AGENDA
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
Workshop and Regular Meeting
District Office Board Room
1525 E. Weldon Avenue, Fresno, CA 39704
3:30 p.m., November 6, 2014

I.   CALL TO ORDER

II. PUBLIC OPINION SURVEY WORKSHOP   William Berry

     RECESS

III. PLEDGE OF ALLEGIANCE (4:30 P.M.)

IV. INTRODUCTION OF GUESTS

V.   APPROVAL OF MINUTES: Regular Meeting of October 7, 2014

VI. PUBLIC COMMENT [see footnote]

VII. REPORTS AND PRESENTATIONS

     A.   Joint District and Campus Presidents' Reports   Deborah Ikeda, CCCC

     B.   Academic Senate Report   Stephanie Curry, RC

     C.   Classified Senate Report   Susi Nitzel, FCC

VIII. REPORTS OF BOARD MEMBERS

IX. FUTURE AGENDA ITEMS

X.   CONSIDERATION OF CONSENT AGENDA   [14-69HR through 14-
                                                  78HR]
                                                  [14-103G through 14-
                                                  111G]

XI. GENERAL

     A.   First Reading of Proposed District Parking Fees and   [14-85] Christine
           Fines   Miktarian

Board Agenda
November 6, 2014 (continued)

      B.   First Reading of Fresno City College and Reedley   [14-86] Ed Eng
              College Student Equity Plans   Tony Cantu
                                                            Sandra Caldwell

      C.   Consideration to Adopt Resolution Scheduling Date and   [14-87] Pat Patterson
              Time for Organizational Meeting of the Board of
              Trustees

 XII.   HUMAN RESOURCES

      A.   Public Hearing and Board of Trustee's Appointment to   [14-88] Diane Clerou
              the Personnel Commission

XIII.   DELEGATIONS, PETITIONS AND COMMUNICATIONS [see footnote]

XIV.   CLOSED SESSION

      A.   PUBLIC EMPLOYEE PERFORMANCE EVALUATION, Pursuant to Government
              Code Section 54957; Interim Chancellor

 XV.   OPEN SESSION

XVI.   ADJOURNMENT

Any person with a disability may request this agenda be made available in an appropriate alternative format. A request for a disability-related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting to the Chancellor's office, 1525 E. Weldon Avenue, Fresno, CA 93704, (559) 244-5902, 8:00 a.m. to 5:00 p.m., Monday – Friday, as soon as possible before the meeting.

Under Board Policy 2350, there is a limit of three minutes per speaker per topic, and thirty minutes is the maximum time allotment for public speakers on any subject, regardless of the number of speakers; these time limits may be extended at the discretion of the Board of Trustees. Individuals wishing to address the Board should fill out a request form and submit it to Vice Chancellor of Human Resources Diane Clerou or Executive Secretary to the Chancellor Nina Acosta before the beginning of the meeting.

CONSENT AGENDA
BOARD OF TRUSTEES MEETING
November 6, 2014

HUMAN RESOURCES

1.	Employment, Change of Status, Retirement, Academic Personnel	[14-69HR]
2.	Employment, Promotion, Change of Status, Transfer, Leave of Absence, Resignation, Retirement, Classified Personnel	[14-70HR]
3.	Consideration to Approve Six-Month Extension of Limited Term Human Resources Technician Position, District Office	[14-71HR]
4.	Consideration to Approve New Position with Proposed Classification of Accounting Technician II, Madera Center	[14-72HR]
5.	Consideration to Approve New Position with Proposed Classification of Custodian, Clovis Community College Center – Herndon Campus	[14-73HR]
6.	Consideration to Approve New Position with Proposed Classification of Instructional Technician – Micro-Computer Lab, Fresno City College	[14-74HR]
7.	Consideration to Approve New Positions for Student Success and Support Program (SSSP) and Student Equity Program Plans, Fresno City College	[14-75HR]
8.	Consideration to Approve New Positions for Student Success and Support Program (SSSP) and Student Equity Program Plans, Reedley College	[14-76HR]
9.	Consideration to Approve New Positions for Student Success and Support Program (SSSP) and Student Equity Program Plans, Clovis Community College Center	[14-77HR]
10.	Consideration to Approve New Position with Proposed Classification of Accounting Technician II, Foundation	[14-78HR]

GENERAL

11.	Review of District Warrants and Checks	[14-103G]
12.	Financial Analysis of Enterprise and Special Revenue Operations	[14-104G]

13.   Consideration to Approve Quarterly Budget Transfers and   [14-105G]
     Adjustments Report

14.   Acknowledgement of Quarterly Financial Status Report, General   [14-106G]
     Fund

15.   Consideration of Proposition 30 Educational Protection Account   [14-107G]
     Expenditure Plan, 2014-2015 Fiscal Year

16.   Consideration to Approve Sale of Surplus Science Equipment,   [14-108G]
     Reedley College

17.   Consideration to Authorize Agreement with California Community   [14-109G]
     Colleges Chancellor's Office for Industry Driven Regional
     Collaborative, Madera Center

18.   Consideration to Authorize Agreement with California Department of   [14-110G]
     Food and Agriculture for the Specialty Crop Block Grant, Center for
     International Trade Development

19.   Consideration to Adopt Resolution Authorizing Agreement with   [14-111G]
     California Department of Education for Preschool Program
     Restoration Funding, Fresno City College

Call to Order	A regular meeting of the State Center Community College District Board of Trustees was called to order by Board Vice President Ron Nishinaka at 4:30 p.m. on October 7, 2014, in Madera Center Assembly Room 120, 30277 Avenue 12, Madera, California.
Trustees Present	Pat Patterson, President (via conference call at 5:20 p.m.)
	Ron Nishinaka, Vice President
	Dorothy Smith, Secretary
	Isabel Barreras
	Richard Caglia
	John Leal
	Eric Payne
	Garret Hale, Student Trustee, FCC
	Matthew Rodriguez, Student Trustee, RC
	Also present were:
	Bill F. Stewart, Interim Chancellor, SCCCD
	Ed Eng, Vice Chancellor of Finance and Administration, SCCCD
	George Railey, Vice Chancellor of Educational Services and Institutional Effectiveness, SCCCD
	Tony Cantu, President, Fresno City College
	Sandra Caldwell, President, Reedley College
	Deborah Ikeda, Campus President, Willow International Community College Center
	Diane Clerou, Vice Chancellor of Human Resources, SCCCD
	Brian Speece, Associate Vice Chancellor of Business and Operations, SCCCD
	Greg Taylor, General Counsel, SCCCD
	Lucy Ruiz, Interim Executive Director, Public and Legislative Relations, SCCCD
	Pedro Avila, Assistant to the Chancellor, Enrollment Management, Admissions, Records, and Information Services
	Nina Acosta, Executive Secretary to the Chancellor, SCCCD
Approval of Minutes	Trustee Ron Nishinaka announced that Board President Pat Patterson would be attending the meeting by conference call from the Savannah Marriott Riverfront Lobby in Savannah, Georgia. As Board Vice President, Trustee Nishinaka will lead the meeting in Trustee Patterson's absence.

Approval of Minutes (continued)

The minutes of the regular meeting of September 2, 2014, were presented for approval.

A motion was made by Trustee Smith and seconded by Trustee Caglia to approve the minutes of September 2, 2014, as presented.   The motion passed by the following roll call vote:

	YES	NO	ABSENT
Richard Caglia	X		
John Leal	X		
Ron Nishinaka	X		
Patrick Patterson			X
Eric Payne		X	
Dorothy Smith	X		
Isabel Barreras	X		

Public Comment

Ed Gonzales thanked district staff for the great working relationship between Madera Unified School District and State Center Community College District.

Susan Randall, a student at the Madera Center, requested that the Board consider getting a swimming pool at the Madera Center.

Joint District and Campus Presidents' Reports

Reedley College President Sandra Caldwell reported on topics of interest from the District, Fresno City College, Reedley College, the Oakhurst and Madera Centers, and the Clovis Community College Center.

Madera Faculty Association Report

Madera Faculty Association President Kristen Mattox reported on several activities taking place at the Madera and Oakhurst Centers.

Classified Senate Report

Reedley College Classified Senate President Corinna Lemos reported on several classified employee activities throughout the District.

Madera on the Move – Career Technical Education

John Fitzer introduced Jim Chin, Eric Hanson, Catherine Medina-Gross, and Greg Corneal.

Dr. Fitzer provided an update on the campus improvements, including the remodeling of the Student Center and cafeteria, and improvements to the outdoor areas.

Dr. Jim Chin provided an update on program review and degree and certificate offerings.

Madera on the Move – Career Technical Education (continued)	Eric Hanson provided an update on the Industry Driven Regional Collaborative Grant (IDRC).
	Catherine Medina-Gross provided an update on degrees and certificates associated with the manufacturing programs.
	Former Madera Center student Craig Corneal told the Board about his experience as a student at the Madera Center.
	Trustee Caglia asked if there is a place on the district and campus webpages to tout student testimonials for other students to see.
Reports of Board Members	FCC Student Trustee Garret Hale and RC Student Trustee Matthew Rodriguez reported on several student events that took place in the month of September.
	Trustees Barreras, Payne, Leal, Smith and Nishinaka reported on several events they attended throughout the month of September.
Future Agenda Items	None
Consideration of Consent Agenda <u>Action</u>	Vice President Nishinaka announced that the exhibit for item 14-64HR and item 14-67HR have been amended and copies have been made available to the Board and interested members of the public.

It was moved by Trustee Barreras and seconded by Trustee Leal that the Board of Trustees approve consent agenda items 14-64HR through 14-68HR and 14-93G through 14-102G, as presented. The motion passed by the following roll call vote:

	YES	NO	ABSENT	ABSTAIN
Richard Caglia	X			
John Leal	X			
Ron Nishinaka	X			
Patrick Patterson	X			
Eric Payne				X
Dorothy Smith	X			
Isabel Barreras	X			

Employment, Academic Personnel [14-64HR] <u>Action</u>	Approve the academic personnel recommendations, item A, as presented

Employment, Promotion, Change of Status, Transfer, Leave of Absence, Resignation, Retirement, Classified Personnel [14-65HR] <u>Action</u>	Approve the classified personnel recommendations, items A through K, as presented
Consideration to Approve Six-Month Limited Term Programmer Position, District Office [14-66HR] <u>Action</u>	Approve a six-month limited term Programmer position in the District's Information Systems Department
Consideration to Approve New Position and Duties for Director of Student Success, Equity, and Outreach, Clovis Community College Center, and Transfer [14-67HR] <u>Action</u>	Approve the new position and duties for Director of Student Success, Equity, and Outreach, Clovis Community College Center, and transfer Gurdeep Sihota He'Bert into this position, effective October 8, 2014
Consideration to Approve Six-Month Limited Term Executive Director of the Foundation Position, District Office [14-68HR] <u>Action</u>	Approve a six-month limited term Executive Director of the Foundation position, District Office

Review of District
Warrants and Checks
[14-93G]
Action

Review and approve the warrants register for the following accounts:

Account:	Amount:	For the Period:
District	$15,648,824.93	8/12/14 to 9/12/14
Fresno City College Bookstore	808,922.37	8/13/14 to 9/16/14
Reedley College Bookstore	749,553.13	8/13/14 to 9/16/14
Fresno City College Co-Curricular	173,605.32	8/12/14 to 9/16/14
Reedley College Co-Curricular	93,651.51	8/12/14 to 9/15/14
Total:	$ 17,474,557.26	

Consideration to
Authorize Agreement
with National Science
Foundation for the
Bohart Museum
Project, Fresno City
College
[14-94G]
Action

a) Authorize the District, on behalf of Fresno City College, to enter into an agreement with the National Science Foundation for funding for the Bohart Museum Project for the period September 1, 2014, through August 31, 2016, for an amount not to exceed $200,691;
b) Authorize renewal of the agreement with similar terms and conditions; and
c) Authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign the agreement on behalf of the District

Consideration to
Authorize Agreement
for Purchase of New
Electric Utility Carts,
Districtwide
[14-95G]
Action

Authorize the agreement for the purchase of new electric utility carts, districtwide, and authorize purchase orders to be issued against this agreement for participation in the City of San Diego, Bid/Contract No. 10004916-10-E.

Consideration to
Accept Construction
Project, Exterior
Lighting Retrofit,
Districtwide
[14-96G]
Action

a) Accept the project for Exterior Lighting Retrofit, Districtwide; and
b) Authorize the Interim Chancellor or his designee to file a Notice of Completion with the County Recorder

Consideration to Accept Construction Project, Student Center Remodel, Madera Center [14-97G] <u>Action</u>	a) Accept the project for Student Center Remodel, Madera Center; and b) Authorize the Interim Chancellor or his designee to file a Notice of Completion with the County Recorder
Consideration to Approve Curriculum Proposals, Fall 2014, Reedley College [14-98G] <u>Action</u>	Approve the Reedley College curriculum proposals, as presented
Consideration to Approve Agreement Between State Center Community College District and Clovis Unified School District for Concurrent Enrollment Partnership [14-99G] <u>Action</u>	a) Authorize State Center Community College District to enter into a concurrent enrollment partnership with Clovis Unified School District for the period commencing August 1, 2014, through June 30, 2018; and b) Authorize the Interim Chancellor or Vice Chancellor of Educational Services and Institutional Effectiveness to sign the agreement on behalf of the District
Consideration to Approve Out-of-State Student Travel for Fresno City College Wrestling Team [14-100G] <u>Action</u>	Approve out-of-state travel for Fresno City College Wrestling students to compete in the Lassen College wrestling tournament on November 1, 2014, with the understanding that the trip will be financed without requiring expenditures of district funds

Consideration to Approve Out-of-State Student Travel to Collegiate Entrepreneurs Organization Conference [14-101G] Action	Approve out-of-state travel for District entrepreneurial students to travel to Orlando, Florida, October 30 through November 1, 2014, to attend the CEO Conference with the understanding that the trip will be financed without requiring expenditures of college or District funds
Consideration to Adopt Resolution Authorizing Agreement with California Department of Education for a Child Care and Development Block Grant, Preschool Program, Fresno City College [14-102G] Action	a) Adopt Resolution No. 2014.26 authorizing the District, on behalf of Fresno City College, to enter into an agreement with the California Department of Education for a Child Care and Development Block Grant, Preschool Program, in the amount of $92,173 for the period July 1, 2014, through June 30, 2015; b) Authorize renewal of the agreement with similar terms and conditions; and c) Authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign the agreement on behalf of the District

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

Second Reading and Consideration to Approve Human Resources Staffing Plan [14-79] Action	Diane Clerou provided reviewed the Human Resources Staffing Plan. A motion was made by Trustee Leal and seconded by Trustee Patterson that the Board of Trustees approve the Human Resources Staffing Plan. The motion passed by the following roll call vote:

	YES	NO	ABSENT
Isabel Barreras	X		
Richard Caglia	X		
John Leal	X		
Patrick Patterson	X		
Eric Payne	X		
Dorothy Smith	X		
Ron Nishinaka	X		

Announcement of Proposed Board of Trustees' Appointment to Personnel Commission
[14-80]
Action

A motion was made by Trustee Payne and seconded by Trustee Caglia that the Board of Trustees announce Ms. Pamela Freeman-Fobbs as the Board of Trustees' proposed appointee to the Personnel Commission. The motion passed by the following roll call vote:

	YES	NO	ABSENT
Isabel Barreras	X		
Richard Caglia	X		
John Leal	X		
Patrick Patterson	X		
Eric Payne	X		
Dorothy Smith	X		
Ron Nishinaka	X		

Second Reading of Accreditation Midterm Reports and Consideration to Approve Submittal to ACCJC/WASC
[14-81]
Action

A motion was made by Trustee Smith and seconded by Trustee Leal that the Board of Trustees approve and certify the Accreditation Midterm Reports for Fresno City College and Reedley College. The motion passed by the following roll call vote:

	YES	NO	ABSENT	ABSTAIN
Isabel Barreras	X			
Richard Caglia	X			
John Leal	X			
Patrick Patterson	X			
Eric Payne				X
Dorothy Smith	X			
Ron Nishinaka	X			

Consideration to Accept 2012-2016 SCCCD Strategic Plan Annual Assessment
[14-82]
Action

Vice Chancellor of Educational Services and Institutional Effectiveness George Railey reviewed the SCCCD Strategic Plan Annual Assessment.

A motion was made by Trustee Caglia and seconded by Trustee Barreras that the Board of Trustees accept the 2012-2016 SCCCD Strategic Plan Annual Assessment. The motion passed by the following roll call vote:

	YES	NO	ABSENT
Isabel Barreras	X		
Richard Caglia	X		
John Leal	X		
Patrick Patterson	X		
Eric Payne	X		

Dorothy Smith	X		
Ron Nishinaka	X		

Appointment of Voting Delegate(s) and Alternate Voting Delegate for ACCT Leadership Congress [14-83]
Action

A motion was made by Trustee Caglia and seconded by Trustee Payne that Dorothy Smith and John Leal serve as voting delegates and Isabel Barreras serve as alternate.   The motion passed by the following roll call vote:

	YES	NO	ABSENT
Isabel Barreras	X		
Richard Caglia	X		
John Leal	X		
Patrick Patterson	X		
Eric Payne	X		
Dorothy Smith	X		
Ron Nishinaka	X		

Consideration to Determine Whether Allegation of Trustee Misconduct Warrants Investigation [14-84]
Action

It is recommended that the Board of Trustees consider the allegations of misconduct and determine whether further investigation is warranted.

Trustee Payne voiced his opposition to the investigation and appointment of an ad hoc committee.

A motion was made by Trustee Caglia and seconded by Trustee Barreras that the allegation of trustee misconduct warrants investigation and that the Board President appoint an ad hoc committee to conduct the investigation and present its findings to the Board at a future date. The motion passed by the following roll call vote:

	YES	NO	ABSENT	ABSTAIN
Isabel Barreras	X			
Richard Caglia	X			
John Leal				X
Patrick Patterson	X			
Eric Payne		X		
Dorothy Smith	X			
Ron Nishinaka	X			

Public Comment   None

Closed Session   Trustee Nishinaka stated that no items are scheduled for closed
                       session.

