MINUTES OF MEETING OF
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
February 7, 2012

Call to Order	A regular meeting of the Board of Trustees of the State Center Community College District was called to order by President Ron Feaver at 1:58 p.m., February 7, 2012, in Old Administration Building Room 251, Fresno City College, 1101 E. University Avenue, Fresno, California.
Trustees Present	H. Ronald Feaver, President William J. Smith, Vice President Richard Caglia, Secretary Isabel Barreras Ronald H. Nishinaka Patrick E. Patterson Dorothy Smith Christopher Coronado, FCC Student Trustee Kayla Urbano, RC Student Trustee Also present were: Deborah G. Blue, Chancellor, SCCCD Ed Eng, Vice Chancellor – Finance and Administration, SCCCD Tony Cantu, Interim President, Fresno City College Mitjl Capet, President, Reedley College Terry Kershaw, Vice Chancellor – North Centers Robert Fox, Acting Assoc. Vice Chancellor – Workforce Dev. & Ed. Services Randy Rowe, Assoc. Vice Chancellor – Human Resources, SCCCD Nina Acosta, Executive Secretary to the Chancellor
Strategic Conversations #1 – Connecting to the Vision	[A report of the Strategic Conversations #1 is attached to these minutes]
Recess	A recess was called by President Feaver at 3:55 p.m.
Reconvene Meeting	The regular meeting of the Board of Trustees of the State Center Community College District was reconvened by President Ron Feaver at 4:30 p.m. in the district office board room, 1525 E. Weldon Avenue, Fresno, California.
Trustees Present	H. Ronald Feaver, President William J. Smith, Vice President

Richard Caglia, Secretary
Isabel Barreras
Ronald H. Nishinaka
Patrick E. Patterson
Dorothy Smith
Christopher Coronado, FCC Student Trustee
Kayla Urbano, RC Student Trustee

Also present were:

Deborah G. Blue, Chancellor, SCCCD
Ed Eng, Vice Chancellor – Finance and Administration, SCCCD
Tony Cantu, Interim President, Fresno City College
Mitjl Capet, President, Reedley College
Terry Kershaw, Vice Chancellor – North Centers
Robert Fox, Acting Assoc. Vice Chancellor – Workforce Dev. &
    Ed. Services
Randy Rowe, Assoc. Vice Chancellor – Human Resources, SCCCD
Nina Acosta, Executive Secretary to the Chancellor

Introduction of Guests   Among the others present, the following signed the guest list:

Bob Boyd, FCC
Rashana Swinton, FCC
Elizabeth Servin, FCC
Tom Mester, WI
Maria Perales, RC
Mario Reyna, FCC
Monique Reyna, FCC
Richard Iyall, FCC
Ashley Torres Towers, FCC
Nathan Squire
Leierin Carney, WI
Cathleen Martinez, FCC
Jennifer Johnson, FCC
Brenda Quispe, FCC
Veronica Farwell, FCC ASG
Cindy Quiralte, FCC ASG President
Juan Tirado, RC
Melanie Highfill, RC Classified Senate
Randall Vogt, SCCCD
Gricelda Spear, RC
Sandra Navarro, WI
Michelle Whiteside, FCC
Greg Jorgenson, FCC
Dena Corglat, FCC

Introduction of Guests
(continued)

Shawn Wade. FCC
Cheryl Sullivan, SCCCD
Charles Francis, FCC
John Bengtson, SCCCD
Tabitha Villalba, FCC
Matthew Miyake, WI
Brian Droz, WI
Andrew Hernandez, FCC
Chris Hunter, NAISA
Nicole Zamora, FCC
Josh P. Zamora, FCC
Cris M. Bremer, FCC
Claudia Habib, FCC Academic Senate
Teresa Patterson, SCCCD
Gurdeep He'Bert, SCCCF
Wil Schofield, SCCCD
Janell Mendoza, NC
William Walker, ASG
Rene Villa, ASG
Joshua Roberts, ASG
Michael Olague, ASG
Amber Olmo, student
Daniel Thomas Clark, student
Grisanti Valencia, ASG
Caitlin Mack, ASG
Rachel McKinley, FCC ASG
Michael Wilson, ASG
Nathan Alonzo, FCC ASG
Shirley Bruegman
Anaccelly Hernandez, ASG
Donna Berry, RC
Pedro Navarro – Cruz, ASG
Lucy Ruiz, RC
Deborah Ikeda, NC
Rhyaan McClanahan, student
Eriica McClanahan, student
Airren McClanahan, student
Ivy Arana, FCC
Doris M. Griffin, SCCCD
Kelly Fowler, FCC
Alex Tavlian, Rampage
Troy Pope, Rampage
Gloria De La Cruz-Pulido, MC
Chris Villa, FCC
Marilyn Behringer, RC
Brian Speece, SCCCD

Introduction of Guests (continued)	Ashwaq Mohamed, FCC Mulky Mohamed, FCC Marcelena Cervantes, FCC Lucas Reyes, WI ASG Harpreet Manchanda, WI ASG Raymundo Berlayo Jr. , FCC Braulio Bahena, FCC Joey Baldwin, FCC Nia Ayala, WI Greg Taylor, SCCCD Paul Schlesinger, FCC Rampage Emily Kokka, WI
Changes to Agenda	President Feaver announced that the agenda and item no. 12-11 have been amended. Changes are indicated in bold and copies were provided for the Board and public.
Approval of Minutes	The minutes of the meetings of December 13, 2011, and January 10, 2012, were presented for approval. Student Trustee Coronado stated his report to the Board for the January 10, 2012, meeting was omitted from the minutes. A motion was made by Mr. Nishinaka and seconded by Ms. Barreras to approve the minutes of the meetings of December 13, 2011, and January 10, 2012, as amended to include the reports of the student trustees. The motion carried without objection.
Delegations, Petitions, and Communications	The following students voiced concerns about the late notice and potential elimination of summer school and limited class offerings: Nathan Squire, Shawn Wade, Elizabeth Servin, Maria R. Perales, Mario Reyna, Richard Iyall, Grisanti Valencia, Ashley Torres Towers, Amber Olmo, Daniel Clark, Cathleen Martinez, Cindy Quiralte, Rhyaan McClanahan. FCC Student Body president Cindy Quiralte presented a petition in support of summer school with 4000 signatures. Student Trustee Coronado accepted the petition.
Campus Reports	Mr. Cantu reported on topics of interest from Fresno City College. Copies of the report were provided for the Board and interested attendees, and contained the following highlights: • FCC instructor Robert Boyd is one of four faculty members to receive the 2012 Hayward Award from the Academic Senate for Community Colleges. • On February 1, the African American Faculty and Staff Association organized the opening day ceremony for the 2012

Campus Reports
(continued)

African American History Month.
- Dr. Carolyn Drake, dean of instruction for health sciences has been appointed to the Commission on Graduates of Foreign Nursing Schools (CGFNS) International Licensed Practical Nurse Professional Standards Committee for a two year term.

