesters, 66.6% of the total student body being awarded some type of financial aid. This compares with an overall district average of 56.2% for the same time span. The service area for Reedley College reports 59.7% of households as low income (earning less than \$50,000 per year). In considering both the income levels of the service area and the percentage of students awarded financial assistance, Reedley is working towards the goal of offering an accessible educational environment for its community.

The Strategic Plan also places emphasis on providing an educational planning process that provides students with the necessary tools and skills to identify, plan, implement and achieve their goals. In fall 2005, when asked what their educational goals were, the highest percentage (32%) of SCCCDC students reported "undecided".

### **Reedley College Mission Statement**

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

Over the past six semesters, this response has changed. According to spring 2008 data, the largest percentage of State Center Community College District students now report their educational goals as a "BA/BS after AA/AS". In a study by Santa Barbara City College, Reedley College was recognized as one of the top seven community colleges in California for their high transfer rate. The study attributed the College's high transfer rate to key programs, such as "Reg to go." This program provides local high school seniors within the College's service area the opportunity to pre-register

with assistance from various components of student services at Reedley College. Reedley has successfully implemented programs that afford accessibility and opportunity for all members of the College's service area.

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

## OVERVIEW OF THE PLAN

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

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

As part of the planning approval process, the 2009 Educational Master Plan for each college and also the 2009 *State Center Community College District Educational Master Plan* will be reviewed utilizing the shared governance process for the Colleges and the District. Upon approval of the draft Plans by the constituent shared governance groups, the College Plans and the District Plan will be presented to the State Center Community College District Board of Trustees for approval.<sup>1</sup>

---

<sup>1</sup> **NOTE:** Educational Master Plans are being created for all campuses in the District. A separate Plan will be created for Fresno City College, Reedley College and the North Centers. Therefore, although the North Centers are a part of Reedley College, the Reedley College Educational Master Plan does not include the Madera, Willow International, Clovis or Oakhurst Centers.

## **NORTH CENTERS**

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

The first center to open its doors in 1988 was the Madera Center. The center was initially housed at Madera High School and in 1989 was moved to Madera Unified School District sites where it remained until August 1996 when the State Center Community College District opened a dedicated site for the Madera Community College Center.

The next center to follow was the Oakhurst Center, which was established in 1990 on the campus of Yosemite High School. In 1996, the Oakhurst Community College Center

relocated to its current location in the Central Business District of Oakhurst.

The Clovis Center followed in 1992 when the District purchased the Herndon Avenue site from a private college. In 2003, the Board of Trustees responded to the growth at the Clovis Center by completing the acquisition of 110 acres to build an additional, permanent facility to serve the northeast Fresno/greater Clovis area. In August 2007, the majority of classes were moved from the Clovis Center to the newly opened Willow International Center.

The North Centers continue to develop into comprehensive college centers collectively serving approximately 6,700 students. All the North Center Community College Centers are part of The State Center Community College District, which is located in the heart of the San Joaquin Valley. The SCCCDC includes Fresno City College, North Centers and Reedley College. The current North

Centers operate directly under the organizational structure of Reedley College and are an integral part of the instructional program of the College;. A separate Plan has been created specifically for The North Centers. Currently, the Willow International Center is in the process of applying to the California Post Secondary Education Commission (CPEC) and the Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges for college status, becoming the third college in the State Center Community College District. After this approval is granted, the remaining North Centers will continue to be an integral part of the instructional program of Clovis Community College.





## External Environmental Scan

---

### OVERVIEW

The external relationships that follow were identified as important and/or significant in having an impact on the future of Reedley College. The external trends and conditions identified will undoubtedly have an impact on both the immediate and long-term operations of the College. The trends and conditions are national, regional or local in scope and will influence the future direction of College programs, enrollment, curriculum and support services.

### THE COLLEGE IN RELATIONSHIP TO THE NATION

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

system and will result in specific changes at Reedley College.

According to the fourth quarter report by the Bureau of Economic Analysis, Real Gross Domestic Product, the output of goods and services produced by labor and property located in the United States, decreased at an annual rate of 6.3% in the fourth quarter of 2008. The outlook for our economy is bleak at best and there are no signs of a turnaround in the near future. To further dampen the economic circumstances, the Bureau of Labor Statistics reported in March 2009 that non-farm payroll employment continued to decline sharply in March with a loss of 663,000 jobs and the unemployment rate rose from 8.1% to 8.5%. Since the recession began in December 2007, 5.1 million jobs have been lost, with almost two-thirds (3.3 million) of the decrease occurring in the last 5 months. Currently, our nation has 13.2 million people out of work. In March, job losses were large

and widespread across the major industry sectors. In addition, a decrease in work hours is an added concern facing employees. In March 2009, the average workweek for production and non-supervisory workers on non-farm payrolls fell by 0.1 hour to 33.2 hours. Seasonally adjusted, this is the lowest level on record for this data, which began systematic collection in 1964. As economic times have worsened at an accelerated rate, the likelihood of a deep and lasting recession appears unavoidable.

### THE COLLEGE IN RELATIONSHIP TO THE STATE

The California economy has a direct influence on Reedley College, both because it affects jobs and services in the community and region, and because it affects resources available for community college spending. Unfortunately, for California, the State's economic outlook has shown more weakness than that of the nation. According to the State Employment Development



Department (EDD), in March 2009, the State reported an unemployment rate of 11.5%, the highest rate in 26 years. This is significantly higher than the national average of 9.0% during the same period. Many Californians are feeling the effects of the recession more than people in other regions of the country.

As the State faces uncertain economic times, there will undoubtedly be multiple fiscal and demographic impacts on the State's higher education system. According to the Sacramento Bee on March 17, 2009, the legislature's 2009-2010 budget cuts approximately \$680 million from California's Universities and approximately \$40 million from community colleges. \$510 million of that amount may be reimbursed by federal funds. Because of the cuts, it has been stated that the California State University campuses will accept 10,000 fewer students next year, while the University of California is reducing freshman enrollment by 2,300 students. The budget also calls for UC and CSU students to pay 10% higher fees in the next academic

year. The current budget does not call for a fee increase at community colleges but with an \$8 billion shortfall, community college advocates fear this will change. The Legislative Analyst's Office (LAO) has suggested that California raise the price of a community college education. At \$26 per unit, California has by far the lowest community college fees in the nation. A full-time resident student pays \$600 per year while the national average is \$2,700 a year, according to the California Postsecondary Education Commission (CPEC).

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

These issues are discussed in more detail below.

### **Enrollment**

The anticipated funding cuts to the community college system come at time when colleges will likely see an increase in demand for enrollment. As the economy weakens, people tend to seek opportunities to increase their level of education. Whether they have lost their jobs or are looking to insure their current position, completing courses through the community colleges is a viable option. With fewer job openings and more people out of work, the current job market has become significantly more competitive. In order to compete, employees are increasing their educational level and furthering their vocational skills

As previously stated, it is critical to consider the impacts that the proposed changes in enrollment and fees at the CSU and UC campuses will have on the community college system. As funding is reduced, the cost of education increases at these

institutions and the number of students accepted decreases, forcing these students to seek alternate options for higher education. The more affordable and accessible community colleges will provide a viable alternative for these students. In lieu of completing their first two years at a CSU or UC campus, students may seek to enroll in lower division classes at community colleges where the cost is more affordable thus resulting in an increase in student population for community colleges.

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

“Administrators say that when the economy dips, enrollment at community colleges typically surges. This fall, students are banking on these modest workhorses of California’s higher education system to ease their way through the economic downturn, opting for closer, cheaper

alternatives to state universities. Older students in particular, are seeking training at two-year colleges to escape declining industries.”

### **Population Growth**

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

### **Economic Conditions**

The current economic and fiscal challenges bode ill for the State’s community college system. Community colleges have reported significant increases in student enrollment at a time when they can least afford a flood of additional students. An informal survey of more than 100 colleges by the American Association of Community Colleges indicates that, on average, community colleges have seen as much as a 20%

increase in enrollments for the Spring 2009 semester. This increase in demand comes at a time when many colleges are being forced to reduce the classes and programs that they offer.

Displaced workers continue to fuel the enrollment increases. Many of the students are coming to the community colleges because of the college’s low tuition and vocational career training programs.

Many state lawmakers are aware of the importance of community colleges, particularly during tough economic times, and have tried to limit cuts to community college funding. However, California community colleges are still at risk for budget cuts to their programs. Scott Lay, president and CEO of the Community College League of California, expressed concerns stating, “We will be looking at our budget advocacy efforts over the next couple of weeks and be gearing up for the many approaching fights.”

## THE COLLEGE IN RELATIONSHIP TO THE LOCAL REGION

Reedley College is located in Reedley California, approximately 30 miles southeast of Fresno in a rural, agricultural setting. Reedley is located in the central San Joaquin Valley area. It is between the State's coastal mountain ranges and the Sierra Nevada Mountains. Reedley is situated along the Kings River, which provides the opportunity for many outdoor activities for its residents. Reedley is located in the richest intensive agricultural production area in the world. Reedley's economy is predominantly based upon agricultural production and agriculturally oriented industries particularly fruit and vegetable cultivation. Many of the agricultural based industries in Reedley have been greatly impacted by the current economic conditions. On May 12, 2009, The Fresno Bee reported, "Ballantine Produce in Reedley, one of the regions longest operating tree fruit growers and packers, shut its doors on May 12 becoming the latest casualty in this industry." This vital industry



Reedley College – 15-Mile Effective Service Area  
Source: ESRI Data Systems

for the city of Reedley is undoubtedly facing difficult times. According to Gary Van Sickle, The Director of Research for the California Tree Fruit Agreement, “The fruit tree industry is getting tougher and tougher.”

**The Area to Be Served**

While assessing conditions at Reedley College, it is critical to examine the college service area. Reedley is a small, rural town with a population of 22,785. Based on an analysis of student origins by zip code, and other related data provided by the College, the service area is best represented by a circular geographic area with a 15-mile radius. This 15-mile radius encompasses the vast majority of the students who attend the College.

**SNAPSHOT OF THE SERVICE AREA**

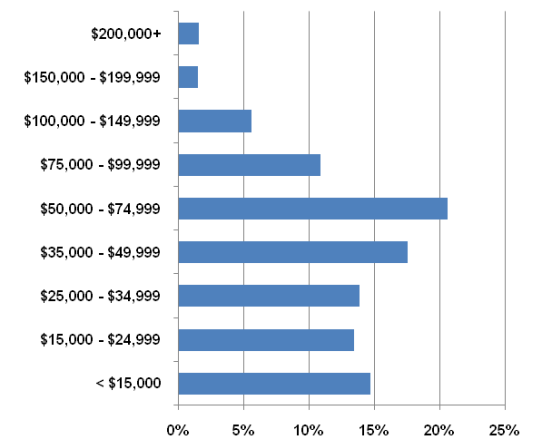
Within the 15-mile service area, the population currently totals 199,382. By the year 2013, the population in the College’s service area is projected to increase to 223,927. This population is growing at a rate of 2.35% per year. This average is significantly higher than that of both the State (1.33%) and the nation (1.23%). This substantial growth suggests future implications for increases in enrollment at the College.

**Households by Income**

The median household income for the college service area is \$41,671. This is nearly \$20,000 below the State’s median income of \$61,779. The per capita income is \$14,868, also significantly below that of the State average of \$29,536. The service area also reports an average household size larger than that of the State’s average.

The service area contains a large number (59.7%) of low-income households (earning less than \$50,000 per year). This is considerably higher than the State average of 40.6%. Furthermore, in the next five years the median income for the service area will increase by 2.94%, versus 3.04% for the State and 3.19% for the nation.

**REEDLEY COLLEGE 15-MILE SERVICE AREA - HOUSEHOLDS BY INCOME**



REEDLEY COLLEGE 15-MILE SERVICE AREA - DEMOGRAPHIC AND INCOME PROFILE						
<b>Summary</b>	2000		2008		2013	
<b>Population</b>	168,886		199,382		223,927	
<b>Households</b>	46,636		54,378		60,748	
<b>Families</b>	38,404		44,495		49,463	
<b>Average Household Size</b>	3.57		3.62		3.64	
<b>Owner Occupied Housing Units</b>	28,656		33,940		36,817	
<b>Renter Occupied Housing Units</b>	17,980		20,437		23,931	
<b>Median Age</b>	28.6		29.4		30.4	
<b>Trends: 2008-2013 Annual Rate</b>						
	Area		State		National	
<b>Population</b>	2.35%		1.33%		1.23%	
<b>Households</b>	2.24%		1.23%		1.26%	
<b>Families</b>	2.14%		1.20%		1.05%	
<b>Owner Households</b>	1.64%		0.96%		1.07%	
<b>Median Household Income</b>	2.94%		3.04%		3.19%	
<b>Households by Income</b>						
	2000		2008		2013	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
< \$15,000	8,990	19.3%	7,992	14.7%	7,753	12.8%
\$15,000 - \$24,999	7,964	17.1%	7,341	13.5%	7,254	11.9%
\$25,000 - \$34,999	7,097	15.2%	7,560	13.9%	7,419	12.2%
\$35,000 - \$49,999	8,459	18.1%	9,591	17.6%	9,056	14.9%
\$50,000 - \$74,999	7,734	16.6%	11,204	20.6%	14,033	23.1%
\$75,000 - \$99,999	3,303	7.1%	5,929	10.9%	8,197	13.5%
\$100,000 - \$149,999	2,145	4.6%	3,048	5.6%	4,636	7.6%
\$150,000 - \$199,999	469	1.0%	836	1.5%	1,077	1.8%
\$200,000+	538	1.2%	875	1.6%	1,325	2.2%
<b>Median Household Income</b>	\$33,875		\$41,671		\$48,163	
<b>Average Household Income</b>	\$44,819		\$53,405		\$60,538	
<b>Per Capita Income</b>	\$12,705		\$14,868		\$16,749	

Source: ESRI Data Systems



### Age Profile

Over the next five years, the service area population will grow by 24,545 persons or 12.3%. The age group growing the fastest is 55-64 year olds, growing by 1.3% over the next 5 years. This is consistent with an overall aging trend of the service area (and nationwide) population. The median age is currently 29.4 years of age and will increase to 30.4 years by 2013. It is important to note however, that although the service area population is aging, it is still quite young when compared with the state of California where the median age is 34.3 years.

This projected shift in the population will provide an opportunity for the College to offer new or expanded programs that will be appealing and specifically targeted to the older age groups. While the older population in the service area is projected to grow, the important age group of 15-19 year olds is projected to decrease by 0.6 percentage points of the total population. Although this is a small percentage, it is by

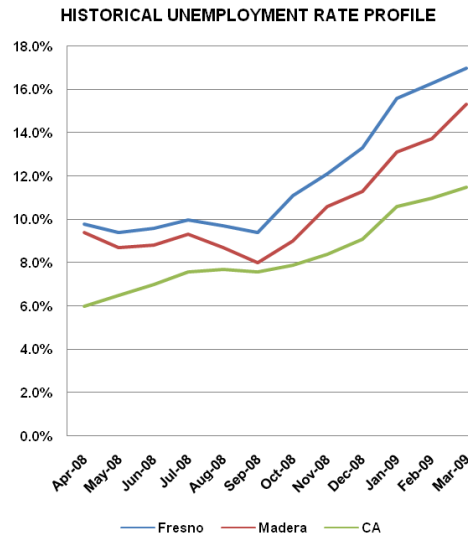
REEDLEY COLLEGE 15-MILE SERVICE AREA - AGE AND ETHNICITY PROFILE						
	2000		2008		2013	
Population by Age	Number	Percent	Number	Percent	Number	Percent
0 - 4	14,839	8.8%	18,556	9.3%	21,095	9.4%
5 - 9	16,273	9.6%	16,795	8.4%	19,067	8.5%
10 - 14	15,382	9.1%	16,680	8.4%	17,589	7.9%
15 - 19	15,633	9.3%	17,383	8.7%	18,237	8.1%
20 - 24	13,517	8.0%	15,781	7.9%	17,947	8.0%
25 - 34	23,796	14.1%	30,476	15.3%	32,673	14.6%
35 - 44	23,083	13.7%	25,039	12.6%	27,597	12.3%
45 - 54	17,641	10.4%	22,869	11.5%	26,047	11.6%
55 - 64	11,509	6.8%	16,339	8.2%	21,171	9.5%
65 - 74	8,856	5.2%	9,734	4.9%	11,663	5.2%
75 - 84	6,247	3.7%	6,668	3.3%	7,138	3.2%
85+	2,109	1.2%	3,064	1.5%	3,703	1.7%
	2000		2008		2013	
Race and Ethnicity	Number	Percent	Number	Percent	Number	Percent
White Alone	86,657	51.3%	92,777	46.5%	99,193	44.3%
Black Alone	1,128	0.7%	1,318	0.7%	1,457	0.7%
American Indian Alone	2,251	1.3%	2,282	1.1%	2,336	1.0%
Asian Alone	6,243	3.7%	8,064	4.0%	9,309	4.2%
Pacific Islander Alone	138	0.1%	154	0.1%	169	0.1%
Some Other Race Alone	65,235	38.6%	85,255	42.8%	100,103	44.7%
Two or More Races	7,232	4.3%	9,532	4.8%	11,360	5.1%
Hispanic Origin (Any Race)	113,871	67.4%	146,944	73.7%	171,938	76.8%

Source: ESRI Data Systems

far the largest age group of students attending the College and will have a significant impact on future enrollments.

### Workforce Characteristics of the Local Region

The service area of the College has been directly affected by the current state of the nation's economy. The current unemployment rate for Fresno County reached its highest level in 12 years in March 2009 with 17% of the county's residents unemployed. Neighboring San Joaquin County reported an unemployment rate of 16.4% also for March 2009. According to University of the Pacific economist Jeff Michael, the unemployment rate is expected to reach 18% at the peak of the recession. These unemployment rates are far higher than both the State (11.5%) and national (9.0%) averages. The State's unemployment rate is at its highest level in 26 years. The outlook in the near future does not indicate a change in these staggering rates.



Source: California Economic Development Department, Labor Market Information

### Sources of Employment

The most common occupations in Reedley are as follows.

- Management, professional and related occupations -18%
- Sales and office occupations -15%
- Farming, fishing, and forestry occupations-13%

The majority of the working population of Reedley (59%) work for private companies, 13% work for the public sector and 4% of the population is self-employed.

The educational level data provided by the City of Reedley and the US Census Bureau provides an important insight into much of the city's population. The following information is provided for the population of Reedley that is age 25 and older.

- 27.2%, of the overall population has completed less than the 9<sup>th</sup> grade
- 12.7% have completed 9<sup>th</sup> to 12<sup>th</sup> grade but did not receive a diploma
- 20.5% are high school graduates
- 15.4% attended some college but did not receive a degree,
- 9.6% have obtained an Associate's degree
- 11.2% a Bachelor's degree
- 3.5% a Graduate degree.

These statistics provide useful information when determining the sources of employment for the service area and the job opportunities that the majority of the population is qualified to perform. In addition, it allows the College to determine appropriate course offerings for students in the service area.

### **Fastest Growing Occupations**

According to the Economic Development Department of California, there will be more than 118,900 new job openings in Fresno County by the year 2016.

The following table shows the fastest growing occupations in the county over the next five years. Of the 22 fastest growing occupations, 10 are health related, five are retail/service related and four involve computer hardware, software and/or networking.

Several of the health industry occupations require an Associate degree or higher, and earn median annual wages greater than \$60,000.

The two fastest growing occupations for the county, Network Systems and Data Communications Analysts and Computer Software Engineers require Bachelor's degrees.

This data provides valuable information for the College to determine its course offerings in an effort to provide employment opportunities within the college service area. These statistics, used in conjunction with the educational level data previously provided, are instructive in the planning of possible target areas for outreach and specific program growth.



**2006-2016 FRESNO COUNTY FASTEST GROWING OCCUPATIONS**

Occupational Title	2006 JOBS	2016 JOBS	# OF NEW JOBS	% CHANGE	EDUCATION & TRAINING LEVELS
Network Systems and Data Communications Analysts	280	420	140	50.0	Bachelor's Degree
Computer Software Engineers, Applications	430	600	170	39.5	Bachelor's Degree
Pharmacy Technicians	550	750	200	36.4	Moderate-Term On-the-Job Training
Home Health Aides	1,570	2,140	570	36.3	Short-Term On-the-Job Training
Medical Assistants	1,720	2,250	530	30.8	Moderate-Term On-the-Job Training
Substance Abuse and Behavioral Disorder Counselors	230	300	70	30.4	Master's Degree
Employment, Recruitment, and Placement Specialists	370	470	100	27.0	Bachelor's Degree
Bartenders	460	580	120	26.1	Short-Term On-the-Job Training
Computer Systems Analysts	370	460	90	24.3	Bachelor's Degree
Pharmacists	500	620	120	24.0	First Professional Degree
Respiratory Therapists	340	420	80	23.5	Associate Degree
Ushers, Lobby Attendants, and Ticket Takers	220	270	50	22.7	Short-Term On-the-Job Training
Dental Assistants	1,070	1,310	240	22.4	Moderate-Term On-the-Job Training
Environmental Scientists and Specialists, Including Health	270	330	60	22.2	Bachelor's Degree
Cooks, Restaurant	1,710	2,090	380	22.2	Long-Term On-the-Job Training
Customer Service Representatives	3,580	4,360	780	21.8	Moderate-Term On-the-Job Training
Dental Hygienists	230	280	50	21.7	Associate Degree
Audio and Video Equipment Technicians	280	340	60	21.4	Long-Term On-the-Job Training
Network and Computer Systems Administrators	380	460	80	21.1	Bachelor's Degree
Demonstrators and Product Promoters	240	290	50	20.8	Moderate-Term On-the-Job Training
Registered Nurses	5,940	7,170	1,230	20.7	Associate Degree
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	980	1,180	200	20.4	Short-Term On-the-Job Training

Source: California Economic Development Department, Labor Market Information

### Participation Rate

The participation rate is the number of people enrolled at the College per 1,000 people living in the college service area. California maintains one of the highest participation rates in the nation. This is primarily because California has a more

highly developed and extensive system of community colleges than other states thereby facilitating local accessibility. A number of factors will influence future participation rates.

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





The most significant bill passed by the California legislature that affected community college funding was Proposition 13 in 1978. This legislation diminished property tax rates by 57% and resulted in a dramatic reduction in the amount of local property tax revenue available for cities, counties and especially for schools, including institutions of higher education. In 2000, Proposition 39 amended the California Constitution to allow school districts, community college districts and county offices of education to issue locally funded bonds for construction, reconstruction, rehabilitation or replacement of facilities and to authorize property taxes higher than the existing 1% annual growth rate limit to repay bonds. A major stipulation in Proposition 39 was the lowering of the approval requirement to 50%. As a result, Proposition 39 allows community college districts to approve bond funding with 50% of voter approval as opposed to 67%.

In assessing the future impacts that State conditions could have on Reedley College,



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

In the fall 2006 election, state voters passed Proposition 1D. This proposition authorized the State to sell bonds totaling \$10.4 billion to fund repair and upgrade of educational facilities for K-12 schools, state colleges, universities and community colleges. Of this total, \$1.5 billion was designated for the State's community colleges. Because of a backlog of capital construction projects, this fund was totally expended by 2008. The State's decision to raise and then reduce tuition fees (currently \$26/per unit) for

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

#### **EXTERNAL ENVIRONMENTAL SCAN IMPLICATIONS**

In attempting to summarize the multiple external environmental variables affecting Reedley College, it is useful to compile them into two primary categories: (1) positive, stabilizing variables, and (2) the negative impact of current (and future) economic crises of State finance and the multiple national fiscal issues.

Positive variables include, but are not limited to: (1) the rich history of Reedley College's leadership in the local and statewide community college movement and development, primarily through generation

of innovative curriculum, and (2) the strong bond forged with neighboring Fresno State University through a program articulation plan that maximizes transfer rates. Negative variables, both state and national, are all expressions of economic recession, unemployment, reduced tax income and a difficult credit environment (including lack of government-insured student loans).

These conditions may increase the flow of transfer students and displaced workers seeking retraining, both of which could have an impact on the mix of curricular offerings. In addition, the educational level data (41% of the population are non-high school graduates), suggests a need to expand the basic skills component of the curriculum. All these differing stresses on the comprehensive mission of the instructional program during times of fiscal crises and lowered funding levels will severely challenge district and college managers.

Reedley College's history of innovation will help in developing responsive strategies to these challenges. Short term certificate programs for re-training, compacted course schedules (i.e. summer session), web-based, video/TV and other distance instructional modes, and industry-shared OJT/academic combination classes may all play a role in future curriculum delivery to targeted clientele.

#### Data References and Resources

- City of Fresno ([www.fresno.gov](http://www.fresno.gov))
- ESRI Data System
- U.S. Bureau of Labor Statistics
- U.S. Department of Commerce, Bureau of Economic Analysis
- California Employment Development Department, Labor Market Information Division
- Center for Continuing Study of the California Economy
- California Community College Chancellor's Office 2004
- California Department of Finance

- The Maas Companies Database
- The Los Angeles Times
- The Sacramento Bee
- Community College Times
- US Census Bureau
- Community College League of California
- The Fresno Bee



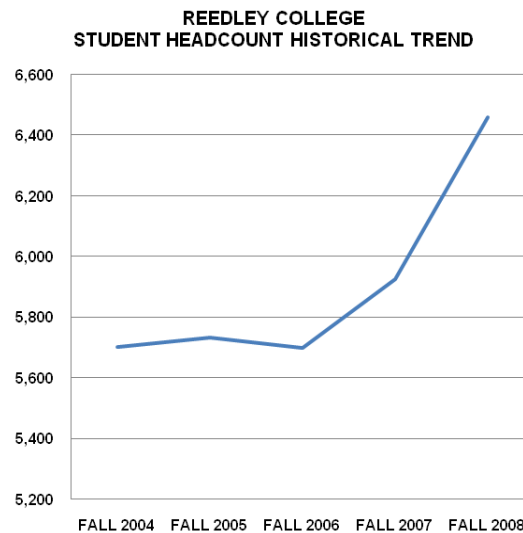
## Internal Environmental Scan

This section of the Plan takes a detailed look at who are the students attending Reedley College. It also includes some qualitative data gathered from various constituencies at the College and in the community.

### LOCAL POPULATION GROWTH

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

With respect to Reedley College, the College has grown from a student population of 5,701 in fall 2004 to its largest population to date of 6,458 in fall 2008. This increase of 13.3% during this four-year period saw the majority of its growth over the past year. In that year alone, the College saw an increase in student headcount of 9%.



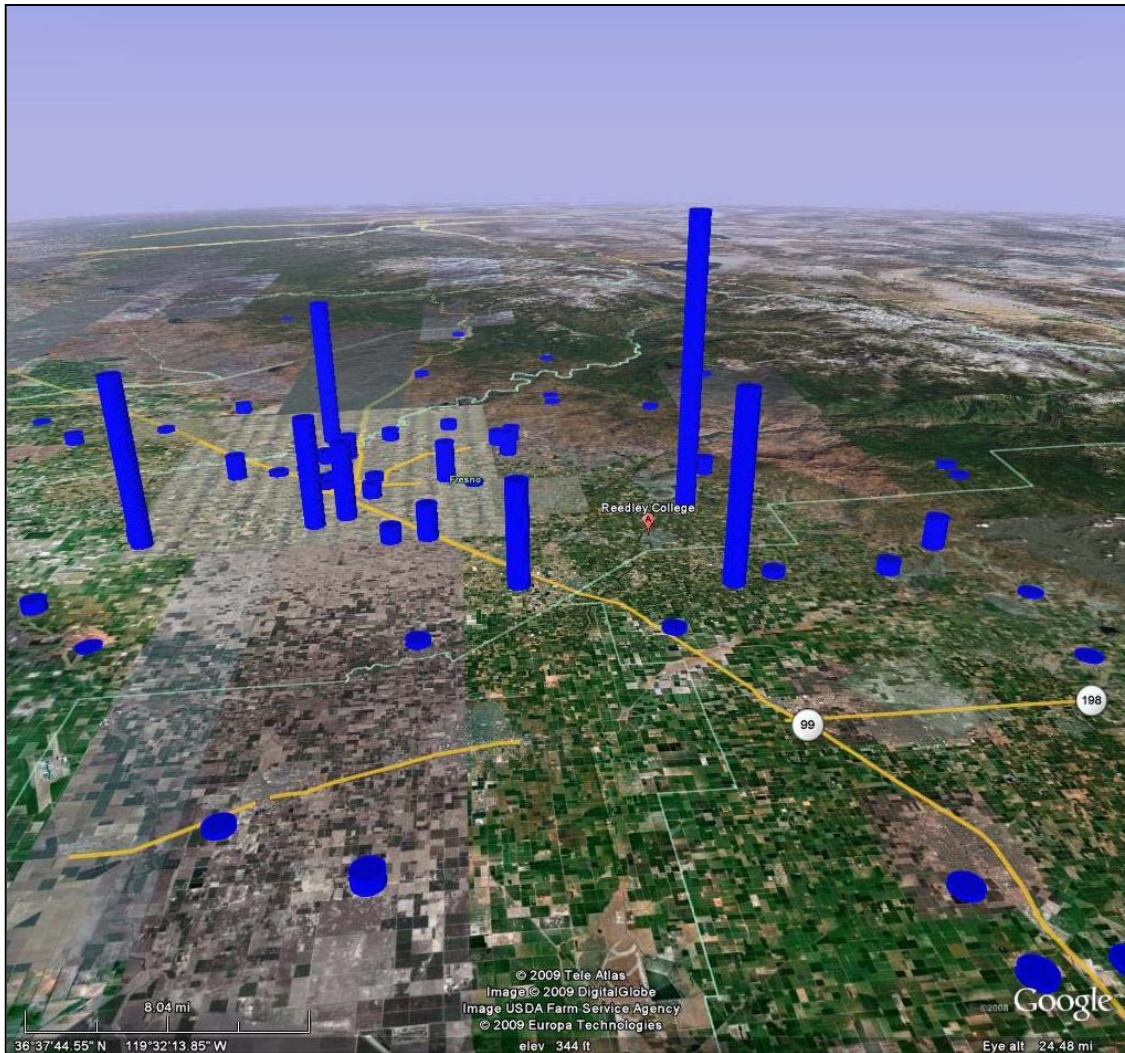
Source: State Center Community College District, Office of Institutional Research, analysis by Maas Companies

### STUDENT DEMOGRAPHIC PROFILE

The State Center Community College District Department of Institutional Research has developed a significant amount of research data regarding students who attend classes within the District and specifically Reedley College. The following section contains key demographic information that further describes the characteristics of students who attend Reedley College.

The students who attend Reedley College come from a wide geographical area. The majority of students reside in zip codes within a fifteen-mile radius of the College. The following map shows the fall 2008 student headcount for all zip codes with at least four enrolled students.