Adjournment   The meeting was adjourned at 6:45 p.m.by unanimous consent.

_____

Dorothy Smith
Secretary, Board of Trustees
State Center Community College District

:na

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Employment, Change of Status, Retirement,   ITEM NO.   14-69HR
             Academic Personnel

EXHIBIT: Academic Personnel Recommendations

Recommendation:

It is recommended the Board of Trustees approve the academic personnel recommendations, items
A through D, as presented.

ACADEMIC PERSONNEL RECOMMENDATIONS

A. Recommendation to <u>employ</u> the following person:

Name	Campus	Class & Step	Salary	Position
Ellington, Kanya L.	FCC	II, 4	$32,908	Chemistry Instructor

(Current Full-Time Temporary Faculty)
(One Semester Temporary Contract – January 8, 2015 through May 22, 2015)

B. Recommendation to <u>change the contractual duty days</u> effective November 7, 2014 for the following person:

Name	Campus	From	To	Position
Miller, Mary Beth	FCC	177	197	Child Development Instructor

C. Recommendation to accept <u>resignation</u> for the purpose of <u>retirement</u> from the following person:

Name	Campus	Effective Date	Position
Yarbrough, Thomas W.	FCC	December 20, 2014	Engineering Instructor

D. Recommendation to <u>employ</u> the following persons as Training Institute Trainers:

Name	Campus	Classification	Hourly Rate	Date
Shultz, Sylvia	FCC	Trainer III	$39.11	September 2, 2014
Milnes, Russell N.	FCC	Trainer I	$27.94	October 1, 2014

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Employment, Promotion, Change of Status,   ITEM NO. 14-70HR
             Transfer, Leave of Absence, Resignation,
             Retirement, Classified Personnel

EXHIBIT: Classified Personnel Recommendations

Recommendation:

It is recommended the Board of Trustees approve the classified personnel recommendations, items
A through J, as presented.

CLASSIFIED PERSONNEL RECOMMENDATIONS

A. Recommendation to employ the following persons as probationary:

Name	Location	Classification	Range/Step/Salary	Date
Yang, Cheekeng	DO	Police Officer Position No. 1154	57-A $4,063.83/mo.	09/29/2014
Srun, Chamnann	CCCC	Instructional Technician – Microcomputer Lab – PPT Position No. 5022	50-A $19.78/hr.	10/06/2014
Critchfield, Melody	CCCC	Accounting Clerk III Position No. 5062	48-A $3,266.58/mo.	10/10/2014
Guhin, Katherine	RC	Instructional Laboratory Technician – Biological Sciences Position No. 3147	57-A $4,063.83/mo.	10/22/2014

B. Recommendation to employ the following persons as provisional – filling vacant position of permanent full-time or permanent part-time pending recruitment/selection, or replacing regular employee on leave:

Name	Location	Classification	Range/Step/Salary	Date
Duong, Kimberly	CCCC	Accounting Technician II Position No. 5061	61-A $25.84/hr.	09/05/2014
Wyrick, Mitti	RC	Cafeteria Attendant Position No. 3090	31-A $12.36/hr.	09/16/2014
Newsome, Calvin	CCCC	Custodian Position No. 5003	41-A $15.83/hr.	09/22/2014
Kemble, Emily	CCCC	Early Childhood Education Specialist Position No. 5015	53-A $21.25/hr.	09/25/2014
Chan, Fennyann	OC	Office Assistant III – PPT Position No. 6002	48-A $18.85/hr.	09/29/2014
Couvillion, Lacie	FCC	Sign Language Interpreter I Position No. 8070	41-A $15.83/hr.	10/01/2014
Lau, Gwun	FCC	Administrative Secretary I Position No. 2403	48-A $18.85/hr.	10/01/2014

B.   Recommendation to <u>employ</u> the following persons as <u>provisional</u> – filling vacant position of permanent full-time or permanent part-time pending recruitment/selection, or replacing regular employee on leave (cont'd):

Name	Location	Classification	Range/Step/Salary	Date
Abbs, Erica	FCC	Office Assistant III Position No. 2064	48-A $18.85/hr.	10/06/2014
Keithley, Jodi	CCCC	Early Childhood Education Associate Position No. 5039	38-A $14.73/hr.	10/06/2014
Merlo, Michelle	CCCC	Early Childhood Education Associate – PPT Position No. 5041	38-A $14.73/hr.	10/06/2014
Vang, Kao	RC	Micro-Computer Resource Technician Position No. 3028	63-A $27.14/hr.	10/06/2014
Yang, Pa Nhia	FCC	Early Childhood Education Specialist Position No. 2228	53-A $21.25/hr.	10/08/2014
Branshaw, Jennifer	RC	College Trainer Position No. 3127	60-D $29.21/hr.	10/13/2014
Lynott, Shannon	RC	College Center Assistant Position No. 3086	57-A $23.45/hr.	10/17/2014

C.   Recommendation to <u>employ</u> the following persons as <u>limited term</u> (Ed Code 88105):

Name	Location	Classification	Range/Step/Salary	Date
Adams, Allyson	DO	Office Assistant III – PPT Position No. 9016	48-A $18.85/hr.	09/29/2014
Calderon, Carlos	DO	Programmer Position No. 9017	66-E $35.51/hr.	10/15/2014

D.   Recommendation to <u>employ</u> the following persons as <u>exempt</u> (Ed Code 88076):

Name	Location	Classification	Flat Rate	Date
Swinney, Nathaniel	FCC	Art Model	$10.25/hr.	09/24/2014

E.   Recommendation to approve the <u>promotion</u> of the following <u>regular</u> employees (cont'd):

Name	Location	Classification	Range/Step/Salary	Date
Encinas, Desiree	FCC	Accounting Clerk I Position No. 8500 to Accounting Clerk II Position No. 8500	38-A $2,552.75/mo. to 41-B $2,885.92/mo.	10/01/2014

(Alternate Series Promotion per Personnel Commission Rule 3-9.5)

Kepler, Johnathan	DO	Maintenance Worker I Position No. 1101 to Maintenance Worker II Position No. 1101	46-A $3,109.67/mo. to 54-B $3,967.83/mo.	10/01/2014

(Alternate Series Promotion per Personnel Commission Rule 3-9.5)

Cristan, Rosemary	DO CCCC	Accounting Technician I Position No. 1125 to Accountant/Auditor Position No. 5061	57-E $5,656.58/mo. to 66-B $5,974.92/mo.	11/01/2014

F.   Recommendation to approve the <u>change of status</u> of the following <u>regular</u> employees:

Name	Location	Classification	Range/Step/Salary	Date
Herb, Martin	RC MC	Bookstore Sales Clerk II Position No. 3082 to Bookstore Sales Clerk III Position No. 3082	40-E $3,348.25/mo. to 43-E $3,598.75/mo.	09/22/2014 thru 12/07/2014

(Working Out of Class per Article 33, Section 8 of the CSEA contract)

Danielyan, Naira	CCCC	Office Assistant III Position No. 5026 to Orientation Assistant – Seasonal Position No. 5034	48-C $20.75/hr. to 41-E $19.28/hr.	10/02/2014

(Return to regular assignment)

Hedstrom, Christy	DO	Director of Purchasing Position No. 1038 to Buyer Position No. 1014	61-E +15% $6,620.50/mo. to 61-E $5,763.50/mo.	10/03/2014

(Return to regular assignment)

F.   Recommendation to approve the change of status of the following regular employees (cont'd):

Name	Location	Classification	Range/Step/Salary	Date
Chernekoff, Ellen	FCC	Early Childhood Education Specialist Position No. 2228 to Early Childhood Education Associate Position No. 2231	53-A $3,875.25/mo. to 38-E $3,287.42/mo.	10/08/2014

(Return to regular assignment)

Name	Location	Classification	Range/Step/Salary	Date
Nichols, Laurie	FCC	Student Services Specialist Position No. 2129 to Office Assistant III Position No. 2051	52-C $3,967.83/mo. to 48-E $3,967.83/mo.	11/03/2014

(Voluntary Demotion per Personnel Commission Rule 11-13)

G.   Recommendation to approve the transfer of the following employees (regular):

Name	Location	Classification	Range/Step/Salary	Date
Cardoza, Deborah	DO	Office Assistant III Position No. 1156 to	48-D $3,778.92/mo. to	09/15/2014
	CCCC	Office Assistant III Position No. 5060	48-D $3,778.92/mo.	

(Lateral Transfer per Memorandum of Understanding with CSEA)

Name	Location	Classification	Range/Step/Salary	Date
Grasmick, John	MC	Bookstore Sales Clerk III Position No. 5011 to	43-E $3,598.75/mo. to	09/22/2014 thru
	CCCC	Bookstore Sales Clerk III Position No. 5011	43-E $3,598.75/mo.	12/07/2014

(Temporary Transfer of Work Location per Article 22 of the CSEA contract)

Name	Location	Classification	Range/Step/Salary	Date
Swan, Kathleen	CCCC	Bookstore Sales Clerk III Position No. 5032 to	43-E $3,686.58/mo. to	10/09/2014 thru
	FCC	Bookstore Sales Clerk III Position No. 5032	43-E $3,686.58/mo.	12/07/2014

(Temporary Transfer of Work Location per Article 22 of the CSEA contract)

H.   Recommendation to approve the leave of absence of the following employees (regular):

Name	Location	Classification	Date
Gong, Terry	DO	Groundskeeper Worker Position No. 1080	10/27/2014 thru 11/30/2014

(Unpaid Health Leave of Absence per Article 14 of the CSEA contract)

H.   Recommendation to approve the <u>leave of absence</u> of the following employees (regular) (cont'd):

Name	Location	Classification	Date
Gong, Terry	DO	Groundskeeper Worker Position No. 1080	12/01/2014 thru 12/31/2014

(Personal Leave of Absence per Article 13, Section 2 of the CSEA contract)

I.   Recommendation to accept the <u>resignation</u> of the following <u>regular</u> employees:

Name	Location	Classification	Date
Carnahan, Amy	CCCC	Early Childhood Education Associate Position No. 5039	10/03/2014
Contreras, Juan	FCC	Educational Advisor Position No. 2111	10/31/2014

J.   Recommendation to accept the <u>retirement</u> of the following <u>regular</u> employees:

Name	Location	Classification	Date
Waltrip, Daniel	FCC	Custodian Position No. 2361	10/31/2014

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Approve Six-Month Extension   ITEM NO.   14-71HR
            of Limited Term Human Resources Technician
            Position, District Office

EXHIBIT: None

Background:

The Board of Trustees approved a six-month limited term Human Resources Technician position
at the board meeting on June 3, 2014. The need for this limited term position is a result of the
terminated employee appealing the termination to the Personnel Commission. The appeal
hearing has been set for April 2015. Therefore, administration is recommending the approval of
a six-month extension for the limited term Human Resources Technician position pending the
results of the appeal.

Recommendation:

It is recommended the Board of Trustees approve a six-month extension of the limited term
Human Resources Technician position, District Office.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Approve New Position with   ITEM NO.   14-72HR
            Proposed Classification of Accounting
            Technician II, Madera Center

EXHIBIT: None

Background:

With the vacancy of an Accounting Technician I, Position #4036 at the Madera Center, a review
was conducted by administration to assess the duties and requirements of the position.
Administration is proposing to leave the Accounting Technician I, Position #4036, vacant at this
time and is recommending a new position of Accounting Technician II be added at the Madera
Center. The Accounting Technician II position will perform higher level duties including, but
not limited to, preparing complex financial reports, assisting in budget development,
developing/designing/setting up systems needed for financial recording, as well as interpreting
and communicating financial data to others.

Recommendation:

It is recommended the Board of Trustees approve a new position with a proposed classification
of Accounting Technician II, Madera Center.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Approve New Position with   ITEM NO.   14-73HR
            Proposed Classification of Custodian, Clovis
            Community College Center – Herndon Campus

EXHIBIT: None

Background:

At the June 3, 2014, board meeting the Board of Trustees approved a six-month limited term
General Utility Worker position to assist with the special set up and minor repairs of furniture
and equipment associated with offering classes at the Herndon Campus. After reviewing the
needs of the campus, administration is recommending adding a permanent custodial position to
serve the Herndon Campus. Funding for this position has been allocated from the Clovis
Community College Center general fund budget.

Recommendation:

It is recommended the Board of Trustees approve a new position with a proposed classification
of Custodian, Clovis Community College Center – Herndon Campus.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Approve New Position with   ITEM NO.   14-74HR
            Proposed Classification of Instructional
            Technician – Micro-Computer Lab, Fresno City
            College

EXHIBIT: None

Background:

With the vacancy of an Instructional Technician – Clerical Office Training, Position #2437, at
Fresno City College, a review was conducted by administration to assess the duties and
requirements of the position. Administration is proposing to leave the Instructional Technician –
Clerical Office Training, Position #2437, vacant at this time. Administration is recommending a
new position of Instructional Technician – Micro-Computer Lab be added at Fresno City
College. The Instructional Technician – Micro-Computer Lab classification specification will
provide the technical expertise to perform the essential duties necessary to assist the students in
the micro-computer lab. There is no impact on the Fresno City College budget as both positions
are paid at range 50.

Recommendation:

It is recommended the Board of Trustees approve a new position with a proposed classification
of Instructional Technician – Micro-Computer Lab, Fresno City College.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Approve New Positions for   ITEM NO.   14-75HR
            Student Success and Support Program (SSSP) and
            Student Equity Program Plans, Fresno City College

EXHIBIT: None

Background:

Fresno City College has received Student Success and Support Program (SSSP) and Student Equity Program funding. The administration in conjunction with staff has been evaluating the parameters of the funding requirements to determine appropriate staffing to fulfill the objectives of the funding requirements. Fresno City College administration is recommending the following:

One (1) New Position with Proposed Title of Director of College Relations and Outreach

Examples of Duties:

1. Provide leadership to the campus' outreach program and College Relations regarding outreach efforts and support for students in transition from schools to the community college including Registration-to-Go Program.
2. Collaborate with local service area K-12 administrators and staff to implement and/or sustain projects that generate applicants and support students in transition from schools and the community to the college.
3. Develop, monitor, and implement an outreach calendar that systematically coordinates all outreach activities between the college and local K-12 schools and community agencies.
4. Collaborate closely with the Matriculation Coordinator and other staff with all programming designed to assist students in being fully matriculated to the college.
5. Work closely with student equity program faculty and staff to assist various programs in achieving enrollment and student success targets.
6. Responsible for the oversight and coordination of all campus tours and campus visits.
7. Supervises the Student Ambassador Program.
8. Provide leadership to reporting staff in developing, monitoring, evaluating and assessing annual unit goals and priorities, to include Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs) for College Relations and Outreach.

9. Develop and monitor budgets and expenditures for outreach, equity and student success programs under the direction of the Dean of Students.
10. Develop and implement a training plan in collaboration with appropriate staff for matriculation and student equity.
11. Work collaboratively with the Institutional Research and program offices in the collection of annual data for reporting purposes.
12. Collaborate closely with K-12 service area high schools to arrange outreach events and college fairs, with a particular emphasis on student equity and outreach.
13. Collaborate with Public Information Office to market and communicate to outreach and student success efforts.
14. Lead department planning and implementation meetings
15. Attend professional seminars/conferences related to student success, student equity, and faculty/staff development.
16. Provide data and information as necessary for program review, student services, student success and support services, and student equity.
17. Supervise and evaluate the effectiveness of Registration-to-Go.
18. Ensure the evaluations of reporting staff are conducted on a regular and systematic basis in accordance with collective bargaining agreements and board policies and regulations.
19. Participate in the coordination of dual enrollment, early college high school and transition in pathways efforts.
20. Serve on standing and ad hoc committees as assigned.
21. Participate in the coordination of community based pathway programs.
22. Perform other duties as assigned.

One (1) New Position with Proposed Title of Coordinator Student Equity

Example of Duties:

1. Ensure that the FCC Student Equity Plan is completed and sent to the CA CCC Chancellor's Office on an annual basis.
2. Ensure that all expenditures within the FCC Student Equity Plan conform with CA CCC Chancellor's Office expenditure guidelines.
3. Chair or serve as an active member of the FCC Student Equity Committee that will monitor the FCC Student Equity Plan so that equity outcomes are achieved.
4. Oversee the Professional Development component of the Student Equity Plan in order to ensure that all equity professional development activities, programs, etc. are coordinated and delivered.
5. Meet regularly with counseling and instructional faculty associated with equity programs in order to improve coordination of the delivery of services and the delivery of special programs such as Summer Bridge, Extending the Class, etc. Equity programs include but are not limited to: EOPS, TRIO, SYMBBA, IDILE, USEAA, PUENTE, Foster Bridge, DSPS, Veterans, Title V CAMINO.

6. Work with the FCC Institutional Research and Effectiveness Committee to ensure that institutional outcomes pertaining to equity groups are monitored and that evaluation of equity programs and activities occur.

Seven (7) New Counselor Positions

One (1) New Position with Proposed Classification of Educational Advisor

Examples of Duties:

1. Conducts group presentation as well as individual sessions with students and parents regarding registration, enrollment, student support programs, and class selection, forms and other procedures.
2. Arranges logistics for speakers and presentations.
3. Assists students in course selection and recording of their student educational plan
4. Assists with recruiting and retention and community outreach projects including identifying prospective students, making phone calls to students, staffing phone centers, assisting at orientations and registration.
5. May perform other related duties.