Dr. Capet reported on topics of interest from Reedley College. Copies of the report were provided for the Board and interested attendees, and contained the following highlights:
- RC Stem Ambassadors will host five Girl Scout troops on February 11 for "Introduce a Girl Scout to Engineering Day."
- Communication instructor Anna Martinez can be seen in Valentine Vignettes, a series of one-act romantic comedy plays, February 10-14 at the Draper Street Theater in Kingsburg.
- An instructor from AGCO Corporation in Hesston, Kansas, held two three day classes at the Reedley College mechanized ag shop during the first two weeks of January. He provided training to technicians from local tractor dealerships who handle Massey Ferguson and Challenger tractor lines using the Topcon GPS Navigation Systems.
- On January 28 and 29, Reedley College hosted nearly 200 high school students for the Mid-Winter Field Day. The students competed in tree and vine pruning contests in addition to the State Natural Resources contest.

Dr. Kershaw reported on topics of interest from the North Centers. Copies of the report were provided for the Board and interested attendees, and contained the following highlights:
- The Madera County Office of Education utilized the Madera Center forum hall on January 27 as part of its academic decathlon. The essay component of the decathlon was held at the center where students were tested on their knowledge of the Age of Empire.
- On February 3 Fresno State University hosted the "Si Se Puede" conference designed to provide information and inspiration to Latino high school males. The conference included workshops and topics on career information, motivation, critical thinking tools, and post-secondary education information. North Centers' counselor Ralph Munoz participated at the conference.
- "Cash for College" financial aid workshops are scheduled to be held at each of the North Center sites. The Oakhurst site workshop will be held on February 15; the Madera Center workshop will be held on Tuesday, February 21; and the Willow International Center workshop will be held on Monday, February 27.

Chancellor's Report	Dr. Blue thanked the students for their comments and stated the district values their opinions.

Dr. Blue reported the following:

- The Board hosted its first "Strategic Conversation" session in the Old Administration Building. Approximately 150 faculty, staff, administrators and students gathered to share ideas about the future direction of the district. The Strategic Conversation data will be summarized and used to inform the Charrette on March 1.
- In recognition of African American History Month, the district will once again host the Wall of Honor at the African American Historical and Cultural Museum on February 28. This year's ceremony will honor 2012 inductees Dr. Nadar Ali, vice-president of the Chinatown Revitalization Committee; and community activist Dr. Harry Edwards, U.C. Berkley professor and special consultant to the San Francisco 49ers; Ms. Ceroasetta Simba, Fresno City College reading instructor and IDILE program mentor.
- On March 10, the SCCC Foundation will host the Annual Renaissance Feast for scholars. It is a fabulous evening as guests will travel with the queen to Japan, and it all benefits the students. Every year is a sellout, and this year's event will be no different.

Academic Senate Report	Mr. Jeff Ragan, Reedley College Academic Senate president, reported on topics of interest, which included the following highlights:

- Reedley Academic Senate has been working on the following items: discussion and forward of draft of AR 2410 and AR7223, review of integrated planning document for Participatory Governance Handbook, review of GELO(General Education Learning Outcomes) Assessment Summary form, recommendation of process for establishment of course prerequisites/co-requisites in light of CCR, Title 5 changes, revisions to proposed SCCCD Strategic Planning Committee operating agreement, and the installation of RC ASG Executive Officers for 2012
- Reedley College Academic Senate supports a revision of current board policy that would ensure that either content review or data analysis could be used to establish prerequisites.
- Recognized Eileen Apperson for her student learning outcome work and moving RC well on its way to "proficiency"; Anna Martinez for serving as faculty coordinator for the RC accreditation process; and finally Bill Turini for his multiple term service as Reedley College Academic Senate president.

Classified Senate
Report

Mr. Ernie Garcia, Fresno City College Classified Senate president, reported on topics of interest, which included the following highlights:
- Fresno City College Classified Senate made a sizable donation to the Hope for Holiday program.
- A small committee was formed to create an informational brochure about classified senate.
- The senate is in the process of updating the Fresno City College staff resource guide.
- The elections process will be discussed at the next classified senate meeting

SCCC Foundation
Update

Gurdeep Sihota-He'bert shared the history and the purpose of the Foundation. One of the main tasks is to raise money for scholarships, and award mini-grants to faculty, staff and organizations on campus that enhance the classroom experience. In addition, the Foundation assists organizations on the campuses, such as athletic and cultural arts programs, to raise funds for their programs. The Foundation manages about 800 accounts districtwide. Ms. He'Bert discussed the Foundation's board of directors, board goals, Chancellor's Circle membership, and scholarships awarded since 2004. Ms. He'Bert reviewed the Foundation's website and the new features allowing for easier giving by the public and cultivating giving by old and new alumni. The Foundation is working on an alumni association and payroll deduction opportunities for employees. Ms. He'Bert reported on the Foundation's receipt of $800,000 from the Kresge Foundation to complete the Old Administration Building, as well as the success of the Osher campaign.

Ms. Barreras ask if classified employees are eligible for scholarships.

Ms. Smith stated it is extremely important for young graduates to contribute, even small amounts for students. In addition, the development of an alumni association is critical to the success of raising additional funds for scholarships.

California Endowment
Project

Anne Watts reviewed the progress of the California Endowment Project, also known as the West Fresno Project. It is a two year $198,000 grant, the purpose of which is to establish a committee of stakeholders in order to localize programs that will officially connect underserved residents to higher education and training programs. The strategic goal of State Center Community College District is to connect the unemployed and underrepresented population to higher education. Ms. Watts presented information on

California Endowment Project (continued)

the process of the project and shared interviews with some of the students who participated in the program.