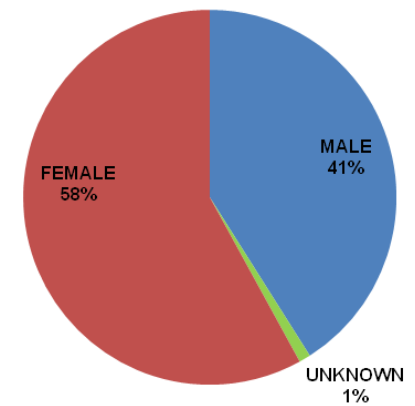
**Reedley College - Student Headcount By Zip Code - Fall 2008**

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

### Gender Profile

Female students comprise 58% of the student body at Reedley College accounting for 3,762 students. Males make up 41% of the total student population with 2,662 students. This ratio, 58:41 female to male, is slightly higher than the state community college average of 55:45. Over the past five years, the gender profile at Reedley College has remained consistent.

**REEDLEY COLLEGE  
STUDENT GENDER PROFILE FALL 2008**

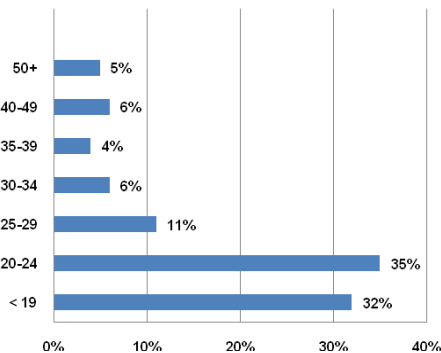




### Age Profile

Community colleges traditionally target individuals between the ages of 19-24 years old. At Reedley College, the largest age group, 20-24 year olds, make up 35% of the overall student population. The second largest age group, students 19 or less, follows closely behind accounting for 32% of the total student body. The next largest segment is 25-29 year old students comprising 11% of the student body. The age groups of 30-34 year olds and 40-49 year olds each account for 6% of the total student population.

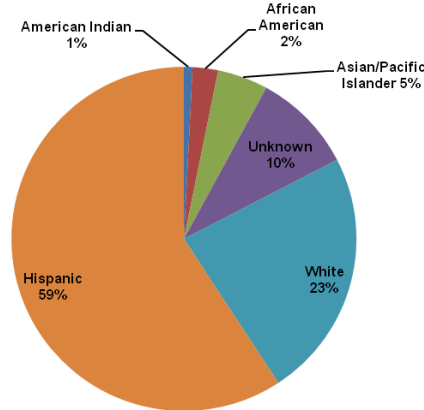
**REEDLEY COLLEGE STUDENT AGE PROFILE FALL 2008**



### Race and Ethnicity

Hispanics comprise a strong majority of the student population at Reedley College. In fall 2008, the number of Hispanic students accounted for 59% of the student body. Over the past five years, this ethnic group has maintained a majority of the students at Reedley College. The second largest ethnic group, White/non-Hispanic, currently account for 23% of the population. This ethnic group has also maintained a steady percentage of the overall student body over this five-year span.

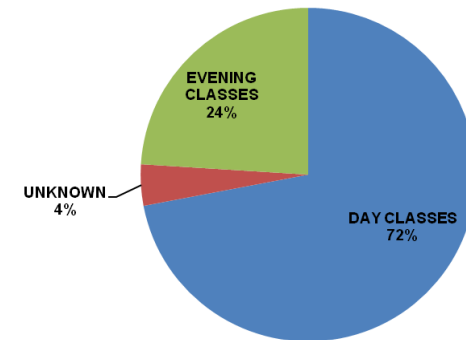
**REEDLEY COLLEGE-STUDENT ETHNICITY PROFILE FALL 2008**



### Time of Day Distribution

Examining the distribution of when students take classes at the College shows 72% of the student population takes classes during the day. This is slightly higher than the statewide community college average of 68%. The remaining 24% of students reported take classes in the evening. This percentage is nearly consistent with the State average of 25%.

**REEDLEY COLLEGE TIME OF DAY DISTRIBUTION**

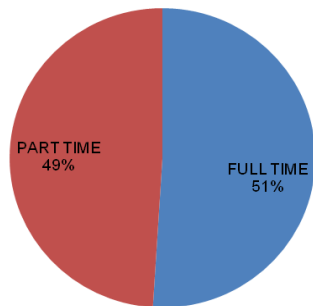


### Student Load Patterns

Students at Reedley College who are taking 12 or more credits (full-time students) currently account for 51% of the overall college enrollment. The percentage of

students that are part-time status (fewer than 12 credits) is 49%. This almost equal split of full vs. part-time students is not the normal trend seen in California community colleges. The State average for students taking 12 or more units is 27%. Most often community colleges see a higher number of part-time students largely due to students that are concurrently working full or part time and attending classes. Because this number is a nearly even split, it is a characteristic worth examining further. This sets Reedley apart from the other colleges in this district.

**REEDLEY COLLEGE  
STUDENT UNIT LOAD PROFILE - FALL 2008**



### High School Graduates Enrollment Rate

By numbers, there are five school districts, which are the main feeder districts for Reedley College. For the fall 2008 semester, Reedley High School, part of the King’s Canyon Unified School District, accounted for the largest number of student enrollments. It was followed by Dinuba USD, Selma USD, Sanger USD and Parlier USD.

### Student Achievements

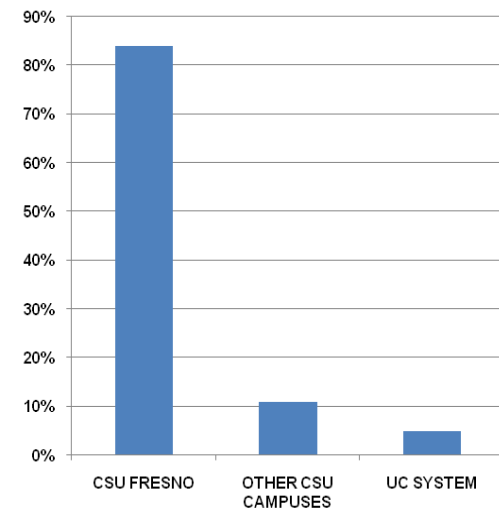
#### Transfer

Of the students that transfer out of Reedley College and onto either a California State University or University of California campus, CSU Fresno (Fresno State University) is consistently the top destination. Over the past five years, 84% of students transferring to a CSU or UC campus transferred to Fresno State. This is a significant percentage for one University and is likely due to the proximity and lack of another CSU campus in the area.

The only other State University that shows a sizeable percentage of transfers is Cal Poly San Luis Obispo with an average of 2% of the transfer students selecting this site.

California State Universities accounted for a combined total of 95% of all transfer students from Reedley College that selected a California State four-year Institution. The remaining 5% of these transfer students chose universities in the UC system with the majority going to UC Davis.

**REEDLEY COLLEGE STUDENT TRANSFER  
DESTINATIONS (FIVE YEAR AVERAGE)**



Transfer rate by ethnicity also provides some interesting information at Reedley College. While the Hispanic population clearly accounts for the largest percentage of the College (59%), it only accounts for 42% of all transfer students. Additionally, the White/non-Hispanic group represents 23% of the total student body, but accounts for 38% of the total transfer students. During the 2007-2008 Academic Year, Reedley College had 10% of its overall student body transfer on to a CSU or UC college.

### **Degree and Certificates**

During the 2007-2008 Academic Year, the highest number of degrees awarded in a given area was Liberal Arts and Sciences accounting for 503 students receiving their A.A. Degrees in this field. The next strongest showing was from Family and Consumer Sciences. This area of study awarded 39 A.S. Degrees

and 36 Certificates. The fields of Business and Management and Agricultural and Natural Resources accounted for 52 and 46 degrees and certificates respectively.

*Note: Some of the students receiving degrees or certificates may have attended classes exclusively at the North Centers. This is because degrees can only be awarded by colleges and not by educational centers.*



### **QUALITATIVE DATA**

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

One important part of the qualitative data gathering for this Plan, was an online survey.

The survey was made available to all interested parties including students, faculty, staff, administrators and community members. Following is a synopsis of the survey results.

## Synopsis of the Survey

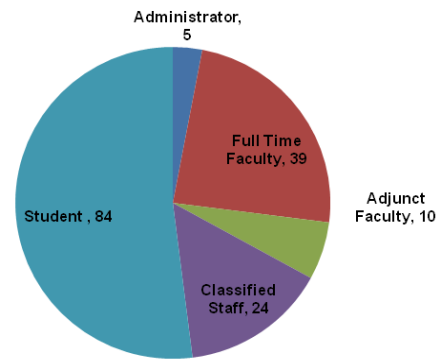
The survey was distributed to the faculty, staff, students and administrators at Reedley College from April 6 through May 31, 2009. The survey was developed through a collaborative effort by the consulting team and Reedley College personnel. The survey presented an opportunity for the college community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

## Survey Results

### Respondents

There were 162 respondents to the Reedley College Educational Master Planning Survey. Of those respondents, the largest number of responses, 52%, came from students. The next largest group to respond was full time faculty accounting for 24% of the responses. Classified Staff followed with 15% contributing to the survey. Adjunct faculty accounted for 6% of the responses and the administration 3%.

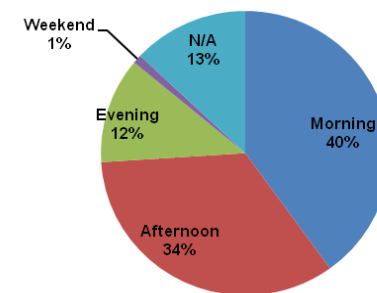
REEDLEY COLLEGE - SURVEY RESPONDENTS



### Time of Day

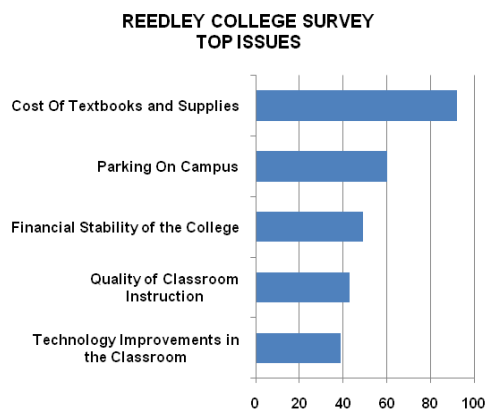
The survey asked the respondents to describe the time of day they are on campus either taking courses if they are students or teaching courses if they are instructors. The majority of respondents (40%) are either instructing or attending classes in the morning (before noon). Those attending or instructing classes in the afternoon (12-4 pm) accounted for 34%. Those respondents attending or instructing classes in the evening accounted for 12%. The least attended and instructed time represented was the weekend, accounting for 1% of the respondents. The remaining 13% of the respondents to the survey do not attend or instruct classes at Reedley College.

REEDLEY COLLEGE SURVEY HOURS ATTENDING/ TEACHING CLASSES



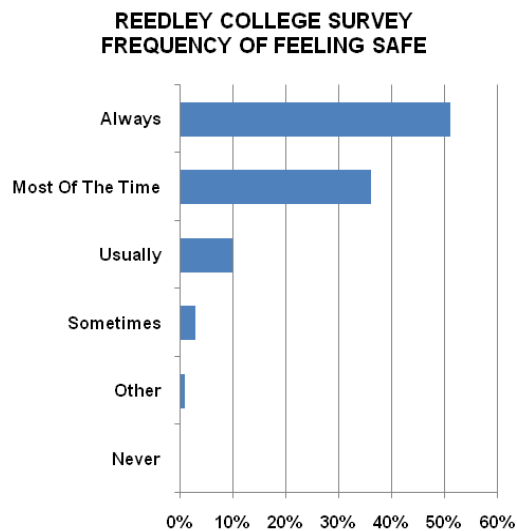
### Top Issues

The survey asked the respondents to indicate the five college-wide issues that were most important to them from a menu of 25 choices. The majority of respondents indicated that the cost of textbooks and supplies was a top concern. The availability of parking on campus was the second highest area of concern. Following closely behind was concern over the financial stability of the College. Quality of classroom instruction was an issue of importance indicated by some respondents. Finally, respondents reported technology improvements in the classroom as a top issue.



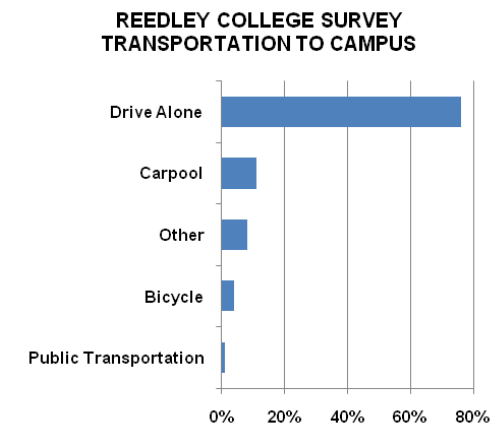
### Campus Safety

The survey also addressed the issue of campus safety. The respondents were asked to rate how safe they feel while on campus. The majority of respondents (51%) reported “always” feeling safe while on campus. The next largest group, 36%, reported feeling safe “most of the time” while on the Reedley College campus. Ten percent of respondents reported “usually” feeling safe while on campus, 3% “sometimes” and (0%) reported “never” feeling safe while at Reedley College.



### Transportation

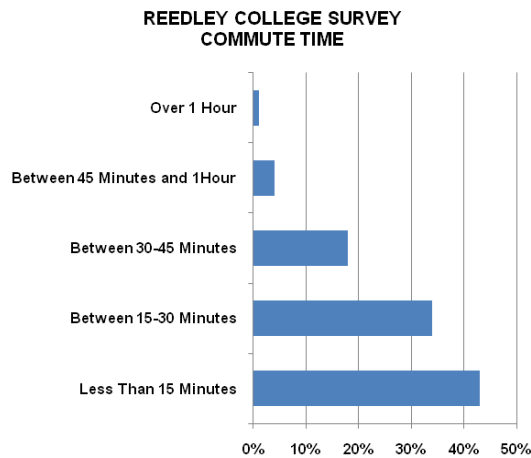
Respondents were asked what type of transportation they use to and from Reedley College. The majority of people, 76%, drive by themselves to campus. Carpooling was the second highest method of transportation accounting for 11% of the responses. One percent of respondents use public transportation to get to and from Reedley College. Those people who use a bicycle for transportation accounted for 4% of the responses. Although walking was not included on the survey, a few respondents indicated that they walk to and from campus.





### Commute Time

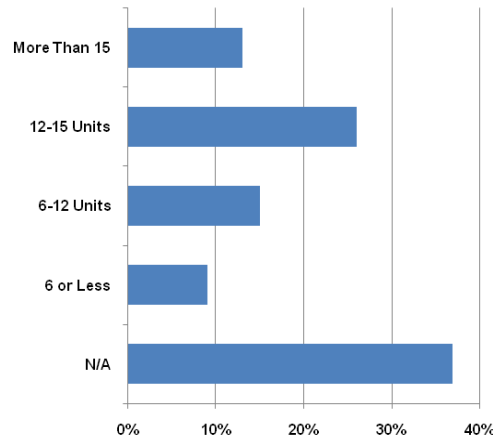
When asked about the time it takes the respondents to commute to Reedley College, the majority of people (43%) reported an average commute time of less than fifteen minutes. The next most common reported commute time (34%) was between fifteen and thirty minutes. 18% of people reported spending between thirty and forty-five minutes commuting to the campus and 4% spend between forty-five minutes and one hour. Only 1% of the respondents reported spending over one hour to commute to the Reedley College campus.



### Unit Load

The survey examined the unit loads the students who responded to the survey are currently taking at Reedley College. The majority of students (26%) reported currently taking between twelve to fifteen units. 15% of the students who responded to the survey are currently taking 6-12 units and 13% are taking more than 15 units. 9% of the people reported currently taking six units or less. The remaining 37% of respondents are not currently taking classes at Reedley College.

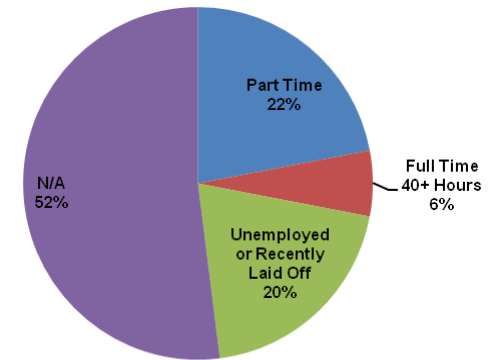
REEDLEY COLLEGE SURVEY - UNIT LOAD



### Employment Status

The students that participated in the survey were asked to describe their employment status. The majority of people replied that the question was not applicable to them. Twenty-two percent of Reedley College students work part time while concurrently attending classes. Only 6% of Reedley College students work full time and attend classes. The remaining 20% of survey respondents are unemployed or have been recently laid off from their jobs.

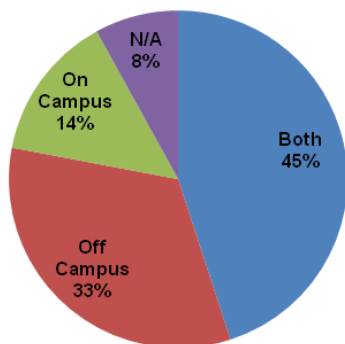
REEDLEY COLLEGE SURVEY EMPLOYMENT STATUS OF STUDENTS



### Food Service Usage

In an effort to determine the frequency students at Reedley College use the food services at the College, the survey asked the respondents to indicate the how frequently they leave the campus to eat and then return to campus. The majority of respondents (45%) indicated that they occasionally leave campus to eat and then return to campus. One-third of respondents always leave campus to eat and then return. Fourteen percent of respondents indicated that they do not leave the campus to eat. The remaining 8% of people indicated they are not on campus during meal times.

**REEDLEY COLLEGE SURVEY  
EATING ON OR OFF CAMPUS**



### What do you believe are the strengths of the College?

The most common strength discussed, across all types of respondents, (administration, faculty, classified staff and students) was the quality and commitment of instructors at Reedley College. Instructors were recognized for accessibility to students and going "above and beyond" to support the learning of all students. Because of Reedley's small size, people reported a friendly atmosphere that lends itself to a feeling of community on campus. The College has developed a variety of services to support students including tutoring centers that focus on writing and math. These tutoring centers were regarded as extremely critical to the success and support of students at Reedley College. The affordable cost of attending Reedley was also discussed as a strength. Respondents also noted the well kept "park like" grounds that Reedley has throughout the campus and recognized the unique ambiance of the campus.

### What do you believe are the weaknesses of the College?

The most commonly discussed weakness was the facilities at the College. Respondents feel they are outdated and that the College needs additional space to accommodate their current level of growth. The respondents also expressed the desire for additional athletic facilities that would support the current and possible addition of athletic programs. They indicated that Reedley has a successful athletic program that is not currently supported by the necessary facilities. In addition to outdated facilities, the technology on campus was noted as also being outdated and needing to be upgraded. Respondents also indicated the need for expanding the programs offered on campus. Being tightly connected to the North Centers provides financial and communication concerns for some of the respondents. The final weakness, discussed by many, was the lack of parking on campus for both faculty/staff and students.

**What would have an immediate positive impact on the College?**

As discussed above, the addition of modernized and increased facilities with current technology in place was the most common suggestion provided. With these facilities in place, the opportunity for additional programs and course offerings would be available. The development of additional on-line course offerings was also discussed as way to assist those students that are limited in the times/days they can attend classes on campus due to restrictive schedules. Respondents associated with student services on campus suggested the development of a “one stop” student services building. Currently the students at Reedley are required to go from one place to the next to take care of the many student

services they require. Staff at the College fear that the inconvenience of this condition often deters students from seeking the assistance and support services they need. It was noted that other colleges in surrounding

areas provide students with job placement and/or career centers on campus. Respondents felt the addition of this type of center would be beneficial to the students and increase enrollment at the College. The



construction of a football stadium on the Reedley Campus was discussed as a way to generate revenue for the College and to increase the level of school and community spirit. Finally, respondents felt that providing additional parking on campus would benefit all members of Reedley College.

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

According to respondents, Reedley is viewed as a small, local and rural campus with a friendly atmosphere. It is regarded as being an affordable choice to complete lower division classes. The campus itself is perceived by some respondents to the survey as being outdated and limited in the programs available. It is also perceived as being much like high school and not as academically challenging as four-year colleges. Because of its small size, rural setting and outdated facilities, it is viewed by some as inferior to Fresno City College and Willow International Center.

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

The following questions were shared.

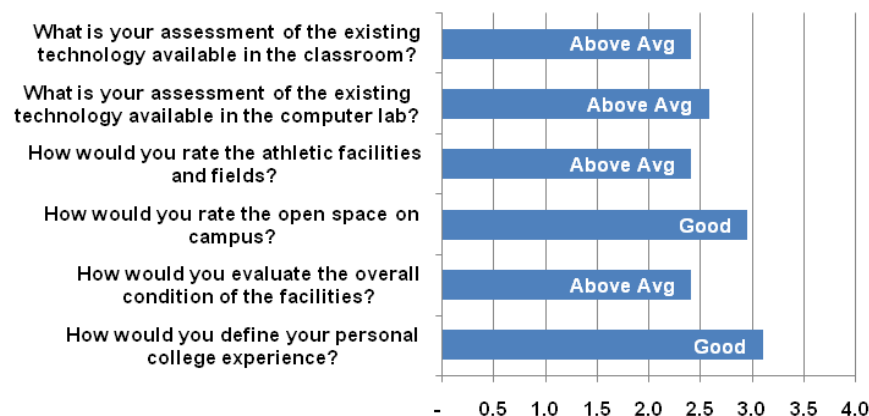
- What made you choose Reedley College?
- Do you feel the College and the community have a good working relationship?
- What can be done to offer more equality between district campuses?
- What activities could be brought to the campus to increase student involvement?

**Additional Questions**

Respondents were asked to rate the following six questions using excellent (4), good (3), average (2), fair (1) or poor (0) as their response. The results are shown in the chart.

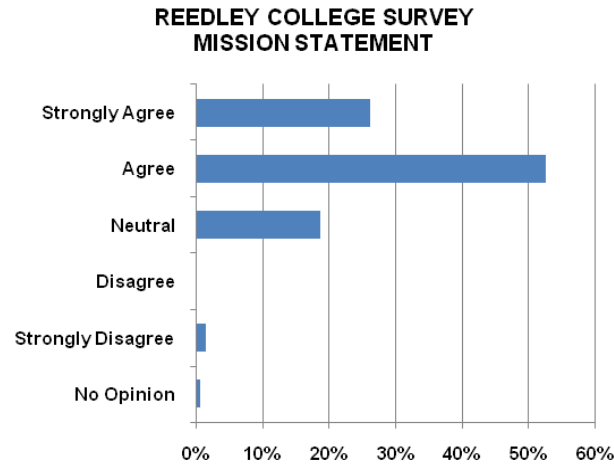
Respondents rated their personal college experience and the campus’s open space as “Good”. They rated technology in the classrooms and labs and the campus facilities as “Above Average”.

**REEDLEY COLLEGE SURVEY  
ADDITIONAL QUESTIONS**

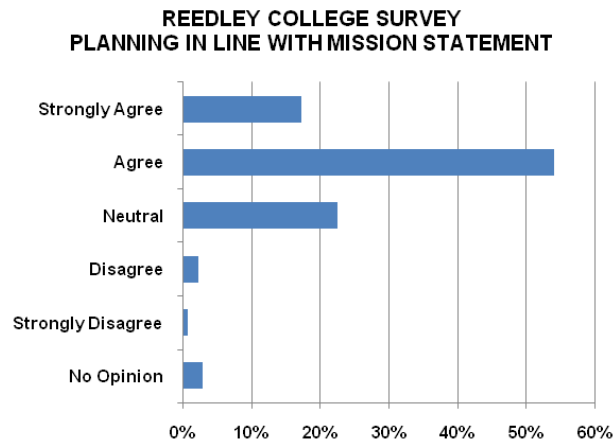


For the following questions, survey respondents were asked to answer whether or not they agree with the statement. Each of these questions received 131 to 133 responses.

Reedley College's mission statement defines broad educational purposes, its intended student population, and a commitment to learning.

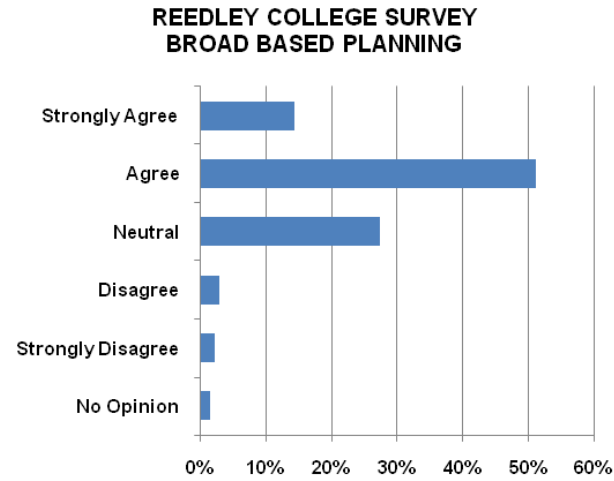


Reedley College's strategic plan's directions, goals, and objectives are consistent with the mission statement.

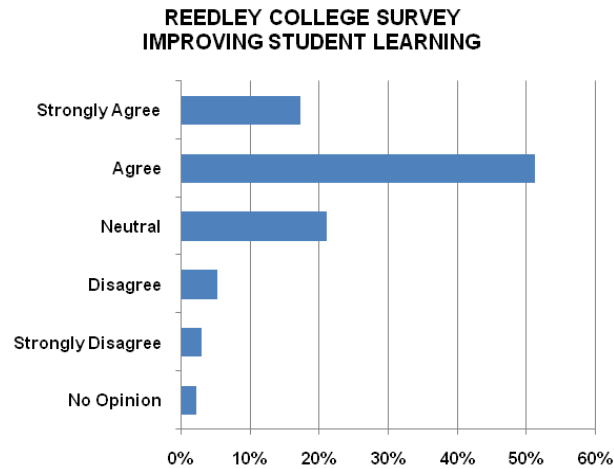




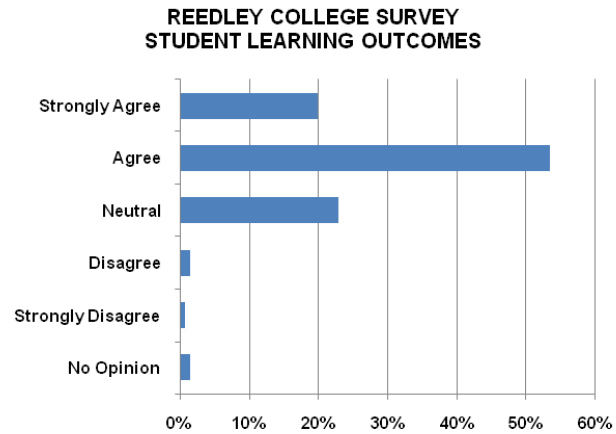
Reedley College's planning process is broad-based, offering opportunities for input by appropriate constituencies.



Reedley College facilitates an ongoing dialogue about improving student learning.



Student learning outcomes are a factor in institutional planning at Reedley College.



## INTERVIEW SUMMARIES

The following section of the Plan contains information that was gathered through the process of personal interviews conducted by the Consultant. The examination of current Program Reviews, the College's 2008-2010 Catalog and statistical data that was provided to the Consultant by the College and / or District. Certain segments of the instructional programs required an expanded explanation because of their unique situation at the College or within the community college system in California. The amount of narrative for the programs listed below is not a reflection of the importance or significance of a particular program or department but rather an opportunity for the Consultant to better define specific programs or activities at the College.

### Agriculture and Natural Resources

#### Agriculture Business

The agriculture program is considered to be a statewide model and is nationally recognized. The agriculture business program maintains partnerships with local businesses, communities, and related entities. The program has expanded its enrollment as a result of the SEED (Scholarships for Education and Economic Development) Program.

This program offers classes that emphasize global perspectives and skills related to international trade for international students enrolled at the College specifically for this program. The agriculture business program provides students opportunities to prepare for transfer to universities as Agriculture Business majors or to start their careers once they have completed courses in one or more of the following areas: agriculture business core courses for Animal Science, Plant Science and General Agriculture majors. Students in the agriculture business program have a tendency to be younger than the

campus average and not a large number of students are over 24 years of age. The retention rate continues to be quite high for the Agriculture Business program as compared to the overall College retention rate.

The College has a 300 acre farm adjacent to the campus. The farm produces many crops including pomegranate, mandarins, forage crops, stone fruit, sheep, swine and cattle. Faculty expressed a need for more office and laboratory space including an animal processing facility.

#### Animal Science

The Reedley College animal science facilities are unique to the California community college system. These facilities include approximately 20 acres of fenced, irrigated pasture to support the ongoing maintenance of the College's cattle, swine herd and sheep flock. Facilities also include an outdoor equine riding area, livestock pavilion with five horse stalls, multi-purpose livestock barns and a cattle working facility with

corrals, lanes and chutes. Students enrolled in the equestrian skill course may board their horse for a fee at the facility. The animal science program participates in a wide range of activities that include the World Ag Expo,

numerous sectional/regional/statewide FFA Contests & Events, the State FFA Convention, the Reedley College Novice Showmanship Field Day, the Reedley College Annual FFA Field Day, the Fresno

Fair Junior Livestock Show, the Great Western Livestock Show and other livestock shows and events sponsored by industry organizations (such as the California Pork Producers Association), various High School Career Days, Animal Science Field Days, and other similar events.

#### **Environmental Horticulture**

The Environmental Horticulture Program is currently on a one year hiatus with the departure of the programs' only full time instructor who retired after thirty eight years of employment with the College. The program is expected to return in the fall of 2010 with a new faculty member and a revised curriculum, oriented to attract individuals interested in building a business in the area requiring knowledge in horticulture and how it relates to business development. The current facilities, including the greenhouse, have supported the program sufficiently and are expected to continue in the future with no additional needs required at this time.



### Forestry and Natural Resources

The Forestry and Natural Resources Program is the only nationally recognized Society of American Forester's (SAF) approved Associate of Science degree program in California. There is a strong relationship with the U.S. Forest Services in placing nearly 100% of all major students into internship positions each year and USFS actively assists graduates in achieving permanent career positions in the natural resources profession. Other partners in this program are the National Park Service, Natural Resources Conservation Service, U.S. Army Corps of Engineers, and the Bureau of Land Management, all of whom routinely employ interns and graduates of the program. Additionally, the Central California Consortium (CCC) organized under the U.S. Department of Agriculture actively trains and recruits Reedley College students for work in federal resource agencies.

Another highly successful partnership has been an agreement with the local YMCA organizations of Sequoia Lakes that calls for the instructional use and management of the Sequoia Lake property by Reedley College faculty, staff, and students. The Sequoia Lake forest property contains 764 acres of mixed conifer type forest at a 5,500 foot elevation. The Sequoia Lake property also contains an 88 acre lake, residential cabins, and cafeteria facilities all available for Reedley College use. The Sequoia Lake forest provides students the opportunity to acquire and develop "hands on learning" skills necessary to secure employment in the forestry and natural resources field. Throughout the year, the school forest is utilized for five three-day field study courses, and on occasion, sub programs within the department may use the forest for instruction as well. The current arrangement has developed into a valuable relationship between both parties. The forest is located roughly 40 miles from the main college campus and accessible by paved highway.