Recommendation:

It is recommended the Board of Trustees approve new positions for Student Success and Student Support (SSSP) and Student Equity Program Plans, Fresno City College, as presented above.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Approve New Positions for   ITEM NO.   14-76HR
            Student Success and Support Program (SSSP)
            And Student Equity Program Plans, Reedley College

EXHIBIT: None

Background:

Reedley College has received a Student Success and Support Program (SSSP) and Student
Equity Program funding. The administration in conjunction with staff has been evaluating the
parameters of the funding requirements to determine appropriate staffing to fulfill the objectives
of the funding requirements. Reedley College administration is recommending the following:

One (1) New Position with Proposed Title of Director of College Relations and Outreach

Example of Duties:

1. Provide leadership to the campus' outreach program and College Relations regarding
    outreach efforts and support for students in transition from schools to the community
    college including Registration-to-Go Program.
2. Collaborate with local service area K-12 administrators and staff to implement and/or
    sustain projects that generate applicants and support students in transition from schools
    and the community to the college.
3. Develop, monitor, and implement an outreach calendar that systematically coordinates all
    outreach activities between the college and local K-12 schools and community agencies.
4. Collaborate closely with the Matriculation Coordinator and other staff with all
    programming designed to assist students in being fully matriculated to the college.
5. Work closely with student equity program faculty and staff to assist various programs in
    achieving enrollment and student success targets.
6. Responsible for the oversight and coordination of all campus tours and campus visits.
7. Supervises the Student Ambassador Program.
8. Provide leadership to reporting staff in developing, monitoring, evaluating and assessing
    annual unit goals and priorities, to include Student Learning Outcomes (SLOs) and
    Service Unit Outcomes (SUOs) for College Relations and Outreach.

9. Develop and monitor budgets and expenditures for outreach, equity and student success programs under the direction of the Dean of Students.
10. Develop and implement a training plan in collaboration with appropriate staff for matriculation and student equity.
11. Work collaboratively with the Institutional Research and program offices in the collection of annual data for reporting purposes.
12. Collaborate closely with K-12 service area high schools to arrange outreach events and college fairs, with a particular emphasis on student equity and outreach.
13. Collaborate with Public Information Office to market and communicate to outreach and student success efforts.
14. Lead department planning and implementation meetings
15. Attend professional seminars/conferences related to student success, student equity, and faculty/staff development.
16. Provide data and information as necessary for program review, student services, student success and support services, and student equity.
17. Supervise and evaluate the effectiveness of Registration-to-Go.
18. Ensure the evaluations of reporting staff are conducted on a regular and systematic basis in accordance with collective bargaining agreements and board policies and regulations.
19. Participate in the coordination of dual enrollment, early college high school and transition in pathways efforts.
20. Serve on standing and ad hoc committees as assigned.
21. Participate in the coordination of community based pathway programs.
22. Perform other duties as assigned.

One (1) New Counselor Position

One (1) New Position with Proposed Classification of Assessment Coordinator

Examples of Duties:

1. Explore options, plan, develop, organize and lead the implementation of student assessment programs and activities in accordance with college/district, state, federal and commercial testing program specifications.
2. Coordinate with various instructional and support service departments and local high schools to ensure student access to assessment.
3. Lead the implementation of complex testing programs.
4. Serve as liaison to various instructional and support service departments and local high schools.
5. Generate data and perform difficult and specialized statistical work
6. Develop and maintain assessment and student databases.
7. Provide assessment reports to appropriate parties.
8. Assist with program specific research requirements including making recommendations and implementing solutions.
9. Screen, select, train, evaluate, and provide work direction for student workers and staff.

10. May perform other related duties as assigned.

One (1) New Part-Time Position with Proposed Classification of Educational Advisor

Examples of Duties:

1. Conduct group presentation as well as individual sessions with students and parents regarding registration, enrollment, student support programs, and class selection, forms and other procedures.
2. Arrange logistics for speakers and presentations.
3. Assist students in course selection and recording of their student educational plan
4. Assist with recruiting and retention and community outreach projects including identifying prospective students, making phone calls to students, staffing phone centers, assisting at orientations and registration.
5. May perform other related duties.

Recommendation:

It is recommended the Board of Trustees approve new positions for Student Success and Student Support (SSSP) and Student Equity Program Plans, Reedley College, as presented above.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Approve New Positions for   ITEM NO.   14-77HR
             Student Success and Support Program (SSSP)
             and Student Equity Program Plans, Clovis
             Community College Center

EXHIBIT: None

Background:

The Clovis Community College Center has received Student Success and Support Program (SSSP) and Student Equity Program funding. The administration in conjunction with staff has been evaluating the parameters of the funding requirements to determine appropriate staffing to fulfill the objectives of the funding requirements. The Board of Trustees approved the position of Director of Student Success, Equity and Outreach for the Clovis Community College Center at the board meeting on October 7, 2014. Administration is recommending the following additional new positions:

One (1) New Full-Time Position with Proposed Classification of Institutional Research Coordinator

Examples of Duties:

1. Conduct specialized studies to include attrition and retention, market analysis, geographic distribution enrollment studies, projection studies.
2. Coordinate a schedule of institutional research in support of planning, evaluation, and resource allocation.
3. Provide technical assistance to staff conducting authorized studies.
4. Maintain the database necessary for the district's institutional effectiveness studies
5. Utilize district computer resources as well as personal computer software in an effective and appropriate manner to enter and retrieve data.
6. May perform other related duties as needed.

One (1) New Position with Proposed Classification of Educational Advisor

Examples of Duties:

1. Conduct group presentation as well as individual sessions with students and parents regarding registration, enrollment, student support programs, and class selection, forms and other procedures.
2. Arrange logistics for speakers and presentations.
3. Assist students in course selection and recording of their student educational plan
4. Assist with recruiting and retention and community outreach projects including identifying prospective students, making phone calls to students, staffing phone centers, assisting at orientations and registration.
5. May perform other related duties.

One (1) New Position with Proposed Classification of Orientation Assistant (Seasonal)

Examples of Duties:

1. Assist students with reviewing registration forms and materials.
2. Assist students with reading the schedule of classes and review of the college catalog.
3. Assists students with the first semester course selections for a check list.
4. Stock and prepare materials.
5. May perform other related duties as needed.

Recommendation:

It is recommended the Board of Trustees approve new positions for Student Success and Support Program (SSSP) and Student Equity Program Plans, Clovis Community College Center, as presented above.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Approve New Position with   ITEM NO.   14-78HR
            Proposed Classification of Accounting
            Technician II, Foundation

EXHIBIT: None

Background:

With the vacancy of the Accounting Technician I, Position #1125, at the State Center
Community College Foundation, a review was conducted by administration to assess the duties
and requirements of this position. Administration is proposing to leave the Accounting
Technician I, Position #1125, vacant at this time and is also recommending a new position of
Accounting Technician II be added at the Foundation. The Accounting Technician II position
will have greater responsibility in performing higher level duties, including but not limited to,
assisting in the budget development process; preparing complex financial reports, including
investment accounts; reconciling and preparing financial documents for the external audit;
developing, designing, and implementing systems needed for proper financial recordkeeping; and
interpreting and communicating financial data to others.

Recommendation:

It is recommended the Board of Trustees approve a new position with a proposed classification
of Accounting Technician II, Foundation.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Review of District Warrants and Checks   ITEM NO. 14-103G

EXHIBIT: None

Recommendation:

It is recommended the Board of Trustees review and approve the warrants register for the following accounts:

Account:	Amount:	For the Period:
District	$15,202,233.26	9/13/14 to 10/14/14
Fresno City College Bookstore	601,944.99	9/17/14 to 10/16/14
Reedley College Bookstore	220,172.01	9/17/14 to 10/16/14
Fresno City College Co-Curricular	135,550.85	9/17/14 to 10/16/14
Reedley College Co-Curricular	174,137.10	9/16/14 to 10/15/14
Total:	$ 16,334,038.21	

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Financial Analysis of Enterprise   ITEM NO. 14-104G
            and Special Revenue Operations

EXHIBIT: Financial Analysis

Background:

The financial reports for the enterprise and special revenue operations for the three-month period ended September 30, 2014, are attached. The report consists of a combined balance sheet and combined statement of revenues and expenditures for the enterprise operations, comprised of the bookstores at Fresno City and Reedley College (including centers), and the special revenue operations, comprised of the Reedley College cafeteria and residence hall.

The enterprise and special revenue operations all ended the quarter reflecting a positive financial position with revenues exceeding expenditures.

The enclosed statements are provided for Board information. No action is required.

STATE CENTER COMMUNITY COLLEGE DISTRICT
ENTERPRISE & SPECIAL REVENUE OPERATIONS
BALANCE SHEET
As of SEPTEMBER 30, 2014

	ENTERPRISE			SPECIAL REVENUE		
	FCC BOOKSTORE*	RC BOOKSTORE*	TOTAL	RC CAFETERIA*	RC RESIDENCE HALL*	TOTAL
ASSETS						
Cash in County Treasury	$ -	$ -	$ -	$ 190,606	$ 214,636	$ 405,242
Cash in Bank	2,956,202	754,414	3,710,616	46,882	3,141	50,023
Revolving Cash Fund	20,200	27,000	47,200	2,500	-	2,500
Accounts Receivable	552,999	235,856	788,855	55,699	124,521	180,220
Due from RC Bookstore	1,475,000	-	1,475,000	-	-	-
Due from Other Funds	-	-	-	-	26,569	26,569
Prepaid Expenses	9,561	9,790	19,351	-	-	-
Inventory	1,915,161	1,582,097	3,497,258	23,655	-	23,655
Total Current Assets	$ 6,929,123	$ 2,609,157	$ 9,538,280	$ 319,342	$ 368,867	$ 688,209
Fixed Assets (Net)	$ 22,206	$ 95,492	$ 117,698	$ -	$ -	$ -
TOTAL ASSETS	**$ 6,951,329**	**$ 2,704,649**	**$ 9,655,978**	**$ 319,342**	**$ 368,867**	**$ 688,209**
LIABILITIES & FUND BALANCE						
Accounts Payable	$ 721,417	$ 187,742	$ 909,159	$ -	$ -	$ -
Due to FCC Bookstore		1,475,000	1,475,000	-	-	-
Due to Other Funds	23,724	116,131	139,855	155,582	793	156,375
Warrants Payable	-	-	-	625	61,246	61,871
Total Current Liabilities	$ 745,141	$ 1,778,873	$ 2,524,014	$ 156,207	$ 62,039	$ 218,246
Unreserved Fund Balance	$ 4,270,827	$ (683,321)	$ 3,587,506	$ 136,980	$ 306,828	$ 443,808
Reserved Fund Balance	1,935,361	1,609,097	3,544,458	26,155	-	26,155
Total Fund Balance	$ 6,206,188	$ 925,776	$ 7,131,964	$ 163,135	$ 306,828	$ 469,963
TOTAL LIABILITIES & FUND BALANCE	**$ 6,951,329**	**$ 2,704,649**	**$ 9,655,978**	**$ 319,342**	**$ 368,867**	**$ 688,209**

*Does Not Include All Indirect Charges

STATE CENTER COMMUNITY COLLEGE DISTRICT
ENTERPRISE & SPECIAL REVENUE OPERATIONS
STATEMENT OF REVENUE & EXPENDITURES
Period Ending SEPTEMBER 30, 2014

	ENTERPRISE			SPECIAL REVENUE		
	FCC BOOKSTORE	RC BOOKSTORE	TOTAL	RC CAFETERIA*	RC RESIDENCE HALL*	TOTAL
TOTAL SALES	$ 2,300,792	$ 1,472,477	$ 3,773,269	$ 293,581	$ 231,999	$ 525,580
LESS COST OF GOODS SOLD						
Beginning Inventory	$ 1,162,742	$ 793,065	$ 1,955,807	$ 27,014	$ -	$ 27,014
Purchases	2,433,530	1,908,481	4,342,011	67,990	-	67,990
Sub-Total	3,596,272	2,701,546	6,297,818	95,004	-	95,004
Ending Inventory	1,915,161	1,582,097	3,497,258	23,655	-	23,655
Cost of Sales	1,681,111	1,119,449	2,800,560	71,349		71,349
GROSS PROFIT ON SALES	$ 619,681	$ 353,028	$ 972,709	$ 222,232	$ 231,999	$ 454,231
OPERATING EXPENDITURES						
Salaries	$ 199,528	$ 180,503	$ 380,031	$ 84,476	$ 35,607	$ 120,083
Benefits	55,726	55,709	111,435	44,563	14,068	58,631
Depreciation	22,206	2,745	24,951	-	-	-
Supplies	3,135	1,678	4,813	2,306	2,052	4,358
Utilities & Housekeeping	8,090	7,215	15,305	-	40,600	40,600
Rents, Leases & Repairs	4,444	4,823	9,267	2,009	-	2,009
Other Operating	46,731	69,961	116,692	4,520	12,025	16,545
TOTAL OPERATING EXPENDITURES	$ 339,860	$ 322,634	$ 662,494	$ 137,874	$ 104,352	$ 242,226
NET OPERATING REVENUE (LOSS)	$ 279,821	$ 30,394	$ 310,215	$ 84,358	$ 127,647	$ 212,005
OTHER REVENUE						
Vending	$ -	$ -	$ -	$ 471	$ -	$ 471
Interest	-	29	29	191	809	1,000
Other	7,384	77,123	84,507	-	442	442
Book Rental	148,628	61,898	210,526	-	-	-
OTHER EXPENSES						
Transfer to Co-Curricular	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -
Capital Outlay	-	-	-	-	83,021	83,021
NET REVENUE (LOSS)	$ 435,833	$ 164,444	$ 600,277	$ 85,020	$ 45,877	$ 130,897
District Provided General Fund Support				$ 15,306	$ 9,110	UNAUDITED

*Does Not Include Indirect Charges

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Approve Quarterly   ITEM NO. 14-105G
            Budget Transfers and Adjustments Report

EXHIBIT: Budget Transfers and Adjustments

Background:

The enclosed Budget Transfers and Adjustments Report reflects budget adjustments through the period ending September 30, 2014. The adjustments represent changes to meet the ongoing needs of the District, including categorically funded programs, educational needs of the campuses, and new grants and agreements.

Recommendation:

It is recommended the Board of Trustees approve the September 30, 2014, Budget Transfers and Adjustments Report.

STATE CENTER COMMUNITY COLLEGE DISTRICT
GENERAL FUND - ALL FUNDING
Revenue Budget Adjustments/Transfers
As of 9/30/14

		Adopted Budget	Budget Adj/Transfers	Current Budget
81000	FEDERAL REVENUES			
81200	Higher Education Act	$ 8,067,827	$ 214,240	$ 8,282,067
81300	Job Training Partnership Act	921,782	-	921,782
81400	TANF	246,074	-	246,074
81500	Student Financial Aid	157,778	3,230	161,008
81600	Veteran's Education	28,582	-	28,582
81700	Vocational Appl Tech Ed Act	1,508,704	-	1,508,704
81990	Other Federal Revenues	2,360,076	67,359	2,427,435
	Total	13,290,823	284,829	13,575,652
86000	STATE REVENUES			
86100	General Apportionments	78,422,388	(845,368)	77,577,020
86200	Categorical Apportionments	14,339,114	829,597	15,168,711
86300	EPA Prop 30	21,500,000	-	21,500,000
86500	Categ Program Allowances	3,039,168	515,748	3,554,916
86700	Tax Relief Subventions	500,000	-	500,000
86800	State Non-Tax Revenues	5,050,000	-	5,050,000
86900	Other State Revenues	-	-	-
	Total	122,850,670	499,977	123,350,647
88000	LOCAL REVENUES			
88100	Property Taxes	32,800,000	-	32,800,000
88300	Contract Services	1,036,717	50,000	1,086,717
88400	Sales	17,500	-	17,500
88500	Rentals & Leases	88,000	-	88,000
88600	Interest & Investment Income	300,000	-	300,000
88700	Student Fees & Charges	8,686,400	-	8,686,400
88800	Student Fees & Charges	1,971,000	-	1,971,000
88900	Other Local Revenues	1,399,763	-	1,399,763
	Total	46,299,380	50,000	46,349,380
	Total General Fund Revenues	$ 182,440,873	$ 834,806	$ 183,275,679
89000	OTHER FIN SOURCES			
89100	Proceeds/Fixed Assets	10,000	-	10,000
89800	Incoming Transfers	965,864	-	965,864
	Total Other Financing Sources	$ 975,864	-	$ 975,864
	Total District Revenues	$ 183,416,737	$ 834,806	$ 184,251,543

STATE CENTER COMMUNITY COLLEGE DISTRICT
GENERAL FUND - ALL FUNDING
Expenditure Budget Adjustments/Transfers
As of 9/30/14

		Adopted Budget	Budget Adj/Transfers	Current Budget
91000	ACADEMIC SALARIES			
91100	Instruction - Reg Contract	$ 39,767,191	$ 87,052	$ 39,854,243
91200	Non-Instr Reg Contract	20,270,104	75,927	20,346,031
91300	Hourly Instruction	18,748,280	28,722	18,777,002
91400	Non-Instr Other Non-Reg	5,563,778	59,703	5,623,481
	Total	84,349,353	251,404	84,600,757
92000	CLASSIFIED SALARIES			
92100	Non-Instr Reg Full-Time	28,736,841	125,352	28,862,193
92200	Instr Aides	1,752,030	-	1,752,030
92300	Hourly Non-Instr	3,592,746	261,151	3,853,897
92400	Instr Aides-Other	1,660,291	31,471	1,691,762
	Total	35,741,908	417,974	36,159,882
93000	BENEFITS			
93100	STRS	6,944,008	35,761	6,979,769
93200	PERS	3,962,741	715	3,963,456
93300	OASDI	3,784,520	6,208	3,790,728
93400	Health & Welfare	16,514,436	29,471	16,543,907
93500	SUI	90,456	227	90,683
93600	Worker's Comp	2,305,532	8,780	2,314,312
93700	PARS	176,338	1,252	177,590
93900	Other Benefits	-	-	-
	Total	33,778,031	82,414	33,860,445
94000	SUPPLIES & MATERIALS			
94300	Instr Supplies	1,384,230	17,888	1,402,118
94400	Non-Instr Supplies	2,555,297	8,467	2,563,764
94500	Media	32,933	(900)	32,033
	Total	3,972,460	25,455	3,997,915

STATE CENTER COMMUNITY COLLEGE DISTRICT
GENERAL FUND - ALL FUNDING
Expenditure Budget Adjustments/Transfers
As of 9/30/14

		Adopted Budget	Budget Adj/Transfers	Current Budget
95000	OTHER OPER EXPENSES			
95100	Utilities	4,861,544	2,217	4,863,761
95200	Rents, Leases and Repairs	3,266,952	16,136	3,283,088
95300	Travel & Conference	2,633,467	11,459	2,644,926
95400	Dues & Memberships	287,176	6,145	293,321
95500	Pers. & Cons. Services	3,635,708	25,830	3,661,538
95600	Insurance	1,116,562	(3,751)	1,112,811
95700	Advertising & Printing	866,961	6,800	873,761
95900	Other	1,970,756	(10,427)	1,960,329
	Total	18,639,126	54,409	18,693,535
96000	CAPITAL OUTLAY			
96200	Site Improvement	30,000	(4,528)	25,472
96400	Bldg Renov & Improvements	1,109,920	-	1,109,920
96500	New Equipment	7,181,732	(20,649)	7,161,083
96800	Library Books	687,940	7,808	695,748
	Total	9,009,592	(17,369)	8,992,223
	Total General Fund Expenditures	$ 185,490,470	$ 814,287	$ 186,304,757
97000	OTHER OUTGO			
97200	Intrafund Transfers	441,464	(97,464)	344,000
97300	Interfund Transfers	4,568,288	-	4,568,288
974000	Other Transfers Out	-	97,464	97,464
97500	Student Financial Aid	98,583	17,159	115,742
97600	Other Payments/Students	903,653	5,133	908,786
97900	Contingencies	19,091	-	19,091
	Total Other Outgo	$ 6,031,079	$ 22,292	$ 6,053,371
	Total District Expenditures	$ 191,521,549	$ 836,579	$ 192,358,128

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Acknowledgement of Quarterly Financial   ITEM NO.   14-106G
             Status Report, General Fund

EXHIBIT: Quarterly Financial Status Report

Background:

Enclosed is the September 30, 2014, Quarterly Financial Status Report (CCFS-311Q) for the District General Fund, as required for California community college districts (ECS 84043). In accordance with state instructions, a copy of the report was forwarded electronically to the State Chancellor's Office.