Consent Agenda
Action

President Feaver asked for a motion to approve the consent agenda, as presented.

It was moved by Ms. Smith and seconded by Ms. Urbano that the Board of Trustees approve consent agenda items 12-04HR through 12-07HR and 12-04G through 12-09G, as presented.

The motion carried without objection.

Employment, Retirement, Change of Status, Academic Personnel
[12-04HR]
Action

approved academic personnel recommendations, items A through C, as presented

Employment, Promotion, Change of Status, Leave of Absence, Resignation, Retirement, Classified Personnel
[12-05HR]
Action

approved academic personnel recommendations, items A through I, as presented

Consideration to Approve Reorganization of Vacant Instructional Aide Position #3092 to Physical Education Attendant, Reedley College
[12-06HR]
Action

approved the reorganization of Instructional Aide position #3092 to that of Physical Education Attendant, Reedley College, effective February 8, 2012

Consideration to Approve Reorganization of Vacant Instructional Aide Position #4019 to Library Learning Resource Assistant I,

approved the reorganization of Instructional Aide position #4019 to that of Library Learning Resource Assistant I, Madera Center, effective February 8, 2012

Madera Center
[12-07HR]
Action

Review of District
Warrants and Checks
[12-04G]
Action

reviewed and signed the warrants register for the following accounts:

Account:	Amount:	For the Period of:
District	$12,075,904.18	December 14, 2011 to January 17, 2012
Fresno City College Bookstore	1,349,495.02	December 13, 2011 to January 17, 2012
Reedley College Bookstore	999,380.99	December 13, 2011 to January 17, 2012
Fresno City College Co-Curricular	74,571.32	December 13, 2011 to January 16, 2012
Reedley College Co-Curricular	52,793.15	December 13, 2011 to January 13, 2012
Total:	$14,552,144.66	

Financial Analysis of
Enterprise and Special
Revenue Operations
[12-05G]
No Action

provided for Board information only, no action is required

Consideration to
Approve Quarterly
Budget Transfers and
Adjustments Report
[12-06G]
Action

approved the December 31, 2011, Budget Transfers and
Adjustments Report

Consideration of Bids,
Business Education
Computer Lab Air
Conditioning
Installation, Fresno
City College
[12-07G]
Action

awarded Bid #1112-06 in the amount of $45,976.00 to Patton Air
Conditioning, the lowest responsible bidder for the business
education computer lab air conditioning installation at Fresno City
College, and authorize the chancellor or vice chancellor, finance and
administration, to sign an agreement on behalf of the district

Consideration to
Accept Construction
Project, Event Parking
Signage Improvements,
Fresno City College
[12-08G]
Action

a) accepted the project for Event Parking Signage Improvements, Fresno City College; and
b) authorized the chancellor or her designee to file a notice of completion with the county recorder

Consideration to
Approve Out-of-State
Travel for Phi Theta
Kappa Students, Fresno
City College
[12-09G]
Action

approved out-of-state travel for approximately four Fresno City College Phi Theta Kappa students to attend the 2012 Leadership Conference from March 9-11, 2012, in Las Vegas, Nevada, with the understanding that the trip will be financed without requiring expenditures of district funds

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

Consideration to
Refinance Measure E
Bonds
[12-08]
Action

Vice Chancellor Ed Eng and Mr. Ryan Vollmer from RBC Capital Markets present the following information:

On November 5, 2002, the district successfully obtained authorization from the district's voters to issue up to $161,000,000 in general obligation bonds to acquire, construct, improve, and equip capital facilities throughout the district. To date, the district has issued four series of bonds totaling $131,000,000, with $30,000,000 outstanding:

Date	Series	Amount
June 17, 2003	2003A	$20,000,000
July 15, 2004	2004A	$25,000,000
June 27, 2007	2007A	$66,000,000
August 1, 2009	2009A & 2009B	($10m each) $20,000,000

Interest rates are currently favorable for refinancing Series 2003A and 2004A bonds. The district will not receive any benefit from the refinancing as the benefit will go to the property owners in the form of reduced property taxes. Any costs associated with refinancing will be deducted from the total savings; therefore, the district will not incur refinancing costs. It is the administration's hope to not refinance the bonds unless there is a total net savings of $2,000,000 to taxpayers of the bond, after refinancing costs.

Ms. Barreras asked for a clarification regarding the RBC Capital Markets and De La Rosa & Company, and their roles in this item.

Consideration to Refinance Measure E Bonds [12-08] Action (continued)	A motion was made by Mr. Patterson and seconded by Ms. Barreras that the Board of Trustees: 1. adopt Resolution No. 2012-02 authorizing the vice chancellor, finance and administration to refinance series 2003A and 2004A bonds; and 2. authorize the vice chancellor, finance and administration, to refinance the bonds if there is a total net savings of $2,000,000 to taxpayers of the bond, after refinancing costs. The motion carried without dissent.
Acknowledgement of Quarterly Financial Status Report, General Fund [12-09] No Action	Ed Eng presented the Quarterly Financial Report. Mr. Nishinaka asked about over cap percentage of FTES. The original target projected was 5 percent over cap, and this report reflects a 1-1.5 percent over cap. Dr. Blue stated 5 percent over cap was the original amount presented to the Board; however ,the State Chancellor's Office changed the rules for how the calculations were made. Coupled with the change in leadership in the office of admission and records, our system wasn't re-calibrated and they had to manually re-calculate class sections. In addition, there were students who lost financial aid due to the change in the financial aid regulations. Some mistakes were made; some classes were capped at 30 students, but those mistakes were corrected. This resulted in the 1 to 1.5 percent over cap. The Board acknowledged the Quarterly Financial Status Report.
Consideration to Adopt 2012-13 Budget Development Calendar [12-10] Action	Ed Eng presented the 2012-2013 Budget Development Calendar. A motion was made by Mr. Patterson and seconded by Mr. Nishinaka that the Board approve the 2012-13 Budget Development Calendar, as presented. The motion carried without dissent.
Consideration to Approve Mid-Year Reduction Proposal [12-11] Action	Ed Eng presented the mid-year reduction proposal. He reviewed the governor's 2012-2013 budget assumptions and tax proposal. The tax proposal will be included on the November 6, 2012, ballot. The Initiative asks for a 0.5 percent sales tax increase from January 1, 2013, through December 31, 2016. It also raises personal income taxes on individuals who earn over $250,000 from 2012 through the 2016 tax years. He reviewed the 2011-2012 and proposed 2012-2013 apportionment deferrals. Mr. Eng presented information on

Consideration to
Approve Mid-Year
Reduction Proposal
[12-11]
Action
(continued)

categorical flexibility. Fifteen categorical programs would be made flexible to be used for any categorical or "student service" purpose, and three categorical programs would be restricted to current use.