Faculty indicated the following future needs:

- A teaching facility at the Sequoia Lake property (1 classroom).
- Additional computer lab
- A lab for equipment repair training
- A secure storage facility for expensive equipment

### Mechanized Agriculture

The Mechanized Agriculture Program emphasizes a hands-on learning in a state-of-the-art quality curriculum with one-on-one student advising, industry-based instruction, mandatory internship experiences, and assisted job placement in the area of equipment technology. The curriculum includes instruction in the understanding and safe operation of agricultural and construction equipment, the knowledge to troubleshoot problems and initiate repairs and effective decision making.

The program partners with local businesses including Quinn Company, the Caterpillar dealer for the Central Valley and Los Angeles areas.



## English, Reading and Languages

### English

Strong communication, writing, and critical thinking skills are the basis for a successful academic and professional career. The Reedley College Composition, Literature, and Communication Department has committed to supporting the following activities and program opportunities for students to foster this success: Reedley College Speakers' Series, Reedley College Honors Program (five of the eight Honors classes are in this department), Symmetry Creative Writing Journal, First Wednesdays at 1:00, Writing Center, Talking Tigers Negotiations Tournament, Annual Tiger Speech Night, The Chant Newspaper, Certificate in Creative Writing and Certificate in Journalism, and a growing Film program.



### English Second Language (ESL)

ESL classes are generally assigned on a space-available basis and the ESL priority classrooms generally meet instructional needs. The computer lab in the Language Arts Building (LAL) has become increasingly impacted. This is partly due to other courses assigned to the computer lab and decreases to the Federal Work Study (FWS) allotment of student workers to ESL. Full-time enrollment opportunities are offered at each

of the five levels of ESL instruction to the intermediate level. Students may then transition to traditional English classes at two levels below English 1A.

Overall enrollment in ESL courses has generally followed the demographic trends of the College as a whole. ESL students are notably older than the general student population with a high percentage of students balanced across the age categories from age 20 to 49. There are also a higher

percentage of females, ranging from 68% to 77% of the students enrolled in the program than the overall average for female students at the College. The ESL courses have a great preponderance of Hispanic students, ranging from 86% to 95% of the total enrollment of students in the program.

#### **Foreign Languages (French, German, Spanish) and American Sign Language (ASL)**

A major concern voiced by all the language programs at Reedley College is the shortage of available computer labs on campus and access to classrooms outfitted with the infrastructure and equipment that has become essential for presenting material in a modern communicative setting. Another concern is the declining enrollment and interest in foreign language studies. The French departments throughout the State are generally small in numbers, and Reedley College is no exception. Enrollment in German courses at Reedley College has been declining, which probably indicates that the local population with an interest in German

language courses has been nearly exhausted, or it may correlate with the trend of general decline in enrollment in all foreign language courses.

One area of concern that has affected and could continue to have an impact on all foreign language program enrollments is the decision of the CSU system in 2002 to eliminate the foreign language requirements for liberal studies majors. Additionally, local high school students are encouraged to enroll in Advanced Placement (AP) foreign language courses such as AP Spanish. With AP credit, students are fulfilling college transfer requirements in foreign language, thus making continued study at the community college level unnecessary.

The Spanish program has successfully promoted study abroad to Salamanca, Spain. However, the next Spanish language study abroad trip will be to Buenos Aires, Argentina, in the summer of 2009. In addition, as a result of a district supported CCID (Community Colleges for

International Development) trip to Argentina, a North Centers Spanish instructor has developed a short-term faculty exchange program between SCCCD and Catholic University in Salta, Argentina.

#### **Reading**

The issue of being unable to read at the college level is rampant throughout the community college system in California and the majority of students entering Reedley College each year are no exception. Direct instruction in reading is necessary to help these students prepare for their future college-level coursework that potentially could lead to a certificate, an associate degree and/or transfer to a four-year institution.

Reedley College reading courses are taught by six full-time instructors and six part-time instructors and offer three levels of basic skills reading courses. English 260 (Basic Reading) is three levels below English 1A and is designed for students with reading skills below the sixth grade level. English

262 (Reading Improvement) is two levels below English 1A and is designed for students whose reading skills are assessed at the 6<sup>th</sup>-9<sup>th</sup> grade levels. English 126 (Reading Skills for College) is one level below English 1A that is designed for students whose reading skills are assessed at the 9<sup>th</sup>-13<sup>th</sup> grade levels.

Reading instruction requires appropriate facilities with movable tables for collaborative reading tasks and the ability to display a variety of physical instructional materials to the students. Classrooms for reading courses are generally assigned on a space-available basis with no dedicated rooms for the program.

Equipment in most classrooms is acceptable, with instructors making use of computer projectors installed in each room for a variety of applications, such as internet research, live editing and announcement display.

## **Industrial Technology**

### **Automotive**

The programs in the Industrial Technology Department offer flexible admission policies in beginning the process for certification at various times during the academic year and an accelerated program of instruction to assist students in completing the course requirements.

The Automotive Program at Reedley College is designed to provide the student with the knowledge and skills necessary to perform diagnosis and repair of various automotive components and systems. After successful completion of the program, the graduate may enter the industry as an advanced apprentice technician.

### **Manufacturing**

Programs in the Manufacturing Department provide students opportunities to earn Associate Degrees or certificates of achievement. Courses of study include welding, machinist, maintenance mechanic programs.

The newly revised Reedley College Manufacturing Program now includes state-of-the-art Computer Numeric Controlled (CNC) machine tools. The curriculum also includes the latest in hydraulic, electrical and motor control training units. The newly remodeled welding facilities feature the most current MIG, TIG welding machines along with a full complement of traditional welding and metal cutting equipment.

### **Aviation**

The Aero lab features approximately 20,000 square feet of interior working space, which includes an eleven station computer lab and a classroom with seating for up to approximately sixty students. Attached to the lab is a covered area where cleaning and aircraft temporary storage may be facilitated. Aircraft engine testing is completed in and around a separate building designed to be explosion proof. At the west end of the campus, and parallel to the Kings River bluff, is a 1,700 foot grass runway to facilitate flying smaller aircraft to and from the aero facility.

The aero industry in this area consists largely of general aviation, light turbine-engine aircraft, regional airlines, and rotor-wing aircraft. For that reason, the aero program is focused on these types of aircraft. The Aero program is a federally approved and regulated school (Aviation Maintenance Technician School) whose purpose is to provide enough training (a minimum of 1900 hours of training with approximately equal time spent in lecture and lab) for a student to qualify to take the Federal Aviation Administration Airframe and Power Plant exams.

## Arts & Social Sciences

### Art

The Art program has a dedicated building consisting of three instructional classrooms, a ceramics patio, a gated kiln yard, and an office for the full-time instructors. The AA Art degree program is designed to give students basic skills in 2-D or 3-D art, an introductory knowledge of art history and computer digital familiarity. The primary focus is to prepare students for transfer into four-year art programs. Students completing the Computer Art Program will be prepared for entry-level positions in the digital art field. Through participation with the Kings River Art Council, the art students have an annual Student Exhibition at Reedley Opera House. The Clay Club holds ceramics sales at least once a semester to which the public is invited. Digital art students have submitted work for the CCCSAT Film & Animation Festival and have garnered multiple awards in 2-D animation at the event. The art faculty regularly organizes field trips to major museums in Los Angeles

and San Francisco, which any student, staff, or faculty member may attend. The art program cooperates with the English department to produce *Symmetry*, a student publication featuring art, poetry, short stories, and essays.

### History

In terms of facilities, a basic concern for the history program is access to classroom space during hours that will accommodate the largest possible range of students. In the case of Large Group Instruction (LGI) courses, instructors need to schedule their classes in rooms with a capacity for anywhere from 51 to 130 students. Enrollments in history courses at Reedley College generally mirror the ethnic and racial composition of the overall Reedley College student population.





## Music

The Music Department offers courses that lead to a music major as well as courses for the general education student. In addition, non-credit performance courses are offered for community members who wish to enjoy the active performance of music in a group setting. With the exception of Music 12, which is taught on satellite campuses by part-time personnel, all classes are taught on the Reedley College campus with one full-time instructor and additional adjunct faculty supporting the program. The Music Department uses state-of-the-art equipment in its piano lab. In the spring of 2008, the MIDI (Musical Instrument Digital Interface) Production Lab offered its first MIDI Music Production class with students sharing a computer.

## Political Science

The core courses (Political Science 2 and American Government) are offered at various times throughout the morning, afternoon, and evening, at various locations (Sanger and Selma), and on different

calendars (18-week, 9-week, 8-week summer, and 6-week summer). With increased use of the internet providing wider availability of current examples and increased media materials provided by publishing companies as supplementary instructor materials, increased efforts have been made to share information regarding online resources and new supplemental materials offered by the various publishing companies.

## Psychology

Psychology is the study of behavior—including human thought, emotion, and action—and the application of scientific knowledge to the solution of real-world problems. It includes a wide variety of topics, including perception, learning, memory, thinking, emotion, personality, social interaction, development, and abnormal behavior. Reedley College offers courses in general psychology, honors, social psychology, abnormal psychology, human sexuality and lifespan development. The core course (Psychology 2) is offered at various times throughout the instructional

day, at various locations, on different calendars (18-week, 9-week, 8-week summer, and 6-week summer), and in a variety of delivery modalities (traditional face-to-face and on-line).

In the psychology department program review, faculty expressed the following.

- Student exposure to many “pop psychologists” on television, often results in students entering a general psychology course with preconceptions about the subject matter. Shortly thereafter, they realize that the class may be completely different from their expectations and a situation is created where some students feel overwhelmed.
- The class may not match their expectations and may turn out to be more difficult than they thought and some are ill-prepared for a course with strong academic content.
- Low reading and writing skills are almost universally acknowledged as covariates with failure rates.

## **Philosophy**

The Philosophy Program at Reedley College offers instruction in all major subject areas of philosophy. This includes courses in metaphysics (theory of being), epistemology (theory of knowledge), logic, ethics, critical thinking, critical reasoning, world religions, and argumentative writing. The teaching of philosophy does not generally require the use of special facilities, equipment, or supplies. The Blackboard system is utilized by some members of the program to disseminate information and promote the ethic of self-reliance and self-instruction.

## **Physics**

The physics program at Reedley College is designed to prepare a student to transfer into science, mathematics and engineering majors at four-year universities of the student's choice. Students can complete their lower division survey physics courses here at Reedley College to prepare them for upper division major classes that have the physics coursework as a prerequisite.

Reedley College students that have completed the two and three semester physics sequences (Physics 2 and Physics 4, respectively) routinely transfer to Cal Poly, UC Merced, UC Berkeley, UC Davis, and Fresno State

## **Science and Technology**

The department offers courses for those pursuing an Associate of Science degree, or transferring to a four-year institution. The STEM grant has allowed the chemistry department to upgrade their analytical technology and the biology department to purchase equipment for DNA analysis. Both of these departments have waiting lists on all their major classes as students prepare to transfer into high demand fields such as nursing, forensics, and other medical fields.

## **Business**

Program areas within the business department include: Accounting, Business Administration, General Business, Information Systems and Office Technology. The Department also offers

courses for transfer and/or self improvement in the areas of Economics, Fashion Merchandising, Interior Design, Marketing, Hospitality and Vocational Work Experience. The computer lab utilization and infrastructure and the need for additional and upgraded facilities has been identified as a challenge for the Department in the future. The Entrepreneurial Pathways program is partnered with Fresno State University, the Lyles Center for Innovative and Entrepreneurship and local businesses, in establishing a curriculum to promote business development through individual entrepreneurship. The Office Technology area focuses on students looking for skills for entry level jobs. Curriculum concentrates on teaching secretarial skills that can help students find work in business or medical offices. Faculty indicated that these are cohort programs where students enter and progress through the programs as a group. This structure may limit enrollment and the department continually explores ways to

maintain the enrollment level for the program.

## **Health Sciences**

### **Child Development**

The Child Development department maintains partnerships with local businesses, communities and related agencies. Such partnerships allow for on-going and up-to-date information and industry standards. The Child Development Department provides students with multiple academic and career pathways allowing students to prepare for transfer to universities. Child Development students may begin their careers with as little as two full-time semesters or may continue to achieve certificates of achievement and/or an Associates Degree. Students in the Child Development department tend to range in age from 18 – 45 with many returning students or those entering college at a later age.

The Child Development Department recently completed a rigorous curriculum modification initiative to meet the requirements of the State of California Community Colleges Early Childhood Curriculum Alignment Project.

The Reedley College Child Development Center serves as a child care program for children of students and staff members as well as a teaching lab program for Child Development students. Students utilize the Child Development Center Lab to work directly with the children to apply practical experience that is learned in their instructional classrooms. A third portable structure is anticipated to expand the infant toddler lab and support the current preschool labs.

The Child Development Department is in the beginning stages of a self – study process to achieve NAEYC (National Association for the Education of Young Children) Accreditation. It expects to make the necessary modifications to the Child

Development Center to meet the high quality criteria of NAEYC Accreditation.

### **Dental Assisting**

The Dental Assisting program offers classes over a 10-month period. The student begins in the fall, continues on to the spring, and includes a four-week summer session. Students must pass with 70% (C) or better to continue on to the next semester. Students receive both theory and skills to enter the job market and the program articulates with the dental community to provide mandatory internship experiences of 300 hours, and assist in job placement in the surrounding areas.

Professionalism and teamwork, including work ethics, job readiness, resume writing and responsibility on the job are promoted through a wide variety of classroom, laboratory and clinical studies.

Upon completion of all three semesters, the student receives a Certificate of Achievement. Each student receives the State of California Radiology Certificate and

Coronal Polish Certificate, after successful completion of the course and licensing examination. All courses are approved by the Dental Board of California, Committee on Dental Auxiliaries.

### **Athletics / Physical Education**

Intercollegiate athletics are available to students who wish to participate. Women's intercollegiate sports include volleyball, basketball, softball, tennis, track and field and golf. Men's sports include football, basketball, baseball, tennis, golf and track and field. A wide range of physical education activities and courses are offered with facilities to support the curriculum. The surrounding community also benefits from the athletic facilities, scheduled classes and summer camps offered at the College. The swimming pool, track, gym and weight room are utilized at a very high rate and maintenance and improvement of these facilities will be critical in the future.

### **Math, Engineering and Computer Science**

The math, engineering and computer science department offers courses for those pursuing a certificate or Associate Degree or for transfer to a four-year institution. Math courses serve students at very different levels, ranging from developmental arithmetic courses to advanced math courses for students of math, engineering, or the sciences. The engineering program offers students the chance to complete their lower division requirements in engineering, math and science, in preparation for transfer to a four-year university. The computer science program provides the prerequisite classes to prepare students for the computer science major and supports engineering and mathematics students satisfy their requirements for programming.

As part of the STEM grant, a new Math Study Center has been developed to assist students in a wide range of courses. Successful completion of math coursework is a main focus of the grant. A measureable

outcome will be an increase in success rates for students in algebra, trigonometry, and pre-calculus. Students cannot participate in other fields such as science, engineering or computer science without math. The math center has been widely used during its first two semesters. Student participation in the center is growing rapidly, which we believe will translate into increased participation in other STEM fields.

Faculty offered the following feedback to the consulting team.

- Although the enrollment numbers for engineering classes are relatively low, it is important to note that engineering students make up a significant portion of the enrollments in other programs, especially math and science. The calculus series, the calculus-based physics series, computer programming and courses in chemistry are often filled with many engineering students. This program is important to the college in order to offer a full array of courses in many programs.
- All three programs offer courses in online and hybrid formats in order to

improve access to these courses and to reach out to students at other campuses.

- Basic skills have been stressed and success has improved.
- New use of alternative calendars to accommodate ‘course sequences’ has helped students achieve their educational goals more efficiently.
- One big challenge is to find qualified instructors for classes at the satellite locations in Sanger, Selma and Kingsburg.

### **Computer Science**

The computer science program at Reedley College provides students in the Reedley service area and its vicinity opportunities to pursue a career in the exciting computer science field. The program allows students to explore the possibility of majoring in computer science and provides the prerequisite classes to prepare students for the computer science major. The program also supports engineering and mathematic major students to satisfy their requirements in programming. The Computer science

program offers online and distance-learning classes as a way to reach out to students at other campuses.

### **Engineering**

The engineering program at Reedley College is designed to prepare a student to transfer in any field of engineering to a four-year university of his/her choosing. Students can complete their lower division coursework in engineering, math, computer science, physics, chemistry, and other subjects. A student prepared to enter calculus can finish lower division requirements in math, science, and core engineering courses in two years and be prepared to transfer to a university as a junior. Engineering students successfully transfer to Cal Poly, UC Merced, UC Berkeley, UC Davis, and Fresno State.

### **Online Instruction**

The Reedley College Online Program is a significant element of the college’s instructional program, comprising nearly 10% of the total college enrollment. Offering students access to courses

regardless of limitations imposed by lack of transportation or schedule conflicts, the online program has grown in ten years time from one or two sections to 45 sections each semester with courses drawn from all three divisions of the college. Some online courses require a few on-campus face-to-face meetings, but many courses are conducted entirely online.

The two primary software packages for delivery of course content—Blackboard (course management system) and Tegrity (lecture/screen capture technology)—are used in both online and face-to-face contexts, so students encounter the same technology regardless of their academic environment.

The college is currently two courses away from being able to offer an entirely online degree, and it is hoped that those final two courses (POLY SCI 1 and a PE requirement) will be offered online in the next two years.



### Enrollment Trends by Division

The following table illustrates the enrollment trends for Reedley College from 2004 to 2008. The enrollment totals are given for each division during the fall semesters for the past five years. In the table, the raw data is shown including the net change over the view period.

REEDLEY COLLEGE ENROLLMENT PROFILE BY DIVISION						
DIVISION	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	TOTAL CHANGE
A	4,024	4,016	3,932	4,008	4,378	8.8%
B	3,637	3,594	3,523	3,682	4,228	16.2%
C	1,867	1,959	1,838	2,010	1,970	5.5%
D	277	363	82	73	55	-80.1%
E	564	525	1,118	857	927	64.4%
F	113	114	133	120	127	12.4%
<b>College Totals</b>	<b>5,701</b>	<b>5,733</b>	<b>5,698</b>	<b>5,926</b>	<b>6,458</b>	<b>13.3%</b>

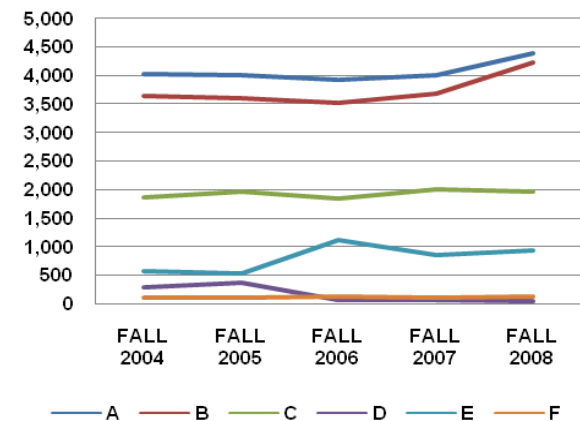
Source: State Center Community College District Office of Institutional Research; Analysis by Maas Companies

Following this section is a table that lists all subjects at the College by Division.

The College experienced an overall change in enrollments of 13.3% over this time period. Division E experienced a significantly higher growth rate, 64.4%, than the overall college during this same time period. Division B reported a slightly higher enrollment growth, 16.2%, than the College.

Division A, was slightly below the growth rate of the overall College with an 8.8% increase in enrollments. Division C, was significantly below the College growth rate reporting an increase of 5.5%. Finally, Division D reported the only decrease in enrollment over this time period with a loss of 80.1% of enrollments.

REEDLEY COLLEGE ENROLLMENTS BY DIVISION 2004-2008



### Retention Rate Trends by Division

The following chart reports the retention rates for each division at the College from fall 2004 to fall 2008. Divisions A, B and C have maintained fairly consistent retention rates over this time period. Division D has shown significant increases in retention rates since 2004 and as of fall 2008 has increased retention rates by 9.5 percentage points. Division E has seen slight fluctuations with a general decline in retention rates over this time period. Finally, Division F has seen

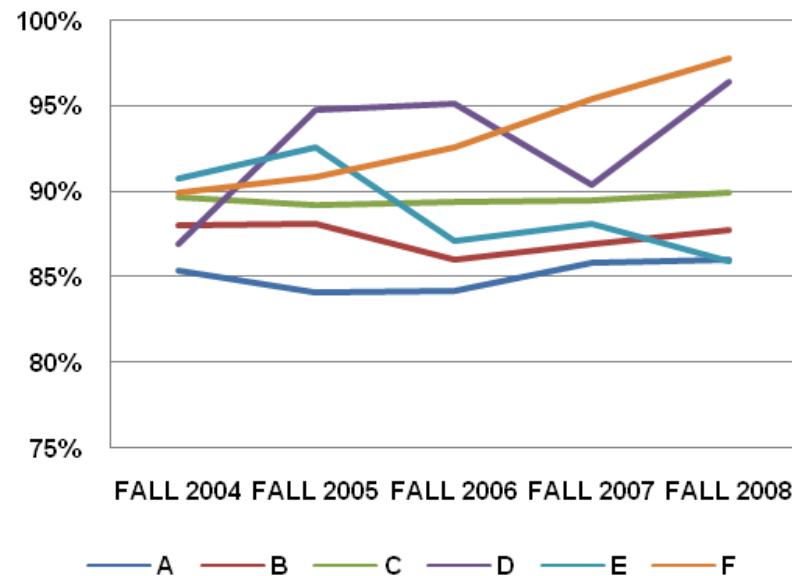
consistent increases in retention rates from 2004 to 2008 and reports an overall increase of 7.9 percentage points.

The table shows the raw data, illustrated in the chart.

REEDLEY COLLEGE RETENTION RATE BY DIVISION					
DIVISION	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008
A	85.4%	84.1%	84.2%	85.8%	86.0%
B	88.0%	88.1%	86.0%	86.9%	87.7%
C	89.6%	89.2%	89.4%	89.5%	89.9%
D	86.9%	94.8%	95.1%	90.4%	96.4%
E	90.8%	92.6%	87.1%	88.1%	85.9%
F	89.9%	90.8%	92.6%	95.4%	97.8%

Source: State Center Community College Office of Institutional Research

**REEDLEY COLLEGE  
RETENTION RATES BY DIVISION 2004-2008**



REEDLEY COLLEGE SUBJECTS BY DIVISION			
<b>DIVISION A</b>			
American Indian Studies	ESL	Linguistics	Reading, Speech, Foreign Language
Anthropology	Film	Music	Sociology
Art	French	Philosophy	Spanish
American Sign Language	German	Photo	Speech
Criminology	History	Political Science	Special Studies
English	Journalism	Psychology	
<b>DIVISION B</b>			
Biology	Dental Assisting	Geology	Physical Education
CNA	Education	Health Science	Physical Education/Health Science
Child Development	Engineering	Licensed Vocational Nursing	Physics
Chemistry	Foods and Nutrition	Math	Science
Computer Science	Geography	Nursing Assistant Training	Special Studies
<b>DIVISION C</b>			
Accounting	Business Administration	Ground and Flight	Natural Resources
Aviation Maintenance Tech.	Business	Fashion Merchandising	Office Technology
Agriculture	Cooperative Work Exp.	Information Systems	Plant Science
Agriculture and Natural Resources	Decision Sciences	Mechanized Agriculture	Real Estate
Animal Science	Economics	Manufacturing Technology	Special Studies
Automotive Technology	Environmental Horticulture	Marketing	Statistics
<b>DIVISION D</b>			
Special Studies			
<b>DIVISION E</b>			
Guidance Studies			
<b>DIVISION F</b>			
Developmental Services			

## STUDENT SUPPORT SERVICES AND ORGANIZATIONS

### Academic Senate

The Academic Senate is the organization on campus that represents faculty in the formation of policy in “Academic and Professional Matters”. Some of the Senate’s roles are listed here:

- Curriculum matters, including establishing prerequisites and placing courses within disciplines.
- Degree & certificate requirements.
- Grading policies
- Development of educational programs.
- Standards or policies regarding student preparation and success.
- District and college governance structures, as related to faculty roles.
- Faculty roles in accreditation processes.
- Policies for faculty professional development activities.

- Process for program review.
- Processes for institutional planning and budget development
- Other matters as agreed upon between the governing board and academic senate.
- The Senate facilitates communication among the faculty, the college and district administration, the students, and the Board of Trustees.
- The Senate strives to promote the development and maintenance of teaching excellence within the framework of academic freedom, professional responsibility, and ethics.

Faculty pointed out a few of the unique programs featured at the College. These include Aviation Maintenance Technology, Agriculture and Natural Resources and Agricultural Mechanics. They also mentioned a need for improving the process for new program development across the College and centers.

### Admissions & Records

The Reedley College Admissions and Records Office assists students with admission, registration, permanent record keeping and graduation process. The office ensures that students are accurately enrolled in each semester’s classes and is responsible for accurately processing grades for these classes.

During the fall 2009 semester, the Admissions and Records Office was expanded to include a new web room containing ten student stations. The web room allows students to access all online student services at the College.

### **Associated Student Body**

The student activities office provides learning, leadership and service opportunities for the students at Reedley College. The Associated Student Body works to recruit, assist and retain students for involvement in campus clubs, organizations, multi-cultural activities and student government opportunities. It was noted by the Associated Student Body that the addition of a Student Center would provide a venue to support student recruitment as well as a gathering place for campus-wide activities.

### **Classified Senate**

Reedley College has approximately 180 classified staff members. Suggestions received from classified staff included:

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

- The College needs a Facilities Master Plan.

### **CalWORKs Program**

CalWORKs stands for California Work Opportunities and Responsibility to Kids. Anyone who is receiving financial aid from a county welfare department may be eligible. The CalWORKs Program provides academic counseling, employment training, career counseling, child care, work study, and work experience. Each week students must participate in 32 hours of learning and work activities.

### **Child Development Center**

The Child Development Center offers care for children of students and staff members. Priority is given to full-time students. The center serves children aged 6 weeks – 6 years. There are three classrooms for children; Infants aged 6 weeks – 17 months, Toddlers aged 18 months to 30 months, and Preschoolers aged 2.5 years to 6 years. The center meets the needs of students by

providing quality care from 8:00 am – 4:00 pm daily.

### **Counseling**

The counseling services offered to students within the Counseling Center include the following.

- Honors Counseling
- Fifteen Percent Counseling
- The Madera Center College Advantage Program (MCCAP)
- Veterans Counseling
- Online Counseling
- Transfer Center
- Career, Orientation and Reentry Services



Counseling services are also provided for students involved in special programs, such as EOP&S, DSP&S, and CalWORKs. The Department has also developed new courses and programs for new and continuing students. For new students graduating from high school, a two week summer bridge program was offered at the beginning and end of summer to accommodate the various student schedules.

To strengthen retention and persistence for freshmen, courses focusing on “The First Year Experience” are offered in the fall and spring semesters. College and Life-skills Management, and First Year Orientation were developed to reach students from remedial to degree applicable reading and writing levels.

An “Early Alert” program has been developed to identify those students experiencing academic difficulties during the third and sixth weeks of instruction. Students identified by instructors are sent a letter addressing the need for them to see a



counselor. Identified issues are covered during the counseling appointment and feedback is sent back to the instructor with recommendations.

With the increased offering of online courses and information, the counseling department has expanded its online counseling services. Online counseling with immediate response is available for students during designated hours.

Staff communicated the following suggestions:

- Additional space is needed overall and particularly for adjuncts.
- The College should add more course offerings at the Dinuba Vocational Center.
- The College should add more online course offerings.
- It would be great if each student could be assigned a counselor instead of the current system of seeing whoever is on duty and available.

### **Disabled Students Programs and Services (DSP&S)**

Disabled Students Programs and Services provide specialized counseling, support services, and resources to students with temporary or permanent disabilities. Staff specialists interact with all areas within the campus in an attempt to eliminate physical, academic and attitudinal barriers. The following are services provided at Reedley College.

- Adaptive computer equipment is available in the High Tech Center, which is located in the Disabled Students Programs and Services Building. Training, assistance, and resource information in the use of adaptive computer technology and assistive software programs for students with disabilities are available.
- Disabled Students Programs and Services (DSP&S) at Reedley College offers a wide range of classes developed specifically for students with a disability. These courses are offered for non-degree applicable credit under Developmental Services.
- Reedley College's Workability III (WA III) program assists students with disabilities in pre-vocational services, employability skills, and employment development/placement.
- The Student Support Services Program is a 100% federally funded TRIO Program. It is designed to provide enrichment services that will alleviate the educational and social barriers, which prevent students with disabilities from succeeding at the post-secondary level. Through the delivery of comprehensive academic, social, and personal services, the Student Support Services Program will promote and increase the retention and transfer rates of Reedley College's students with disabilities.

### **EOPS (Extended Opportunity Programs and Services)**

Since 1972, the EOPS department has served the diverse and unique community of Reedley College. Some of the programs and services initiated by EOPS have been adopted by other student support services. These include the development of student educational plans, progress monitoring, tutorial services, student of note recognition at graduation, and many other innovative student support services practices.

EOPS serves the most at-risk, full time student population at Reedley College and the Madera Center. The population tends to be first generation, low-income, single parent households and/or a commuter student. The staff of the EOPS program reports concerns for the program due to the categorical budget cuts for the 2009-1010 and potential cuts for 2010-2011.

#### **Financial Aid**

The Reedley College Financial Aid Office offers programs and services to prospective, current and former students. Financial assistance is offered through federal grants and loans, state grants, Veteran's benefits and various scholarships.

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

The staff of the Financial Aid Office report that the current configuration of the space they occupy makes confidentiality difficult to provide for the students at Reedley College. There is not an area for students to meet privately to discuss their personal situations, academic issues, grades and income.

#### **Food Services**

The campus cafeteria provides food in pleasant surroundings to staff and students. Meals and snacks are available throughout the day. Meal plans are available to students.

#### **Health Services**

Health Services provides nursing assessment for ill or injured students. Students may be referred to local medical providers for further care at reasonable costs. Insurance information is also available to students and their families.

The Health Services staff at Reedley College express the need for additional technology to increase the services they are able to provide to the College.

#### **Library - Learning Resources Center**

The role of the Reedley College Library is to support the learning experience for students and instructors. The new library and learning resource center includes a remodeled library, an expanded computer lab and is the new home of the Tutorial Center. An open computer lab is also available in the library for all students. Computers are loaded with software needed for classes and general computer applications.

#### **Psychological Services**

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

### Public Information/Public Relations

The Public Information/Public Relations Office provides on and off-campus public relations, marketing and promotion for the college. All advertising, media relations and sports information are the responsibility of the Public Information Office. Brochures, class schedules, the college catalog, press releases, videos, sports programs, the college Web site and the quarterly campus newsletter, “Currents”, are all produced by the Public Information Office.