Since this is the first quarterly report for the 2014-15 fiscal year, few changes have occurred since the budget adoption. Additional revenue and expenditure adjustments will occur as the year progresses. Projections of revenue, expenditures, etc., are based on the adopted budget and amended for additional grants and new programs as they are received. The revenues and expenditures, when compared to the budget, are 21.9% and 23.0%, respectively as of September 30, 2014.

The District projects to serve 26,713 credit full-time equivalent students (FTES) and 454 non-credit FTES in 2014-15.

Recommendation:

It is recommended the Board of Trustees acknowledge the Quarterly Financial Status Report (CCFS-311Q) as presented.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA

CHANGE THE PERIOD ⌄
Fiscal Year: 2014-2015
Quarter Ended: (Q1) Sep 30, 2014

District: (570) STATE CENTER

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2011-12	Actual 2012-13	Actual 2013-14	Projected 2014-2015

I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Actual 2011-12	Actual 2012-13	Actual 2013-14	Projected 2014-2015
A.	**Revenues:**				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	131,730,319	134,634,694	143,198,774	146,876,959
A.2	Other Financing Sources (Object 8900)	1,021,448	207,124	529,416	878,400
A.3	**Total Unrestricted Revenue (A.1 + A.2)**	132,751,767	134,841,818	143,728,190	147,755,359
B.	**Expenditures:**				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	135,019,378	135,000,899	140,858,102	152,600,868
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	831,061	427,892	2,772,176	3,261,076
B.3	**Total Unrestricted Expenditures (B.1 + B.2)**	135,850,439	135,428,791	143,630,278	155,861,944
C.	**Revenues Over(Under) Expenditures (A.3 - B.3)**	-3,098,672	-586,973	97,912	-8,106,585
D.	**Fund Balance, Beginning**	41,314,383	38,215,711	37,628,737	37,726,649
D.1	Prior Year Adjustments + (-)	0	-1	0	0
D.2	**Adjusted Fund Balance, Beginning (D + D.1)**	41,314,383	38,215,710	37,628,737	37,726,649
E.	**Fund Balance, Ending (C. + D.2)**	38,215,711	37,628,737	37,726,649	29,620,064
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	28.1%	27.8%	26.3%	19%

II. Annualized Attendance FTES:

Line	Description	2011-12	2012-13	2013-14	2014-2015
G.1	**Annualized FTES (excluding apprentice and non-resident)**	26,159	26,126	26,467	27,167

III. Total General Fund Cash Balance (Unrestricted and Restricted)

Line	Description	As of the specified quarter ended for each fiscal year			
		2011-12	2012-13	2013-14	2014-2015
H.1	Cash, excluding borrowed funds		28,077,244	34,557,171	41,256,333
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	40,590,260	28,077,244	34,557,171	41,256,333

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	**Revenues:**				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	146,876,959	146,876,959	32,394,490	22.1%
I.2	Other Financing Sources (Object 8900)	878,400	878,400	15,212	1.7%
I.3	**Total Unrestricted Revenue (I.1 + I.2)**	147,755,359	147,755,359	32,409,702	21.9%
J.	**Expenditures:**				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	152,599,095	152,600,868	35,907,144	23.5%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	3,261,076	3,261,076	0	
J.3	**Total Unrestricted Expenditures (J.1 + J.2)**	155,860,171	155,861,944	35,907,144	23%
K.	**Revenues Over(Under) Expenditures (I.3 - J.3)**	-8,104,812	-8,106,585	-3,497,442	
L	Adjusted Fund Balance, Beginning	37,726,649	37,726,649	37,726,649	
L.1	**Fund Balance, Ending (C. + L.2)**	29,621,837	29,620,064	34,229,207	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	19%	19%		

V. Has the district settled any employee contracts during this quarter?   **YES**

If yes, complete the following: *(If multi-year settlement, provide information for all years covered.)*

Contract Period Settled (Specify)	Management	Academic		Classified
		Permanent	Temporary	

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YYYY-YY	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:								
Year 1: 2014-15							187,300	0.85%
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1: 2014-15							39,600	0.85%
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.
On schedule increases Salaries/Benefits to be paid from State funded COLA.
FY2014-15 Off-Schedule 2.15%, one-time payment of $580,000 to be paid from district reserves.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)?   **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?   **This year?**   **NO**
                                                                                           Next year?   **NO**

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration of Proposition 30 Education   ITEM NO. 14-107G
           Protection Account Expenditure Plan,
           2014-2015 Fiscal Year

EXHIBIT: None

Background:

The provisions of Article XIII, Section 36 of the California State Constitution, added November 7, 2012, create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f). All monies in the Education Protection Account are continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts.

It is the intent of the legislature that all community college districts shall have the authority to determine how the monies received from the Education Protection Account are spent. However, in maintaining transparency, the SCCCD Board of Trustees is required to make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the Board. Further, the monies received from the Education Protection Account shall not be used for any administrative costs. The only exception is the payment of the additional audit costs pursuant to the audit requirements imposed by Article XIII, Section 36 of the Constitution.

Based on the foregoing, the Board of Trustees directs that the monies received from the Education Protection Account shall be spent as presented, thus satisfying the requirements imposed by Article XIII, Section 36 of the Constitution.

Education Protection Account (EPA) – Proposed Expenditure Plan FY 2014-2015

(91110) - Full-Time, Graded Class Faculty	$ 25,000,000**
**Estimated 2014-2015 EPA funding - $21,477,769	

Recommendation:

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It is recommended the Board of Trustees approve the Education Protection Account (EPA) expenditure plan for fiscal year 2014-2015, as presented.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Approve Sale of Surplus   ITEM NO.   14-108G
             Science Equipment, Reedley College

EXHIBIT: None

Background:

In 2009, Reedley College acquired a used PCR 7500 manufactured by Applied Biosystems, Inc. This analyzing equipment was purchased with science, technology, engineering, and mathematics (STEM) funding and is used for DNA research. The funding for this particular DNA research program has since been discontinued. Since the PCR 7500 no longer has instructional value to the Reedley STEM program, it is appropriate to dispose of the equipment while there is a residual value. Inquiries have shown that there is interest from a scientific equipment recycling company willing to purchase this equipment.

Offers were solicited from companies and organizations known to the college to have interest in used and recycled science equipment. A single offer of $9,500 was received from NorCal Scientific. NorCal Scientific is responsible to arrange and pay for transportation from the Reedley College site and will complete the transaction and remove the PCR 7500 upon acceptance of their offer by the Board of Trustees.

Recommendation:

It is recommended that the Board of Trustees:

    1)   authorize disposal of Surplus Science Equipment (PCR 7500), and;

    2)   approve the sale of the PCR 7500 in the amount of $9,500 to NorCal Scientific,
          the highest responsible bidder for this surplus personal property.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Authorize Agreement with   ITEM NO.   14-109G
            California Community Colleges Chancellor's
            Office for Industry Driven Regional
            Collaborative, Madera Center

EXHIBIT: None

Background:

The District, on behalf of the Madera Center, is requesting authorization to enter into an agreement with the California Community Colleges Chancellor's Office for the Industry Driven Regional Collaborative Grant. This grant provides funding to expand the Madera Center's manufacturing certificate program by adding classes and enabling students to attain the skills in manufacturing operations.

The grant agreement is for the period May 21, 2014, through June 30, 2015, with funding in the amount of $280,800.

Recommendation:

It is recommended that the Board of Trustees:

a)   authorize the District, on behalf of the Madera Center, to enter into an agreement with the California Community Colleges Chancellor's Office for an Industry Driven Regional Collaborative Grant for the period May 21, 2014, through June 30, 2015, with funding in the amount of $280,800;

b)   authorize renewal of the agreement with similar terms and conditions; and

c)   authorize the Interim Chancellor or Vice Chancellor of Finance and Administration, to sign the agreement on behalf of the District.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Authorize Agreement with   ITEM NO.   14-110G
            California Department of Food and Agriculture
            for the Specialty Crop Block Grant, Center for
            International Trade Development

EXHIBIT: None

Background:

The District, on behalf of Center for International Trade Development (CITD), is requesting authorization to enter into an agreement with the California Department of Food and Agriculture for the Specialty Crop Block Grant. This grant provides funding to create opportunities to export specialty crop products to global markets through trade missions and product promotions. To accomplish this, CITD will coordinate two reverse trade missions with 20 foreign importers of California specialty crops from six or more global markets, and one trade mission to China.

The grant agreement is for the period October 1, 2014, through January 31, 2017, with funding in the amount of $293,840.

Recommendation:

It is recommended the Board of Trustees:

a)   authorize the District, on behalf of Center for International Trade Development, to enter into an agreement with the California Department of Food and Agriculture for the Specialty Crop Block Grant for the period October 1, 2014, through January 31, 2017, with funding in the amount of $293,840;

b)   authorize renewal of the agreement with similar terms and conditions; and

c)   authorize the Interim Chancellor or Vice Chancellor of Finance and Administration, to sign the agreement on behalf of the District.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Adopt Resolution Authorizing   ITEM NO.   14-111G
            Agreement with California Department of
            Education for Preschool Program Restoration
            Funding, Fresno City College

EXHIBIT: None

Background:

Fresno City College has received preschool restoration funding from the California Department of Education. This funding will provide additional full-day/full-year child care expenses for students whose families qualify according to certain income standards.

The agreement is for the period July 1, 2014, through June 30, 2016, with funding in the amount of $391,612 (FY 2014-2015, $195,806 and FY 2015-2016, $195,806).

Recommendation:

It is recommended the Board of Trustees:

a)   authorize the District, on behalf of Fresno City College, to enter into an agreement with the California Department of Education for restoration funding, in the amount of $391,612 for the period July 1, 2014, through June 30, 2016;

b)   authorize renewal of the agreement with similar terms and conditions; and

c)   authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign the agreement on behalf of the District.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: First Reading of Proposed District Parking Fees   ITEM NO.   14-85
             and Fines

EXHIBIT: Draft Revised Board Policy 5030

Background:

Parking fees and fines support the maintenance and operations of parking lots throughout the District. The current revenue generated from the fees associated with parking permits and fines received as a result of parking violations are not adequate to properly maintain and operate the existing parking lots. The amount charged for parking fees and fines has not been revised since 1991, at which time the fees were increased by $1.00. As parking lot maintenance and operational costs have increased over the past 23 years, the fees and fines have remained static. An adjustment to these fees and fines is necessary to ensure the parking lots are maintained for safe and effective use by students, faculty, and staff.

A survey was conducted through eleven Central California community college districts to determine comparable costs of fees and fines. It was found that the student semester permit cost within these eleven districts averaged $33.18, compared to our current $17 fee and recommended final fee increase to $30. The "Parking without a Permit" fine averaged $31.41 and the "Parking without a Staff Permit" fine averaged $36.64, compared to our current fee of $16 and recommended increase to $40.

It is recommended that the permit fee be increased from $17 per semester and $8 for summer to $30 per semester and $20 for summer over a four-year phase-in period. See schedule below:

Increase Begins	Fall & Spring Semesters Permit Fee	Summer Permit Fee	Total Yearly Permit Fee Cost
Fall 2015	$20	$10	$50
Fall 2016	$25	$10	$60
Fall 2017	$30	$10	$70
Fall 2018	$30	$20	$80

Additionally, it is recommended that parking fines be increased effective January 1, 2015, to account for the decreased revenue due to required county fees, which have risen since the

establishment of the current fines. After payment of county fees, the net revenue to the District from a $16 parking fine is only $5 in Madera County and $8.50 in Fresno County. This revenue is insufficient to allow for the operational costs of ticket issuance. To ensure parking fines provide for sufficient operations and maintenance of the parking lots, the following increases are recommended:

Fine	Current Fine	Revised Fine
Parking Without a Permit	$16	$40
No Disabled Permit	$250	$275
No Staff Permit	$16	$40

Adjusting the parking fees requires a revision to Board Policy 5030, "Fees," which currently states, "Students and employees shall be required to pay a fee, in an amount not to exceed $17 per semester and $8 per intersession for parking fees." Attached is a proposed revised Board Policy 5030, which proposes raising those fee limits to $30 and $20, respectively (which is the fee to be phased in over four years).

This is the initial presentation of the proposed revision of Board Policy 5030 to increase parking fees, and to increase the parking fines as necessary, which the Board may enact at the following regular meeting.

This proposal has been presented for communication and input, in thirteen meetings to the following groups: President's Advisory Council, Associated Student Government, Academic Senate, Multi-Student Club meetings in Reedley, Classified Senate, and Communications Council.

Fiscal Impact:

It is estimated that the yearly parking revenue fund account will effectively increase from the current average yearly revenue of $977,000 to $1,900,000.

Recommendation:

No action is required at this meeting. Revised parking fees and fines will be recommended for adoption at the December 9, 2014, regular board meeting.

Fees

The Board authorizes the following fees. Regulations shall be establish for the collection, deposit, waiver, refund, and accounting for fees as required by law. The regulations shall also assure those who are exempt from or for whom the fee is waived are properly enrolled and accounted for. Fee amounts shall be published in the college catalogs.

Enrollment fee:
Education Code Section 76300

Each student shall be charged a fee for enrolling in credit courses as required by law.

Health fee:
Education Code Section 76355

The District shall charge each student at Fresno City College and Reedley College a fee of $15.00 per semester for health supervision and services. The District shall charge each student at Fresno City College and Reedley College a fee of $12.00 for the summer session for health supervision and services. The District shall charge each student at the Oakhurst Center Career and Technology Center and other off-campus sites, a fee of $8.00 for health supervision and services for each semester or summer session. These fees are effective January 1, 2008.

Parking fee:
Education Code 76360

Students and employees shall be required to pay a fee, in an amount not to exceed $17.00 $ 30.00_____ per semester and $8.00 $ 20.00_____per intersession for parking services.

Instructional materials:
Education Code Section 76365; Title 5 Sections 59400, et seq.

Students may be required to provide required instructional and other materials for a credit or non-credit course, provided such materials are of continuing value to the student outside the classroom and provided that such materials are not solely or exclusively available from the District.

Fees (continued)

Physical education facilities:
Education Code 76395

Where the District incurs additional expenses because a physical education course is required to use non-district facilities, students enrolled in the course shall be charged a fee for participating in the course. Such a fee shall not exceed the student's calculated share of the additional expenses incurred by the district.

Student Representation Fee:
Education Code 76060.5

Once established pursuant to Education Code 76060.5, students will be charged a $1.00 fee per semester to be used to provide support for student governmental affairs representation. A student may refuse to pay the fee for religious, political, financial or moral reasons and shall submit such refusal in writing. Students receiving Board of Governors fee waivers are deemed to have refused in writing to pay the fee for financial reasons.

Transcript Fees:
Education Code 76223

The District shall charge a reasonable amount for furnishing copies of any student record to a student or former student. The Chancellor is authorized to establish the fee, which shall not to exceed the actual cost of furnishing copies of any student record. No charge shall be made for furnishing up to two transcripts of students' records, or for two verifications of various records. There shall be no charge for searching for or retrieving any student record.

Falsification of Residence

Non-resident students who have been admitted to a class or classes without payment of the fee because of falsification of information submitted by or for them shall be excluded from such class or classes upon notification. For the purpose of this rule only, notification consists of oral or written advice from the office of admissions of the college of enrollment to the student and such notification may be given at any time. Student excluded because of falsifications shall not be re-admitted during the semester or session from which they were excluded, nor shall they be admitted to any following semester or session until all previously incurred tuition obligations are paid.

Fees (continued)

It is the policy of this district to vigorously pursue collection of nonresident fees, payment of which was avoided by falsification. Following reports to the governing board, the district business office is authorized to initiate action or to request legal counsel to initiate action in appropriate courts of law in order to collect fees.