A motion was made by Mr. Coronado and seconded by Ms. Urbano that the Board approve the proposed 2011-12 mid-year reduction plan, as amended.

Mr. Nishinaka asked for clarification on dates of the summer school session.

Ms. Smith asked how the determination was made to decide which classes were added.

Dr. Capet stated Reedley College contacted all students who were two classes away from graduation, and asked what classes they need to graduate. They also looked at the bottleneck for students who need general education classes.

Ms. Smith asked if the district looked at weekend classes.

Dr. Kershaw said summer classes are offered Monday through Thursday in order to conserve energy; however, the district does offer online courses.

Mr. Smith asked if the petition process was still in place to graduate if a class is not offered. Dr. Kershaw stated counselors will advise students of this option, if it applies.

Mr. Caglia thanked the students for coming to the meeting and making their voices heard. The message of students wanting to get out of the cycle of poverty rings loudly.

The motion passed as follows:

Ayes	-	6
Noes	-	1 (Trustee Patterson)
Absent	-	0

Governor's 2012-13
January Budget
Proposal
[12-12]
No Action

Ed Eng presented the following information to the Board for their information only; no board action was required.

Governor Brown's 2012-13 state budget begins with a $9.2B shortfall – a drastic reduction from the $26.6B shortfall starting point last year. The governor proposes to close the shortfall with $4.2B in reductions to programs and services, increasing revenues

Governor's 2012-13
January Budget
Proposal
[12-12]
No Action
(continued)

by $6.9B, and by building a reserve of $1.1B. In addition, he proposes that most categorical grants (except disabled students, foster care, and telecommunications and technology) will be in a block grant format. Local districts will be afforded the flexibility to allocate the funds needed for each program based on local needs.

The cornerstone piece of his budget proposal hinges on passing a ballot initiative to increase revenues. The governor is placing a tax increase initiative directly in the hands of voters. The initiative will increase sales tax by 0.5% for four years (calendar years 2013-2016) and increase personal income tax for individuals with incomes greater than $250,000 for five years (calendar years 2012-2016), provided sufficient voter signatures are acquired to place it on the ballot. If successful, it will then require a simple majority vote to approve the tax increase.

Assuming the tax increase is approved in November, the impact to the community college system of new revenues will be a "deferral buy-back" of $218M and a state mandated block grant of $12.5M; both will provide little new money to the district. However, if the initiative fails, the community college system will lose $264M in state apportionment funding (a workload reduction of 5.56%) with State Center losing approximately $6.4m. Whether the tax initiative fails or succeeds, either scenario includes the categorical block grant proposal. Community colleges will basically be on hold until the November election results.

Districts can be aggressive and assume the tax proposal will pass and budget at the higher levels. But if it fails, they will have to cut back drastically for spring and summer sessions. Alternatively, districts can be conservative and budget assuming the tax proposal will fail then ramp up programs and services in spring and summer sessions if it passes. These options are not ideal as we budget and plan course offerings for the 2012-13 fiscal year.

Further compounding the situation is that this is an election year. Many Legislators will be preoccupied with their campaigns. As a result, there will not be many actions/proposals on the budget until late May or June. Legislators will have a short period of time to address the issues and pass a budget. If they fail to pass a *balanced* budget by June 15, Proposition 25 requires they forfeit their pay.

This looks to be an interesting budget year. The Governor's proposal is the first of many proposals to provide a state budget to meet the diverse needs of the citizens of California.

Reports of Board
Members

Fresno City College student trustee Christopher Coronado reported the following:
- The FCC ASG has been working very hard educating the students on financial issues.
- ASG will be going to Sacramento and scheduling legislative visits with local representatives to petition/discuss funding of higher education.
- Thanked the Board for approving the summer school sessions.

Reedley College student trustee Kayla Urbano reported the following:
- On January 25, Kathryn Weakland from the Poverello House was a guest speaker.
- On January 30, the students celebrated Chinese New Year.
- In celebration of African American History month, Miss Fresno County Teen Erica Steele will be a guest speaker on February 13, and Robyn Grayson on February 29.

Trustee Patterson reported that he attended a workshop in Napa presented by JPA/ASCIP(Joint Powers Authority/Alliance of Schools For Cooperative Insurance Programs). They presented information on issues other school districts are facing. He will provide the list to Mr. Eng for review. ASCIP is developing model plans on how to deal with these issues. He reiterated that one of the best things the district did was joining ASCIP.

Trustee Nishinaka reported he attended the following events:
- The Fresno and Madera County School trustee meetings.
- The CCLC legislative conference
- The Reedley bullpen kick-off

Trustee Barreras reported the following:
- Attended Madera County School trustee meeting
- Attended her first orientation for the California Community College Foundation Board. She is looking to serving on this board and she is the only trustee currently sitting on this board.
- Attended the CCLC legislative conference
- The California Community Colleges Trustees Board Association unanimously endorsed the student success task force recommendations.
She thanked the students for attending the meeting and for their comments.

Trustee Willie Smith commended Ms. Barreras for her appointment to the California Community College Foundation Board. This is a prestigious appointment for her, as well as for the district.

Reports of Board
Members (continued)

Mr. Smith thanked the students for coming out and addressing the Board. He also thanked the administration for accommodating the students, and making sure they matriculate and get through college in a reasonable time.