### Student Services

The Student Services building is currently located in what was the original campus library. The student services staff reports a need for the building to be remodeled/reconfigured to better meet the needs of the students at Reedley College. The staff also feel that the addition of a Career/Job Placement Center would serve to meet the needs of the campus population.

### Technology

Reedley College has over 1,000 computers available to students, staff and faculty. The Reedley College campus has many student computer labs. The main “open access” lab is housed in the Library with 90 computer stations. The other labs support specific

programs at Reedley. Some of the programs with computer labs include, but are not limited to, forestry, science, math, dental, English, ESL, art, graphics, and music. The software available in the labs is standard Microsoft Office 2007 along with specialized programs to support specific disciplines. The



majority of classrooms are technology enabled with computers, projectors and video capability. Of the over 1000 computers available, approximately 300—along with over 90 printers—are dedicated for staff and faculty use.

### **Tutorial Services**

The Tutorial Center offers free individual and small-group tutoring to all currently enrolled Reedley College students. Tutoring is available in most classes. A staff of qualified and trained student tutors assist students with subject comprehension, test preparation, and study skills development.

Reedley College believes that the rate of student success needs to be improved. The College offers a range of support services to help students address academic difficulties. The Tutorial, Writing and Math Study Centers provide opportunities to help the students at the College increase their success. The success of these centers is evident in the higher success rates of the students that utilize them. According to the

College, students receiving tutoring average a success rate 12.3% higher than the average Reedley College student. For those students receiving at least fifteen hours of tutoring over the course of a semester, the success rate averages 25.4% higher than the average Reedley College student.

### **Sequoia Residence Hall**

The fall 2009 semester was the 40<sup>th</sup> year of on-campus student housing with a newly constructed Residence Hall scheduled to be opened this year. Reedley College is one of only nine California community colleges that offer on-campus housing to its student population.

The hall is a two story, air conditioned facility with separate accommodations for men and women and has rooms that are accessible for students with physical disabilities. The Residence Hall program is an auxiliary program of the Student Services Division and receives no funding from the District. Supervision of the Residence Hall

comes under the office of the Vice-President of Student Services.

The current Residence Hall provides low cost, on-campus housing for 180 students and will be replaced by a new 140 student facility. As a zero base enterprise, estimates of expenses and any anticipated revenues, through summer camps, vending and office space rental are calculated and a rental rate is presented to the Board of Trustees for each academic/fiscal year. The current cost per student to live at the Residence Hall is \$1400 per academic year, with each room housing two students.

### **Math Center**

STEM Math Study Center

As part of the STEM grant, a new Math Study Center has been developed to assist students in a wide range of math courses. Successful completion of math coursework is a main focus of the grant.



The math study center provides students with:

- help with homework for all levels of math courses
- help with online math assignments
- review for tests in their math courses
- workshops on specific topics in arithmetic and algebra.

The center is unique in that it is staffed by mathematics faculty and peer tutors. Peer tutors receive training and are paid for their time. The center is available for drop-in help or as a place for a study group to meet. For students requiring a more focused approach to tutoring, Math Assistance, a one-unit credit class, is available.

### **Writing Center and Writing Center Online**

The writing center:

- Helps students become more confident and skilled writers.
- Creates a student-centered environment that focuses on the ideas of the writer.
- Offers students resources for all of their writing needs.

The online writing center allows students to receive support on their writing assignment via the internet. The center offers some instruction by podcast and offers online tutoring. Embedded tutoring is a program where students, after completing a course, receive tutor training and become tutors to fellow students. For this, the students are paid for their time. This program is paid for through the Basic Skills Initiative. One of the most popular and beneficial offerings is the Center's group tutoring. This is closely followed by walk-in tutoring.

Writing center staff expressed the following opinions:

- Some lab equipment is out of date.
- The College needs to offer better training for instructors and students for online learning.

### **SPECIAL PROGRAMS**

#### **Student-Athlete Retention Program**

##### **(S.A.R.P.)**

The Reedley College athletic teams have an athlete retention program called the Student-Athlete Retention Program or S.A.R.P. The S.A.R.P. was established to monitor the academic progress of each student-athlete and to prepare each student-athlete for transfer to a four-year institution both academically and athletically. All student-athletes must participate in this program while they are members of any Reedley College athletic team.

## Program of Instruction

### OVERVIEW

In order to forecast the future program of instruction and future space needs at the College, it is necessary to identify a starting point. This point, or baseline, is the fall 2008 semester. Fall semesters are used by the State Chancellor’s Office for various facilities planning functions, therefore, a fall semester is used in this Plan.

The consulting team analyzed the program of instruction in several ways utilizing a variety of metrics. That analysis is covered in the following sections.

*Note: As mentioned previously, for the purposes of this Plan, wherever possible, the North Centers have been excluded from all curriculum data.*

### BASELINE CURRICULUM

A summary of the fall 2008 semester at Reedley College is provided in the table.

REEDLEY COLLEGE PROGRAM OF INSTRUCTION SUMMARY FALL 2008	
CLASS SECTIONS	719
WSCH	73,381
AVERAGE SECTION SIZE	26.4
FTES (SEMESTER)	2,446
FTEF	181.0
HEADCOUNT UNDUPLICATED	6,458

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

1. It assessed the current condition at the College from a curricular perspective; and

2. It provided a foundation from which the future programs of instruction could be projected.

### The Baseline Program of Instruction by College Department

The fall 2008 program of instruction for Reedley College is characterized by the following summary data.

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

REEDLEY COLLEGE - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
Accounting	6	154	25.7	729	24.3	1.8	407.3	69%	31%
Aeronautics	2	50	25.0	1,500	50.0	5.0	302.4	50%	50%
Agriculture	11	285	25.9	649	21.6	2.2	301.9	38%	63%
Animal Science	5	114	22.8	451	15.0	1.2	369.7	32%	68%
Art	31	507	16.4	2,343	78.1	6.0	388.6	41%	59%
American Sign Language	5	94	18.8	363	12.1	1.4	268.9	100%	0%
Auto Technology	2	75	37.5	1,845	61.5	4.0	467.1	36%	64%
Business Administration	15	394	26.3	1,226	40.9	3.0	408.7	79%	21%
Biology	26	652	25.1	3,754	125.1	7.4	505.9	51%	49%
Child Development	28	902	32.2	2,028	67.6	4.8	423.4	61%	39%
Chemistry	10	212	21.2	1,510	50.3	3.2	471.9	46%	54%
Cooperative Work Exper.	6	252	42.0	672	22.4	1.9	353.7	0%	100%
Counseling	21	504	24.0	809	27.0	2.6	316.0	78%	22%
Criminal Justice	9	333	37.0	962	32.1	1.9	514.4	100%	0%
Computer Science	1	9	9.0	45	1.5	0.3	150.0	60%	40%
Dental Assisting	1	35	35.0	1,155	38.5	3.3	345.8	52%	48%
Developmental Services	12	230	19.2	865	28.8	2.6	331.4	34%	66%
Decision Sciences	1	29	29.0	60	2.0	0.2	300.0	100%	0%
Economics	5	165	33.0	484	16.1	1.0	484.0	100%	0%
Education	2	71	35.5	93	3.1	0.3	357.7	40%	60%
Environmental Horticulture	5	90	18.0	301	10.0	0.9	323.7	29%	71%
English	105	2,368	22.6	11,010	367.0	28.4	387.8	93%	7%
Engineering	4	44	11.0	113	3.8	0.4	282.5	86%	14%
ESL	22	300	13.6	2,083	69.4	8.6	241.1	74%	26%
Film	1	97	97.0	291	9.7	0.3	909.4	100%	0%
Food & Nutrition	8	302	37.8	892	29.7	1.8	492.8	100%	0%
French	1	24	24.0	105	3.5	0.3	350.0	60%	40%
Geography	9	331	36.8	1,000	33.3	1.8	543.5	100%	0%

REEDLEY COLLEGE - BASELINE CURRICULUM FALL 2008									
SUBJECT	SEC	ENR	ENR/ SEC	WSCH	SEM FTES	FTEF	WSCH/ FTEF	LEC HRS	LAB HRS
Geology	1	10	10.0	62	2.1	0.4	177.1	50%	50%
German	1	12	12.0	35	1.2	0.3	116.7	60%	40%
History	11	479	43.5	1,626	54.2	2.7	597.8	100%	0%
Health Science	19	695	36.6	2,095	69.8	4.8	438.3	80%	20%
Information Systems	20	393	19.7	2,129	71.0	4.9	434.5	75%	25%
Interdisciplinary Studies	2	613	306.5	492	16.4	0.2	2,460.0	0%	100%
Journalism	3	47	15.7	188	6.3	0.5	417.8	40%	60%
Linguistics	1	28	28.0	81	2.7	0.2	405.0	100%	0%
Library Technology	2	83	41.5	105	3.5	0.3	403.8	0%	100%
Mechanized Agriculture	6	165	27.5	1,888	62.9	4.3	441.1	48%	52%
Math	64	2,030	31.7	9,011	300.4	18.9	477.5	99%	1%
Manufacturing	14	238	17.0	1,551	51.7	4.2	372.8	35%	65%
Marketing	1	19	19.0	57	1.9	0.2	285.0	100%	0%
Music	29	412	14.2	1,167	38.9	3.7	313.7	53%	47%
Nursing Assistant Training	2	33	16.5	401	13.4	1.0	417.7	46%	54%
Natural Resources	17	507	29.8	1,628	54.3	3.5	461.2	37%	63%
Office Technology	26	552	21.2	1,116	37.2	3.2	347.7	73%	27%
Physical Education	59	1,462	24.8	3,787	126.2	11.3	334.2	4%	96%
Philosophy	4	83	20.8	245	8.2	0.8	306.3	100%	0%
Photo	1	21	21.0	63	2.1	0.2	315.0	100%	0%
Physics	3	49	16.3	264	8.8	1.0	253.8	65%	35%
Plant Science	4	128	32.0	249	8.3	0.8	319.2	36%	64%
Political Science	8	345	43.1	1,008	33.6	1.7	592.9	100%	0%
Psychology	14	572	40.9	1,592	53.1	3.0	534.2	100%	0%
Science	2	50	25.0	235	7.8	0.6	391.7	60%	40%
Sociology	8	410	51.3	1,220	40.7	1.8	670.3	100%	0%
Spanish	11	181	16.5	1,066	35.5	3.2	332.1	69%	31%
Speech	28	629	22.5	2,274	75.8	6.1	373.4	100%	0%
Statistics	3	109	36.3	408	13.6	0.8	503.7	100%	0%
<b>Total</b>	<b>719</b>	<b>18,978 (DUPLICATED)</b>	<b>26.4</b>	<b>73,381</b>	<b>2,446.0</b>	<b>181.0</b>	<b>405.5</b>	<b>70%</b>	<b>30%</b>

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

### The Baseline Program of Instruction by TOP Code

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

The following table provides the TOP Code for each subject at the College.

REEDLEY COLLEGE – TOP CODES BY SUBJECT			
Subject	Top Code	Subject	Top Code
Accounting	0500	German	1100
Aeronautics	0900	History	2200
Agriculture	0100	Health Science	1200
Animal Science	0100	Information Systems	0700
Art	1000	Interdisciplinary Studies	4900
American Sign Language	0800	Journalism	0600
Auto Technology	0900	Linguistics	4900
Business Administration	0900	Library Technology	1600
Biology	0400	Mechanized Agriculture	0100
Child Development	1300	Math	1700
Chemistry	1900	Manufacturing	0900
Cooperative Work Experience	4900	Marketing	0500
Counseling	4900	Music	1000
Criminal Justice	2100	Nursing Assistant Training	1200
Computer Science	0700	Natural Resources	0100
Dental Assisting	1200	Office Technology	0500
Developmental Services	4900	Physical Education	0800
Decision Sciences	0700	Philosophy	2200
Economics	2200	Photo	1000
Education	0800	Physics	1900
Environmental Horticulture	0100	Plant Science	0100
English	1500	Political Science	2200
Engineering	0900	Psychology	2000
ESL	4900	Science	1900
Film	1000	Sociology	2200
Food & Nutrition	1200	Spanish	1100
French	1100	Speech	0600
Geography	1900	Statistics	1700
Geology	1900		

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



The following table shows the Reedley College program of instruction for the fall 2008 semester organized by TOP Code.

REEDLEY COLLEGE - PROGRAM OF INSTRUCTION BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2008										
TOP CODE	SEC	ENR	ENR/SEC	WSCH	SEM FTES	FTEF	WSCH/FTEF	LEC HRS	LAB HRS	
0100	Agriculture & Natural Resources	48	1,289	26.9	5,166	172.2	12.9	400.8	40%	60%
0400	Biological Science	26	652	25.1	3,754	125.1	7.4	505.9	51%	49%
0500	Business & Management	48	1,119	23.3	3,128	104.3	8.2	381.5	72%	28%
0600	Communications	31	676	21.8	2,462	82.1	6.5	376.5	96%	4%
0700	Information Technology	22	431	19.6	2,234	74.5	5.4	413.7	75%	25%
0800	Education	66	1,627	24.7	4,243	141.4	12.9	327.9	13%	87%
0900	Engineering & Industrial Tech.	22	407	18.5	5,009	167.0	13.5	371.9	48%	52%
1000	Fine & Applied Arts	62	1,037	16.7	3,864	128.8	10.3	376.2	50%	50%
1100	Foreign Language	13	217	16.7	1,206	40.2	3.8	316.5	68%	32%
1200	Health	30	1,065	35.5	4,543	151.4	10.9	417.2	74%	26%
1300	Family & Consumer Sci.	28	902	32.2	2,028	67.6	4.8	423.4	61%	39%
1500	Humanities	105	2,368	22.6	11,010	367.0	28.4	387.8	93%	7%
1600	Library Science	2	83	41.5	105	3.5	0.3	403.8	0%	100%
1700	Mathematics	67	2,139	31.9	9,419	314.0	19.7	478.6	99%	1%
1900	Physical Sciences	25	652	26.1	3,071	102.4	7.0	436.8	66%	34%
2000	Psychology	14	572	40.9	1,592	53.1	3.0	534.2	100%	0%
2100	Public & Protective Services	9	333	37.0	962	32.1	1.9	514.4	100%	0%
2200	Social Sciences	36	1,482	41.2	4,583	152.8	8.0	570.0	100%	0%
4900	Interdisciplinary Studies	65	1,927	29.6	5,002	166.7	16.1	310.5	51%	49%
	<b>Total</b>	<b>719</b>	<b>18,978</b>	<b>26.4</b>	<b>73,381</b>	<b>2,446.0</b>	<b>181.0</b>	<b>405.5</b>	<b>70%</b>	<b>30%</b>

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

## ENROLLMENT MANAGEMENT ANALYSIS

### Overview

In the previous section of the Plan, the curriculum from the fall 2008 semester was used as the benchmark for analysis. Several important metrics were examined and analyzed. The most important of these are:

- WSCH/SEC- weekly student contact hours per section.
- WSCH/FTEF (sometimes referred to as WSCH/LOAD) - weekly student contact hours per full-time equivalent faculty load.
- ENR/SEC – enrollments per section (i.e., the average class size). This is a primary driver for the previous two measures.

The consulting team did not compare one subject at the College to another, rather, each subject was compared to the same subject at a group of other California community colleges from the Maas Database.

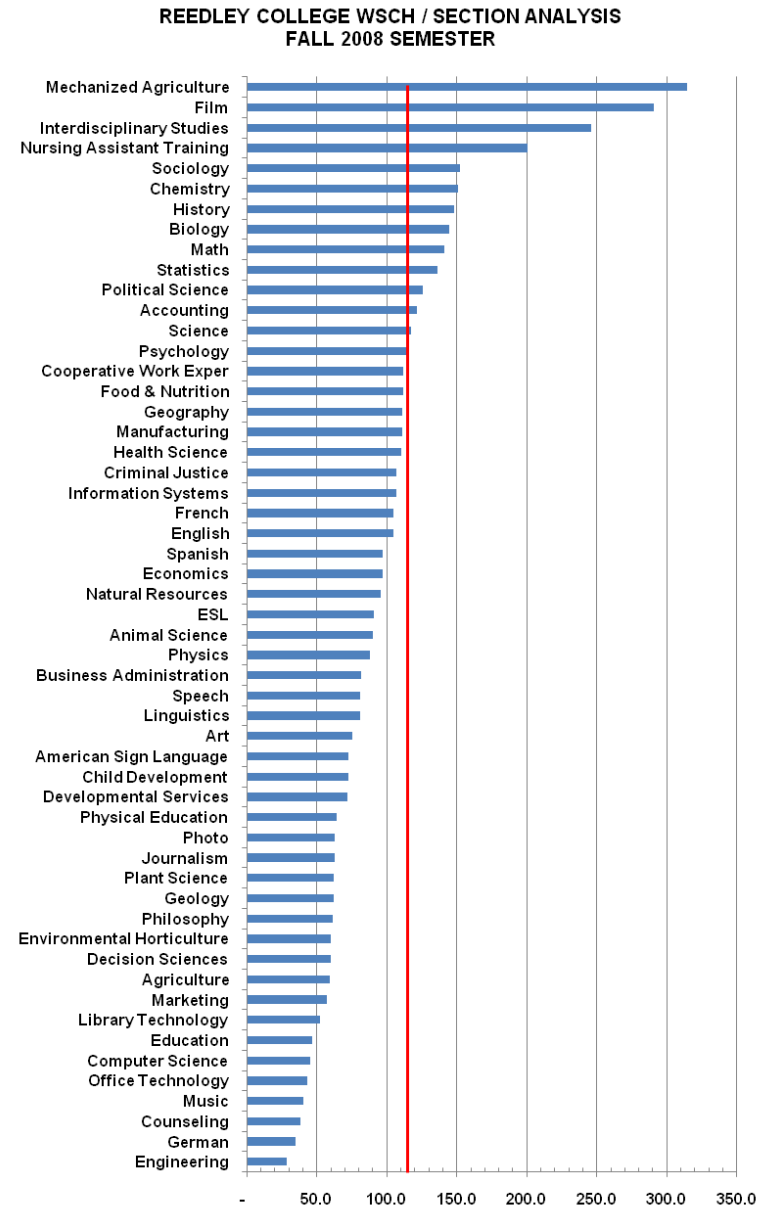


WSCH per Section Analysis

WSCH per section measures how many weekly student contact hours are generated by class section. This statistic is most useful for comparing similar programs between colleges rather than different programs within the college. Some programs (such as nursing, dental hygiene, child development, and disabled student services) have fixed or limited enrollments due to accreditation bodies or other outside entities.

The accompanying chart shows the College departments in declining order by WSCH per section<sup>2</sup>. In total, Reedley College generated 102.1 WSCH per section in the fall 2008 semester. This is low compared to the other community colleges in the State. From the Maas Database, an average of 18 California community colleges revealed an average of 115 WSCH /section. The red line

on the graph shows this level of WSCH per section. Reedley College's low average class size of 26.4 during the fall 2008 semester was the principal driver for the lower than average generation of WSCH per section. The projections for the future program of instruction call for the College to attain a WSCH per section level of 115 by 2015.



<sup>2</sup> Three subjects with very high WSCH/SEC levels have been omitted from the graph to avoid distorting the scale. These are dental assisting (1,155), auto technology (922.5) and aeronautics (750.0).

### WSCH per FTEF Analysis

WSCH per FTEF (full-time equivalent faculty) is another important measure of how efficiently the College is delivering the program of instruction. As stated previously, these measures are not used to compare one program with another at the College. Rather, each program was analyzed in relation to similar programs at other California community colleges. Additionally, the College as a whole was examined relative to other colleges.

For the fall 2008 semester, Reedley College generated 405.5 WSCH per FTEF, 23% below the State Chancellor’s Office target of 525. The graph shows the subjects of the College is descending order by WSCH/FTEF<sup>3</sup>. The vertical dashed line shows the average WSCH/FTEF for the

<sup>3</sup> Two subjects with very high WSCH/FTEF levels have been omitted from this graph to avoid distorting the scale. These are interdisciplinary studies (1,641) and film (1,425).

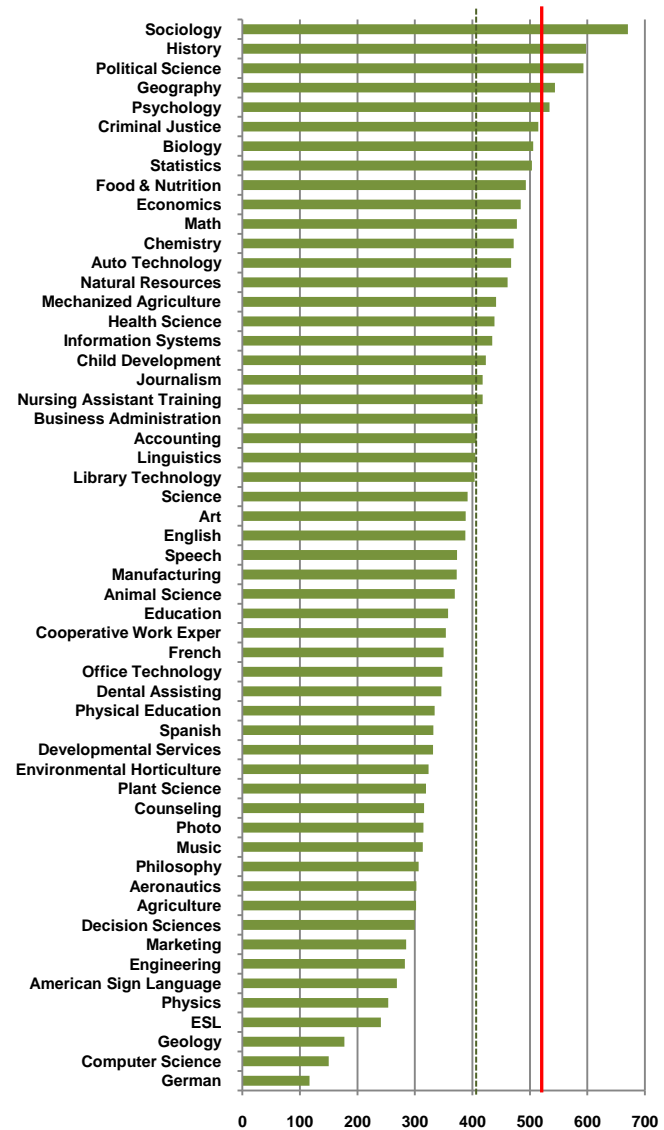
College, and the vertical red line shows the Chancellor’s Office target of 525.

It is not realistic for all programs at the College to reach or exceed the 525 WSCH per FTEF target. Rather, some programs (and some sections) will exceed the target balancing out those that do not. It is realistic for the College as a whole to reach the 525 target over time.

### Analysis

Currently, the College is generating 102.1 WSCH per section as compared with the average for California community colleges of 116. This means the College should be able to offer the same curriculum to the same number of students, with 81 fewer class sections. Said another way, the average class size at Reedley College is too small. In

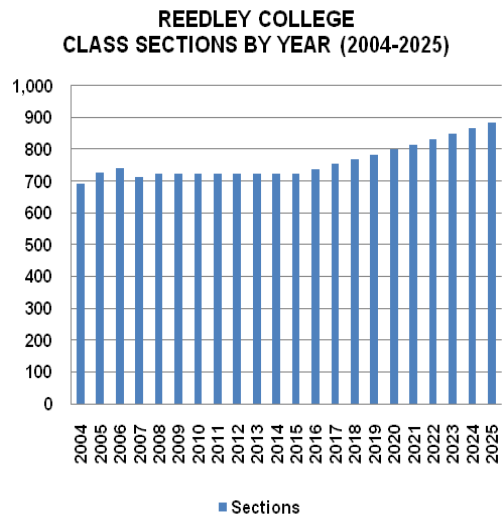
REEDLEY COLLEGE WSCH / FTEF ANALYSIS  
FALL 2008 SEMESTER



the fall 2008 semester, the average section size was 26.4 students. The College should be able to achieve an average class size of around 30 or 31 students.

This does not mean that the College should have 30 students in every class. Some disciplines will (and should) average 40+ students. Others will have fewer students. The objective is to get the average up to this target.

Instead of reducing sections at the College to achieve this goal, it is recommended that total sections at the College be held steady until WSCH reaches 82,639 – the level expected in or around the year 2014. This will allow the College to “grow into” the current number of sections. Over this time period, sections for some subjects may increase, others may decrease, but college-wide, total sections offered should remain steady. The graph shows section growth from 2004 through 2025. This plan does not involve staff reductions.



**ENROLLMENT MANAGEMENT PLAN**

As mentioned earlier, the forecast in this Plan is not intended to dictate curricular content. Rather, it is a roadmap for how to achieve higher efficiency to keep the College in a healthy financial and educational position. It is suggested that the College perform an annual review to measure outcomes versus targets. These targets should be adjusted taking into account internal factors such as (but not limited to):

- census, midterm, and end-of-term enrollment trends,

- student success,
- retention trends,
- persistence trends,
- room capacity, and
- student demand,

as well as external factors, including (but not limited to):

- statutory and regulatory changes,
- the state and local economy, and
- employment prospects.

These adjustments should be made within the context of the overall enrollment management program. Financially, it is critical that Reedley College improve its overall enrollment per section ratio to a minimum of 30.0 by 2015 and 32.0 by 2025. This enrollment management plan provides the opportunity for the faculty and administration to adjust on a program-by-program basis so as to achieve the recommended college-wide average. The key to success is the overall enrollment/section ratio.



### Expected Results

The enrollment management plan, if implemented, will reduce the number of sections needed in the year 2015 by approximately 92, without eliminating any course offerings. This translates to approximately \$2.3 Million per semester in reduced costs. This plan does not call for any reductions in staff or the elimination of any programs. The savings comes from the fact that fewer sections are offered and fewer additional adjunct instructors will be hired than would have otherwise been required.

### Positive Attendance

Another opportunity to increase WSCH generation and efficiency at the College (without increasing class sizes) is greater utilization of positive attendance. The College should expand its use of this strategy. This is where students in health occupations, public services, math, English/humanities, foreign languages and especially basic skills, utilize computer-based tutorial materials. These students can be enrolled in a course that tracks positive attendance in the computer labs and tutorial centers on campus.

**Example:** Approximately 2,000 students are enrolled in one or more math classes at the College. If half of those students spend two hours per week accessing tutorial materials on campus, and positive attendance is tracked, that would generate 2,000 additional WSCH (weekly student contact hours). That translates to 66.7 FTES or \$300,000 in additional revenue *per semester*.

The opportunity for capturing WSCH in this way in Basic Skills is probably much larger.

Currently, the College does offer some of these positive attendance courses but could greatly expand their use. This will help departments reach their enrollment management goals with more modest increases in class sizes for traditional, full-semester courses.

### Enrollment Management Recommendations

#### Overview

Reedley College can reach levels of productivity that meet or exceed state targets while maintaining educational excellence. Following, are a series of recommendations that will help the College accomplish this goal.

### Section Growth

- Class sections will be held steady at 719 until WSCH reaches 82,639.
- Over this time period, the College will “grow into” the number of sections offered.
- After 2015 sections will grow commensurate with WSCH growth.

### Enrollment Management Recommendations

Following are four recommendations regarding enrollment management at Reedley College.

1. Adopt college-wide section targets for 2015 and 2025.
2. Adopt department section targets for 2015 and 2025.
3. Deans, chairs and faculty collaborate to identify specific sections to be eliminated or consolidated.
4. Perform an annual review to measure outcomes versus targets and adjust individual section targets accordingly.

### Expected Results

If these targets are achieved, the following results can be expected:

- Enrollments and FTES will still grow by 2% annually (see the following section of the Plan for growth projections)
- College-wide average class size will increase by approximately 4.3 students by 2015
- Growth in staffing costs will be reduced by more than \$2.3 million per year through 2015.



## Future Capacities

### OVERVIEW

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

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

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

Any such forecast is subject to a large number of unknowns. Economic swings, both upward and downward, shifts in industry employment, State budget turmoil are just a few of the possibilities. Historically, most of these kinds of events

have proven cyclical. When looking at a long range forecast (17-years in this Plan) many of these cycles are likely to repeat two or three times. Additionally, the consulting team has considered history, looking at the cycles that have affected community colleges over the past 30 years. With all of this in mind, the following section examines the future capacities of Reedley College.

### CURRENT CURRICULUM

A profile of the current (fall 2008) program of instruction at Reedley College follows:

- Net Sections: 719
- WSCH 73,381
- FTES (Semester): 2,446
- FTEF: 181
- Headcount: 6,458

### GROWTH FORECAST

#### Internal and External Elements of the College

One of the primary drivers for determining future capacity is growth in the service area population, or, “natural growth”. The effective service area of the College (15-mile ring) is expected to see population growth of 2.35% over the next 5-10 years. This is nearly double the growth projected for the State of California (1.33%) or for the Nation (1.23%).

Over the next five years however, growth by age group in the college’s service area will be primarily in the 55-64 year old age segment. The 15-19 year old age segment, an important group when looking at future college students, will actually decrease (from 8.7% to 8.1%) of the service area population. In raw numbers, this age group will grow slightly. Therefore, the College will have to find creative ways and offer different programs to attract the students of the

future. Many of these future students will be older. Classes for retraining older workers should be considered.

**Participation Rate Analysis**

The student participation rate (SPR) for the College is defined as the number of persons attending the College per 1,000 inhabitants of the service area.

REEDLEY COLLEGE STUDENT PARTICIPATION RATE FALL 2008	
POP	199,382
ENR	6,458
SPR	32.4

In the fall of 2008, the College’s participation rate was 32.4, or, 32.4 of every 1,000 residents of the 15-mile service area of the College, attended at least one class. The statewide average for student participation is 37.

**Weekly Student Contact Hours (WSCH)**

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

**FUTURE PROGRAM OF INSTRUCTION**

**Overview**

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

Taking into account all of the planning elements, the consulting team projects credit-WSCH and student headcount to grow at an average annual rate of 2.0% per year, out to the year 2025. In this model, WSCH will climb from the fall 2008 level of 73,015 to 102,239 in the fall of 2025. Unduplicated headcount will grow over the same time period from 6,458 in fall of 2008 to 9,043 by 2025.



In order to improve the low college-wide enrollments per section, it is recommended that the number of net sections at the College be held to a slightly slower growth rate (1.5% annually) through the year 2015. After 2015, sections will grow at the 2.0% overall growth rate.

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

REEDLEY COLLEGE GROWTH FORECAST 2008 - 2025				
YEAR	HEAD-COUNT	SEC	FTES	WSCH
2008	6,458	724	2,437	73,015
2015	7,418	804	2,796	83,871
2020	8,190	887	3,087	92,601
2025	9,043	979	3,408	102,239

It is not critical that this Plan determines the exact year the College hits a certain level of WSCH. Rather, the Plan will provide a forecast for future space needs when the College reaches that level of WSCH. Therefore, if Reedley College reaches 102,239 WSCH in 2022, or 2028, it will still require the space detailed in this Plan.

### Profile of the Future Program of Instruction

The future space needs for the College cannot be determined without first determining the future capacity of the future program of instruction. To do this, the consulting team started with the current program of instruction. The process used the fall 2008 semester as the starting point or baseline.