See Administrative Regulation 5030

Reference: Education Code Sections 76300, et seq.

Adopted by the Governing Board: June 8, 1978; January 13, 1998; December 7, 2004
Revised: August 1, 1978; January 9, 1979; January 8, 1980;
                                     January 3, 1981; January 19, 1982; July 6, 1982;
                                     September 7, 1982; November 17, 1982; January 11,
                                     1983; September 6, 1983; January 1984; August 7,
                                     1984; January 17, 1985; March 1985; January 29, 1987;
                                     January 15, 1988; January 18, 1989; January 19, 1990;
                                     January 10, 1991; January 17, 1992; January 29, 1993;
                                     June 22, 1993; June 29, 1995; August 19, 1996; July 1,
                                     2008; December 9, 2014.

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: First Reading of Fresno City College and   ITEM NO.   14-86
             Reedley College Student Equity Plans

EXHIBIT: Fresno City College and Reedley College Student Equity Plans

Background:

The California Community College Student Success Act of 2012 (SB 1456) reaffirmed the need for all colleges to focus on student equity. In 2013, the California Community College Chancellor's Office convened a Student Equity Workgroup to review and update the student equity planning process, ensuring that each college identifies strategies to address and monitor equity issues as well as to mitigate disproportionate impact on student access and achievement. An updated plan template was provided to colleges in late 2013.

Fresno City College and Reedley College have each developed a Student Equity Plan by their respective Student Equity Committee. Each plan has been reviewed by campus constituent groups. The plans focus on increasing access and completion of courses, ESL and basic skills, degrees, certificates, and transfer for all students as measured by success indicators linked to the California Community College Student Success Scorecard. Success indicators are used to identify and measure areas for which some student population groups may be impacted by issues of equal opportunity. Title 5 regulations (title 5, §54220(d)) specify that, at a minimum, colleges must review and address the following populations in student equity plans: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities.

Student equity plans are prepared with three- to five-year timeframes in terms of planned activities and improvements to align with the Student Success and Support Program Plan (SSSP); however, these activities must be updated annually. The plan is due in the California Community College Chancellor's Office by January 1, 2015.

The draft Student Equity Plans are being presented for review to the Board of Trustees. They will be presented in December 2014 for a second reading and board consideration for approval.

Item No. 14-86
Page 2

Recommendation:

It is recommended that the Board of Trustees review the proposed Fresno City College and Reedley College Student Equity Plan.

Fresno City College

Student Equity Plan

Final Draft

October 30, 2014

FRESNO CITY COLLEGE STUDENT EQUITY PLAN

Table of Contents

Fresno City College
Student Equity Plan
Signature Page

District: State Center Community College   **Date Approved by Board of Trustees**: _____

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

Executive Summary

EXECUTIVE SUMMARY

The Fresno City College Student Equity Plan addresses five key components that focus on improving student success outcomes for groups of students experiencing disproportionate impact. Disproportionate impact is formally defined as when the percentage of persons from a particular racial, ethnic, gender, age or disability group directed to a particular service or placement based on an assessment instrument, method, or procedure at a rate is significantly different from the representation of that group in the population of persons being assessed, and discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting (CA Ed code 55502 (d), Title 5).

For example, groups that experience disproportionate impact are normally determined by the 80% Rule that was originally framed by the State of California Employment Practice Commission in 1971. The 80% Rule was codified in 1978 and has since been used by the U.S. Equal Opportunity Commission, the Department of Labor, and the Department of Justice. The 80% Rule applies when the ratio of persons from a selected group is 80% or less than a group with the highest percentage of all groups. If a particular group (e.g. White) has a transfer rate of 70 percent and is determined to have the highest degree of success of all groups, other groups that have less than a 80 percent success rate of that percentage, in this case 56% or less, are deemed to be experiencing disproportionate impact.

The five key components of this plan concentrate on closing gaps in (1) student access to the college (2) successful course completion (3) ESL and basic skills completion (4) degree and certificate completion, and (5) transfer. These gaps will be determined by applying the 80% Rule to ethnic and racial groups, first generation college students, foster youth, students with disabilities, veterans, and low income students. Each of these gaps will be accompanied by the need to establish outcomes that need to be achieved in order to close these gaps. These targets will be assessed on an annual basis in order to determine if the resources allocated to support this equity plan are having a positive impact on achieving these outcomes.

In order to close achievement gaps between groups of students in each of the five key components of this plan, the college must direct its resources to improve outcomes. For Fresno City College the groups experiencing disproportionate impact are African American, American Indian, Hispanic and to some extent, Asian (especially Southeast Asian, e.g. Hmong, Laotian, Cambodian, Vietnamese), White, and first generation college students. In addition, this plan will address achievement gaps for foster youth, students with disabilities, veterans, and low income students.

Campus-Based Research

A. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served. The chart below depicts this comparison and does not demonstrate disproportionate impact of any group. The data reveal that the enrollment of American Indian, White, and Hispanic students is lower than the adult population for each of these respective groups in Fresno County.

Table 1
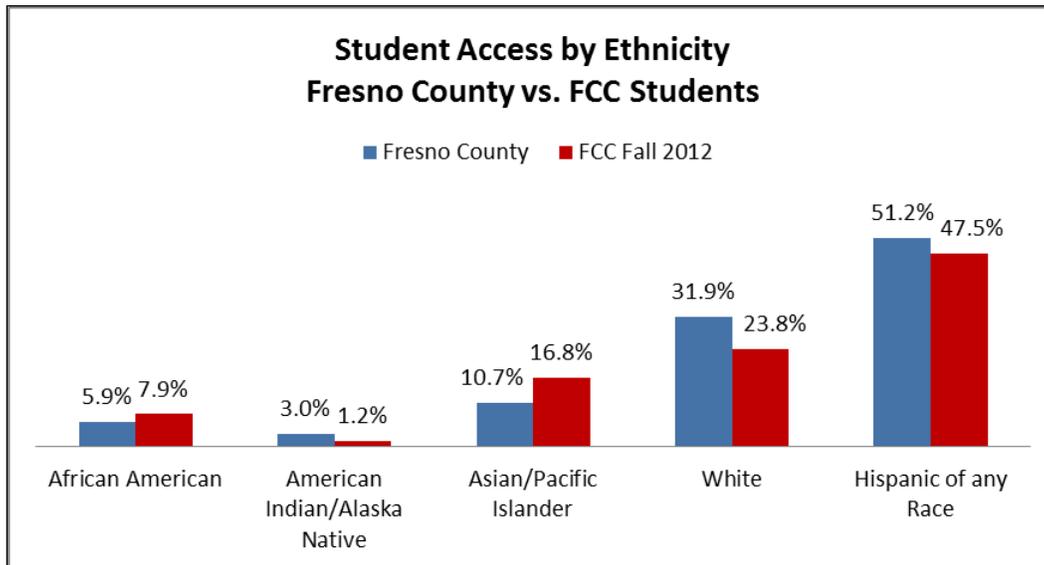
Source: U.S. Census Bureau and FCC Institutional Research.

1

Table 2
FCC Enrollment by Gender and Ethnicity – Fall 2011-2013 Terms

This chart demonstrates a trend in which African-American and Hispanic male student enrollment at Fresno City College is declining in relation to female student enrollment

		African-American		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		Race/ethnicity unknown		White/non-Hispanic	
		Gender		Gender		Gender		Gender		Gender		Gender	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
2011FA	19 or less	182	175	22	28	458	506	1,399	1,362	32	41	478	449
	20-24	264	293	41	25	813	792	1,922	1,626	193	157	833	796
	25-29	104	94	20	13	317	246	671	544	60	74	400	373
	30-34	76	54	16	13	147	92	397	287	33	37	213	220
	35-39	51	41	11	9	50	37	190	160	27	32	165	131
	40-49	108	70	12	12	59	39	273	188	44	39	252	163
	50+	66	53	12	8	27	18	103	85	30	20	203	97

		African-American		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		Race/ethnicity unknown		White/non-Hispanic	
		Gender		Gender		Gender		Gender		Gender		Gender	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
2012FA	19 or less	215	211	33	32	445	456	1,553	1,444	40	49	511	514
	20-24	268	289	41	42	820	819	2,209	1,929	96	109	857	885
	25-29	126	92	16	17	358	275	806	618	34	53	415	411
	30-34	96	52	13	11	154	95	402	336	28	31	246	234
	35-39	45	39	14	8	50	50	236	172	18	27	175	181
	40-49	107	57	15	11	70	40	259	225	26	44	240	219
	50+	68	47	11	7	28	14	104	87	20	22	182	126

		African-American		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		Race/ethnicity unknown		White/non-Hispanic	
		Gender		Gender		Gender		Gender		Gender		Gender	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
2013FA	19 or less	235	183	34	25	417	411	1,735	1,495	18	36	497	459
	20-24	283	250	42	52	785	772	2,256	2,027	60	64	895	865
	25-29	112	102	20	15	349	246	843	657	21	29	408	386
	30-34	78	48	15	14	172	118	400	301	16	22	253	215
	35-39	47	37	13	8	67	39	231	167	7	16	142	121
	40-49	85	52	13	13	60	30	243	184	18	37	224	191
	50+	83	59	14	8	27	15	102	97	31	35	188	156

Source: FCC Institutional Research

2

B. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Table 1
The data indicate that the only group experiencing disproportionate impact is **African American (0.760).**

		2009 Fall	2010 Fall	2011 Fall	2012 Fall	80% Index (2012 Fall)
	Fresno City College Successful Course Completion Rate by Ethnicity and Special Groups					
	8					
Ethnicity	African American	53%	55%	58%	57%	**0.760**
	American Indian/Alaskan Native	60%	60%	66%	64%	0.853
	Asian/Pacific Islander	68%	68%	71%	72%	0.960
	Hispanic	61%	63%	65%	65%	0.867
	White	74%	74%	77%	75%	1.000
	Unknown	70%	72%	72%	72%	0.960
DSPS	Yes	61%	63%	67%	68%	0.999
	No	66%	67%	69%	68%	1.000
Low Income	Yes	62%	64%	67%	66%	0.891
	No	72%	72%	75%	75%	1.000
Foster Youth	Yes	52%	55%	57%	57%	0.831
	No	66%	661	69%	68%	1.000
Veteran	Yes	70%	74%	72%	71%	1.000
	No	65%	66%	69%	68%	0.956
FCC Overall		**65%**	**66%**	**69%**	**68%**	

Source: FCC Institutional Research.

Table 2
The data indicate that the only group experiencing disproportional impact is **African American (0.737).**

Fresno City College
Successful Course Completion Rate by Ethnicity
– First Generation College Students

	2009 Fall	2010 Fall	2011 Fall	2012 Fall	80% Index (2012 Fall)
African American	50%	55%	55%	54%	**0.737**
American Indian/Alaskan Native	61%	64%	60%	60%	0.826
Asian/Pacific Islander	67%	67%	70%	72%	0.980
Hispanic	61%	62%	65%	64%	0.883
White	70%	72%	75%	73%	0.995
Unknown	64%	70%	70%	73%	1.000
First-Generation Students Total	**63%**	**64%**	**66%**	**66%**	

Source: FCC Institutional Research

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Table 3

The data indicate that the only group experiencing disproportionate impact for successful course completion rate is **African American (0.776).**

Fresno City College
Retention and Success Rate by Ethnicity - 2012-13
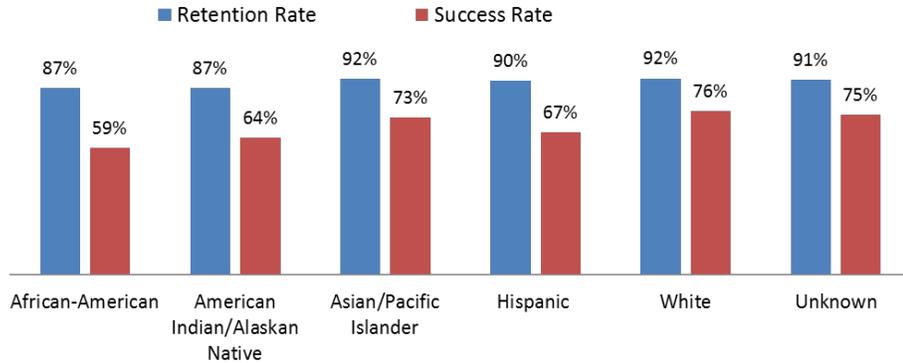
	African-American	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Unknown
80% Index Retention Rate	0.951	0.951	1.000	0.986	1.000	0.994
80% Index Success Rate	**0.776**	0.840	0.960	0.873	1.000	0.980
Proportionality Index Retention Rate	0.949	0.988	1.010	0.997	1.023	0.947
Proportionality Index Success Rate	0.840	0.946	1.052	0.957	1.109	1.013

Source: FCC Institutional Research.

Table 4

Tables 4 and 5 demonstrate a dramatic contrast in successful course completion rates for students enrolled in fall and summer semesters. The data reveal that students enrolled in summer semesters perform much better when compared to fall, including African American students.

Fresno City College
Successful Course Completion Rate by Ethnicity - Fall

Ethnicity	99FA	00FA	01FA	02FA	03FA	04FA	05FA	06FA	07FA	08FA	09FA	10FA	11FA	12FA
African American/non-Hispanic	54%	52%	54%	52%	55%	55%	49%	51%	52%	51%	53%	55%	58%	57%
American Indian/Alaskan Native	60%	60%	61%	64%	64%	62%	59%	63%	60%	58%	60%	60%	66%	64%
Asian/Pacific Islander	66%	65%	64%	67%	64%	65%	62%	65%	66%	66%	68%	68%	71%	72%
Hispanic	59%	59%	60%	61%	61%	63%	58%	58%	57%	59%	61%	63%	65%	65%
White/non-Hispanic	70%	71%	70%	71%	71%	72%	70%	72%	70%	73%	74%	74%	77%	75%
Unknown	67%	70%	66%	68%	68%	68%	65%	68%	69%	71%	70%	72%	72%	72%
FCC Overall	**64%**	**64%**	**64%**	**65%**	**65%**	**66%**	**62%**	**64%**	**63%**	**64%**	**65%**	**66%**	**69%**	**68%**

Source: FCC Institutional Research.

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Table 5
Fresno City College
Successful Course Completion Rate by Ethnicity - Summer

Ethnicity	00SU	01SU	02SU	03SU	04SU	05SU	06SU	07SU	08SU	09SU	10SU	11SU	12SU
African American/non-Hispanic	71%	71%	70%	71%	67%	73%	64%	69%	68%	64%	69%	70%	78%
American Indian/Alaskan Native	75%	75%	69%	74%	78%	N/A	71%	72%	80%	75%	72%	68%	77%
Asian/Pacific Islander	78%	74%	77%	77%	77%	79%	78%	80%	81%	78%	81%	81%	86%
Hispanic	75%	73%	79%	75%	76%	77%	76%	75%	76%	75%	76%	77%	81%
White/non-Hispanic	84%	83%	85%	85%	85%	85%	86%	84%	85%	82%	85%	87%	88%
Unknown	81%	77%	78%	78%	80%	81%	80%	81%	82%	79%	82%	81%	88%
FCC Overall	**79%**	**76%**	**79%**	**78%**	**78%**	**80%**	**78%**	**78%**	**79%**	**77%**	**78%**	**80%**	**84%**

Source: FCC Institutional Research.

5

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Table 1

The data reveal that <u>**Hispanics (0.775) and Whites (0.687)**</u> students are experiencing disproportionate impact.

Fresno City College
Student Success Scorecard - Remedial ESL by Ethnicity

	2009-10	2010-11	2011-12	2012-13	80% Index (2012-13)
African American	55.6%	75.0%	26.7%	100%*	
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	
Asian	38.7%	34.1%	45.7%	33.6%	**1.000**
Filipino	18.8%	50.0%	60.0%	55.6%*	
Hispanic	24.2%	23.5%	24.0%	26.0%	**0.775**
Pacific Islander	42.9%	60.0%	100.0%	0%*	
White Non-Hispanic	45.5%	44.1%	45.8%	23.1%	**0.687**
FCC Overall	**29.2%**	**30.4%**	**30.3%**	**28.4%**	

Source: California Community Colleges Chancellor's Office Data Mart.

*Note: * Indicates the cohort is fewer than 10 students. N/A indicates the cohort has no students. 0% indicates the cohort has no students attaining an outcome. These groups are excluded from index calculations.*

Table 2

The data below reveal that <u>**African Americans (0.494), American Indians (0.386), Hispanics (0.775), Pacific Islanders (0.453) and Whites (0.687)**</u> students are experiencing disproportionate impact. However, this data needs to be monitored carefully as the number of students in the highest performing group, Filipinos, amounted to only 27 students.

Fresno City College
Student Success Scorecard - Remedial English by Ethnicity

	2009-10	2010-11	2011-12	2012-13	80% Index (2012-13)
African American	21.6%	21.9%	24.1%	22.9%	**0.494**
American Indian/Alaskan Native	30.0%	25.0%	26.9%	17.9%	**0.386**
Asian	43.9%	46.3%	49.4%	39.8%	0.857
Filipino	48.8%	50.0%	48.1%	46.4%	1.000
Hispanic	29.1%	31.3%	33.8%	34.2%	**0.736**
Pacific Islander	26.7%	25.0%	44.4%	21.1%	**0.453**
White Non-Hispanic	33.4%	36.3%	40.7%	35.3%	**0.761**
FCC Overall	**30.9%**	**32.1%**	**35.7%**	**33.7%**	

Source: California Community Colleges Chancellor's Office Data Mart.

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Table 3

The data below reveal that **African Americans (0.442) and American Indians (0.491)** students are experiencing disproportionate impact.