Future Agenda Items

None

Delegations, Petitions, and Communications

None

Closed Session

President Feaver stated that in closed session the Board would be discussing:
  A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Pursuant to Government Code Section 54957
  B. CONFERENCE WITH LEGAL COUNSEL – POTENTIAL LITIGATION, Pursuant to Government Code Section 54956.9(c)
  C. PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT, Pursuant to Government Code Section 54957;
      1. Vice Chancellor, North Centers/Campus President, Willow International Community College Center
      2. Associate Vice Chancellor, Human Resources
  D. PUBLIC EMPLOYEE EVALUATION, Pursuant to Government Code Section 54957
      1. Chancellor

Mr. Feaver called a recess at 7:35 p.m.

Open Session

The Board moved into open session at 8:20 p.m.

Report of Closed
Session

Mr. Feaver reported the Board took action on December 8, 2009, to suspend a police sergeant for ten days without pay. On January 17, 2012, the State Center Community College District Personnel Commission upheld the suspension of that classified employee.

Mr. Feaver reported the Board took action on August 3, 2010, to suspend an instructional technician, farm laboratory. On April 5, 2011, the Board took action to terminate the same Instructional Technician, Farm Laboratory. On January 17, 2012, the State Center Community College District Personnel Commission overturned the termination, imposed a suspension from April 6, 2011, until June 14, 2011 and ordered the employee reinstated.

Adjournment   The meeting was adjourned at 8:23 p.m. with the consent of the
                               Board.

                                   Richard Caglia /s/
                               Richard Caglia
                               Secretary, Board of Trustees
na   State Center Community College District

Comments from Part I of Strategic Conversaton

Identify Priorities for Student Access and Success

What direction should the district and colleges/centers take to respond to this theme?

Student Success Task Force: keeping an eye on how is this going to be funded and implemented (fear of redirecting students in below college-level class, maintaining local college control)

1. Mandatory Orientation: All CSUs and universities have mandatory orientation to provide new students with guidelines on how to attend college
2. Guidance Studies
3. Adult Ed: an option for student in remedial levels, and not impacting financial aid
4. ~~Mandatory Assessment~~ (already mandated)
5. Supplemental Instruction: tutor to support students
6. Learning Communities: together with supplemental instructor is proven to be successful
7. Stream line the process: student Ed plan
8. Redefine Articulation Agreements
9. Outreach/ support services
10. On-going communication with high schools
11. Cohort Model
12. More counselors needed
13. De-centralized Student Services: each instructional division to have a counselor for academics and financial aid, a familiar face for students

Identify Priorities for Student Access and Success

Focus on success: be sure students have the tools needed to succeed, whether it be tutorial, etc.

14. Prepare students for work and those for transfer; success for different for different students
15. Define success for different students: different goals as some transfer some need vocational ed to prepare immediately for work
16. What tools or assessment to deal with different goals?
17. District Mission: basic skills, occ ed, transfer
18. Provide skills students want and are looking for without taking too long
19. Contextualize basic skills: different types of learners

20. Students don't always see importance of Math or English until they need it for another area
21. Move basic skills to actual application
22. Students would still meet requirements
23. Many students don't know their major
24. Students aren't aware of student services, support services, resources to help, don't know where to go
25. Make students aware of support services, such as educational plan
26. Students take unnecessary classes because lack of plan or unaware of services
27. Basic math and English to get students started
28. Ensure students are better prepared coming to us by working with the high schools
29. Create cohorts; some students not coming directly from high school, cohorts help in working with students in groups to take general ed courses
30. Question of resources to support services such as assessment; we have the tracks but what about students that don't fit into tracks; will we create additional tracks or force students into existing tracks; create a one stop shop to provide everything for students including child care
31. Need resources to support ideas/plans
32. Have many great "human" resources in the district to help solve problems instead of hiring outside consultants
33. How do we actually incorporate these ideas that have been repeated for many years but not enacted?
34. We have to do better

Develop Innovative Approaches to Education

1. Put course text books on e-file
2. Cohort based learning
3. Focus on basic skills early in the student's academic career
4. Additional distance education courses
5. Review the content and structure of online courses
6. Online courses can be confusing for students- need to rethink the course delivery
7. Three most important tools for blackboard: syllabus, finding documentation, grade check
8. Ability for students to access assignments online
9. Instructors provide information via a webpage developed by the instructor (best practice)
10. Instructors make software web enabled

11. Professional development for faculty utilizing technology e.g. blackboard in the classroom
12. Basic computer courses early in the student's academic career
13. Orientation video for students to go through for online courses
14. Take college courses at the high school to develop student's basic skills
15. More courses on a 9 week compressed schedule
16. Compressed course schedules, perhaps go from 18 weeks to 16 weeks
17. Expand online student services so students can have access to critical information prior to their matriculation to the college
18. Test at high school for E-prep
19. Update web pages for ease of student access
20. Comprehensive collaboration with the k-12 system

Develop Innovative Approaches to Education

21. Modular approaches to programs – quickly move through programs – 3 6-week sessions.
22. More technology in classrooms and new approaches for instruction – smartboard
23. Career Goals/pathways to guide scheduling
24. Reinvestigate learning communities – content based
25. Alignment with K-12 in curriculum and with support services so students have a better understanding of the college process
26. Providing training opportunities for students learn to use technology (Blackboard, twitter, etc.)
27. Utilizing social media

Identify Innovative Funding to Support District Budget

1. Collaborate with the EDC, corporations with vested interests and corporations of businesses for contract education to train employees.

2. Naming rights

3. Renting out of facilities-research and change our policy district wide

4. Filming on facilities-TV, commercials

5. Create a packet showcasing what we have to offer to present to producers.

6. Re-engineering the internal processes to make them more business friendly so that external business relationships can be fostered.

7. Tap into our alumni to continue the foundation lay during the centennial. There are a vast number of alumni that we could bring back

8. Sell our signature programs through the district

9. Tap into the advisory committees and councils. They can help provide support to the institutions.

10. Collaboration between College Centers and avoid duplication.

11. Optimize rental rates for the facilities. It would be a "win, win" for SCCCD and the community.

Potential Growth Areas

1. Health industry is where the potential growth will be.

2. Green friendly technology – jobs may not be here now, but in the future. We should get in front of the labor demand.

3. High speed rail – however, this is uncertain politically.

4. Hospitality/service

5. Special needs education

6. Ag. Tech

7. Problems:

8. Curriculum process can slow down our ability to adapt to labor market.

9. Constraints of traditional semester. We may need an alternative calendar. Private schools excel in this.

10. Transfer issues

11. Financial aid obstacles

12. Needs:

13. Designated and specialized support services

14. More online/hybrid courses

15. Employment services – internships, placement

16. Staff development

17. Certificates and clear pathways to both certificates and degrees

18. Need to market signature programs – less duplication of programs

19. Contextualizing basic skills and soft skills

20. Common curricula

21. Partnerships with Local Businesses:

22. Continue community bus tour of CTE areas

23. Economic Development Conferences

24. Adult Ed.:

25. Reg to go process for adult schools

<mark>Increase Signature Programs</mark>

1. Signature Program: What is it?

   Each campus specializing in specific programs
   Maximize resources, rather than dilute or compete with each other.
   Ex. Police Academy, Nursing Program, Music Program, etc.