The projections for the future program of instruction are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. No new programs are included in the forecast nor are any existing programs phased out. The most

important consideration and assumption, however, is that in the future there will be a program of instruction. It will have a certain number of class sections, enrolled students, WSCH, lecture and laboratory hours.

The College’s forecast of its future program of instruction also relied heavily on other source documents. These included:

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

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

REEDLEY COLLEGE - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Accounting	6	846	28	583	262	8	1,052	35	725	326
Aeronautics	2	1,757	59	879	879	3	2,229	74	1,114	1,114
Agriculture	11	738	25	277	461	13	882	29	331	551
Animal Science	5	518	17	165	353	6	632	21	201	431
Art	32	2,691	90	1,098	1,594	39	3,281	109	1,338	1,943
American Sign Language	5	409	14	409	-	6	478	16	478	-
Auto Technology	2	2,162	72	778	1,383	3	2,742	91	987	1,755
Business Administration	15	1,422	47	1,121	301	19	1,769	59	1,395	374
Biology	26	4,226	141	2,154	2,072	30	4,947	165	2,522	2,425
Child Development	28	2,283	76	1,395	888	33	2,673	89	1,633	1,040
Chemistry	10	1,735	58	796	938	12	2,114	70	971	1,144
Cooperative Work Exper.	6	772	26	-	772	7	941	31	-	941
Counseling	21	929	31	723	207	26	1,133	38	881	252
Criminal Justice	9	1,127	38	1,127	-	12	1,429	48	1,429	-
Computer Science	1	52	2	31	21	1	63	2	38	25
Dental Assisting	1	1,380	46	711	669	1	1,819	61	937	882
Developmental Services	12	994	33	338	655	15	1,211	40	412	799
Decision Sciences	1	69	2	69	-	1	84	3	84	-

REEDLEY COLLEGE - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Economics	6	606	20	606	-	8	878	29	878	-
Education	2	105	3	42	63	2	123	4	49	74
Environmental Horticulture	5	346	12	102	244	6	421	14	124	298
English	107	12,647	422	11,703	944	131	15,417	514	14,266	1,150
Engineering	4	132	4	113	19	5	168	6	144	24
ESL	23	2,393	80	1,774	619	29	2,917	97	2,163	754
Film	1	334	11	334	-	1	407	14	407	-
Food & Nutrition	8	1,066	36	1,066	-	11	1,405	47	1,405	-
French	1	121	4	72	48	1	147	5	88	59
Geography	9	1,149	38	1,149	-	11	1,400	47	1,400	-
Geology	1	71	2	36	36	1	87	3	43	43
German	1	40	1	24	16	1	49	2	29	20
History	12	2,036	68	2,036	-	18	2,949	98	2,949	-
Health Science	20	2,503	83	2,002	501	27	3,300	110	2,640	660
Information Systems	20	2,446	82	1,837	609	25	2,981	99	2,239	742
Interdisciplinary Studies	2	565	19	-	565	2	689	23	-	689
Journalism	3	216	7	86	130	4	263	9	105	158
Linguistics	1	93	3	93	-	1	113	4	113	-
Library Technology	2	121	4	-	121	2	147	5	-	147
Mechanized Agriculture	6	2,169	72	1,033	1,136	7	2,644	88	1,259	1,385
Math	63	9,864	329	9,795	69	72	10,592	353	10,517	75
Manufacturing	15	1,817	61	636	1,181	18	2,305	77	807	1,498

REEDLEY COLLEGE - FUTURE PROGRAM OF INSTRUCTION 2015-2025										
SUBJECT	2015					2025				
	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH
Marketing	1	66	2	66	-	1	82	3	82	-
Music	30	1,341	45	710	630	36	1,634	54	866	769
Nursing Assistant Training	2	479	16	220	259	3	632	21	291	341
Natural Resources	17	1,870	62	683	1,187	21	2,280	76	832	1,447
Office Technology	27	1,295	43	949	346	33	1,610	54	1,180	430
Physical Education	59	4,263	142	162	4,101	69	4,991	166	190	4,801
Philosophy	4	307	10	307	-	6	444	15	444	-
Photo	1	72	2	72	-	1	88	3	88	-
Physics	3	303	10	196	107	4	370	12	239	130
Plant Science	4	286	10	102	184	5	349	12	125	224
Political Science	9	1,262	42	1,262	-	13	1,828	61	1,828	-
Psychology	14	1,829	61	1,829	-	17	2,229	74	2,229	-
Science	2	270	9	162	108	2	329	11	197	132
Sociology	9	1,528	51	1,528	-	13	2,212	74	2,212	-
Spanish	11	1,224	41	848	377	14	1,493	50	1,033	459
Speech	27	2,482	83	2,482	-	30	2,730	91	2,730	-
Statistics	3	469	16	469	-	4	571	19	571	-
<b>Total</b>	<b>733</b>	<b>84,292</b>	<b>2,810</b>	<b>59,239</b>	<b>25,054</b>	<b>894</b>	<b>102,751</b>	<b>3,425</b>	<b>72,241</b>	<b>30,510</b>

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

## Determination of Future Space Needs

### SPACE REQUIREMENTS: ACADEMIC PROGRAM OF INSTRUCTION

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





### Academic Space Profile for 2025

The following tables depict the program of instruction and the corresponding academic space needs for Reedley College when WSCH reaches a level of 102,751 – projected for the year 2025.

REEDLEY COLLEGE - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Accounting	8	1,052	35	725	326	343	418
Aeronautics	3	2,229	74	1,114	1,114	527	7,199
Agriculture	13	882	29	331	551	156	2,711
Animal Science	6	632	21	201	431	95	2,118
Art	39	3,281	109	1,338	1,943	633	4,993
American Sign Language	6	478	16	478	-	226	-
Auto Technology	3	2,742	91	987	1,755	467	11,335
Business Administration	19	1,769	59	1,395	374	660	479
Biology	30	4,947	165	2,522	2,425	1,193	5,651
Child Development	33	2,673	89	1,633	1,040	772	2,672
Chemistry	12	2,114	70	971	1,144	459	2,940
Cooperative Work Exper.	7	941	31	-	941	-	2,418
Counseling	26	1,133	38	881	252	417	647
Criminal Justice	12	1,429	48	1,429	-	676	-
Computer Science	1	63	2	38	25	18	43
Dental Assisting	1	1,819	61	937	882	443	1,888

REEDLEY COLLEGE - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Developmental Services	15	1,211	40	412	799	195	2,053
Decision Sciences	1	84	3	84	-	40	-
Economics	8	878	29	878	-	415	-
Education	2	123	4	49	74	23	-
Environmental Horticulture	6	421	14	124	298	59	1,464
English	131	15,417	514	14,266	1,150	6,748	2,461
Engineering	5	168	6	144	24	68	155
ESL	29	2,917	97	2,163	754	1,023	1,938
Film	1	407	14	407	-	193	-
Food & Nutrition	11	1,405	47	1,405	-	665	-
French	1	147	5	88	59	42	88
Geography	11	1,400	47	1,400	-	662	-
Geology	1	87	3	43	43	21	112
German	1	49	2	29	20	14	29
History	18	2,949	98	2,949	-	1,395	-
Health Science	27	3,300	110	2,640	660	1,249	1,412
Information Systems	25	2,981	99	2,239	742	1,059	1,269
Interdisciplinary Studies	2	689	23	-	689	-	1,771
Journalism	4	263	9	105	158	50	338
Linguistics	1	113	4	113	-	54	-
Library Technology	2	147	5	-	147	-	221
Mechanized Agriculture	7	2,644	88	1,259	1,385	595	6,813
Math	72	10,592	353	10,517	75	4,975	112
Manufacturing	18	2,305	77	807	1,498	382	9,677
Marketing	1	82	3	82	-	39	-
Music	36	1,634	54	866	769	409	1,975
Nursing Assistant Training	3	632	21	291	341	137	730
Natural Resources	21	2,280	76	832	1,447	394	7,120

REEDLEY COLLEGE - PROGRAM OF INSTRUCTION PROFILE 2025							
SUBJECT	SEC	WSCH	SEM FTES	LEC WSCH	LAB WSCH	LEC ASF	LAB ASF
Office Technology	33	1,610	54	1,180	430	558	551
Physical Education	69	4,991	166	190	4,801	90	*
Philosophy	6	444	15	444	-	210	-
Photo	1	88	3	88	-	42	-
Physics	4	370	12	239	130	113	335
Plant Science	5	349	12	125	224	59	1,103
Political Science	13	1,828	61	1,828	-	865	-
Psychology	17	2,229	74	2,229	-	1,054	-
Science	2	329	11	197	132	93	338
Sociology	13	2,212	74	2,212	-	1,046	-
Spanish	14	1,493	50	1,033	459	489	689
Speech	30	2,730	91	2,730	-	1,291	-
Statistics	4	571	19	571	-	270	-
<b>Total</b>	<b>894</b>	<b>102,751</b>	<b>3,425</b>	<b>72,241</b>	<b>30,510</b>	<b>34,170</b>	<b>88,267</b>

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

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

### SPACE REQUIREMENTS: ALL PROGRAMS AND SERVICES OF THE COLLEGE

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

Using the allowable standards referenced in the California Code of Regulations Title 5 for calculating space (reference “Attachment A” in the Attachment section of the Plan) and the College’s current space inventory (*the State Center Community College District Report 17, ASF/OGSF Summary & Capacities Summary, October 2008*) Reedley College will show no “net need” for space through the year 2025. The College will however, show a

need in certain specific space categories. All of the numbers in the table are ASF (assignable square feet). This is the square footage of all space useable for instruction or support services<sup>4</sup>.

<sup>4</sup> See Glossary for a more comprehensive definition of ASF.

This analysis looks at the space on the main campus of the College. Since the Madera and Willow International Centers are State recognized Educational Centers, their space is listed separately from the College on the Space Inventory report. The Oakhurst Center is listed as part of Reedley College, but for the purpose of this analysis, this space has been removed. The following table shows the assignable square footage of space at the Oakhurst Center.

OAKHURST CAMPUS SPACE INVENTORY		
SPACE CATEGORY	DESCRIPTION	MAIN CAMPUS INVENTORY
100	CLASSROOM	4,453
210-230	LABORATORY	1,832
300	OFFICE/CONFERENCE	443
530-535	AV/TV	886
	<b>TOTAL</b>	<b>7,614</b>

Source: State Center Community College District Report 17

Given the growth forecast discussed on the previous section of the Plan, Reedley College is projected to need a total of 310,720 ASF of space by the year 2025. The College currently has 313,930 ASF on the Main Campus. This means that when looking at future space needs, the College has more than enough space to accommodate the projected growth. This does not however mean that the space is adequate in each of the space categories or that it is ideally configured.

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

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



Reedley College shows a need for space in three of these five of these categories. The College shows a net need of 6,635 ASF of classroom space, 9,845 ASF of library/LRC space and 9,102 ASF of AV/TV space. Laboratory space shows an overbuilt situation (i.e., the College has more total laboratory space than is required to accommodate the future program of instruction. The same is true for office space, which includes offices, as well as all student services space. In the case of laboratory and office space, there may be a need to reconfigure, modernize or renovate them in the future to make them more efficient or effective.

Additional space will also be required in the discretionary support service spaces of assembly/exhibition, data processing, merchandising, lounge, physical plant and health services.

The table shows the detailed space needs requirements for Reedley College in the year 2025.

REEDLEY COLLEGE SPACE REQUIREMENTS – TARGET YEAR 2025				
SPACE CATEGORY	DESCRIPTION	MAIN CAMPUS INVENTORY	2025 TITLE 5 QUALIFICATION	NET NEED
0	INACTIVE	3,797	0	(3,797)
100	CLASSROOM	27,535	34,170	6,635
210-230	LABORATORY	93,068	88,267	(4,801)
235-255	NON CLASS LABORATORY	71	859	788
300	OFFICE/CONFERENCE	28,109	27,400	(709)
400	LIBRARY	18,756	28,601	9,845
520-525	PHYS ED (INDOOR)	46,723	35,000	(11,723)
530-535	AV/TV	3,409	12,511	9,102
540-555	CLINIC/DEMONSTRATION	5,248	5,171	(77)
560	FIELD BUILDING	14,112	3,884	(10,228)
570	ANIMAL QUARTERS	3,600	854	(2,746)
580	GREENHOUSE	5,952	1,476	(4,476)
590	OTHER	891	0	(891)
610-625	ASSEMBLY/EXHIBITION	3,329	9,043	5,714
630-635	FOOD SERVICE	14,544	5,426	(9,118)
650-655	LOUNGE/LOUNGE SERVICE	1,923	4,590	2,667
660-665	MERCHANDISING	4,113	7,559	3,446
670-690	MEETING/RECREATION	3,061	3,011	(50)
710-715	DATA PROCESSING/COMP	266	5,000	4,734
720-770	PHYSICAL PLANT	13,967	15,536	1,569
800	HEALTH SERVICES	292	1,200	908
900	STUDENT HOUSING	21,164	21,164	-
	<b>Total</b>	<b>313,930</b>	<b>310,720</b>	<b>(3,210)</b>

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



## The Financial Plan

---

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

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

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

### FINANCING OPTIONS

The following bullets provide a summary of the projected funds needed to fund the proposed capital construction program. Based on this information, it is proposed the District and the College consider the following options to obtain the necessary funds to implement the capital development program:

- State of California Capital Outlay Funding

- Scheduled Maintenance Funds from the State<sup>5</sup>
- Joint Venture programs with Business and Industry
- Joint Venture programs with other Educational Institutions
- Fee Based Instructional Programs
- Private Donations
- Local Bond Issue

A brief description and analysis of each of these funding options is provided on the following pages:

---

<sup>5</sup> These funds may be distributed by the State as a "Block Grant" that also includes funding for instructional equipment. The District would need to designate these funds for augmentation of the capital construction program.

### **A. State of California Capital Outlay Funding**

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

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

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

### **B. Scheduled Maintenance Funds from the State**

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

option to solve minor building renovation or maintenance issues. For the 2006-07 fiscal year, the State is revisiting the funding of scheduled maintenance and modifications in the process involving the level of local contribution may occur so as to encourage districts to use this source of funding for necessary scheduled maintenance on existing buildings.

### **C. Joint Venture programs with Business and Industry**

Joint venture options with business and industry are an option the district needs to consider for job-based, educational training programs be they on-campus, adjacent to a campus or within the community. The concept would be to jointly develop educational/training programs with private business and industry at a specific site identified by the joint-venture partner. If the site is owned by the partner, rent-free facilities would be required. If the site were a college-owned site, the cost of constructing the facility and the repayment of the construction loan for the building would be part of the joint-use

agreement between the parties and essentially in lieu of land lease payments and rent until such time that the building cost is paid.

#### **D. Joint Venture programs with other Educational Institutions**

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

#### **E. Fee Based Instructional Programs**

The District has the option to develop a fee-based curriculum and compete with other public and private institutions for students would not typically attend the traditional, state-funded, public instructional program of a community college. Any excess revenue

generated from such activities could be used to fund future capital construction projects.

#### **F. Private Donations**

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

#### **G. Local Bond Issue**

The district used this option in 2002 with the passage of Measure E. Utilization of the funds remaining via the previously approved bond funds needs to be assessed and prioritized.

From the results of this plan, it is apparent that the remaining funds will not be enough to achieve the objectives in this plan. If the Board of Trustees determines that an additional bond is a viable option, they may wish to once again request voter approval of additional bond funds. If this decision is made, pursuant to Proposition 39 guidelines, 55% of the voters must approve the issuance of bonds. There is a maximum limit of \$25/\$100,000 of assessed valuation that can be levied.

Typically, the length of repayment of the obligation is 20-30 years. Elections to request voter approval of a Proposition 39 Bond must be held in conjunction with a general election such as the state-wide primary or general elections. Very specific guidelines and procedures must be followed by the District if it elects to pursue this option. Finally, a

comprehensive, detailed plan of public information and justification for all projects that will be funded via the bond program must be shared with all constituencies.

**SUGGESTED FINANCING PARAMETERS**

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

1. The Governing Board, in concert with the District staff, should carefully review and assess all funding options. A series of Board of Trustee workshops specifically designated for this purpose may be necessary.
2. The District must maximize the potential for State funding. This should be a primary criterion for the prioritization of projects. Though there is no State capital construction money now, it is critical for the College to get good projects in the queue as soon as possible.

3. Respect the Plan. Any modifications must be carefully considered as there will likely be unanticipated secondary effects. Treat the Plan as a “living” document that is used as a decision-making guide. Update

the Plan periodically, as agreed upon, through a thoughtful planning and discussion process with all parties.



## Total Cost of Ownership

---

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

### **DEFINITION OF TOTAL COST OF OWNERSHIP (TCO)**

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

planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years). The one-time costs or capital construction and related costs shall be as listed on the JCAF-32 report developed by the California Community College Chancellor’s Office. The recurring or operational costs shall include staffing, institutional support services, replaceable equipment, supplies, maintenance, custodial services, technological services, utilities and related day-to-day operating expenses for the facility.

### **PURPOSE OF THE PROCESS**

The District intends to develop a standardized procedure for determining the “Total Cost of Ownership” (TCO) for existing facilities as well as for remodeled or new facilities that may be constructed throughout the District. The basis for the

procedure shall be the concept of Total Cost of Ownership (TCO) as it is typically used in areas such as information technology, governmental cost assessments and corporate budget analysis.

The purpose of TCO will be to provide an institutionally agreed upon, systematic procedure by which each existing facility in the District is evaluated and, at the same time, to establish a quantitative, data base that will assist the District and each college in determining the viability of existing facilities as well as the feasibility of remodeling and/or constructing of new facilities.



## OBJECTIVES TO BE ACHIEVED

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

1. Establish an agreed upon systematic procedure for the evaluation of existing and proposed college facilities.
2. Utilize the concept of, “Total Cost of Ownership” (TCO), to develop a process for the evaluation of facilities that can be integrated into the overall TCO program of the District.
3. Develop a procedure for the assessment of existing and proposed facilities that utilizes existing data from college files as well as information from the statewide files of the Community College Chancellor’s Office.
4. Ensure that the database developed for the procedure is compatible with current state reporting systems such as Fusion.
5. Design the prototype system in a manner that allows the college to annually update the information in the system and add additional data elements as may be needed as part of the institutional planning and budgeting process.

## APPROVAL PROCESS

The facilities planning module is but one portion of the overall Total Cost of Ownership planning model that must be developed by the District. As such, it must

be integrated into the overall planning system and ultimately approved through the District/College’s shared governance process.



**ASSESSMENT FORMAT**

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

**Infrastructure/Utility Systems**

In addition to the capital construction cost for facilities, the District must also construct major infrastructure improvements

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

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

throughout the project site/college campus. As part of the total cost of ownership, each building must assume a proportionate share of the infrastructure capital improvement costs. The proportionate share or ratio for a particular facility is based on the Gross Square Footage (GSF) of that facility divided by the total Gross Square Footage (GSF) for the campus. In turn, this ratio is applied to the estimated total cost of the campus-wide infrastructure system. A typical present-value cost of a campus-wide system has been estimated at \$29,800,000. The breakdown of costs by major category is shown in the table.

**IMPLEMENTATION PROCESS**

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

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

## Recommendations

---

The data from the External and Internal Environmental Scans provided much of the hard data needed to make future growth projections for Reedley College. Some of these recommendations were derived from input received from faculty, staff, students, administrators and from Maas Companies' extensive experience working with more than 75 colleges in the State. These recommendations are intended to highlight areas the College should address in its future decision-making.

The recommendations are a product of the entire Educational Master Planning process conducted at Reedley College. These recommendations are not rooted in one specific area of the Plan; rather they were developed by analyzing the many components that the Educational Master Plan is built upon. For several of the recommendations, there was no designated place for them in the Plan; therefore, they are included in this section.

Footnotes are provided to indicate the source from which each recommendation was derived. Reedley College should continue to actively support the district-wide process of securing approval for the proposed new campus in Clovis. The anticipated approval of Clovis College will have a significant impact on the student enrollment and finances of Reedley College and, as a consequence, the faculty and staff at Reedley will need to plan accordingly. Supporting information can be found in the *North Centers* section of the Introduction to this Plan.<sup>6</sup>

1. With an eye toward the anticipated creation of Clovis Community College, Reedley College should continue to review

---

<sup>6</sup> Derived from input received from administrators and Maas Companies' experience with other multi-college districts that have gone through the process of seeking accreditation of a new college.

the current organizational responsibilities of the College and Centers' personnel.

Additionally, Reedley College, in concert with representatives of Fresno City College and the educational centers, should work with the District to develop a revised oversight structure such that the current satellite education centers and future centers, such as the Southeast Center, are dedicated to parent institutions in a manner that provides equity in enrollment and efficiency of day-to-day operations. This recommendation is based upon the findings discussed in the "Enrollment Management" section of this plan, information gathered in discussions with various constituent groups at the College and District, as well as enrollment data included in the Educational Master Plans for Fresno City College, the North Centers and the District.

2. Utilizing information provided in the Age and Ethnicity Profile Table (*External Environmental Scan* section), Race and Ethnicity Profile data (*Internal Environmental Scan* section) and Baseline Curriculum Fall 2008 Table (*Program of Instruction* section) , the College should analyze the apparent disparity between the number of students enrolled in English as a Second Language classes and the need for such classes among the service area population and consider appropriate actions. The College should also consider alternative means of identification of second-language learners and expansion of services for those students enrolled at the College.
3. Reedley College should engage in a review at both the college and district level of the feasibility of developing additional or expanded instructional programs. As part of this process, the College should, with representatives from Fresno City College and the educational centers, work with the District to identify “Signature Programs”

for each of the Colleges and educational centers. This recommendation was generated after reviewing and analyzing the information in the section on Workforce Characteristics of the Local Region (*External Environmental Scan* section), the Age and Ethnicity Profile Table (*External Environmental Scan* section), Interview Summaries and Maas Companies’ expertise and experience.

4. Based on data and analysis in the Participation Rate Analysis Section (*Future Capacities – Growth Forecast* section), Snapshot of the Service Area and Age Profile (*External Environmental Scan* section) and State Chancellor’s Office guidelines, the College should enhance staff development activities regarding the marketing of the College and recruitment of students to both the proposed new instructional programs as well as the existing programs.

As part of this process, the College should also consider expanding and promoting staff development for, and the offering of, nontraditional methods for delivering classes and services (i.e., via internet and related technological systems and services).<sup>7</sup>

5. As a result of recent legislative changes in the state of California and priorities established by the SCCC Board of Trustees, Interview Summaries (*Internal Environmental Scan* section), and Maas Companies’ knowledge and experience in facilities planning and development that all of the colleges/centers in the District should develop a College-wide awareness of environmentally sensitive, “green”, activities including the inclusion of LEED® identified building practices for all capital construction projects and staff

---

<sup>7</sup> Derived from information described in the section on Online Instruction (*Internal Environmental Scan – Interview Summaries*).



development activities to highlight College-sponsored “green” activities.

6. In cooperation with Fresno City College and the educational centers in the District, the College should continue to develop and implement an appropriate program of articulation between the colleges so as to promote consistency in an effort to better facilitate the transfer of credit for coursework between the instructional locations throughout SCCCD.<sup>8</sup>
7. In cooperation with Fresno City College and the educational centers in the District, Reedley College should engage in the review, development, and implementation of a District-wide process for the assessment and placement of students in appropriate courses. This recommendation is in response to comments received in the

Interview Summaries (*Counseling* section) as well as the consultant’s experience and knowledge gained from working with other multi-college districts.

8. To be compliant with State Chancellor’s Office guidelines and Title 5 of the Education Code, the College, in cooperation with the District Department of Institutional Research, should develop a database program that allows for the reporting and analysis of all instructional programs of the College based on WSCH/FTEF, which is the accepted state-wide standard for efficiency of instructional programs. Included in this analysis are both traditional and non-traditional courses and programs including all on-line and web-based classes. The data for this analysis is discussed in detail in the Enrollment Management Plan (*Program of Instruction – Enrollment Management Analysis* section).

9. In the process of designing future facilities for the College, ensure that the needs of the instructional programs and support services are the basis for the design of the facilities. This recommendation is based upon data provided in the section, Space Requirements: All Programs and Services of the College (*Determination of Future Space Needs* section) and Attachment A (*Space Determination Methodology* section).
10. It is essential to implement an annual District-wide budget development process that is based on measurable, cost effective criteria and takes into consideration the unique needs of each site. This recommendation is derived from information in the *Financial Plan* and *Total Cost of Ownership* sections, and Maas Companies’ experience at other multi-college districts.

---

<sup>8</sup> Derived from interviews with faculty, students and administrators at both Colleges and the North Centers, and Maas Companies’ experience and observations at other multi-college districts.

# Attachment A: Space Determination Methodology

## OVERVIEW

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

## PRESCRIBED STATE SPACE STANDARDS

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

square feet (space available for assignment to occupants). The Title 5 space planning standards used to determine both existing

and future capacity requirements are summarized in the following tables.

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

Source: California Code of Regulations Title 5, Chapter 8

Each component of the standards identified is mathematically combined with a commensurate factor (see table below) to produce a total assignable square foot (ASF) capacity requirement for each category of space.

### Standards for Lecture Space

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

### Standards for Laboratory Space

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

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

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

### NON-STATE SPACE STANDARDS

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

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

Source: Maas Companies & State Chancellor's Office

## Attachment B: Glossary of Terms

---

### **Academic Calendar Year:**

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

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

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

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

### **ADA:**

Americans with Disabilities Act: Public Law 336 of the 101st Congress, enacted July 26, 1990. The ADA prohibits discrimination and

ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

### **Annual Five-Year Construction Plan:**

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

### **Annual Space Inventory:**

See 'Space Inventory'

### **API (Academic Performance Index):**

The California's Public Schools Accountability Act of 1999 (PSAA) resulted in the development of API for the purpose of measuring the academic performance and growth of schools. It is a numeric index (or

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

### **ASF:**

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

### **Budget Change Proposal (BCP):**

A document reviewed by the State Department of Finance and the Office of



the Legislative Analyst which recommends changes in a State agency's budget.

**CAD:**

Computer Assisted Design

**California Community College System Office:**

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

**Capacity:**

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

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

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

**Capital Construction Programs:**

See ‘Capital Projects’.

**Capital Outlay Budget Change Proposal (COBCP):**

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

**Capital Projects:**

Construction projects, such as land, utilities, roads, buildings, and equipment which involve demolition, alteration, additions, or new facilities.

**Carnegie Unit:**

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

**CCFS:**

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

**Census:**

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

**DSA:**

The Division of the State Architect (DSA) determines California's policies for building design and construction. It oversees the design and construction for K-12 public schools and community colleges. Its responsibilities include assuring that all drawings and specifications meet with codes and regulations.

**EAP (Early Assessment Program):**

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

**Educational Centers:**

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

**Educational Master Plan:**

A part of the College's Master Plan that defines the education goals of the College as well as the current and future curriculum to achieve those goals. The educational master plan precedes and guides the Facilities Master Plan.

**Enrollments (Unduplicated):**

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

**Environmental Impact Report:**

In accordance with the California Environmental Quality Act (CEQA), if a project is known to have a significant effect

on the environment then an EIR must be prepared. It provides detailed information about a project's environmental effects, ways to minimize those effects, and alternatives if reasonable.

**Facilities:**

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

**Faculty Loads:**

The amount of "teaching time" assigned/appropriated to a given instructional class, i.e. lecture or laboratory, for a given semester or for an academic year (two semesters). It is typically defined in terms of 15 "teaching hours" per week as being equal to one (1) full-time equivalent faculty; a "full faculty load." Actual faculty loads are generally governed by negotiated agreements and collective bargaining.

**Facilities Master Plan:**

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

**Final Project Proposal (FPP):**

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

specifications. It is used by the Chancellor's Office and the Board of Governors to determine whether the project has met the criteria for State funding.

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

See Annual Five-Year Construction Plan

**FTEF:**

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

**FTES:**

An acronym for a “full-time equivalent student.” Used by the State as the measure for attendance accounting verification. Also used as a student workload measure that

represents 525 class (contact) hours in a full academic year.

**GSF:**

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

**Hardscape:**

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

**Initial Project Proposal (IPP):**

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

significant resource commitments into preparing comprehensive FPPs.

**Lecture:**

A method of instruction based primarily on recitation with little or no hands-on application or laboratory experiences. It is based on what is called the “Carnegie unit”; a student’s time of three hours per week is equivalent to one unit of credit. For lecture courses, each hour of instruction is viewed as one unit of credit (with the expectation of two hours outside of classroom time for reading and or writing assignments).

**Laboratory:**

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

**LEED®**

The Leadership In Energy and Environmental Design (LEED) Green Building Rating System is an independent certification program that provides voluntary guidelines for developing high-performance, sustainable buildings. Created by the U.S. Green Building Council (USGBC), the program awards varying levels of certification to buildings that meet LEED rating standards in five major categories: sustainable site development, water savings, energy efficiency, materials selection, and indoor environmental quality.

**Master Plan:**

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

strategies and current resources to reach those targets, and a comprehensive plan of action and funding.

**Middle College:**

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

**Punch List:**

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

**Report 17:**

See Space Inventory Report.

**Scheduled Maintenance Plan:**

See Annual Five-Year Scheduled Maintenance Plan.

**Service Area:**

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

**SLOAC:**

The Student Learning Outcomes and Assessment Cycle.

**Space Inventory Report ("Report 17"):**

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

Key Components of Space Inventory:

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

**STAR Test:**

Standardized Testing and Reporting developed by the California Department of Education. Under the STAR program, California students attain and are tested for one of five levels of performance on the CSTs (California Standards Tests) for each subject tested: advanced, proficient, basic,

below basic, and far below basic. (For details, visit <http://star.cde.ca.gov/>).

**Strategic Plan:**

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



**TOP/CSS Code:**

Rooms or space are assigned for a particular use and function or a specific discipline or service. The State has a numeric code, a four-digit number that identifies the “type” of use that is supported by a particular room/space. (See TOP Code) Space Utilization: assumed by most faculty and staff on campus to mean the level or degree to which a room is utilized. It is the room’s capacity expressed as the percentage that the room is actually used.

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

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

**TOP Code:**

The “Taxonomy of Programs” (TOP) is a common numeric coding system by which the College categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The taxonomy is most technical in the vocational programs (0900’s).