Fresno City College
Student Success Scorecard - Remedial Math by Ethnicity

	2009-10	2010-11	2011-12	2012-13	80% Index (2012-13)
African American	19.2%	22.6%	20.4%	18.0%	**0.442**
American Indian/Alaskan Native	31.6%	22.9%	20.8%	20.0%	**0.491**
Asian	42.9%	34.4%	32.9%	37.2%	0.914
Filipino	22.2%	33.3%	47.1%	40.7%	1.000
Hispanic	25.2%	23.9%	27.7%	33.9%	0.833
Pacific Islander	38.5%	21.1%	45.5%	40.0%	0.983
White Non-Hispanic	28.9%	34.2%	38.0%	37.0%	0.909
FCC Overall	**27.5%**	**27.5%**	**29.8%**	**33.4%**	

Source: California Community Colleges Chancellor's Office Data Mart.

Table 4

The data below reveal that **DSPS (0.485)** students are experiencing disproportionate impact.

Fresno City College
Student Success Scorecard - Remedial ESL by Special Groups

		2009-10	2010-11	2011-12	2012-13	80% Index (2012-13)
DSPS	Yes	14.3%	14.1%	15.5%	14.3%	**0.485**
	No	30.4%	31.8%	31.4%	29.5%	1.000
Low Income	Yes	29.3%	29.8%	29.8%	28.6%	1.000
	No	28.9%	34.7%	33.6%	27.1%	0.948
FCC Overall		**29.2%**	**30.4%**	**30.3%**	**28.4%**	

Source: California Community Colleges Chancellor's Office Data Mart.

Table 5

The data below reveal that **DSPS (0.697)** students are experiencing disproportionate impact.

Fresno City College
Student Success Scorecard - Remedial English by Special Groups

		2009-10	2010-11	2011-12	2012-13	80% Index (2012-13)
DSPS	Yes	18.4%	21.4%	22.9%	24.2%	**0.697**
	No	32.3%	33.5%	37.1%	34.7%	1.000
Low Income	Yes	29.6%	29.8%	33.8%	33.7%	0.994
	No	34.6%	39.6%	40.5%	33.9%	1.000
FCC Overall		**30.9%**	**32.1%**	**35.7%**	**33.7%**	

Source: California Community Colleges Chancellor's Office Data Mart.

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Table 6

The data below reveal that **DSPS (0.730)** students are experiencing disproportionate impact.

Fresno City College
Student Success Scorecard - Remedial Math by Special Groups

		2009-10	2010-11	2011-12	2012-13	80% Index (2012-13)
DSPS	Yes	17.6%	21.2%	24.5%	25.2%	**0.730**
	No	28.9%	28.3%	30.5%	34.5%	1.000
Low Income	Yes	26.4%	26.6%	27.3%	32.1%	0.872
	No	31.5%	30.9%	37.5%	36.8%	1.000
FCC Overall		**27.5%**	**27.5%**	**29.8%**	**33.4%**	

Source: California Community Colleges Chancellor's Office Data Mart.

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D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal. In this section, the 80% rule associated with disproportionate impact does not apply. Rather, a proportionality index is applied in this section. If the proportionality index of a group falls below 1.0, it <u>may</u> infer that the group is experiencing disproportionate impact.

Table 1

The proportionality index below infers that **African American (0.942) and Hispanic (0.904)** students may be experiencing disproportionate impact.

Fresno City College Number of Degrees Awarded by Ethnicity	2009-10	2010-11	2011-12	2012-13	Proportionality Index (2012-13)
African American	69	57	47	77	**0.942**
American Indian/Alaskan Native	2	5	3	2	2.894
Asian/Pacific Islander	229	182	147	219	1.432
Hispanic	406	420	302	368	**0.904**
White	442	372	309	335	1.118
Unknown	232	236	184	234	**0.799**
FCC Total	**1380**	**1272**	**992**	**1235**	

Source: FCC Institutional Research.

Note: For proportionality index, values of less than 1 are highlighted, but they are not necessarily considered as "disproportionate impact".

Table 2

The proportionality index below infers that **African American (0.939) and Asian/Pacific Islander (0.840), and Hispanic (0.924)** students may be experiencing disproportionate impact.

Fresno City College Number of Certificates Awarded by Ethnicity	2009-10	2010-11	2011-12	2012-13	Proportionality Index (2012-13)
African American	50	46	113	49	**0.939**
American Indian/Alaskan Native	4	5	6	2	4.535
Asian/Pacific Islander	102	114	148	82	**0.840**
Hispanic	319	333	463	240	**0.924**
White	271	259	479	240	1.255
Unknown	166	171	345	175	**0.937**
FCC Total	**912**	**928**	**1554**	**788**	

Source: FCC Institutional Research.

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Table 3

The proportionality index below infers that **African American (0.939) and Hispanic (0.890)** students may be experiencing disproportionate impact.

Fresno City College
Number of Degrees Awarded by Ethnicity– First Generation Students

	2009-10	2010-11	2011-12	2012-13	Proportionality Index (2012-13)
African American	21	24	22	29	**0.939**
American Indian/Alaskan Native	0	3	1	0	**0.000**
Asian/Pacific Islander	97	67	69	108	1.754
Hispanic	216	235	148	204	**0.890**
White	99	87	80	90	1.129
Unknown	72	95	68	84	**0.742**
First-Generation Students Total	**505**	**511**	**388**	**515**	

Table 4

The proportionality index below infers that **Asian/Pacific Islander (0.966) and Hispanic (0.911)** students may be experiencing disproportionate impact.

Fresno City College
Number of Certificates Awarded by Ethnicity – First Generation Students

	2009-10	2010-11	2011-12	2012-13	Proportionality Index (2012-13)
African American	16	24	55	28	1.315
American Indian/Alaskan Native	1	5	1	1	3.631
Asian/Pacific Islander	54	53	75	41	**0.966**
Hispanic	205	192	257	144	**0.911**
White	86	65	127	60	1.092
Unknown	80	75	144	81	1.039
First-Generation Students Total	**442**	**414**	**659**	**355**	

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Table 5

The proportionality index below infers that **DSPS (0.573, Low Income (0.908), Foster Youth (0.445) and Veterans (0.620)** students may be experiencing disproportionate impact.

Fresno City College **Number of Degrees Awarded by Special Groups**		2009-10	2010-11	2011-12	2012-13	**Proportionality Index (2012-13)**
DSPS	Yes	119	127	118	135	**0.573**
	No	1261	1145	874	1100	1.101
Low Income	Yes	786	771	650	865	**0.908**
	No	594	501	342	370	1.313
Foster Youth	Yes	10	6	2	11	**0.445**
	No	1370	1266	990	1224	1.011
Veteran	Yes	6	4	21	19	**0.620**
	No	1374	1268	971	1216	1.010
FCC Overall		**1380**	**1272**	**992**	**1235**	

Table 6

The proportionality index below infers that **DSPS (0.994), Low Income (0.802), Foster Youth (0.444), and Veterans (0.990)** students may be experiencing disproportionate impact.

Fresno City College **Number of Certificates Awarded by Special Groups**		2009-10	2010-11	2011-12	2012-13	**Proportionality Index (2012-13)**
DSPS Students	Yes	114	123	407	154	1.025
	No	798	805	1147	634	**0.994**
Low Income	Yes	505	494	998	488	**0.802**
	No	407	434	556	300	1.668
Foster Youth	Yes	5	3	13	7	**0.444**
	No	907	925	1541	781	1.011
Veteran	Yes	11	17	38	27	1.380
	No	901	911	1516	761	**0.990**
FCC Overall		**912**	**928**	**1554**	**788**	

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E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Table 1

The data indicate that **African American (0.732) and Hispanic (0.677)** students are experiencing disproportionate impact.

Fresno City College
Transfer Rate (Six-Year) by Ethnicity

	2009-10 (2003-04 Cohort)	2010-11 (2004-05 Cohort)	2011-12 (2005-06 Cohort)	2012-13 (2006-07 Cohort)	80% Index (2012-13)
African American	59%	45%	37%	41%	**0.732**
American Indian/ Alaskan Native	43%	56%	33%	48%	0.844
Asian/Pacific Islander	46%	46%	54%	56%	1.000
Hispanic	32%	33%	34%	38%	**0.677**
White	45%	44%	46%	45%	0.804
Unknown	42%	40%	41%	41%	**0.723**
FCC Overall	**40%**	**39%**	**40%**	**43%**	

Source: California Community Colleges Chancellor's Office Data Mart.

Table 2

The data below indicate that **DSPS (0.659) and Low Income (0.795)** students are experiencing disproportionate impact.

Fresno City College
Transfer Rate (Six-Year) by Special Groups

		2009-10 (2003-04 Cohort)	2010-11 (2004-05 Cohort)	2011-12 (2005-06 Cohort)	2012-13 (2006-07 Cohort)	80% Index (2012-13)
DSPS	Yes	27%	22%	37%	29%	**0.659**
	No	41%	40%	40%	44%	1.000
Low Income	Yes	37%	36%	36%	40%	**0.795**
	No	49%	49%	52%	50%	1.000
FCC Overall		**40%**	**39%**	**40%**	**43%**	

Source: California Community Colleges Chancellor's Office Data Mart.

12

Goals and Activities

A.   STUDENT SUCCESS INDICATOR FOR ACCESS

Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served

The data pertaining to student access in Table 1 indicates that African American and Asian/Pacific Islander enrollments exceed percentages reflected in the community. American Indian/Alaskan Native, White, and Hispanics are below percentages reflected in the community. Table 2 indicates that the enrollment of African American males and Hispanic males is lower than the female student population of the college.

GOAL A.

To increase the enrollment of African American, Hispanic, American Indian, and White students by 2% of their respective representation within the next five years. In addition, the enrollment of African American and Hispanic male students should increase by 2% of their respective representation within the next five years.

Activity A1.1

Expand high school partnerships and college readiness by strengthening collaborative efforts between Fresno City College and feeder high schools to:

- Develop focused outreach and recruitment efforts to increase African American, Hispanic, American Indian and White enrollments, with an emphasis on increasing African American and Hispanic male students
- Identify best practices in the recruitment of African American, Hispanic, American Indian, White, and male students to Fresno City College
- Increase support for pre-college services (Summer Bridge, admissions support for post-admissions outreach, etc.)
- Continue and increase collaboration with faculty and local K-12 Districts on Common Core Standards

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Expected Outcomes

- Best practices in recruitment will have be identified and subsequent development of outreach activities and materials targeting African American, Hispanic, American Indian, Whites and male students will be developed to expand recruitment by 2015-16
- A coordinated master calendar of events that include targeting the above groups will be developed to include community and college activities by 2015-16

Funding

- Fund a Director of College Relations and Outreach
- Maintain or hire full-time and part-time counselors to support the coordination of increased recruitment efforts for each of the special programs (IDILE, Puente, SYMBAA, USEAA and EOPS) that will result in increased enrollments of identified populations

Activity A1.2

Develop and administer a survey and conduct focus groups regarding the experiences of African American, Hispanic, American Indian, White, and male students accessing admissions to college.

Expected Outcomes

- By spring 2015-16 a survey will be distributed and focus groups will be created that will identify and address issues and concerns pertaining to identified populations
- By 2015-16, based on the results of the survey and focus groups, the Student Equity Plan will be updated to address barriers to college access for African American, Hispanic, American Indian, White, and male students

Funding

- Hire an Institutional Research Assistant to focus primarily on research and data collection needs
- Provide support for the creation and administration of the survey and focus groups

Activity A1.3

Support the outreach activities of programs such as, Puente, IDILE, SYMBAA, USEAA, DSPS, EOPS at the high schools and identify and support programs that target American Indians and males. Develop campus-based programs that provide information, access and support services specifically for American Indian and male students.

Expected Outcome

The enrollment of American Indian and male students should increase by 2% of their respective representation within the next five years.

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Funding

- Counseling faculty to develop special programs (e.g. Puente, IDILE, SYMBAA, USEAA, DSPS, and EOPS) to support the enrollment and success needs of American Indian and male students
- Educational advisors to support outreach activities for special programs

Activity A1.4

Provide increased support to instruction and student services through effective scheduling and improved access to counselors.

Expected Outcomes

- By 2016-17, available course sections will reflect a 1% increase compared to academic year 2015-16 allowing identified disproportionately represented students increased access to required courses
- By fall 2016, a comprehensive evaluation of the counseling intake system will be completed to determine more effective procedures to refer African American, Hispanic, American Indian and male students to counselors
- By fall 2016, counselor schedules will reflect a 5% increase in available student appointments allowing identified disproportionately represented student populations greater access to counseling services that will support their personal and academic goals.
- By spring 2016, counseling referral project for African American and Hispanic male students will be developed and piloted

Funding

- Increase full time counselor duty days
- Hire additional full and part-time counselors

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B.   STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

Course completion is defined as the ratio of the number of credit courses that students, by population group, actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census date of the term. Success is defined as completion of a class with a letter grade of a "C" or better, or a passing grade.

The data in Table 3 (section B) indicates that none of the ethnic groups had a disproportionate impact in retention, however, according to Table 1 (section B) African Americans experienced the greatest disproportionate impact with success rates at 57% compared with the highest performing group's success rate of 75% (White Non-Hispanic). Additionally, first-generation African American college students are also disproportionately below the highest performing first generation college group (54% compared to 73%, White Non-Hispanic).

GOAL B.

Increase the number of African American students who successfully complete courses attempted with an emphasis on identifying their social and economic needs

Activity B.1

Conduct interviews with African American students to gain a better understanding of the underlying campus social and academic factors that impact their success

- Develop and administer surveys and facilitate focus groups that capture the experiences of African American students attending Fresno City College to determine qualitative measures that need to be addressed
- Conduct collegial discussions with teaching faculty and administrators to determine how they can assist in improving successful course completion among African American students
- Conduct training sessions for faculty to discuss how a class syllabus can encourage student participation and success
- As research is collected, outline where students feel they are valued and appreciated, and or severely disadvantaged

Expected Outcome

To assess current intervention strategies and create new intervention strategies that support course completion.

Funding

16

Provide resources to support the creation, administration, and review of survey results to determine appropriate courses of action

Activity B.2

Extend the SYMBAA and IDILE learning community programs to provide more comprehensive services for **up to three years** (i.e. counseling, transfer assistance, etc.).

- Increase efficiency in use of special programs data to track the course completion and success rates of African American students
- Adequately train counselors to identify and meet the needs of African American students
- Create a dialogue between campus faculty with the African American campus community to identify student needs and to promote successful course completion
- Develop partnerships between the college and community that focus on increasing course completion rates for African American students

<u>**Funding**</u>

- Fund a full-time Counselor assigned to work with IDILE and SYMBAA students to provide coordination and support for program activities
- Fund ETC and/or PASS tutors to work directly with the instructors and students in these programs

Activity B.3

Research course completion rates for different types of course offerings such as accelerated, compressed, etc.

- Gather more data to determine if accelerated and compressed courses are more effective at improving student course completion rates than traditional 18-week courses
- Work with the Office of Instruction, divisions, and faculty to provide accelerated and compressed courses throughout the academic year

<u>**Expected Outcome**</u>

Appropriate course scheduling that leads to higher completion and success rates for all students, but with focused attention of African American students.

<u>**Funding**</u>

- Coordination of research activities related to accelerated and compressed courses
- Coordination of professional development activities related to accelerated and compressed courses

Activity B. 4

17

Develop a campus marketing campaign to promote and recruit mentors for African American students.

- Compensate mentors to attend training and to be mentors for African American students
- Partner with local businesses and four-year institutions to identify and recruit mentors

Expected Outcome

African American students will be paired with mentors resulting in higher course completion rates.

Funding

- Purchase marketing materials for training
- Compensate mentors
- Compensate any travel and conference and professional development related to mentor training and recruitment

Activity B. 5

The campus will have regular guest speakers to promote educational endeavors for African American students.

- Qualitative surveys will be administered to discern the effectiveness of the guest speakers on African American students, their educational endeavors, and their social involvement at the campus and in the community
- Create posters, flyers, banners, utilize media (video/brochures, etc.) zip screens, and displays to promote these events, with a special focus on African American students

Expected Outcome

A baseline and target will be established as this data is collected regarding students who attend these workshops and course completion.

Funding

- Compensate guest speakers
- Marketing materials and promotional materials

Activity B. 6

The campus will provide professional development activities including workshops, travel and conference, and planning retreats

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- Increase faculty participation in cultural competency training
- Promote professional development activities for all faculty and staff with a focus on course completion

Expected Outcome

Increased professional development activities for faculty resulting in higher success rates for students; qualitatively, faculty will gain perspective on the students they teach, especially African American students.

Funding

- Compensate experts/trainers for cultural competency training
- Compensate faculty and staff to attend training and planning meetings

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C.   STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course

GOAL C.1

To increase and diversify tutorial support for African American, American Indian, White, Hispanic and Pacific Islander students in ESL, English and math basic skills courses.

Activity C.1.1

Recruit and provide cultural competency and academic training of tutors for all special programs and the Extending the Class (ETC) and PASS by 2015-16

Expected Outcome

- By 2015-16, increase utilization of tutorial and writing center students from disproportionately impacted student populations

Activity C.1.2

Maintain adjunct faculty coordinator of ETC through 2015

Expected Outcomes

By 2015-16:

- Increase African American, American Indian, Hispanic and Pacific Islander students' participation in tutorial services by 1%
- Increase retention and completion of ESL, English and math basic skill courses for African American, American Indian, White, Hispanic and Pacific Islander students

Funding

- Fund 60 additional tutors for PASS, ETC and special programs
- Fund a full-time Faculty Coordinator for ETC
- Offer book grants for all students in special programs and for basic skills students with 2.0 grade point average and above

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GOAL C. 2

To identify barriers that affect African American, American Indian, White, Hispanic and Pacific Islander students in succeeding in ESL, English and math basic skills courses.

Activity C. 2.1

- Research barriers and challenges that affect African American, American Indian, Hispanic and Pacific Islander students in succeeding in ESL, English and math basic skills courses.