2. What will we need in the future?

   Ex. WIB commercials, community advisory committees
   Agreement on needs for industry
   Focusing resources on specific programs that are needed.

3. Increase success/transfer rates

   Cohort model helps get students in and out with higher success rates
   Shuttle for transportation between campuses
   Financial Aid requirements

4. Collaboration within district to define signature programs and increase programs that
   are student-centered. Come up with strategies to best serve students.

**Strengthen Workforce Through a Greater Collaboration Between Programs
and State/Local Manufacturers and Employers**

1. Development of Internships.
2. Career Center support.
3. Audit our programs so that we know how they tie in with the labor market. Do we know the needs of the workforce?
4. Leverage faculty networking with industries.
5. Incorporate internships in grants when preparing them.
6. Organize Job Fairs on campus, 2x per year at least.

INCREASE COLLABORATION WITH K-12 & PRIVATE UNIVERSITIES TO MEET STUDENT NEEDS.

1. Identify where we are/what we're doing now.
2. Align curriculum with local high schools such as W/I & Clovis West
3. Private universities have "boutique majors," Hard to prepare students for that.
4. Align curriculum/offerings within District.
5. More consistency with placement tests.
6. Create model programs
7. Create TAGs with private universities
8. Pressure to apply SB 1440 to UCs
9. Standardized of courses & placement tests across District
10. Look at what other colleges/districts are doing.
11. Alignment of other courses (math, science)

Entrepreneurship

1. First we need to define what this mean

2. Second we need to create an environment for creating opportunities for Entrepreneurialism

3. Then we need to celebrate examples of entrepreneurial successes by students

4. We need to change our culture to allow students, staff and faculty and administration to feel like entrepreneurs and support their activities

5. We discussed partnerships with CSUF Entrepreneurial center for opportunities for our community

6. Public forums presenting Entrepreneurial ideas

7. Overall we need to change our climate district wide

Expanding services to meet the educational needs of Underserved population

1. Define underserved students:
    a. Digital divide
    b. DSPS
    c. Accessibility
    d. Compliance issues
    e. Resources – EOPS etc.
    f. Basic skills
    g. Vocational/CTE population
    h. Night students/working adults
    i. Need to base on data to identify – use existing data
    j. Online students
    k. Middle class students
2. Existing services
    a. Service inventory – look at what we have now
    b. Then do service prioritization
    c. Communicate effectively with students on programs and services. Students don't know a lot of services we offer. Service orientation, guidance or roadmap to students.
    d. Orientation is part of the matriculation, all there. Testing, orientation, student ed plan for matriculation.
    e. Students teach each other- peer mentoring. Work better. Network.
    f. When we go to high schools, we do orientation. It should be required to participate in orientation before registration.
    g. There are some gaps in matriculation process. All students should have student ed plans – this is a big gap.
    h. Student task force impact – will have a big impact, but what counselors can do?
    i. Need to invest to have more counselors. We need to do large group counseling. Counseling may not like it.

j. Good thing that we have faculty advisors.
k. Resource constraints.
l. Services for night students

SUPPORT EXPANSION THROUGH THE FACILITIES MASTER PLAN

1. FACILITIES—FUTURE EXPANSION OF THE DISTRICT
    a. DEFINITION OF EXPANSION: PHYSICAL SPACE, BUILDINGS.
2. LOOK AT SIGNATURE PROGRAMS AT EACH OF THE COLLEGES/CENTERS—
3. CAN'T PHYSCIALLY GROW BASED ON SPACE RESTRICTIONS
4. OLDER BUILDINGS DON'T HAVE SPACE FOR LARGE MEETINGS—REMODEL FOR STUDENT AND STAFF NEEDS
5. ROOMS CAN'T HOLD ENOUGH STUDENTS TO MAXIMIZE FTES
6. DISTRICT NEEDS TO DIALOGUE AS TO WHAT ARE THE SIGNATURE PROGRAMS AND WHY/SHOULD THEY BE DUPLICATED… WHY DO ALL CAMPUSES HAVE ALL THE SAME PROGRAMS INSTEAD OF FOCUSING, IN ORDER TO MAXIMIZE RESOURCES
7. WHAT WILL HAPPEN WITH SE SITE? WILL IT STAY W FCC? OR DOES REEDLEY NEED IT? IF SO, FCC WILL LOSE SOME OF ITS SIGNATURE PROGRAMS. DON'T WANT TO LOSE POLICE/FIRE ACADEMY
8. NEEDS TO BE DIALOGUE ACROSS CAMPUSES/DISTRICT NEED TO PLAN PROGRAMS…NOT JUST BECAUSE "WE WANT ONE."
9. BETTER UTILIZATION…DOES NOT NECESSARILY MEAN MORE BUILDINGS
10. NEED TO KEEP ACCESS FOR DSPS AT THE FRONT OF ANY REMODELING/BUILDING.
11. NEED TO KEEP AN EYE ON ENROLLMENT PATTERNS--- GROWTH IN ENROLLMENT NUMBERS MAY BE CHANGING…. GIVEN FINANCIAL AID CHANGES/STATE FUNDING CHANGES/POPULATION DEMOGRAPHIC CHANGES/ ETC.
12. NEED TO KEEP FACILITIES CURRENT W NEW TECHNOLOGY.
13. SE SITE WHY NOT BUILDING UP MORE?
14. BUILDINGS AND SITES NEED TO BE GREEN.

Support Expansion through Facilities Master Plan

What direction does the district need to take to respond to the support of the expansion through the facilities master plan?