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

1500 – Humanities (Letters)

1501 – English

1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology

2205 – History

**Total Cost of Ownership (TCO):**

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

**WSCH:**

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

**WSCH/FTEF:**

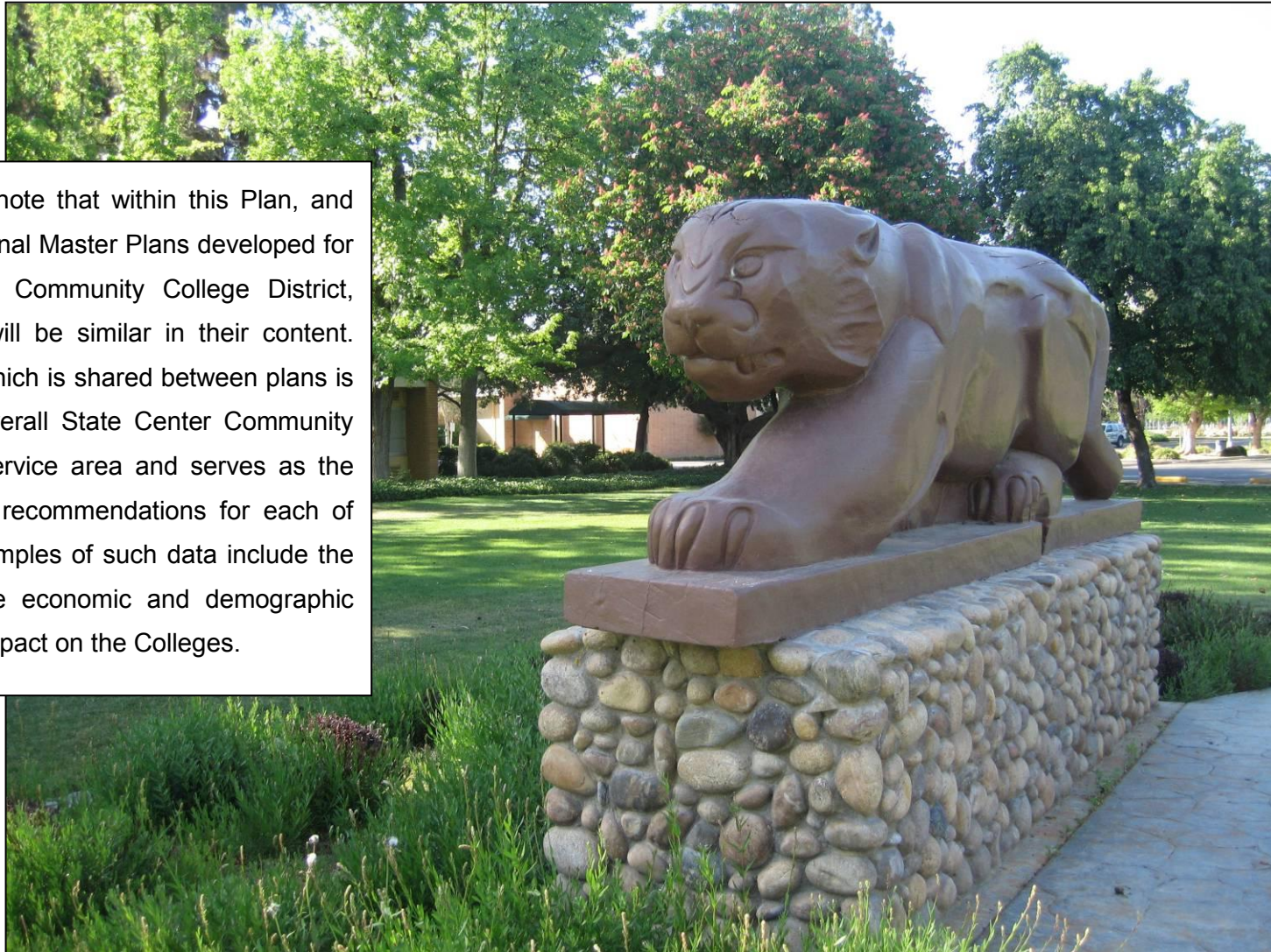
Represents the ratio between the faculty's hours of instruction per week ("faculty load") and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member's load. The State productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

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

would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 students = 450 WSCH/FTEF).

## Note on District-Wide Planning

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







**2009-2010 North Centers  
Educational Master Plan**  
DRAFT- February 19, 2010

## ACKNOWLEDGEMENTS



### **State Center Community College District**

Chancellor Thomas Crow

#### **Board of Trustees**

President -Patrick E. Patterson

Vice President- Dorothy Smith

Isabel Barreras

Richard M. Caglia

H. Ronald Feaver

William J. Smith

Leslie W. Thonesen



### **North Centers**

Terry Kershaw- Vice Chancellor

Deborah Ikeda-Vice President

Monica Cuevas-Dean of Students

Doris Griffin-Dean of Students

Janell Mendoza-Business Manager

Vikki Piper-Oakhurst Coordinator

Kelly Fowler-Dean of Instruction

Jim Chin-Dean of Instruction

Julie Preston-Smith-Interim Dean of Students



### **Maas Companies, Inc**

Jeff Colyer

Drew Jung

Jeff Kellogg

Michael Maas

Lori O'Keefe

Dan Rosenberg





**FUTURE CAPACITIES .....83**

- Overview .....83**
- Growth Forecast .....83**
  - Internal and External Elements of the College .....83
  - Participation Rate Analysis .....84
  - Weekly Student Contact Hours (WSCH).....84
- Future Program of Instruction.....84**
  - North Centers Overview .....84
  - Willow International Overview.....86
  - Madera Center Overview .....86
  - Oakhurst Center .....86
  - Profile of the Future Program of Instruction .....87

**DETERMINATION OF FUTURE SPACE NEEDS.....95**

- Space Requirements: Academic Program of Instruction .....95**
  - Academic Space Profile for 2025 .....96
- Space Requirements: All Programs and Services .....101**
  - Summary .....101
  - Willow International Center Future Space Requirements.....102
  - Madera Center Future Space Requirements .....103

**THE FINANCIAL PLAN..... 105**

- Financing Options .....105
- Suggested Financing Parameters.....108

**TOTAL COST OF OWNERSHIP .....109**

- Definition of Total Cost of Ownership (TCO)..... 109
- Purpose of the Process .....109
- Objectives to be Achieved .....109
- Approval Process..... 110
- Assessment Format ..... 110
- Implementation Process ..... 111

**RECOMMENDATIONS .....113**

**APPENDIX A: SPACE DETERMINATION METHODOLOGY115**

- Overview..... 115
- Prescribed State Space Standards ..... 115
  - Standards for Lecture Space ..... 116
  - Standards for Laboratory Space ..... 116
- Non-State Space Standards..... 117

**APPENDIX B: GLOSSARY OF TERMS.....119**

**NOTE ON DISTRICT-WIDE PLANNING.....125**



## Letter from the Vice Chancellor

---



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

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

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

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

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

Terry Kershaw, Ed.D.

Vice Chancellor, North Centers



## Introduction

---

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

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

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

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

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

### SCOPE OVERVIEW

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

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



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

The objective of the Educational Master Plan is:

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

The Master Planning process included the following tasks:

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

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

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

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

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

**Defining the capacities for WSCH generation in the future:**

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

**OVERVIEW**

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

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

### Key Components to Planning

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

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

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

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

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



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

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

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

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

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

### **Accreditation**

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

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

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

### History of the North Centers

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

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

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



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

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



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

### North Centers Strategic Goals

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

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

The Strategic Plan includes six Strategic Areas and the objectives each aims to achieve.

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

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

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



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

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

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

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

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

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

## OVERVIEW OF THE PLAN

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

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



### Board of Trustee's Approval of Plan

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

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

## External Environmental Scan

### OVERVIEW

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



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

### THE CENTERS IN RELATIONSHIP TO THE NATION

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

According to the fourth quarter report by the Bureau of Economic

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

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

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

**THE CENTERS IN RELATIONSHIP TO THE STATE**

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

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

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



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



## Enrollment

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

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

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

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

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

## Population Growth

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

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





### Economic Conditions

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

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

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

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

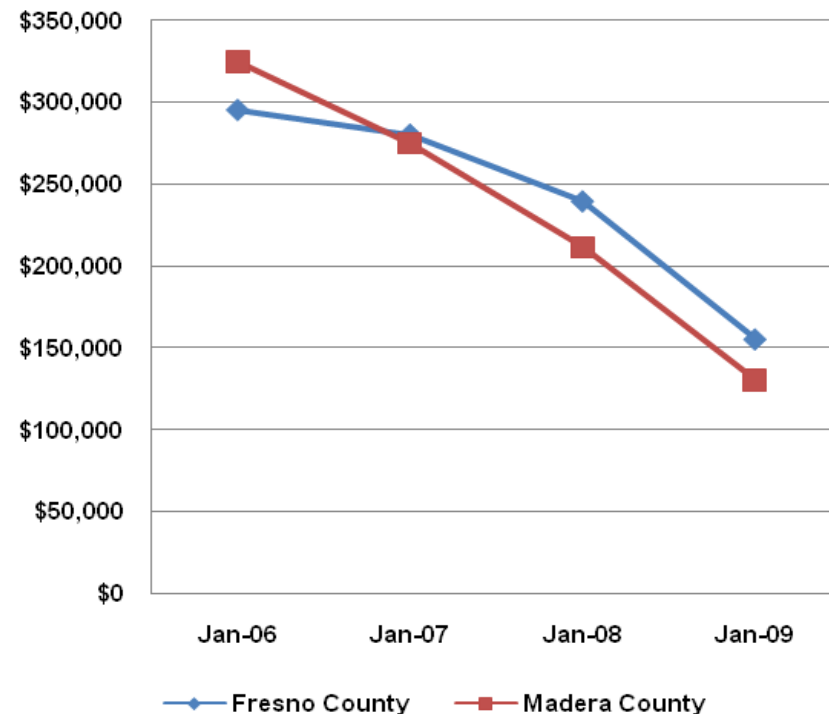
College League of California, expressed concerns stating, “We will be looking at our budget advocacy efforts over the next couple of weeks and be gearing up for the many approaching fights.”

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

Madera County fared even worse during the same time

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

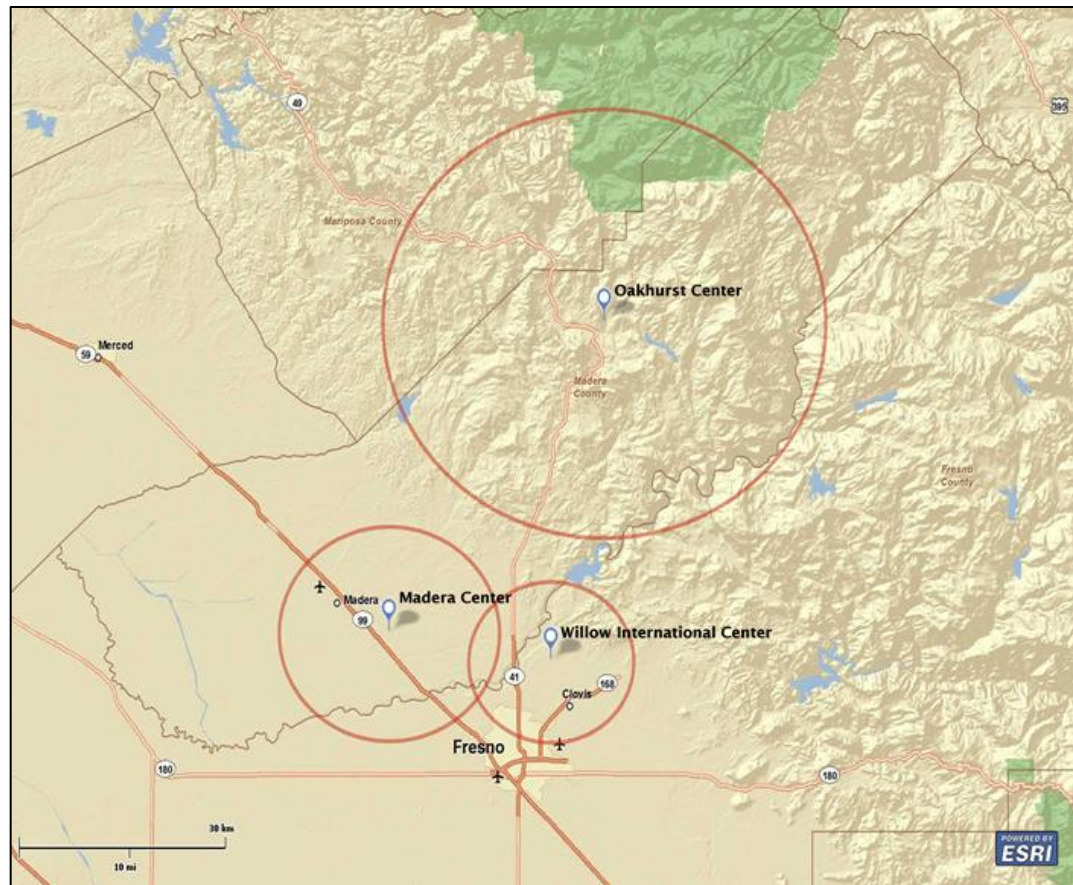
**FRESNO AND MADERA COUNTIES  
MEDIAN HOME PRICE TREND**



### Effective Service Areas for the Centers

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

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



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

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

## REGIONAL PERSPECTIVE

### Workforce Characteristics of the Local Region

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

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

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

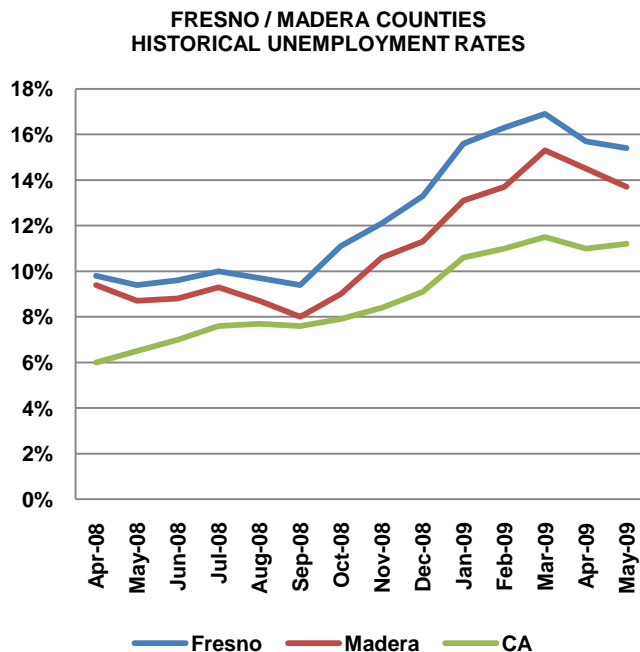
According to University of the Pacific economist Jeff Michael, the unemployment rate is expected to reach 18% at the peak of the recession. Unemployment in these counties is historically higher than that of the State, but the difference has increased. During May 2009, the

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

### Sources of Employment

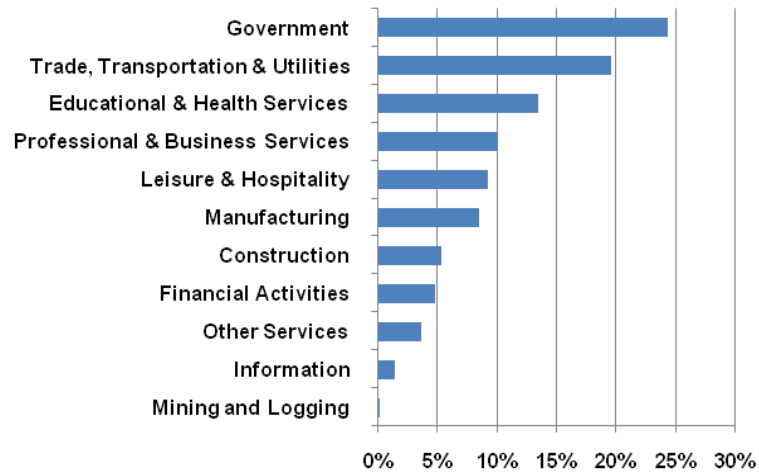
The top industry employers in both Madera and Fresno Counties include the following;

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

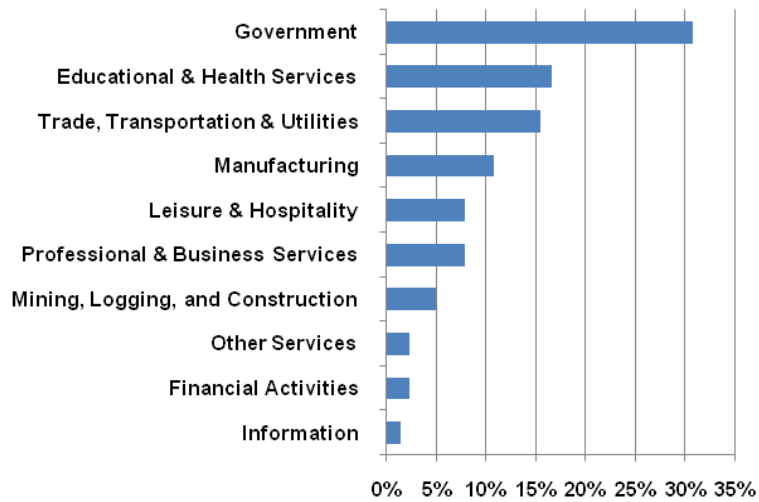


The graphs show the industry employment, in decreasing percentages of the workforce, by sector, for the two counties.

**FRESNO COUNTY INDUSTRY EMPLOYMENT  
MAY 2009**



**MADERA COUNTY INDUSTRY EMPLOYMENT  
MAY 2009**



### Growth Occupations

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

### Madera County

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

occupations have higher pay such as corrections officers.

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

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

Source: California Economic Development Department, analysis by Maas Companies



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

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

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

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

### Fresno County

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

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

Source: California Economic Development Department, analysis by Maas Companies

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

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

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

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

Source: California Economic Development Department, Labor Market Information

## PARTICIPATION RATE

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

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

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

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

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

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

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

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

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

**External Environmental Scan  
Implications for the North Centers**

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

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

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

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

**WILLOW INTERNATIONAL CENTER**

**The Centers in Relationship to the Local Region**

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

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





### The Area to be Served

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

### Snapshot of the Service Area

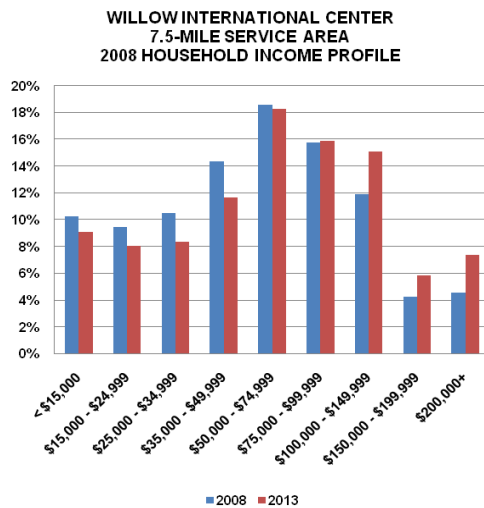
The 7.5-mile service area overlaps the counties of Fresno and Madera and includes rural countryside, suburbs and parts of the cities of Fresno and Clovis. The service area had a 2008 population of 284,318. By the year 2013, it is projected that the population in the service area will rise to 310,776.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



### Household Income

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

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



WILLOW INTERNATIONAL CENTER 7.5-MILE SERVICE AREA - DEMOGRAPHIC AND INCOME PROFILE						
Summary	2000		2008		2013	
Population	237,000		284,318		310,776	
Households	88,231		102,762		111,393	
Families	60,789		71,597		77,445	
Average Household Size	2.66		2.74		2.77	
Owner Occupied Housing Units	52,909		64,594		69,470	
Renter Occupied Housing Units	35,322		38,168		41,924	
Median Age	33.5		34.7		35.3	
<b>Trends: 2008-2013 Annual Rate</b>	<b>Area</b>	<b>State</b>	<b>National</b>			
Population	1.80%	1.33%	1.23%			
Households	1.63%	1.23%	1.26%			
Families	1.58%	1.20%	1.05%			
Owner Households	1.47%	0.96%	1.07%			
Median Household Income	3.26%	3.04%	3.19%			
	2000	2008	2013			
<b>Households by Income</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
< \$15,000	12,971	14.7%	10,618	10.3%	10,117	9.1%
\$15,000 - \$24,999	11,579	13.1%	9,812	9.5%	9,072	8.1%
\$25,000 - \$34,999	11,525	13.1%	10,779	10.5%	9,362	8.4%
\$35,000 - \$49,999	13,898	15.7%	14,836	14.4%	13,070	11.7%
\$50,000 - \$74,999	17,025	19.3%	19,091	18.6%	20,419	18.3%
\$75,000 - \$99,999	9,700	11.0%	16,208	15.8%	17,680	15.9%
\$100,000 - \$149,999	7,420	8.4%	12,212	11.9%	16,776	15.1%
\$150,000 - \$199,999	2,044	2.3%	4,436	4.3%	6,603	5.9%
\$200,000+	2,095	2.4%	4,771	4.6%	8,295	7.4%
<b>Median Household Income</b>	<b>\$43,123</b>	<b>\$56,542</b>	<b>\$66,393</b>			
<b>Average Household Income</b>	<b>\$57,738</b>	<b>\$75,677</b>	<b>\$91,819</b>			
<b>Per Capita Income</b>	<b>\$21,689</b>	<b>\$27,530</b>	<b>\$33,100</b>			

Source: ESRI Data Systems

### Service Area Age Profile

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

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

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

Source: ESRI Data Systems

## MADERA CENTER

### The Center in Relationship to the Local Region

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

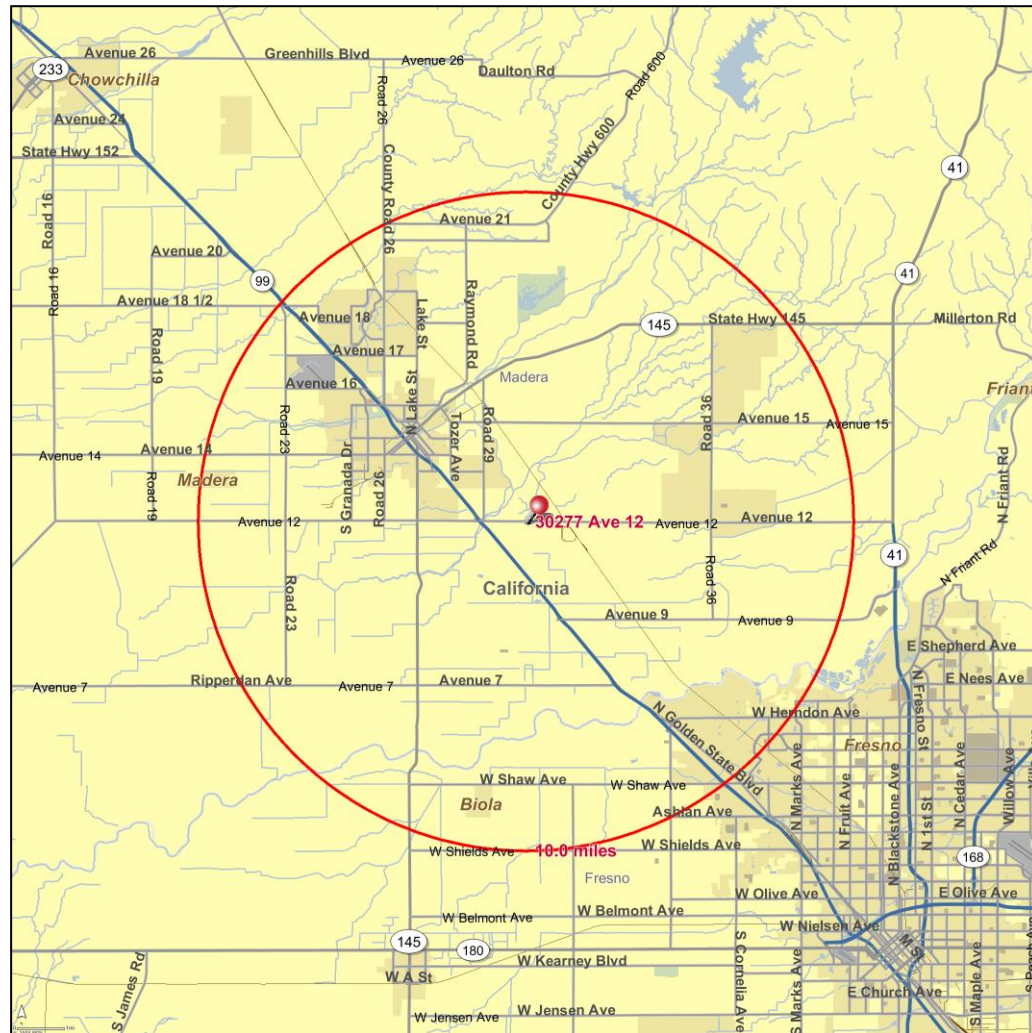
Though the population in the service area is relatively low, a very large-scale development has been in the planning phase for many years. The Rio Mesa development area, located to the east of the campus, has the potential in the future to add more than 20,000 homes to the currently agricultural and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

### The Area to Be Served

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

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

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





## Snapshot of the Service Area

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

## Household Income

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

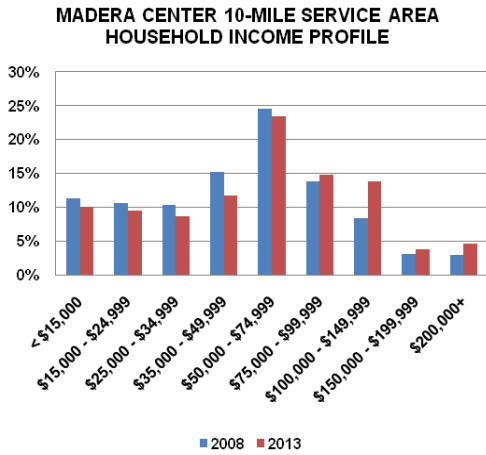
The service area contains a large number, 47.4%, of low-income households. These households are characterized by earning less than \$50,000 per year. This is considerably

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

Source: ESRI Data Systems

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





**Age Profile**

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

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

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

Source: ESRI Data Systems

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

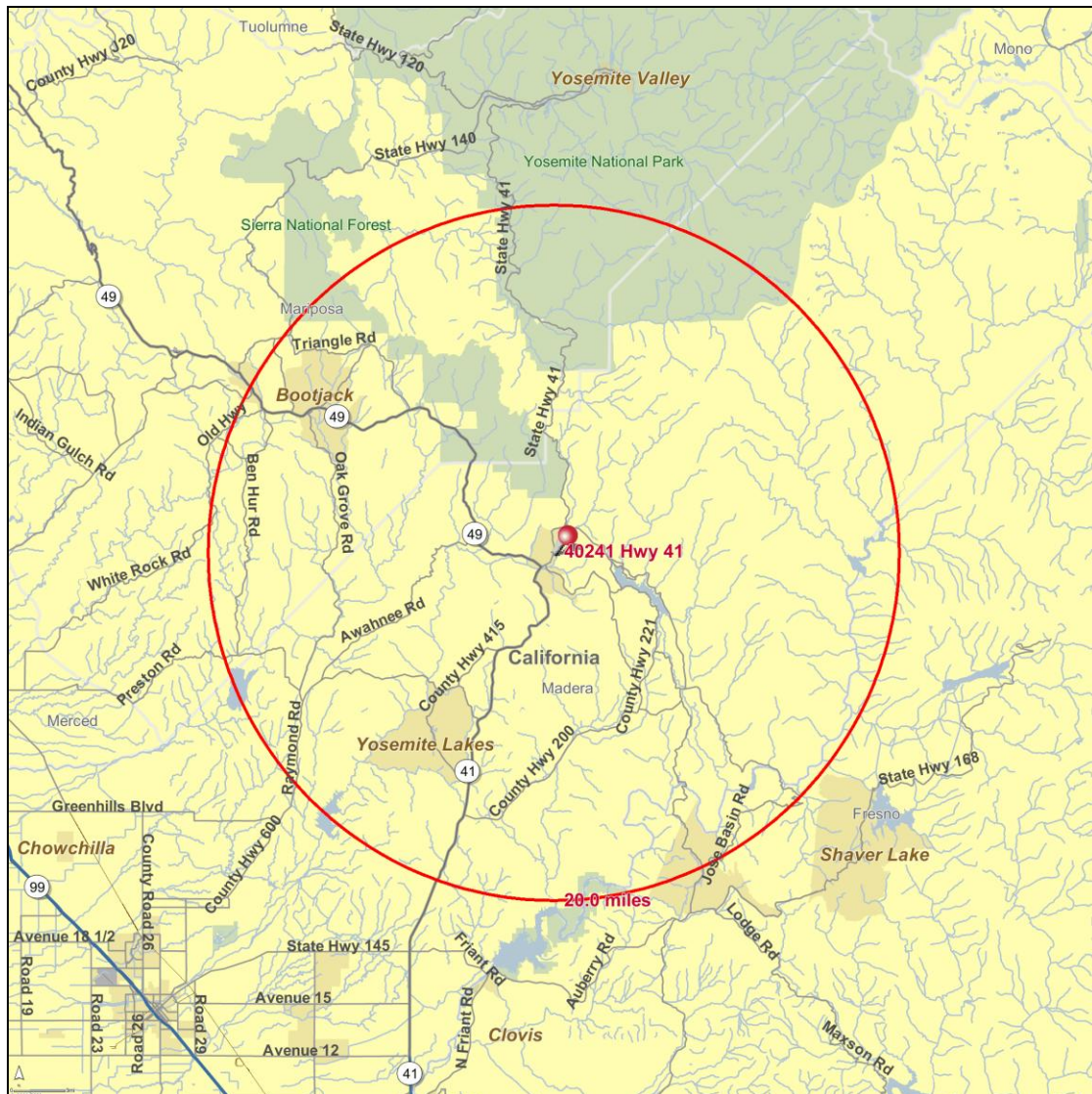
## OAKHURST CENTER

### The Center in Relationship to the Local Region

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

### The Area to Be Served

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



### Snapshot of the Service Area

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

### Household Income

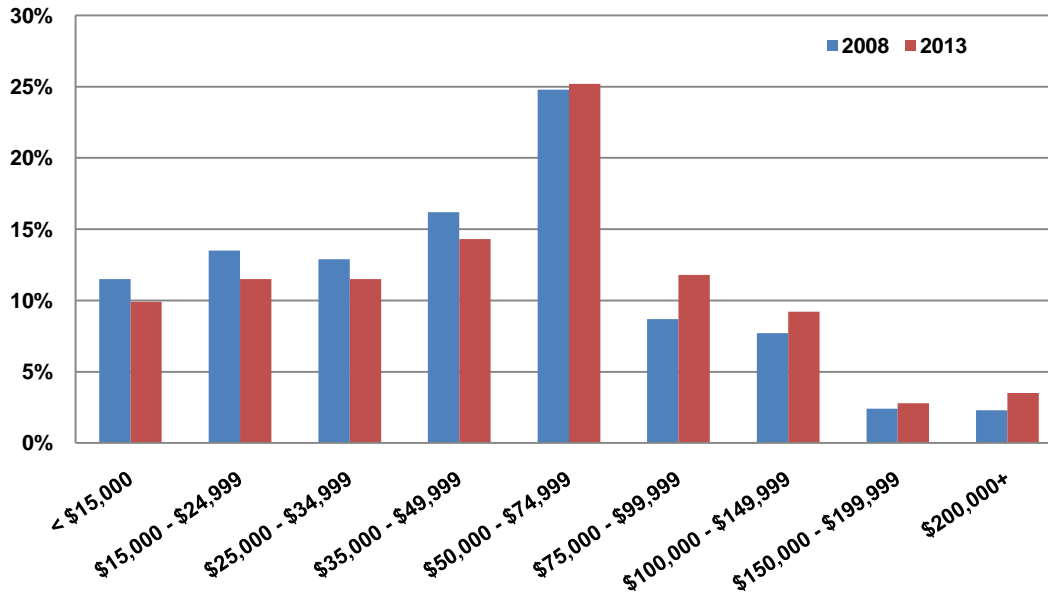
The median household income for the center’s service area is \$46,166. This is nearly \$15,000 below the State’s median income of \$61,779. The per capita income is \$23,528, also significantly below the state average of \$29,536.