Expected Outcome C. 2.1

- By 2015-16, identify barriers and challenges that affect African American, American Indian, Hispanic, and Pacific Islander students in succeeding in ESL, English and math basic skills courses and begin to develop a plan for addressing those barriers and challenges.

Activity C. 2.2

- Provide cultural competency training workshops for ESL, English and math basic skills courses by 2015.
- Provide funding for faculty and staff to attend conferences on cultural competency and working with diverse student populations in ESL, English and math basic skills courses

Expected Outcome C. 2.2

- By 2015-16 increased cultural competency among all faculty and staff in general but with an emphasis on ESL, and English and math faculty
- Begin development of a learning community/cohort/special program for American Indian students
- Increased student success rates in the IDILE, SYMBAA, Puente, and USEAA programs

Activity C. 2.3

- Provide seminars on best practices for improving pedagogy in ESL, English and math basic skills courses by 2015
- Provide funding for faculty and staff to attend conferences focused on improving pedagogy in ESL, English and math basic skills courses

Expected Outcome C. 2.3

- By 2015-16 improvements in faculty pedagogy in ESL, English and math basic skills courses
- By 2015-16, increased faculty and staff attendance at conferences focused on improving pedagogy in ESL, English and math basic skills courses

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Activity C. 2.4

- Host forums to consult with faculty and staff and members in the local community of students who are disproportionately impacted
- Provide funding for faculty and staff to attend conferences on identifying and addressing the needs and challenges that face the disproportionately impacted students enrolled in ESL, English and math basic skills courses

Expected Outcome C. 2.4

- By 2015-17, increased cultural competency for faculty and staff in general with an emphasis on ESL, English and math faculty
- By 2015-17, begin development of a learning community/cohort/special program for American Indian students
- By 2015-17, increased student success rates in ESL, English and math basic skills courses by .05% each year

Funding

- Fund one full-time Institutional Research Assistant
- Fund the development and/or presentation of cultural sensitivity training that targets African Americans, American Indians, Hispanics and Pacific Islanders
- Fund the development and/or presentation of seminars and workshops on best practices for improving pedagogy in ESL, English and math basic skills courses
- Fund the identification, consultation and follow-up forums and workshops that will address the needs and challenges of the disproportionately impacted students
- Fund faculty and staff attendance at conferences and professional development events that promote best practices in pedagogy working with diverse student populations in general but with an emphasis on African Americans, American Indians, Hispanics and Pacific Islanders
- Fund staff support **for** disproportionately impacted students' initiatives

GOAL C. 3

Support the increase of accelerated course offerings in ESL, English and math basic skills courses.

Activity C. 3.1

Assist in the scheduling of accelerated ESL, English and math basic skills courses by 2015-16.

Expected Outcomes C. 3.1

- Increased number of accelerated course offerings in ESL, English and math basic skills courses by 2015-16

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- Increased enrollment of African American, American Indian, Hispanic and Pacific Islander students in accelerated basic skills English and Math courses by 2015-16

Activity C. 3.2

Offer training and support for faculty to teach accelerated ESL, English and math basic skills courses by 2015-16.

Expected Outcome C. 3.2

- Increased number of accelerated course offerings in ESL, English and math basic skills courses by 2015-16
- Increased enrollment of African American, American Indian, Hispanic and Pacific Islander students in accelerated basic skills English and Math courses by 2015-16

Funding

- Fund participation in professional development events that assist in the development and teaching of accelerated ESL, English and math basic skills courses

GOAL C.4

Collect data on success rates of African American, American Indian, and Pacific Islander students in accelerated ESL, English and math basic skills courses by 2015-16.

Activity C. 4.1

Gather and monitor retention, persistence and successful completion data of African American, American Indian, and Pacific Islander students enrolled in ESL, English and math accelerated courses.

Expected Outcome C. 4.1

- To identify trends and patterns of success rates among African American, American Indian, Pacific Islander, and Hispanic students in basic skills math and English

Funding

Fund full-time Institutional Research Assistant

GOAL C. 5

Increase the number of White and Hispanic students enrolled in ESL courses.

Activity C. 5.1

23

Offer more ESL courses during the entire academic year including summer.

Expected Outcome C. 5.1

- By 2017 increase enrollment of White and Hispanic students in ESL courses

GOAL C. 6

Increase the successful completion rates of White and Hispanic students enrolled in ESL courses.

Activity C. 6.1

Hire more ESL tutors

Expected Outcome C. 6.1

- Increased success rates of White and Hispanic students in ESL classes

Funding

- Hire more ESL tutors

GOAL C.7

Increase the number of African American students who successfully complete remedial mathematics courses

Activity C.7.1

Conduct research to determine why African American students are not at College level math and determine the causes for lack of academic progress

Activity C.7.2

Conduct interviews with African American students to determine how the current teaching modalities meet their individual needs

Expected Outcome

Increase the number and percentage of African American students who successfully complete remedial mathematics courses by 1% each year starting in 2016-17

GOAL C. 8

Increase the number of African American students who utilize campus tutorial services

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Activity C. 8.1

Train counselors and tutorial staff to identify and meet the needs of African American students.

Expected Outcome

African American students will increase their participation in Tutorial Services by 2% a year by 2016-17

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D.   STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal

GOAL D.1

Obtain necessary data to address this success indicator.

Activities D. 1

Hire an Institutional Research Assistant devoted to student equity projects, such as:

- Record data by both population group and specific degree or certificate programs
- Compare data on number of students who received a degree or certificate by population group (especially Hispanic and African American) to those in that group with the same informed matriculation goal as documented in the SEP
- Accurately aggregate data, work with counselors, student services, and special programs to record data more accurately for the future
- Streamline collection of data from SEPs such that student's goals are easy to track and assess
- Record student educational plans (SEPs), matriculation goals, and majors in order to more accurately track student progress towards their individual goal
- Begin identifying students in special programs (Puente, SYMBAA, etc) in Datatel in order to track effectiveness of programs
- Improve the records by providing Datatel training to counselors, staff, and special program coordinators
- Track certificate and degree completion data for veterans before and after expanding the veteran's center
- Track students in WebAdvisor/Datatel who are within 30 units of completing a degree
- Identify which degree/certificate programs are in highest demand within various population groups

Expected Outcomes

By Fall 2015, the institution will have necessary data in order to make informed decisions on where to allocate resources to increase completion rates for groups experiencing disproportionate impact.

- Identify groups experiencing disproportionate impact
- Provide data to Student Equity Coordinator and Student Equity Committee in order to identify activities to reduce disproportionate impact

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Funding

- Fund a full-time Student Equity Coordinator who will be responsible for assessing, and evaluating data in order to monitor and update the Student Equity Plan
- Fund an Institutional Research Assistant position

Goal D. 2

Identify prior studies that could aid decisions

Activities D.2

- Find analysis done on the registration processes (from assessment to enrolling in courses) to make it easier for students to be successful
- Identify student/alumni surveys especially regarding obstacles: money/jobs, personal problems, academic preparedness, comprehension, graduation/fee deadlines, transportation/ parking, lack of monitoring progress, misinformed about requirements, availability of classes, irresponsibility, leaving the most challenging classes for the last semester, time management, lack of mentors or peer support, etc.
- Use data from prior studies to identify interventions

Expected Outcome

Increase number of degrees and certificates awarded for groups that have been found to be experiencing disproportionate impact)

Funding

- Fund a full-time Student Equity Coordinator to coordinate efforts to identify prior studies
- Fund production, distribution, and data analysis of surveys

Goal D. 3

Increase both faculty and student awareness regarding available student services.

Activities D. 3

- Provide FLEX day presentations to faculty highlighting some of the student services and/or special programs available to students at Fresno City College.
- Create a student marketing campaign to highlight some of the student services and/or special programs available to students on campus.

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Expected Outcome

Increase number of students utilizing student services and participating in special programs that have been shown to improve degree and certificate completion rates among groups experiencing disproportionate impact.

Funding

- Fund development and distribution of marketing materials

Goal D. 4

Increase number of transfer students who receive a FCC degree

Activities D. 4

- Encourage students to perform a degree audit annually
- Inform students of benefits of obtaining an FCC degree before transferring
- Inform students of minimum requirements to obtain an FCC degree
- Have counselors coordinate FCC degree and transfer requirements so more students receive a degree when transferring
- Identify exemplary programs employed by other colleges to increase degrees and certificates awarded to groups experiencing disproportionate impact and use information to develop intervention strategies
- Host events/workshops for students that highlight degrees and career options associated with these degrees
- Host events/workshops that bring motivational speakers who are community members representative of groups experiencing disproportionate impact

Expected Outcome

Increase AA/AS/ADT degree completion rate especially for targeted groups.

Funding

- Fund development and distribution of marketing materials
- Fund counselor positions for special programs, including Veterans, IDILE, and SYMBAA
- Fund professional development to enhance counselor expertise related to FCC AA/AS/ADT options
- Fund travel and conference to sponsored events or campus visits of colleges with exemplary programs
- Fund hosted events/workshops designed to expose students to various degree and career options

E.   STUDENT SUCCESS INDICATOR FOR TRANSFER

Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years

The data indicate that African American (0.732) and Hispanic (0.677) students are experiencing disproportionate impact. The data below indicate that DSPS (0.659) and Low Income (0.795) students are experiencing disproportionate impact. However, data on other groups such as American Indian and Southeast Asian, is inconclusive with respect to disproportionate impact due either to a limited number of identified students who belong to a group (e.g. American Indian) or insufficient data pertaining to Southeast Asians (e.g. Hmong, Laotion, Cambodian, Vietnamese) and first generation college students.

GOAL E.

Increase transfer rates for all students with an emphasis on the following groups: Hispanic, African American, American Indian, Filipino, Pacific Islander, Southeast Asian (e.g. Hmong, Laotian, Cambodian) and first generation college-going students

Activity E. 1
Conduct research to determine why students are not transferring and identify strategies to help alleviate potential barriers and develop interventions.

- Collect more data on Southeast Asian students (e.g. Hmong, Laotian, Cambodian) in order to determine if they are experiencing disproportionate impact
- Collect data on first-generation college students in order to determine if they are experiencing disproportionate impact
- Conduct more research to determine why students are not transferring
- Establish a system to accurately track potential transfer students
- Establish a system to track students in special programs more accurately with respect to transfer

Expected Outcome

With the knowledge that is gained from this research, the college will be able to more efficiently use its resources to improve outcomes for students targeted by the Student Equity Plan

Funding

Need to fund a full-time Institutional Research Assistant who will focus on transfer data

Activity E. 2

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Develop a campus marketing campaign to promote and publicize transfer at the college

- Utilize SWOT Analysis to identify Strengths, Weaknesses, Opportunities, and Threats
- Reference transfer data for the college in relation to Hispanic, African American, American Indian, Filipino, Pacific Islander, Southeast Asian (e.g. Hmong, Laotian, Cambodian) and first generation college-going students
- Create a focus group of African American, Hispanic, American Indian, and first generation students to update marketing strategies that reach the target population.
- Develop college branding and motto to promote transfer at FCC
- Develop media that specifically promotes transfer opportunities and programs at FCC for African American, Hispanic, Native American, and first generation students. (social media, e.g. YouTube, website, Facebook, Twitter, Snapchat, events, marketing, radio, commercial, TV)
- Create and purchase posters, flyers, banners, zip screens displays, brochures, promotional items that promotes transfer for African American, Hispanic, American Indian, and first generation students
- Increase the number of transfer activities offered by the Transfer Center (e.g. campus visits, student conferences, etc.)
- Publicize trends, updates, and changes in transfer-specific ADT majors at FCC through campus activities. Increase ways to promote within the classroom access to counselors in the specific divisions

Expected Outcome

Awareness and access to Transfer Center services, special programs, and transfer degrees offered at Fresno City College will be more prevalent in the targeted populations

Funding

- Marketing materials, including, but not limited to: multi-media production, advertising; TV, radio, brochures, flyers, zip displays, and other promotional materials.
- Funding for the Transfer Center to host events, activities, campus visits and student conferences.
- Funding adjunct counselors for special programs such as Foster Bridge, DSPS, Veterans, EOPS, CalWorks, TRIO and other similar programs in order to increase transfer rates for each of these groups

Activity E. 3.

Develop partnerships between the college and universities that focus on increasing transfer rates for underrepresented populations through the Transfer Center. Partners should include the following:

UCLA MED-PEP
Society for Chicanos and Native Americans in the Sciences (SACNAS)

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UC Merced
Academic Advancement Program-UCLA
Fresno State University
Pathways to Law School Initiative

Expected Outcome

Partnerships will be developed that will strengthen transfer for targeted populations by providing direct student support services to African American, Hispanic, American Indian, and first generation college students.

Funding

- Provide financial support for the College Pathways to Law School Initiative, which focuses on increasing the number of low-income, minority students who enroll in California law schools.
- Provide financial support to develop the collaboration between UCLA –MED PEP program and FCC to increase the number of minority students who enter medical school
- Provide financial support to expose minority students to STEM majors and fields through conferences, workshops, campus visits, academic preparation and collaborations with transfer institutions.
- Provide financial support to promote research and graduate school opportunities for minority students, specifically African American, Hispanic, and American Indian students, including SACNAS program at UC Santa Cruz.
- Provide financial support to develop an academic preparation program with UC Merced to increase transfer of FCC targeted students

Activity E. 4.

Extend the Puente, USEAA, SYMBAA, IDILE, and The Network learning community programs to provide more comprehensive services for **up to three years** (i.e. counseling, transfer assistance, etc.)

Special programs that target Hispanic, African American, and Southeast Asian students need to be expanded from one-year to three-year programs in order to provide more comprehensive support as they move toward transfer.

- Students in these programs will receive counseling and academic support services during the second and third years of participation in their respective programs
- Students in these programs will be linked to the Transfer Center

Funding

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- Fund a full-time Counselor assigned to work with the IDILE and SYMBAA Programs in addition to part-time faculty and staff in support of special programs
- Fund student mental health providers that support students in the special programs

Activity E. 5

Develop a Transfer Academy model to connect students to the Transfer Center and supportive services.

The purpose of the Transfer Academy will be to increase the number of FCC students who transfer to four-year colleges and universities. The program will include a variety of components, including linkage to the FCC Summer Bridge Program that will promote acceleration in English and math, field trips to colleges and universities, participation in ADT and TAG, participation in a Transfer Club, and graduate/professional school preparation. Services to be provided are more individualized advising, career assessment, peer mentoring, and academic support services such as ETC and tutoring. Program activities will include:

- Attend the FCC Summer Bridge
- Enroll in college-level English and/or math the ensuing fall semester
- Participate in a minimum of one field trip per year
- Sign-up for an ADT, TAG, or other TAA leading to transfer
- Take full advantage of academic support services, such as Extending The Class, tutorial, etc.
- Actively participate in the FCC Transfer Club
- Participate in the Graduate/Professional Student Club

Expected Outcome

Transfer Academy students will be expected to transfer to a four-year college and/or university within three academic years after their first semester of enrollment

Funding

- Fund a full-time Counselor position in the Transfer Center to work provide students in equity programs such as Summer Bridge and the Transfer Academy with additional counseling support

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Budget Narrative

The Student Equity Budget includes funding for 6.5 positions, adjunct counseling, academic support, and professional development among a number of activities central to the operation of the plan.   Most of these full-time positions are embedded in the plan and include the Extending the Class (ETC) Faculty Coordinator, Counselor with an emphasis on IDILE and SYMBAA, Counselor with an emphasis on Student Equity, Director of College Relations and Outreach (.50), and Research Assistant for Student Equity.

Two full-time positions emerged that are directly related to the purpose and operation of the plan. The Veterans Counselor position is included as a direct result of Senate Bill 860 which authorized the use of Student Equity Funds to support Veterans, DSPS, Foster Youth, and Low Income students. Moreover, the inclusion of the Student Equity Coordinator position is a direct result of the identified need to have a faculty coordinator working closely with Instructional and Student Services Deans, peer faculty, classified staff, administration, and students to monitor the Equity Plan. Note that professional development activities will be supported by object codes in the 4000 and 5000 series.

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BUDGET

2014-15 Fresno City College
STUDENT EQUITY PLANNED EXPENDITURES

The Student Equity Program Allocation is $1,319,678.00 and planned expenditures are listed by object code. This budget assumes that all full-time positions noted in the 1000 object code series will not start until March 1, 2015.

2014-15 FCC STUDENT EQUITY PLANNED EXPENDITURES
The Student Equity Program Allocation is $1,319,678.00 and planned expenditures are listed by object code

CODE	CLASSIFICATION	POSITIONS	SALARY/COST
			$ 1,319,678.00
1000	**Academic Salaries: Position Title(s)**		
91215	Student Equity Coordinator	1.0	$ 32,316.00
91215	ETC Faculty Coordinator (Tutorial)	1.0	$ 32,316.00
91215	Counselor (Veterans)	1.0	$ 32,316.00
91215	Counselor (IDILE/SYMBAA)	1.0	$ 32,316.00
91215	Counselor (Transfer/Student Equity)	1.0	$ 32,316.00
91415	Adjunct Counselors	6.0	$ 203,385.00
91415	Mental Health Providers	1.0	$ 24,000.00
	SUBTOTAL	12.0	$ 388,965.00
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**		
92120	College Relations & Outreach Director	0.5	$ 16,769.00
92110	Research Assistant (Student Equity)	1.0	$ 17,869.00
92410	Hourly Instructional Aides/Students	60.0	$ 273,600.00
	SUBTOTAL	61.5	$ 308,238.00
3000	**Employee Benefits**		
93130	STRS Non-Instructional		$ 34,540.09
93230	PERS Non-Instructional		$ 4,077.24
93310	OASDI Instructional		$ 3,967.20
93330	OASDI Non-Instructional		$ 12,256.99
93430	Health & Welfare Non-Instructional		$ 32,197.48
93510	SUI Instructional		$ 136.80
93530	SUI Non-Instructional		$ 211.80
93610	Worker's Comp Instructional		$ 5,414.54
93630	Worker's Comp Non-Instructional		$ 8,383.09
93710	PARS Instructional		$ 960.00
93730	PARS Non-Instructional		$ 8,755.20
	SUBTOTAL		$ 110,900.43
4000	**Supplies & Materials**		
94490	Books and Miscellaneous		$ 15,000.00
94510	Newspapers		$ 600.00
94515	Non-Print Media		$ 50,000.00
94530	Publications and Catalogs		$ 2,000.00
	SUBTOTAL		$ 67,600.00

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5000	Other Operating Expenses & Services			
95310	Travel and Conference		$	60,000.00
95320	Charter Services (Bus, tokens)		$	25,000.00
95325	Field Trips		$	25,000.00
95330	Hosted Events/Workshops		$	40,000.00
95530	Contract Labor/Other Professional Services		$	60,000.00
95710	Advertising		$	58,000.00
95715	Promotions		$	75,000.00
95720	Printing/Binding/Duplicating		$	38,100.00
95725	Postage/Shipping		$	2,874.57
95990	Miscellaneous		$	20,000.00
	SUBTOTAL		$	403,974.57
7000	Other Outgo			
97610	Payments to Students (e.g. book grants)		$	40,000.00
	SUBTOTAL		$	40,000.00
	REMAINING TOTAL		$	-

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EVALUATION SCHEDULE AND PROCESS

Each of the five key components within the Student Equity Plan with accompanying expected outcomes for each component will be evaluated on a regular basis under the leadership and supervision of the Student Equity Coordinator in order to determine progress at reducing disproportionate impact for targeted groups of students within each component of the plan. It will be expected that achievement gaps will be reduced over time and that outcome measures will be assessed and evaluated on an annual basis.