15. Greg Taylor explained facilities master plan is a plan that addresses the facility needs for the future. Long Range planning 5-20 years. What needs of facilities will be to support programs, services, campuses etc. What will facilities look like that will tie back to educational master plan, strategic planning, etc. Examples of issues have been parking, renovation, etc.

16. Parking at FCC ongoing issue. Parking structure. Concerns regarding inadequacy of facilities at FCC; Art, Math Science, etc.

17. Need for renovation of existing facilities

18. Priority should be with campus with highest impact of students.

19. Need to maintain access for all students in the district, i.e. Oakhurst

20. Need to take into consideration the Educational Master Plan criteria

21. Concerns for expansion at the North campuses due to limitation of resources

22. Need long range planning from the youngest of students (elementary, middle school, high school) to ensure we are able to accommodate future students

23. Resources need to tie back to plans. Consideration for a BOND MEASURE-Community Taxpayer "buy in" to our facility needs

24. Develop Plan for southeast site in conjunction with local plans (city/county of Fresno)

25. Categorical funds to address underserved students in all areas of district, including southwest Fresno

26. Concern for redundancy of programs at each site. Signature plans for sites

27. On line education and alternative ways of delivering education impact on facilities-Virtual campus

28. District wide distance learning center

29. Infrastructure that supports on line, alternate delivery for instruction/services

<mark>Emphasizing Institutional Effectiveness</mark>

Focus – What directions should the colleges/centers take to respond to this theme?

Operational Definition of Institutional Effectiveness: How do you prove what you do with data?

1. Increased and improved the use/function of data collecting/reporting processes
2. Full utilization of Datatel screens and dashboards
3. Utilize external measures from the State Chancellor's office that focuses on student success
4. Include measures of external effectiveness as perceived by the community

5. Survey employers on how prepared SCCCD students are for the workforce when compared to other institutions
6. Determine District measures to document institutional effectiveness that each campus will use

Emphasizing Institutional Effectiveness

7. Common/Consistent GE Courses for each campus
8. Looking at best practices for retention and graduation (data supported)
9. Identify programs thru data that are state of the art or need improvement and respond as appropriate.
10. Professional development for all faculty (including adjunct)
11. More student access to all faculty (adjunct)

Maximize Delivery of Services to Educate More Students

1. What is the meaning of "educate"? There are varied meanings.

2. Look at health and wellness

3. Offer more online, distance ed technology

4. Offer more outside of the classroom support, tutorial, ETC program, and extracurricular involvement.

5. Indentify student major status, invite to apply for graduation, certificate.

6. Learning communities, cohorts. Students work together.

7. K-12 partnerships districtwide.

8. Standardized placement test

9. Buent advising

10. Vocational ilding pathways for direct transfer to local four year colleges.

11. Roadmap to success starting in middle school

12. Vocational education pathways. Create more vocational education in high school. Integrate basic skills in vocational education.

13. GED offering at Training Institute.

14. Summary-

15. K-12 relationships districtwide, start with middle school, students will be better prepared for college. Curriculum alignment, standardized placement tests districtwide.

16. Tutorial services-ETC, extracurricular opportunities, learning communities, student on student advising.

17. Vocational and Transfer Pathways, clear and concise, basic skill integration.

Comments from Part II of Strategic Conversaton

Rethinking Delivery: scheduling, Learning Community, Curriculum, cohorts

What strategies should the district and colleges/centers implement to support these recommendations?
1. Identify our core: Look at number of courses in the system and substantially limit the types of courses based on data
2. Discipline focus campuses: Contemplate the possibility of assigning discipline focus campuses to avoid duplication of courses and programs and save resources
3. Compact class instruction: Short term session
4. Block scheduling-Sequencing courses

Workforce Needs

1. Aligning training programs with the needs of the community

2. Need a good relationship with the community

3. How well to advisory boards/committees help us?   Are they useful or not? Example: They are very helpful in child development as the informed college of new assessments students need to take…would not have known about it otherwise

4. Need targeted community members to sit on appropriate boards in the aligned area

5. Partnerships and internships with businesses; help students get experience before they go out into the workforce

6. Selecting advisory board members need to be strategic; sometimes looking for only their own business needs not from a global perspective; also serves to make employers aware of training college offers

7. Gather information about various industries to give students all options available in the area they are studying

8. Need people who can read and follow directions, be on time, dress appropriately, dependability (soft skills) can be taught across the board: show up to class on time, show up for services, show up every day for class

9. We need to set the example for the students in the soft skills

10. Knowing what jobs are available

Signature Programs

1. Existing Programs:

2. Perform and inventory of existing programs, identify overlaps, determine signature programs for each site.

3. Determine relevance of programs.

4. Identify overlaps and address.

5. Identify existing programs that have potential to be signature programs.

6. Develop resource allocation model that supports instruction and student support.

7. Future Signature Programs:

8. Assess needs of community.

9. Identify employment needs and trends.

10. Use information in facilities planning – determine appropriate location for programs.

11. Strengthen ties with business community so we can identify future signature programs.

12. External Funding

13. High schools connections.

Signature Programs

14. IMPLEMENTATION & STRATEGIES

15. DEFINE AND IDENTIFY WHAT A SIGNATURE PROGRAM IS.

16. NEED AN INVENTORY OF WHAT IS WHERE.

17. CREATE EFFICIENCY AND NOT DUPLICATE PROGRAMS

18. WHERE DO WE WANT TO PUT OUR MONEY?

19. HOW MANY STUDENTS ARE THERE FOR THESE SIGNATURE PROGRAMS?

20. NOT JUST STUDENTS, IT'S PLACEMENTS FOR THOSE STUDENTS---

21. NEED TO REEVALUATE THE CURRENT ONES… INDUSTRIES CHANGE. IDENTIFY NEW PROGRAMS, NOT JUST COPY ONES ON OTHER CAMPUSES. (THERE IS ALSO SOME DUPLICATION OF PROGS WITHIN COLLEGES THAT NEEDS TO BE LOOKED AT)