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

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

Source: ESRI Data Systems

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



**Age Profile**

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

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

**Data References and Resources**

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

## Internal Environmental Scan

---

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

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

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

### NORTH CENTERS

#### Student Population Growth

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

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

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

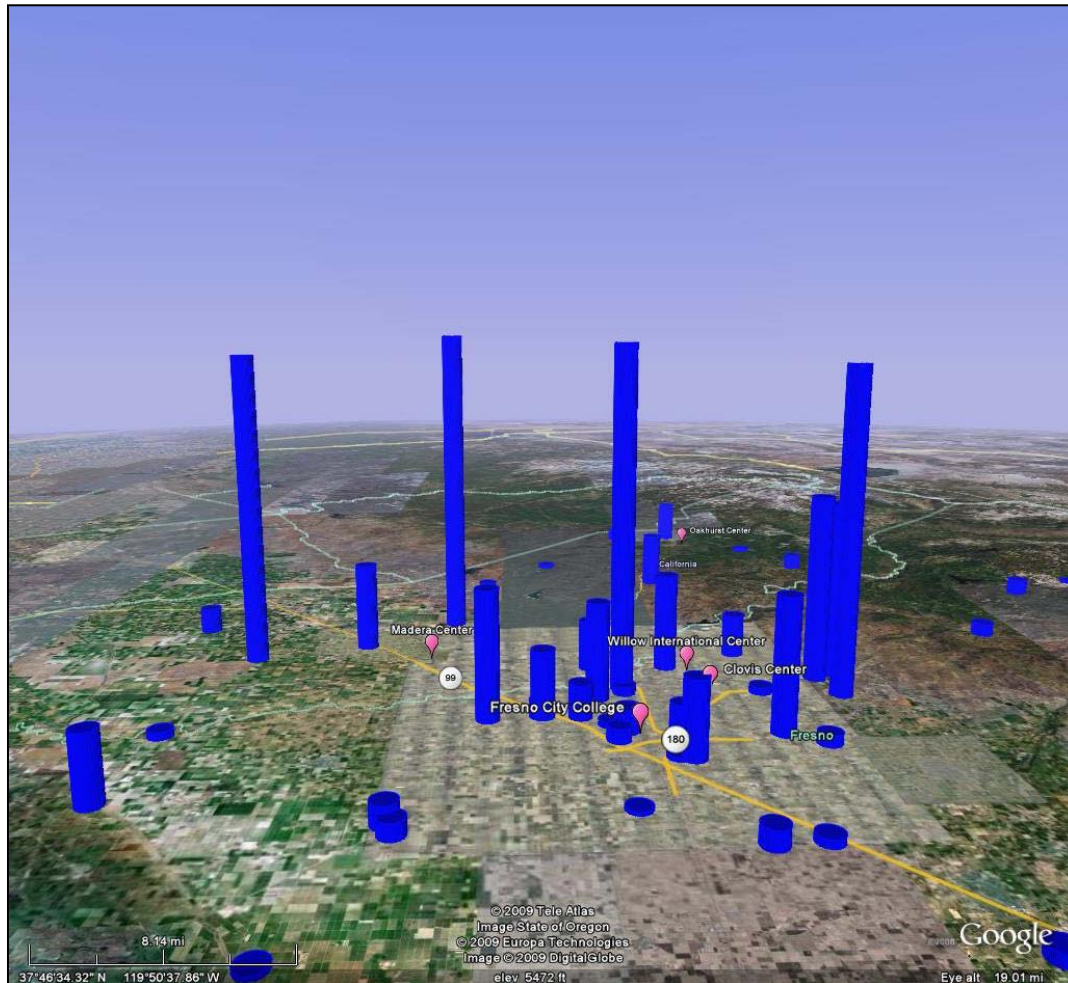
This is exceptional growth. The chart shows the growth rate for the North Centers for the past four years versus that for community colleges statewide. In fall 2008 the North Centers had an increase of 15.3% in student headcount. Statewide, the growth was just under 4%. This growth indicates that the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



### Student Demographic Profile

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

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



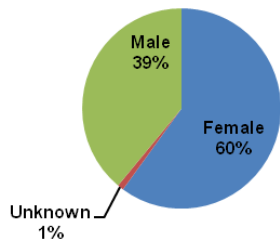
North Centers - Student Headcount By Zip Code - Fall 2008  
 Source: State Center Community College District, Office of Institutional Research, Google Earth, analysis by Maas Companies

bars is proportional to the number of enrolled students.

### Gender Profile

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

NORTH CENTERS  
STUDENT GENDER PROFILE FALL 2008

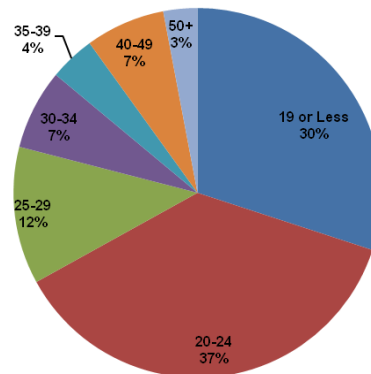


### Age Profile

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

olds, both with 7% of the student population.

NORTH CENTERS  
STUDENT AGE PROFILE FALL 2008

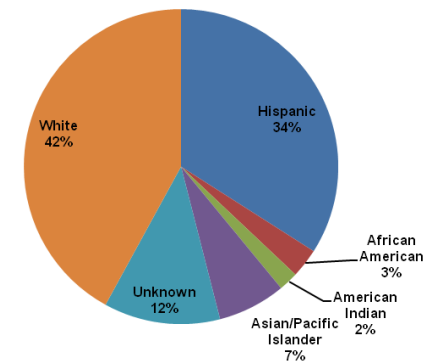


There is a consistent shift in the age demographics at all five locations in the State Center Community College District. The 15-19 year old cohort is consistently declining, while the 65-74 year old cohort is steadily increasing. This shift in the age classes may impact the curricular mix of offerings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

### Race and Ethnicity

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

NORTH CENTERS  
STUDENT ETHNICITY PROFILE FALL 2008



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

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

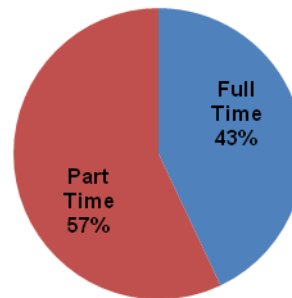
This trend is consistent with the changes in the demographic profile for the state of California.

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

### Student Load Patterns

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

**NORTH CENTERS  
STUDENT UNIT LOADS FALL 2008**



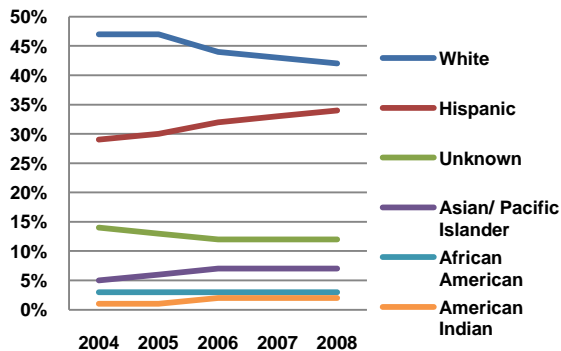
Willow International Center currently reports 46% of its students attending classes full-time. The Madera Center has 38% of its students attending classes full-time. Although this percentage is notably less than Willow International, it is still important to recognize that it is significantly higher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

### Student Achievements

#### Transfers

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

**NORTH CENTERS  
STUDENT ETHNICITY PROFILE BY YEAR  
2004-2008**

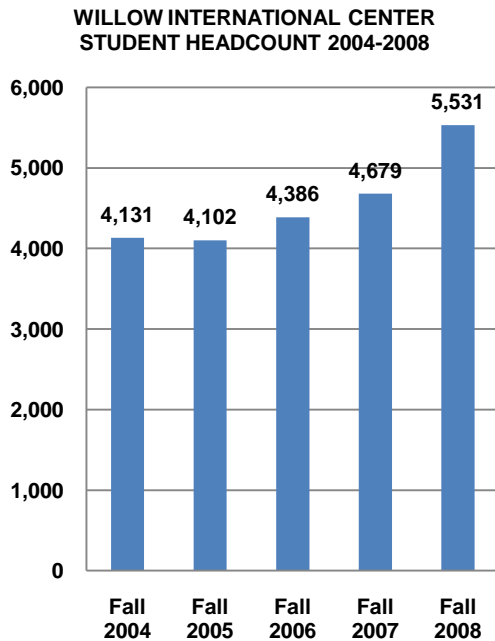


This student load pattern has varied slightly over the past five-years, with the number of students attending full-time ranging from 36% at the low end, to the current 43% at the high end. The North Centers report a significantly higher percentage of full-time students than community colleges statewide,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

**WILLOW INTERNATIONAL CENTER**

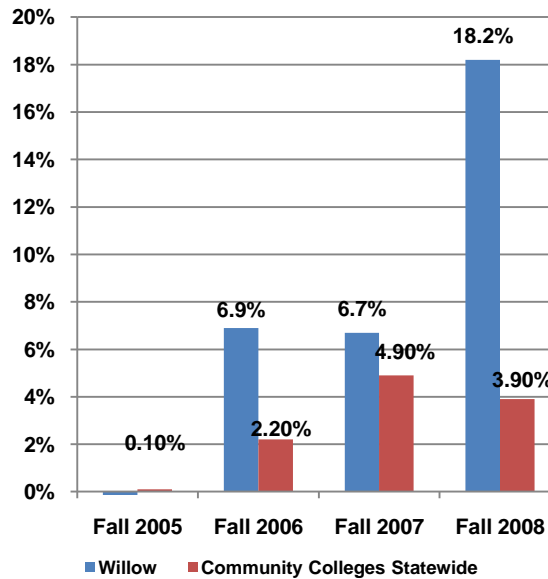
The Willow International Center has experienced substantial growth over the past four years. In 2004 the Center served 4,131 students. By the fall of 2008, the Center had grown to 5,531 students for an increase of 34% over this four-year span. The following graph shows the unduplicated student headcount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

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



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

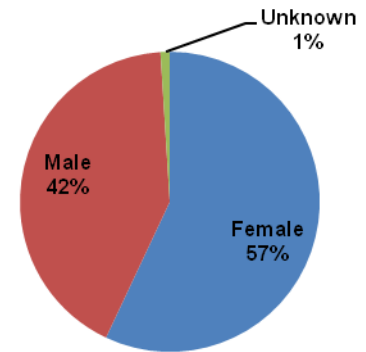
**WILLOW INTERNATIONAL CENTER HEADCOUNT GROWTH RATES FALL SEMESTERS 2005-2008**



**Gender Profile**

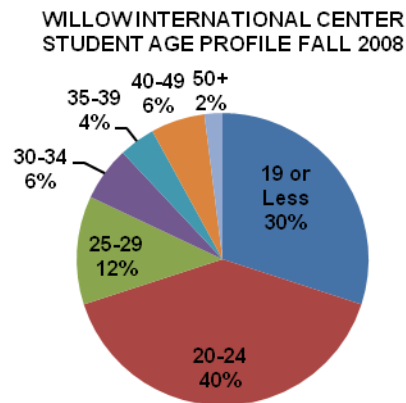
During the fall 2008 semester, female students accounted for 57% of Willow International Center’s student body with 3,153 students. This is fairly consistent with the State community college average of 55%. Males make up 42% of the total student population with 2,335 students.

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



### Age Profile

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

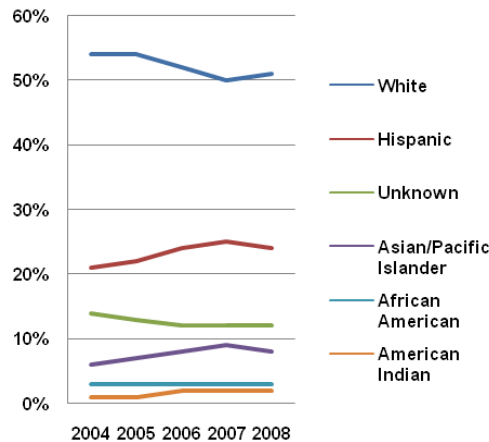


### Race and Ethnicity

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

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

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



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



**Student Load Patterns**

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

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

**MADERA CENTER**

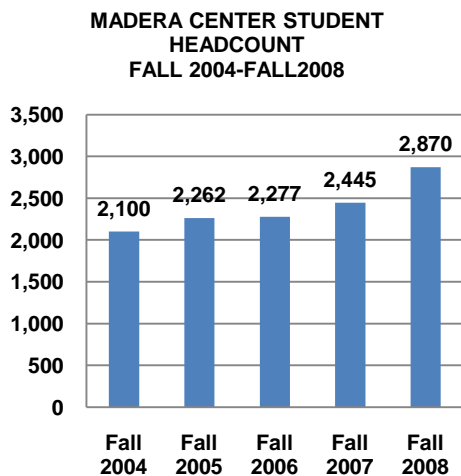
The Madera Center has experienced significant growth over the past five years. In 2004 the Center served 2,100 students. By the fall of 2008, the Center had grown to 2,870 students for an increase of 36% over this four-year span. Ethnically, there have been slight shifts in the population of students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

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

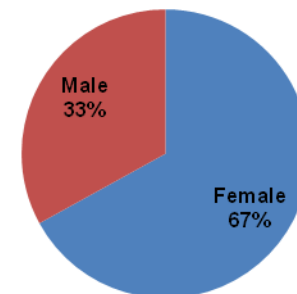
The growth at this Center should continue, especially when one considers the importance of changing economic conditions.

**Gender Profile**

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



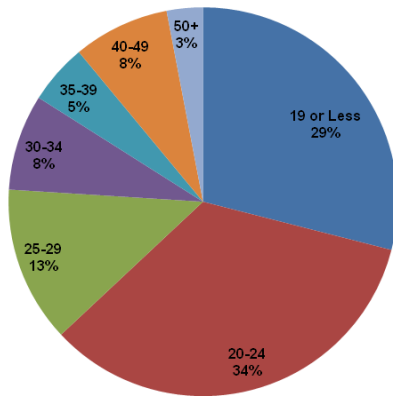
**MADERA CENTER STUDENT GENDER PROFILE FALL 2008**



### Age Profile

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

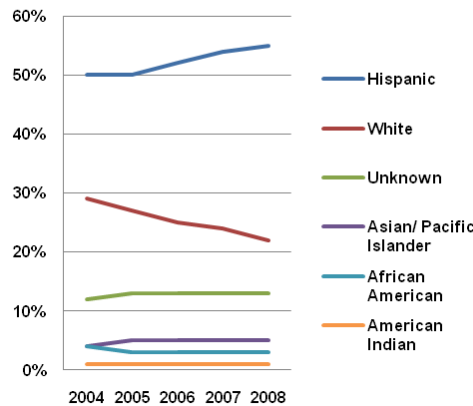
**MADERA CENTER  
STUDENT AGE PROFILE FALL 2008**



### Race and Ethnicity

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

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

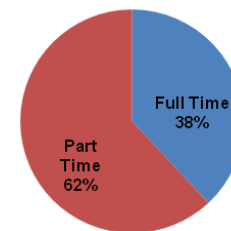


By 2008, this number had decreased to 22% of the overall student population at the Center. This same shift in ethnicity of students has been seen district wide over the same four-year span.

### Student Load Patterns

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

**MADERA CENTER  
STUDENT LOADS FALL 2008**



**OAKHURST CENTER**

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

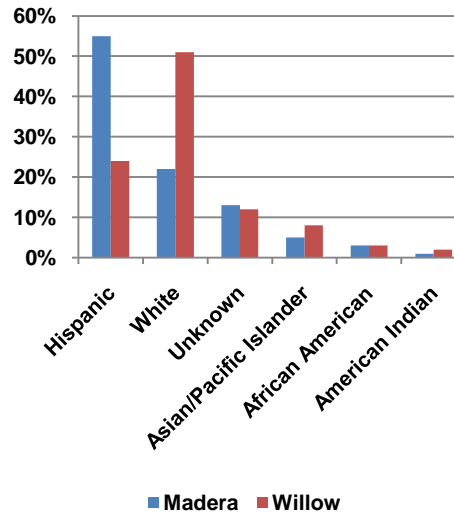
**COMPARISON OF WILLOW INTERNATIONAL AND MADERA CENTERS**

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

**Student Ethnicity**

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

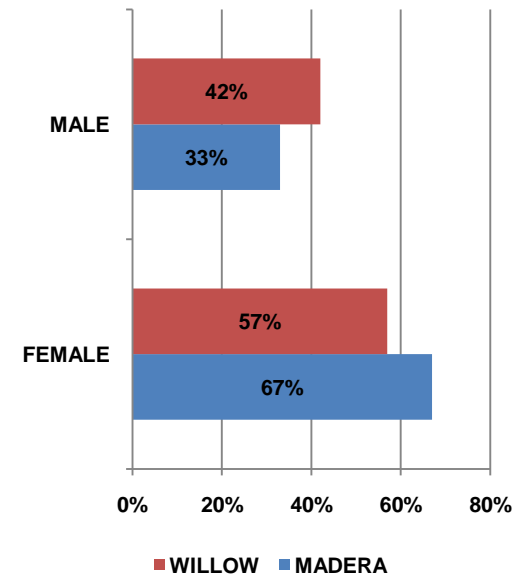
**MADERA AND WILLOW CENTERS STUDENT ETHNICITY PROFILE FALL 2008**



**Student Gender**

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

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



### Student Unit Load

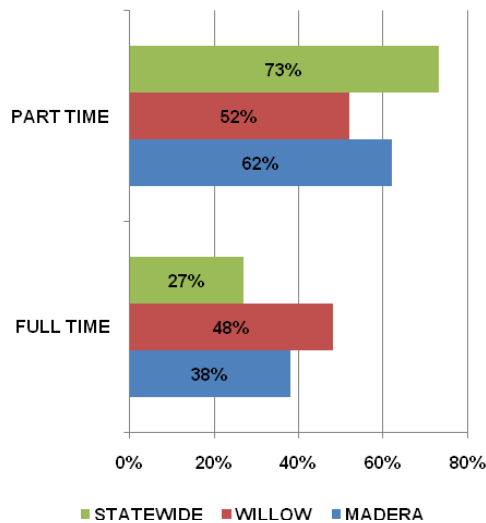
The Centers also differ in the unit loads the students carry. The Willow International Center has an extremely high percentage (48%) of students attending the Center on a full-time basis. The Madera Center also has a higher than average number (38%) of full-time students. Both centers report notably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

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

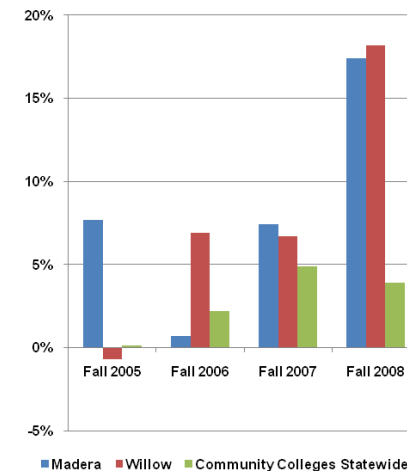
### Headcount Growth

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

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



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



### Qualitative Data

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

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

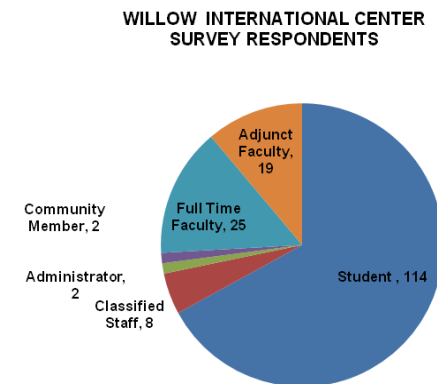
Because many of the survey questions were campus-specific, the following sections address the campuses separately. There were too few respondents from the Oakhurst Campus to make broad conclusions. The input received was however used in the analysis and in developing recommendations.

### Survey Synopsis

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

### Willow International Survey Results

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



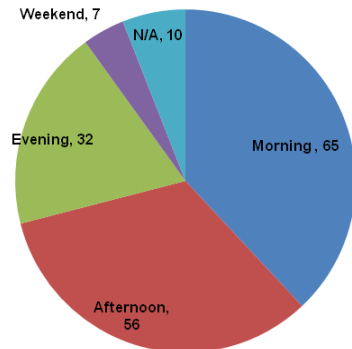


### Time of Day

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

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

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

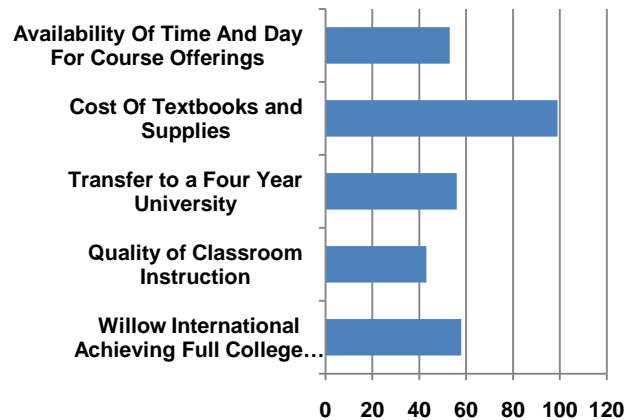


### Top Issues

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

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

**WILLOW INTERNATIONAL CENTER  
TOP ISSUES**



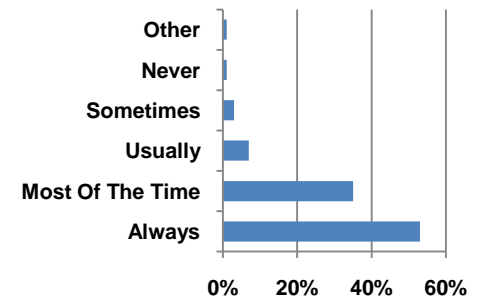
instruction is also of high importance to the people associated with the Willow International Center.

### Campus Safety

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

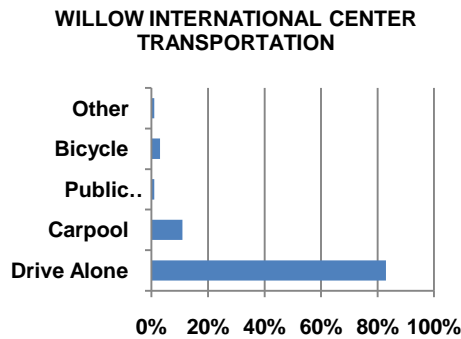
The majority of respondents, 53%, reported “always” feeling safe while on campus at the Willow International Center. The next largest group, 35%, reported feeling safe “most of the time” while on campus. 7% of respondents reported “usually” feeling safe while on campus, 3% “sometimes” and the smallest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

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



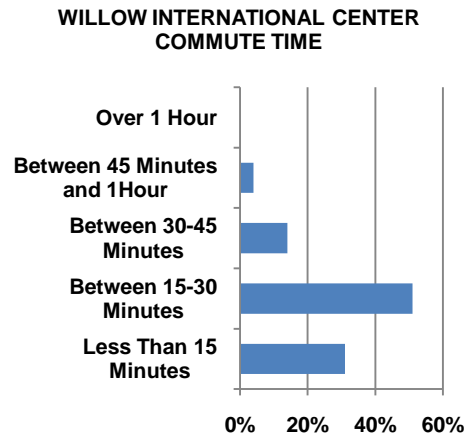
### Transportation

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



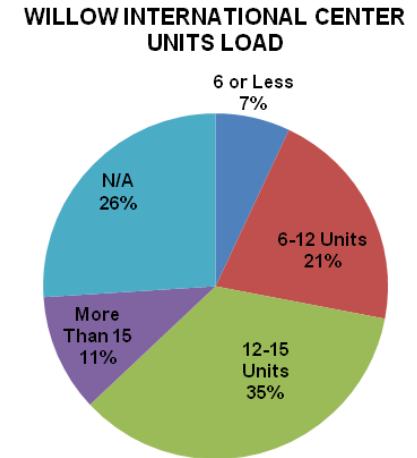
### Commute Time

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



### Unit Load

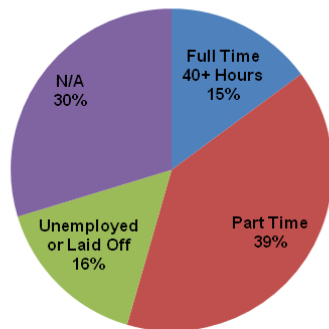
The survey examined the unit loads the students who responded to the survey are currently taking at Willow International Center. The majority of students, 35%, reported currently taking between 12 to 15 units. The second largest group of respondents currently taking classes, 21%, are taking between 6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



### Student Employment Status

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

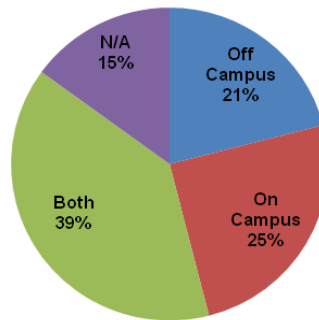
**WILLOW INTERNATIONAL CENTER  
EMPLOYMENT STATUS OF STUDENTS**



### Campus Food Services

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

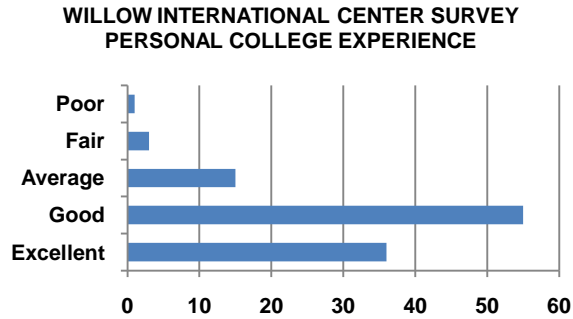
**WILLOW INTERNATIONAL CENTER  
EATING ON OR OFF CAMPUS**



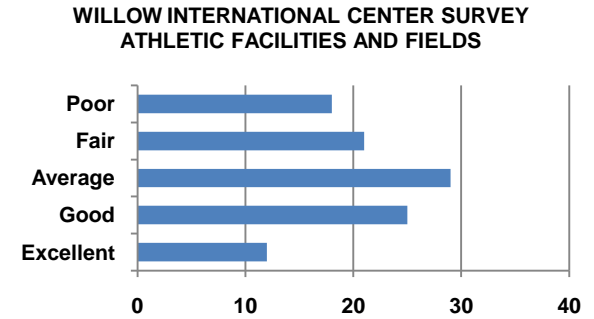
### Additional Questions

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

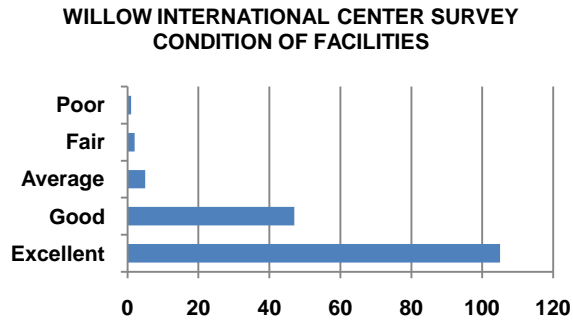
How would you define your personal college experience?



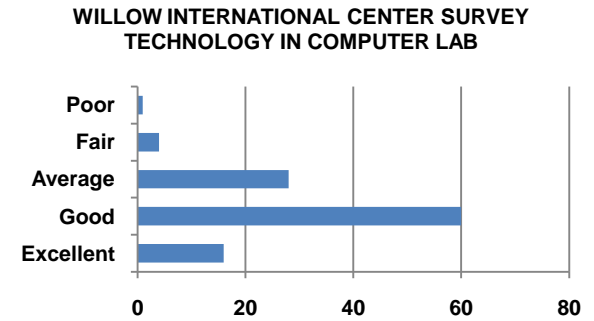
How would you rate the athletic facilities and fields?



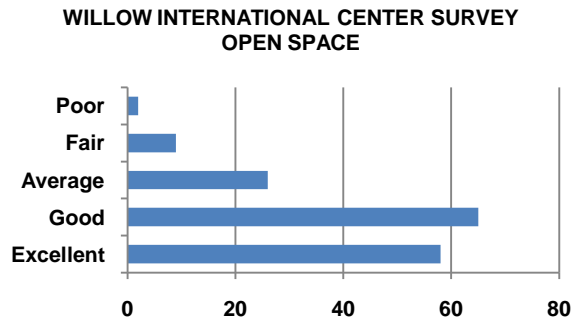
How would you evaluate the overall condition of the facilities?



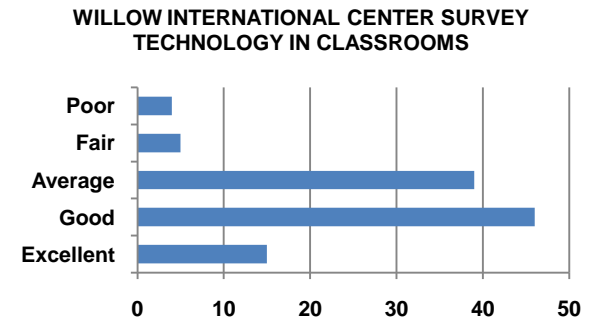
What is your assessment of the existing technology in the computer lab?



How would you rate the open space on campus?



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



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

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

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

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

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

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

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

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

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

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

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



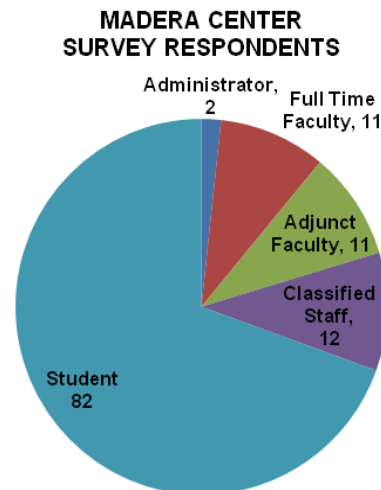
**Was there a question that was not asked that you would have liked to have seen in this survey about the Colleges or Centers?**

The following are a summary of the suggestions submitted.