22. NEEDS ASSESSMENT FOR NEW PROGRAMS.

23. DISTRICT-WIDE PLAN IS NEEDED –TO PROTECT, PRESERVE AND BUILD.

24. NEED TO MAINTAIN QUALITY… THE PLAN NEEDS TO SUPPORT SIGNATURE PROGRAMS

25. MARKETING NEEDED, ESPECIALLY WITH THE PROPRIATARY SCHOOLS TAKING STUDENTS

Consistency District Wide

1. Maximize use of Datatel, Blackboard, WebAdvisor, etc. – Technology Tools
2. Study what we already do to identify best practices within the district and disseminate
3. Maximize purchasing power – leverage resources
4. Different sites have different approval processes
5. Counter parts don't know each other – accountants meet, VP meet, Deans should meet, counselors meet, IT staff meeting, etc.
6. Coordinate services across district
7. Use common data
8. Improve communication – encourage cooperation
9. Recognize that we have common goals
10. Clear direction and support from the top

Consistency District Wide

What directions should the colleges/centers take to respond to this theme?
Table Dialog:

11. Develop District committees that have representation from all campuses, centers and sites
12. A comprehensive communications strategy for all constituent groups
13. Standardized core services at all campuses
14. Standardized level of service/processing regardless of the campus they attend
    a. Implement WebAdvisor Portal for students in the District
    b. Implement E-SARS for all service appointments
15. Authentication of all employees and students
16. Implement a one card system for students

Understanding Data to Improve Effectiveness

1. Data should be structured
2. Data collected is meaningful
3. The structure of the data requests
4. How does requests change
5. Current funding model and how does it influence data collection
6. Focus on student success, which is focused on transfer, certificate, degree
7. Consistent review of student success data
8. Work to enhance early alert use by faculty to enhance student success
9. Ensure data is clear and concise
10. Develop structured queries that are easily accessible on predetermined student success variables
11. Ensure data collection methods have good internal reliability and validity

Understanding Data to improve Effectiveness

12. Having an automated system to get up to date data, can it be simplified,

13. User needs for data-very difficult for new user (Capet) to find the information

14. It's not just the technology that generates data

15. Links to the outside-Look outside for the data from the perspective of the community, city, county.

16. Inventory reports and make them more readily available to end users.

17. How many campuses get the business journal so that we (institutions) can get the information to the appropriate places?

18. Utilize the technology to share information and or periodicals so that the information is shared with more people in a shorter amount of time.

Understanding Data to improve effectiveness

19. More training

20. More data coaching

21. What data we need to collect and why?

22. Data driven decision making principals

23. Research focus – from department perspective and course perspective

24. Student surveys

25. Faculty use of data – broadening

26. Common research definitions – programs review data are different at different colleges

27. More contextual data

28. District wide data dash board

29. Data transparency

30. Utilize program review data

31. Post data online to ensure more access by more people

32. We gather all data from students but we did not see it

33. Data repository

34. Communicate data to faculty – they only know how they perform in their own classes.

35. Accountability for grants and programs – how do we know if programs/services are effectiveness

36. SMART – specific, measurable, actionable, realistic, and timely

37. Common data set for all researchers

38. Do some district wide research to avoid duplication of work/projects

Collaborations with Advisory Boards and Businesses

1. District support the recommendations—

2. ID existing advisory boards – update list (D. Lopez has list)

3. ID more business contacts for advisory boards

4. Collaboration with business to

5. teach classes (eg/ Health)

6. give input into curriculum

7. internships

8. jobs

9. skills

10. Advisory boards need to reach out to create more business contacts

11. ID what businesses hire students

12. ID what are their needs

13. Input into the curriculum

14. Provide more internships

15. Best practices in existing boards

16. Develop a collaborative mechanism for all advisory board to communicate

17. Analyze recommendations

18. Skills related to specific area, not talking about general skills, collaborate and talk and pull it all together for curriculum or economic development

K-12 alignment-Articulation and Student Prep Consistency

1. Document and share practices with high schools.
2. District wide coordination needed of all K-12 bridge programs will result in better preparation of our students.

3. Present data to show the need.
4. Share success stories.
5. Curriculum alignment with K-12 to better prepare students.

PROGRAM REVIEW AND ASSESSMENT

8. Implementation

9. Establish Base line data and assessment

10. After Program review determine next steps on what to do with the data

11. Review and update district wide programs and discontinuance policy

12. Are we following ed code for discontinuances policy

13. We never cut anything---why not

14. Promote a culture of evidence and inquiry

15. Link assessment with prioritization of goals and objectives

16. Create faculty professional development opportunities to promote assessment and evaluation

DISTRICTWIDE: FOCUS/EQUITY-FAIR RESOURCE ALLOCATION

1. Continue district resource allocation model process to develop equitable plan

2. Analyze staffing throughout the district to redistribute to areas of need if appropriate

3. Districtwide analysis for centralization of services, financial aid, production services, admissions and records,

4. Rotation of staff with specialized program skills within all district sites,

5. Example Veterans Services, EOP&S, JOB PLACEMENT, etc.

Student Success

1. Strategies—Student success

2. Define student success

3. Educational objective

4. Class

5. Transfer

6. Certificates

7. AA/AS

8. Mandatory student edu plan

9. Intrusive advising-clear pathways at middle school and beyond

10. Career development with employers

11. Open house for middle school

12. Standardize placement testing

13. Closing gaps in the matriculation process

14. SEP: Student Educational Plans

15. Mandatory orientation

16. What do we do with them now that they are here?

<mark>TECHNOLOGY FOR STUDENTS AND FACULTY</mark>

1. Blackboard is _underutilized:_ Has several tools for both students and faculty
2. No mandatory blackboard training
3. Online Blackboard orientation/training
4. WebAdvisor not too user-friendly
5. Focus groups of students and faculty/staff
6. More IT staff
7. Expand Help Desk
8. Centralized Help Desk
9. Focus training on how to use software more effectively
10. Consistent structure
11. Mentoring & structure for online instructors
12. CIT 15/12 first semester

Common Assessment

1. Many instructors are not happy with accuplacer-specifically relating to placement in math.

2. Student Success Task Force recommendations will require all schools in CA to find and use one common assessment. Would we all use same cut-off scores?

3. Participant on SSTF shared that more colleges had more closely aligned curriculum than anticipated.

4. Multiple measures seem to be best practice for determining student's level in courses.

5. Our district needs to agree to one common assessment so that students are not faced with the inconvenience of having to take several tests on different campuses within our own district and being placed in different courses because we all use different cutoff scores.