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

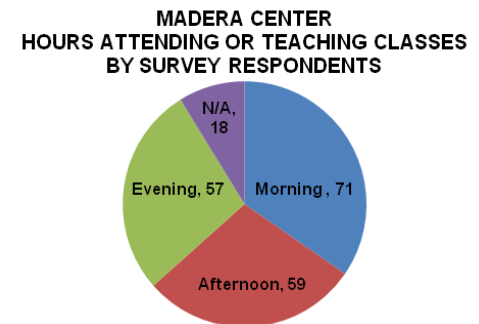
**Madera Center Survey Results**

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



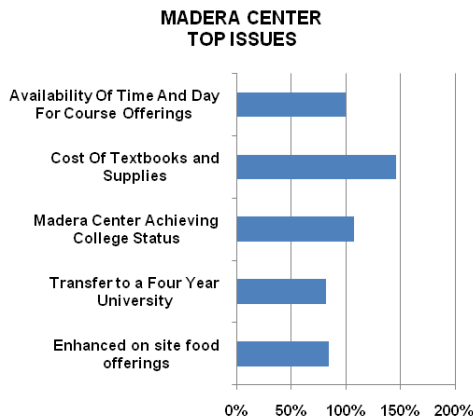
**Time of Day**

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



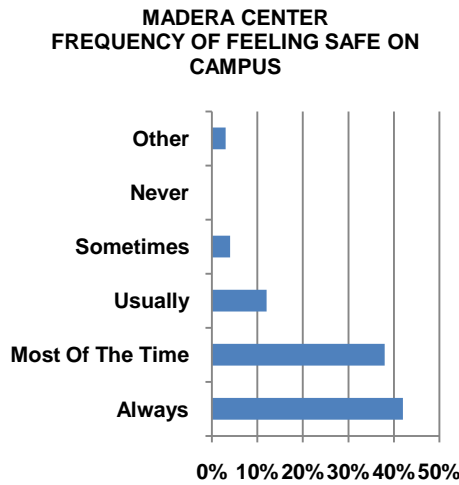
### Top Issues

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



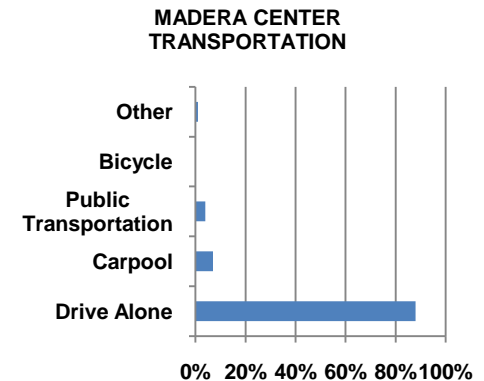
### Campus Safety

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



### Transportation

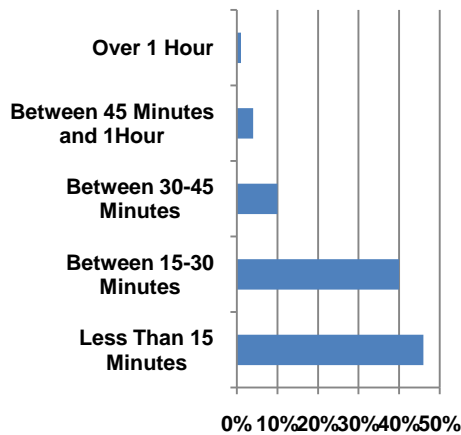
Respondents were asked what type of transportation they use to and from the Madera Center. The majority of people, 88%, drive by themselves to campus. Carpooling was the second highest method of transportation accounting for 7% of the responses. 4% of respondents use public transportation to get to and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



### Commute Time

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

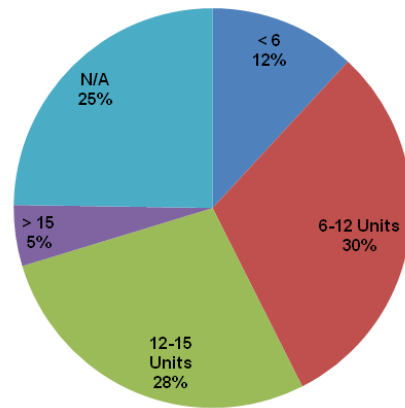
**MADERA CENTER COMMUTE TIME**



### Unit Load

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

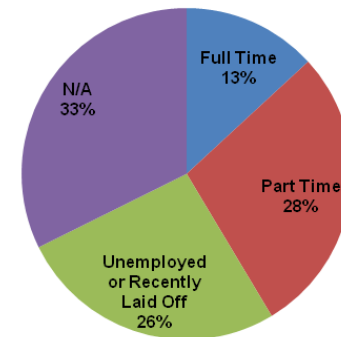
**MADERA CENTER UNIT LOAD**



### Employment Status

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

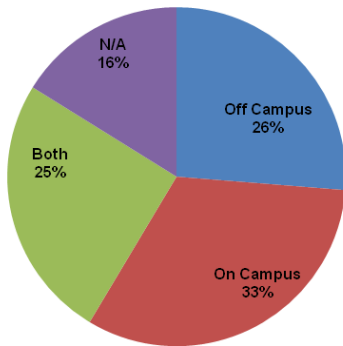
**MADERA CENTER EMPLOYMENT STATUS OF STUDENTS**



### Food Service Usage

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

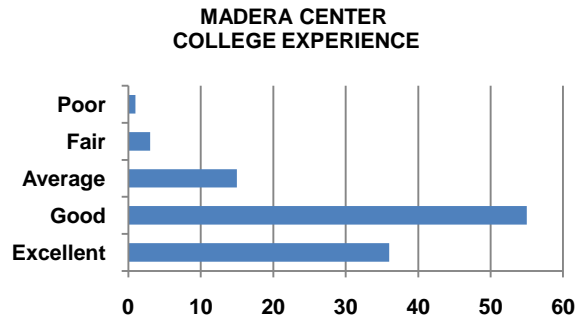
**MADERA CENTER  
EATING ON OR OFF CAMPUS**



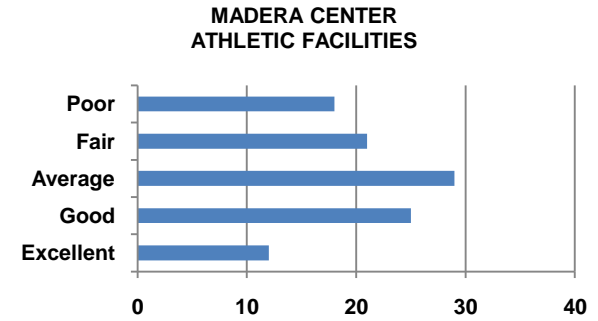
### Additional Questions

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

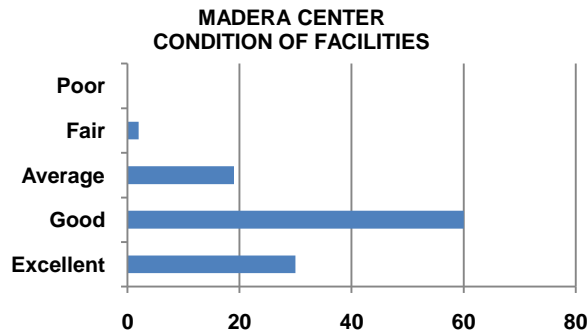
How would you define your personal college experience?



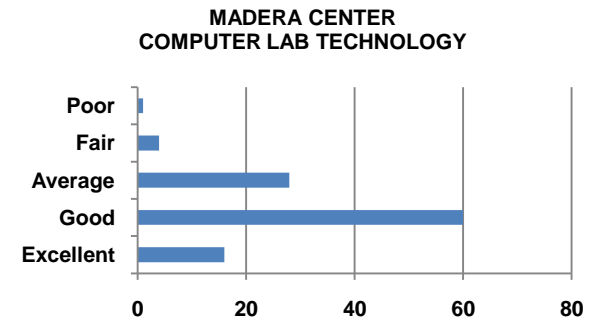
How would you rate the athletic facilities and fields?



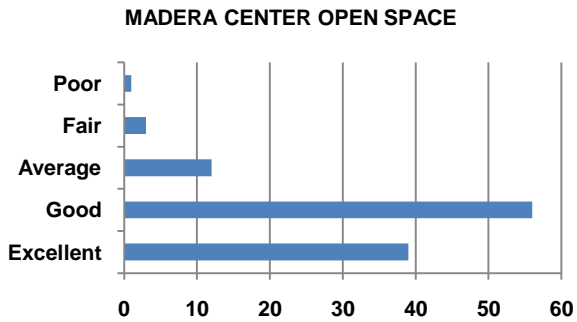
How would you evaluate the overall condition of the facilities?



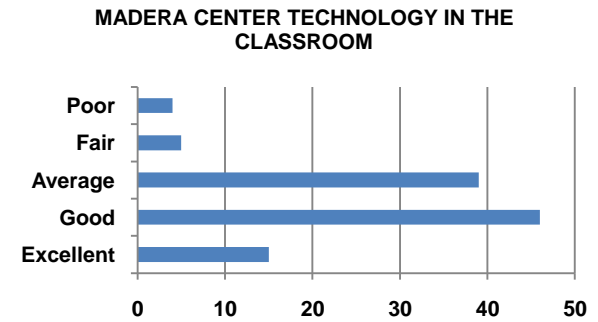
What is your assessment of the existing technology in the computer lab?



How would you rate the open space on campus?



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





### Additional Questions

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

#### **What do you believe are the strengths of the College?**

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

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

were also recognized as strengths of the Center.

#### **What do you believe are the weaknesses of the College?**

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

#### **What would have an immediate positive impact on the College?**

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

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

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

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

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

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

#### Questions not included in survey

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

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



#### Oakhurst Survey Results

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



## Program of Instruction

### OVERVIEW

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

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

### BASELINE CURRICULUM

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

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

headcount (the number of students attending classes).

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

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

### THE BASELINE PROGRAM OF INSTRUCTION BY SUBJECT

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

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

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



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

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

### The Baseline Program of Instruction by TOP Code

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

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

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

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

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

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

## INDIVIDUAL CENTERS

### The Baseline Program of Instruction by Subject

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

#### Willow International Center by Subject

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

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

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



## Willow International Center by TOP Code

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

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

## Madera Center by Subject

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

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

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

## Madera Center by TOP Code

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

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

## Oakhurst Center by Subject

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

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



## Oakhurst Center by TOP Code

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

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

### ENROLLMENT AND RETENTION DATA

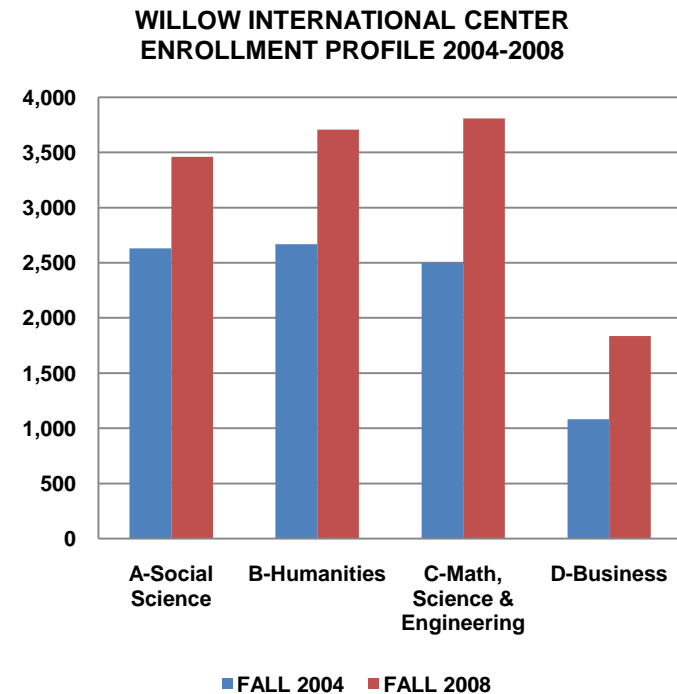
The following data was used as part of the analysis of the program of instruction at the North Centers. It is important to note that the information presented in this section is for fall semesters only. Therefore, disciplines that are only offered during the spring semesters were not included in the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

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

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

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

Source: State Center Community College District Office of Institutional Research



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

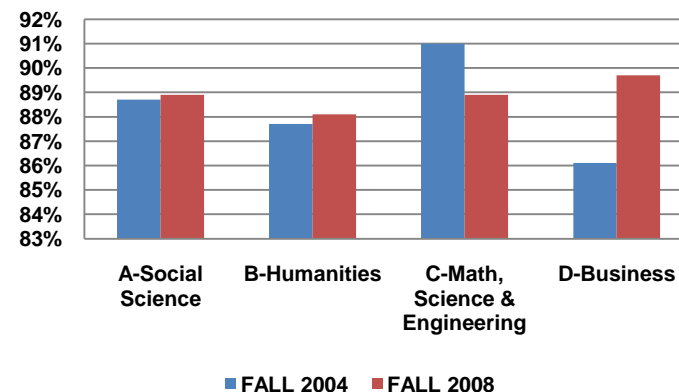
**Willow International Center**

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

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

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

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



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

Source: State Center Community College District Office of Institutional Research

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

### Madera Center

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

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

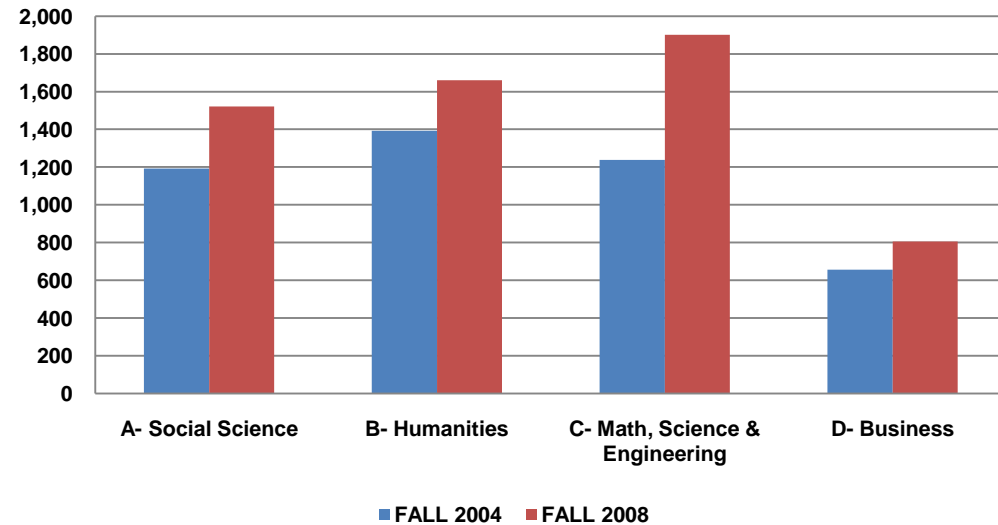
Division C experienced a growth rate, 54%, which is significantly higher than the overall College total.

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

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

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

**MADERA CENTER ENROLLMENT PROFILE 2004-2008**



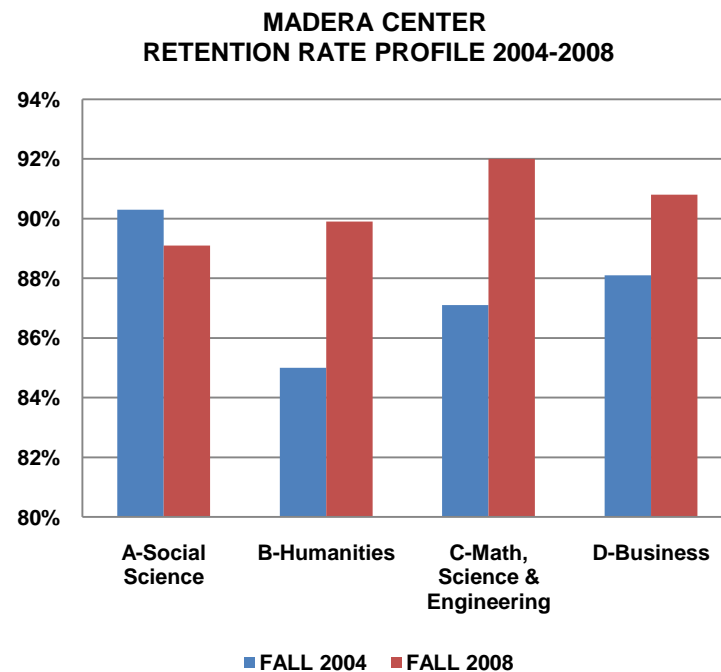
The retention rates for the Madera Center are shown for each fall semester from 2004 to 2008. All Divisions reported strong and fairly consistent retention rates over this time period.

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

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

Source: State Center Community College District Office of Institutional Research

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

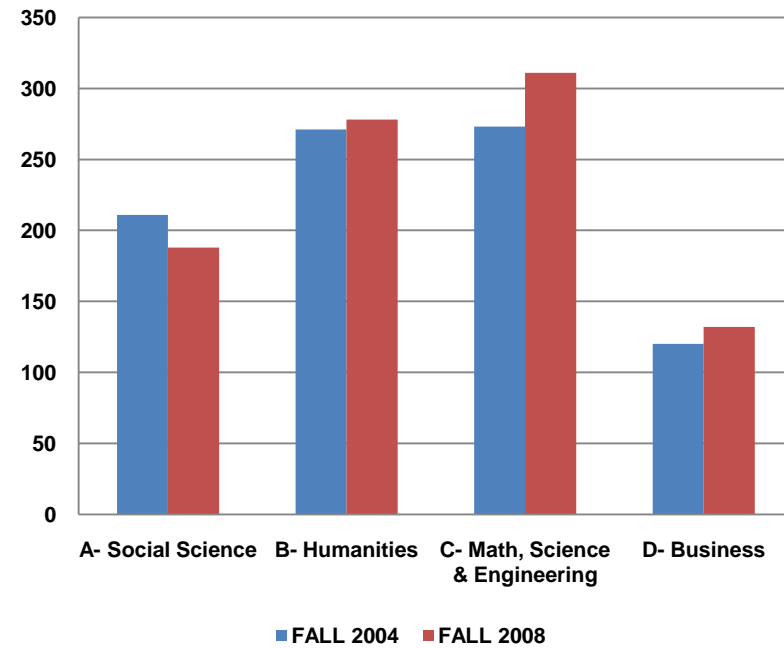




### Oakhurst Center

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

**OAKHURST ENROLLMENT PROFILE 2004-2008**



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

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

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

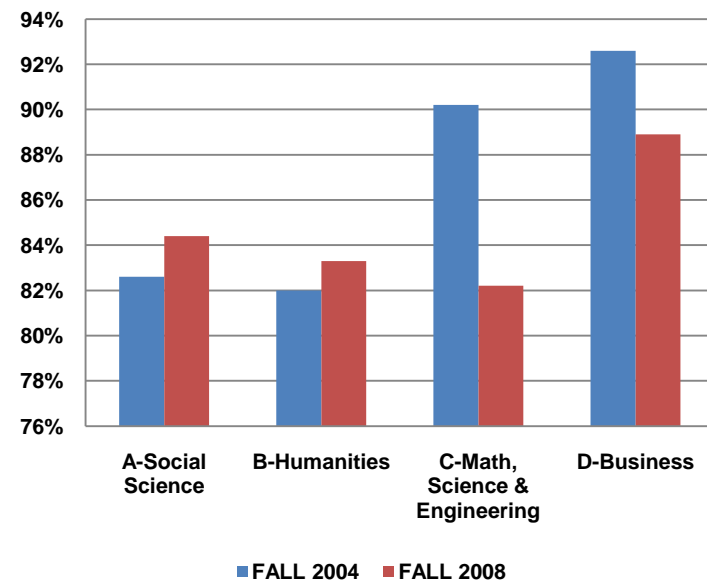
The table below lists the subjects at Oakhurst Center by Division.

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

Source: State Center Community College District Office of Institutional Research

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

OAKHURST RETENTION RATE PROFILE 2004-2008



## STUDENT SUPPORT SERVICES AND ORGANIZATIONS

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

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

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

### Academic Senate

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

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

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

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

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

### Assessment Center

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

### Classified Senate

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

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

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

### CalWORKs Program (California Work Opportunities and Responsibility to Kids)

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

### Child Care Center

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

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



### **Counseling and Guidance**

The counseling services offered to students include the following.

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

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

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

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

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

The staff communicated the following suggestions:

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

### **Disabled Students Programs and Services (DSP&S)**

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

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

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



### **EOPS (Extended Opportunity Programs and Services)**

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

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

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

### **Financial Aid**

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

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

### **Food Services**

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

### **Health Services**

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



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

#### **Library - Learning Resources Center**

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

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

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

#### **META**

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

#### **MCCAP**

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

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

#### **NCCAP (North Centers College Advantage Program)**

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

### **Public Information/Public Relations**

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

### **Psychological Services**

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

### **Tutorial Services**

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

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

### **Upward Bound**

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

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

### **Grants**

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

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

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

## Future Capacities

### OVERVIEW

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

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

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

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

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

### GROWTH FORECAST

#### Internal and External Elements of the College

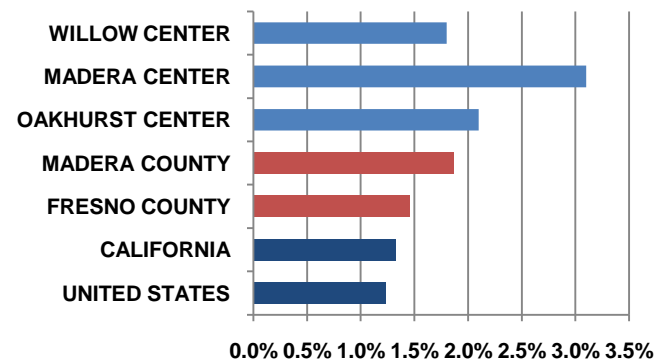
One of the primary drivers for determining future capacity is growth in the service area population, or, “natural growth”. The projected population growth rates in each of the Center’s service areas are shown in the following graph.

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

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

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

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



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

**Participation Rate Analysis**

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

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

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

**Weekly Student Contact Hours (WSCH)**

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

**FUTURE PROGRAM OF INSTRUCTION**

**North Centers Overview**

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

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

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

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

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



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

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



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



**Willow International Overview**

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

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

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

**Madera Center Overview**

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

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

**Oakhurst Center**

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

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

### Profile of the Future Program of Instruction

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

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

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

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

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

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

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

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

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

**Willow International Center Future Program of Instruction**

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

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

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



## Madera Center Future Program of Instruction

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

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

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

## Oakhurst Center Future Program of Instruction

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

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

## Determination of Future Space Needs

### SPACE REQUIREMENTS: ACADEMIC PROGRAM OF INSTRUCTION

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



### Academic Space Profile for 2025

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

#### Willow International Center 2025 Program of Instruction

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

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

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

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



## Madera Center 2025 Program of Instruction

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

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

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

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

Madera Center 2025 Program of Instruction

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

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

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

## SPACE REQUIREMENTS: ALL PROGRAMS AND SERVICES

Based on the growth projections for credit-WSCH and student headcount, the following table is presented for the year 2025. The table includes an analysis of the future space needs for each of the North Centers<sup>1</sup>. These projections take into account all facilities needs – academic space as well as space for support services.

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

---

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

This is the square footage of all space useable for instruction or support services<sup>2</sup>.

### Summary

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

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

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

---

<sup>2</sup> See Glossary for a more comprehensive definition of ASF.



### Willow International Center Future Space Requirements

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

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

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

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

### Madera Center Future Space Requirements

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

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

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

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

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





## The Financial Plan

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

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

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

facility program that follows defines projects by site and location.

### FINANCING OPTIONS

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

- State of California Capital Outlay Funding
- Scheduled Maintenance Funds from the State<sup>3</sup>
- Joint Venture programs with Business and Industry
- Joint Venture programs with other Educational Institutions
- Fee Based Instructional Programs
- Private Donations
- Local Bond Issue

---

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

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

#### A. State of California Capital Outlay Funding

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

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

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

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

**B. Scheduled Maintenance Funds from the State**

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



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

**C. Joint Venture programs with Business and Industry**

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

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

#### **D. Joint Venture programs with other Educational Institutions**

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

#### **E. Fee Based Instructional Programs**

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

#### **F. Private Donations**

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

#### **G. Local Bond Issue**

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



### SUGGESTED FINANCING PARAMETERS

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

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



## Total Cost of Ownership

---

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

### DEFINITION OF TOTAL COST OF OWNERSHIP (TCO)

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

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

### PURPOSE OF THE PROCESS

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

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

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

### OBJECTIVES TO BE ACHIEVED

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

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



files of the Community College Chancellor's Office.

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

**APPROVAL PROCESS**

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

**ASSESSMENT FORMAT**

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

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

### Infrastructure/Utility Systems

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

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

### IMPLEMENTATION PROCESS

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

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



NORTH CENTERS - TOTAL COST OF OWNERSHIP PROCEDURE - FISCAL ANALYSIS							
FACILITY: _____							
<b>TCO FACTOR</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Assignable Square Feet							
Gross Square Feet							
Initial Date of Occupancy							
Total Cost for Facility							
Space Allocation							
Classroom							
Laboratory							
Office							
Library							
AV/TV							
All Other							
WSCH Capacity							
Capacity Load Ratios							
Classroom							
Laboratory							
Office							
Library							
AV/TV							
Faculty Costs (2 FTEF)							
Support Staff Costs (__FTE)							
Instructional Aide (___FTE)							
Facilities Mgt. (___FTE)							
Infrastructure Operating Costs (Prorated share of Total)							
Infrastructure Operating Costs (Prorated share of Total)							
Electrical							
Water/Sewer/Waste Mgt.							
Gas							
Maintenance/Operation Costs							
Custodial							
Service Contracts							
Supplies							
Maintenance/Operation Costs							
Landscaping/Grounds/Parking							
Equipment and Supplies							
Insurance Costs							
District-wide Indirect Cost Factor (0..668 of all other costs)							

## Recommendations

---

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

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

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

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

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

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



## Appendix A: Space Determination Methodology

### OVERVIEW

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

### PRESCRIBED STATE SPACE STANDARDS

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

and future capacity requirements are summarized in the following tables.

Each component of the standards identified is mathematically combined with a

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

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

Source: California Code of Regulations Title 5, Chapter 8



### Standards for Lecture Space

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

### Standards for Laboratory Space

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

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

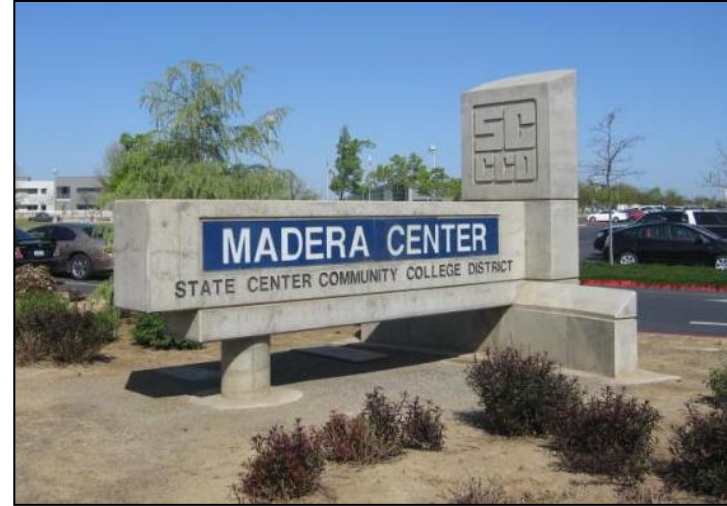
Source: Maas Companies - Calculations based on California Code of Regulations Title 5, Chapter 8 Section 57028

## NON-STATE SPACE STANDARDS

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

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

Source: Maas Companies & State Chancellor's Office



## Appendix B: Glossary of Terms

---

### Academic Calendar Year:

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

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

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

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

### ADA:

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

### Annual Five-Year Construction Plan:

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

### Annual Space Inventory:

See 'Space Inventory'

### API (Academic Performance Index):

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

### ASF:

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

### Budget Change Proposal (BCP):

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

### CAD:

Computer Assisted Design

### California Community College System Office:

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

**Capacity:**

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

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

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

**Capital Construction Programs:**

See ‘Capital Projects’.

**Capital Outlay Budget Change Proposal (COBCP):**

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

**Capital Projects:**

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

involve demolition, alteration, additions, or new facilities.

**Carnegie Unit:**

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

**CCFS:**

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

**Census:**

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

**DSA:**

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

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

**EAP (Early Assessment Program):**

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

**Educational Centers:**

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

**Educational Master Plan:**

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



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

**Enrollments (Unduplicated):**

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

**Environmental Impact Report:**

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

**Facilities:**

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

**Faculty Loads:**

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

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

**Facilities Master Plan:**

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

**Final Project Proposal (FPP):**

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

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

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

See Annual Five-Year Construction Plan

**FTEF:**

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

**FTES:**

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



**GSF:**

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

**Hardscape:**

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

**Initial Project Proposal (IPP):**

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

**Lecture:**

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

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

**Laboratory:**

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

**Master Plan:**

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

**Middle College:**

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

**Punch List:**

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

**Report 17:**

See Space Inventory Report.

**Scheduled Maintenance Plan:**

See Annual Five-Year Scheduled Maintenance Plan.

**Service Area:**

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

**SLOAC:**

The Student Learning Outcomes and Assessment Cycle.

**Space Inventory Report (“Report 17”):**

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

Key Components of Space Inventory:

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

**STAR Test:**

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

**Strategic Plan:**

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

**TOP/CSS Code:**

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

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

**Example:** If the lecture weekly student contact hours were 27,500 and the classroom capacity for weekly student contact hours were 35,000, the utilization would be identified as 78.6%.

**Stations:** The total space to accommodate a person at a given task (classroom-laboratory-office, etc.). The number of appropriate student work spaces within a defined area. It generally represents the best space apportionment for a given educational program.

**TOP Code:**

The “Taxonomy of Programs” (TOP) is a common numeric coding system by which the College categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The

taxonomy is most technical in the vocational programs (0900's).

**Example:** The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of State purposes. Maas Companies commonly uses the two-digit designator for educational master planning purposes. A four-digit code is necessary for reports in the Five-Year Capital Outlay Plan.

1500 – Humanities (Letters)

1501 – English

1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology

2205 – History

**Total Cost of Ownership (TCO):**

Total Cost of Ownership (TCO), as used for college facilities, is defined for these purposes as the systematic quantification of

all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true, effective cost of the facility including planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years).

**WSCH:**

An acronym for “Weekly Student Contact Hours.” WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.

**WSCH/FTEF:**

Represents the ratio between the faculty's hours of instruction per week (“faculty load”) and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member's load. The

State productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

**Examples:** A faculty member teaching five sections of Sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class sections X 3 hours/week X 30 students = 450 WSCH/FTEF). A faculty member teaching three sections of Biology, each section meeting for six hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 students = 450 WSCH/FTEF).

## Note on District-Wide Planning

---

It is important to note that within this Plan, and the other Educational Master Plans developed for the State Center Community College District, certain sections will be similar in their content. The information, which is shared between plans, is relevant to the overall State Center Community College District service area and serves as the basis for specific recommendations for each of the Colleges. Examples of such data include the national and state economic and demographic trends and their impact on the Colleges.



Oakhurst Center - Lewis Creek