A College Student Equity Committee will be formed that will be responsible for monitoring the Student Equity Plan in order to determine if goals, activities, expected outcomes, and funding are progressing or in need of modification. It will be expected that the Student Equity Committee will determine the evaluation schedule and process in which expected outcomes are to be measured. At a minimum, student equity goals will be assessed and evaluated on an annual basis.

Glossary of Terms

80% Index –

The 80 percent rule refers to the benchmark for the ratio of selection or participation rates between a minority group and the reference group. The Equal Employment Opportunity Commission (2007) defines this as the ratio of the selection rate for ethnic group divided by the selection rate for the group with the highest rate. In community colleges, this ratio has been defined as the minority group placement or participation rate divided by the majority group placement or participation rate. If this ratio falls below 80 percent, evidence of disproportionate impact exists for the minority group. When there is not a clear majority or reference group, such as in an ESL population, the overall placement or participation rate may be used as the reference rate (Glasnapp and Poggio, 2001).

Accelerated Courses

Acceleration involves reducing the length of English and Math sequences and eliminating the exit points where students are lost by not passing, or not enrolling in courses in the pipeline. Acceleration involves the reduction of students' time in remedial courses by at least a semester and aligns remediation with the college level requirements of students' intended pathways.

Compressed Courses

In compressed courses, the course outlines, including total class meeting time, information content, and student outcome objectives, are kept constant. This means that the material and assignments are presented to students in a compressed format for shorter-term sessions as compared to the traditional full semester format. The classes meet more times per week and the length of each meeting is longer in the short sessions, and students would typically take only one or two courses.

Cultural Competency is the ability to relate effectively to individuals from various groups and backgrounds. Culturally competent services respond to the unique needs of members of minority populations and are also sensitive to the ways in which people with disabilities experience the world. Cultural competence recognizes the broad scope of the dimensions that influence an individual's personal identity. Mental health professionals and service providers should be familiar with how these areas interact within, between and among individuals. These dimensions include race, ethnicity, language, sexual orientation, gender, age, disability, class/socioeconomic status, education and religious/spiritual orientation.

Disproportionate impact
According to California Community Colleges *Matriculation Handbook*, "disproportionate impact" is defined as follows:

"Disproportionate impact" occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group[2] who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant

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educational setting (California Community College Chancellor's Office, 2011b, p. 2.6). **A simpler definition** is disproportional impact is a condition where some students' access to key resources and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches to student support.

Disproportionate Impact	=	the rate for the given group
		the rate of the reference group

 "The percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)]

Disproportionate impact is a condition where access to key resources and support or academic success may be hampered by inequitable practices, policies and approaches to student support or instructional practices affecting a specific group. (CCCCO Student Equity Plan template, 2014)

Proportionality Index – is the measure of representational equity. It compares the demographics of those accessing support/services or those who achieved a particular outcome to the demographics of the initial cohort.

Student Equity –

In 1992, the Board of Governors of the California Community Colleges adopted a Student Equity Policy to ensure that groups historically underrepresented in higher education have an equitable opportunity for first access and then success. Equity is often measured and determined by both qualitative and quantitative data. Equity is less about numbers and more about fairness, respect, awareness, and closing the achievement gap.

Equity is also defined as parity in the achievement and success of all student populations (ASCCC, 2010).

Equity means to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances… (Ed Code 7822).

References

Glasnapp, D. R. & Poggio, J. (2001). *A guide to assist with the design and implementation of investigations to evaluate tests in consideration of the CCC assessment standards*. Retrieved February 10, 2013 from http://extranet.cccco.edu/Portals/1/SSSP/SSSP/Resources/GuideDesignImplInvesEvalTestMarch2001.pdf.

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REEDLEY COLLEGE STUDENT EQUITY PLAN

REEDLEY COLLEGE • MADERA CENTER • OAKHURST CENTER
CLOVIS COMMUNITY COLLEGE CENTER

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Signature Page

District: State Center Community College District

Date Approved by Board of Trustees:

Reedley College President: Dr. Sandra Caldwell

Clovis Community College Center President: Deborah Ikeda

Interim Vice President of Student Services: Dr. Claudia Habib

Vice President of Instruction: Mr. Jan Dekker

Vice President of Instruction and Student Services: Ms. Kelly Fowler

Reedley College Academic Senate President: Ms. Stephanie Curry

Clovis Community College Center Academic Senate President: Ms. Elizabeth Romero

Reedley College Student Equity Contact Person: Mr. Mario Gonzales

Clovis Community College Center Student Equity Contact Person: Dr. Erica Johnson

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

The Reedley College and Clovis Community College Center Student Success Committees are responsible for the development and implementation of the Student Equity Plan. These committees are composed of faculty, administration, students, and classified professionals. Campus constituent groups, including the Academic Senate, College Council, and institutional planning committees also provided input. The Student Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing achievement gaps in success for underrepresented students. The intent of this process is to conduct a self-evaluation and identify achievement gaps that need to be addressed to improve student success. Goals and activities will be developed to address disparities in student outcomes.

It should be noted that there are existing student support services and instructional programs at Reedley College and Clovis Community College Center designed to assist students in the disaggregated subgroups identified in the Student Equity Plan. Programs for the economically disadvantaged, students with disabilities, and ethnic minorities, which generally fall within the subset of economically disadvantaged, provide targeted services.

The successful implementation of these programs and their existing infrastructure address issues of student equity as identified in the Student Equity Plan. This plan will also recommend new goals and activities to address any areas of student equity that may impact student access, course completion, basic skills, transfer, and degree and certificate completion.

The campus-based research indicated that specific ethnic groups have measures of inequity when assessing for disproportionate impact for the five student success indicators. Of all the disaggregated subgroups, Hispanic students were most often experiencing disproportionate impact. Although the African-American, Native-American, Pacific Islander, and Filipino ethnic subgroups are affected by disproportionate impact, they make up a relatively small percentage of the student population. There was also disproportionate impact in the various measures for age, gender and disabilities. However, these occurrences were stratified across the five-year period that was measured for disproportionate impact. The varying patterns make it challenging to determine the statistical significance when measured for disproportionate impact, especially when applied to the small ethnic subgroups for African-Americans, Native-Americans, Pacific Islanders, and Filipino students.

The following pages summarize the major findings and goals for each success indicator.

GOAL

To increase the course completion, graduation, and transfer rate of African-American and Hispanic students by 1% per year over the next four years.

FOCUS AREAS:

- Orientation
- Retention

FOCUS ACTIVITIES:

REEDLEY COLLEGE

Orientation Activities

- Registration to Go
- Tiger Days
- Mandatory Orientation (Spanish)
- College-wide Padres conference

Retention Activities

- Early Alert, including follow-up counseling
- Cohort Enrollment Programs
- Accelerated Learning
- Embedded Counseling
- Embedded tutoring, including ESL
- Transfer Center Extended hours
- Counselor Training for Transfer
- Student Mentor Program
- Adelante Hombres Conference
- Hispanic and African American Cultural Awareness

CLOVIS COMMUNITY COLLEGE CENTER

Orientation Activities

- Registration to Go
- Clovis 411
- Online orientation
- Registration Express
- Extreme registration
- Program specific orientations (DSP&S, Calworks, Foster Youth, TRIO, Honors)

Retention Activities

- Early alert including follow up counseling/SEP appointment
- Cohort enrollment programs
- Counselor to class presentation
- Don't cancel class presentations through SSS
- Embedded tutoring
- Mandatory orientation
- Accelerated learning
- Extended counseling/support services hours
- Counselor training for transfer
- Cultural awareness events (Hispanic & African American)
- SEP campaign
- Scholarships
- Focused degree audits for completion/graduation
- Transfer events throughout the semester
- TAG workshops and support
- UC and CSU application workshops
- Career explorations support and events

STUDENT EQUITY PLAN SUMMARY   INDICATOR: ACCESS

Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data below indicates that the participation rate for males is less than that of females in comparison to the composition of the surrounding community. The data also indicates a disproportionate impact in the <20 age group and +40 age groups. In addition, for the 10-11 and 11-12 academic years, the enrollment of Asian/Pacific Islanders showed a disproportionate impact; however, for the 12-13 academic year there was no disproportionate impact for any ethnic population.

DATA ANALYSIS AND FINDINGS

Table 1. Population Enrollment by Gender

Gender	2010
F	1.14
M	0.84

Prop Index - Data calculated using 2010 Census data for Fresno and Madera Counties

Table 2. Population Enrollment by Age

Age	2010
< 20 years old	0.91
20-24 years old	4.88
25-39 years old	1.10
40+ years old	0.21

Prop Index - Data calculated using 2010 Census data for Fresno and Madera Counties

Table 3. Population Enrollment by Ethnicity

Ethnicity	2010-2011	2011-2012	2012-2013
African-American/non-Hispanic	1.50	1.50	1.50
American Indian/Alaskan Native	1.0	1.0	1.0
Asian/Pacific Islander	0.89	0.89	1.0
Hispanic	1.20	1.17	1.17
White/non-Hispanic	1.17	1.18	1.23

Prop Index - Data Source: CUE Institute CA_HS_Graduates 2011-2013

RESOURCES

Educational Resources
- College Readiness Forums

Policies
- Application Process
- Orientation
- Assessment Process
- Advising/Counseling

Special Programs
- K-12 Bridge (RC)
- Upward Bound (RC)
- DSP&S (RC/CCCC)
- DSP&S Transition to College (RC)
- High School Enrichment (RC/CCCC)
- CalWORKs (RC/CCCC)
- Foster Youth (RC/CCCC)
- Veterans Services (RC/CCCC)
- Registration to Go (RC/CCCC)

ACTIVITIES

Reedley College

Reg To Go: Improve matriculation services to seniors at the college feeder high schools. Analyze the male vs. female participation and incoming enrollment rates in comparison to exiting senior rates for individual feeder high schools.

Tiger Days: Develop Tiger Days Orientation with full-service matriculation activities.

Clovis Community College Center

Reg To Go: Seek to understand how to improve matriculation services to seniors at the college feeder high schools. Analyze all demographic information and incoming enrollment rates in comparison to exiting senior rates for individual feeder high schools.

CCCC 411: Continue to provide a college readiness/orientation day for first time college students

SUCCESS MEASURE

Increase enrollment within the < 20 years old age group.

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0.91	0.93	0.95	0.97	0.99

STUDENT EQUITY PLAN SUMMARY   INDICATOR: COURSE COMPLETION

RATIO OF THE NUMBER OF CREDIT COURSES THAT STUDENTS BY POPULATION GROUP ACTUALLY COMPLETE BY THE END OF THE TERM COMPARED TO THE NUMBER OF COURSES IN WHICH STUDENTS IN THAT GROUP ARE ENROLLED ON THE CENSUS DAY OF THE TERM.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data indicates that African-Americans are disproportionately impacted in their course completion rates. Hispanic students also experienced disproportionate impact in 05-06 and 07-08. Equity gaps exist for American Indian/Alaskan Native and Pacific Islander but are .6% and .1% of the student body. African-Americans make-up 2.8% of the student population and Hispanic students make-up 52% of the student population.

When looking at data for African Americans and Hispanics, their completion rates are significantly lower by approximately 6% to 12% from the white student populations. Other subgroups have higher completion rates but are a smaller proportion of the student population.

Strategies to address the equity gaps will focus on increasing course completion rates.

DATA ANALYSIS AND FINDINGS

Course Completion Overall by Ethnicity

Ethnicity	03-04	04-05	05-06	06-07	07-08
African-American	1.00	0.97	0.98	0.97	0.96
American Indian/Alaskan Native	0.97	0.99	0.97	1.00	0.99
Asian	1.02	1.01	1.02	1.01	1.02
Hispanic	1.00	1.00	0.99	1.00	0.99
Pacific Islander	1.03	0.94	1.01	0.91	0.83
White Non-Hispanic	1.00	1.01	1.01	1.00	1.01

*Proportionality index.

Table 6. Course Completion Overall by Ethnicity

Ethnicity	03-04	04-05	05-06	06-07	07-08
African American	45.5%	46.2%	34.8%	47.4%	42.5%
American Indian/Alaska Native	36.8%	60.0%	60.0%	46.7%	40.0%
Asian	70.2%	69.4%	67.6%	62.6%	62.2%
Filipino	70.4%	66.7%	60.0%	45.5%	48.1%
Hispanic	39.3%	42.8%	40.4%	40.5%	40.3%
Pacific Islander	44.4%	60.0%	44.4%	30.0%	11.1%
White	54.5%	51.9%	52.9%	52.5%	52.6%

Data source: CCCCO 2014 Scorecard
**This is derived from MIS and is cohort data

RESOURCES

Educational Practices
- Early Alert
- Probation Workshops
- Supplemental Instruction
- Student Education Plans
- College Success courses

Policies
- Orientation
- Assessment
- Counseling/Advising
- Academic Follow-up

Special Programs
- EOPS (RC)
- DSPS (RC/CCCC)
- SSS (RC/CCCC)
- STEM (RC/CCCC)
- SARP (RC)

Organizational structures
- Counseling
- Tutorial Center
- Writing Center
- Math Center

ACTIVITIES

Reedley College
Early Alert: Increase faculty participation in early alert referral process for students experiencing difficulty in the classroom. Students will be referred to the appropriate resources for intervention. (Tutorial, writing/math centers, counseling)

Follow-up counseling: Expand counseling services to monitor student's academic progress toward completion of educational goals.

Clovis Community College Center
Counseling Services: Students will complete a Student Educational Plan with appropriate courses for major with listed prerequisite and course sequences

Early Alert: Will continue to promote Early Alert Referral process to increase faculty participation and improve intervention strategies through counseling

Orientation: All students will participate in an online college orientation and learn about appropriate campus resources to support their academic success.

SUCCESS MEASURE

To increase the course completion rate of African-American and Hispanic students by 1-2% over the next four years.

2012-2013	2014-2015	2015-2016	2017-2018	2019-2020
40%	41%	41%	42%	42%

STUDENT EQUITY PLAN SUMMARY
INDICATOR: ESL AND BASIC SKILLS COMPLETION (ENGLISH)

RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL ESL OR BASIC SKILLS COURSE COMPARED TO THE NUMBER OF THOSE STUDENTS WHO COMPLETE SUCH A FINAL COURSE.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data below indicates that African American and Hispanic students are disproportionately impacted. Based on enrollment numbers, Hispanic students are the largest population to be impacted.

While Hispanic students who are college prepared are not as successful as the general student population, that gap increases to the level of disproportionate impact only in the basic skills. Both the Composition and Reading Department Program reviews examined this issue and concluded that this shows that the equity gap is directly related to the lack of preparation. Therefore, many of our efforts to close this gap are directed at college-readiness.

DATA ANALYSIS AND FINDINGS

Ethnicity	2006-2007	2007-2008
African American	0.89	0.83
American Indian/Alaska Native	0.77	1.01
Asian	1.26	1.57
Filipino	1.64	1.53
Hispanic	0.88	0.87
Pacific Islander		
White	1.22	1.19

*Proportionality index

	02-03	03-04	04-05	05-06	06-07
Completion All Students	47.4%	47.0%	46.7%	46.2%	45.2%
Hispanic Completion Overall	40.3%	39.2%	41.8%	39.3%	39.5%
Hispanic Completion Prepared	70.9%	73.5%	73.9%	66.3%	69.5%
Hispanic Completion Unprepared	35.8%	35.1%	37.7%	36.3%	34.9%

*2014 Reedley College Student Success Scorecard

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level and completed a college level English course:

Average for all students	34.0%
Hispanic students	29.5 %

*2014 Reedley College Student Success Scorecard

RESOURCES

Educational Practices
- Faculty development
- Early Warning

Policies
- Adequate course scheduling Assessment placement

Special Programs
- FYSSP (RC)

Organizational structures
- Counseling
- DSPS
- Writing Center

ACTIVITIES

Reedley College

Cohort Enrollment Programs: First Year Student Success Program and other cohort enrollment programs intended to help students complete basic skills prior to enrolling in other courses. There are currently two pilot cohorts in place and is ready to be scaled up.

Embedded Counseling: Expand the hours of the basic skills counselor(s) so that more time can be spent in basic skills areas (e.g. ESL classrooms, Writing Center, and Tutorial Center)

Embedded tutoring: Expand embedded tutoring program. Investigate feasibility and value of on-demand embedded tutoring.

Clovis Community College Center

Accelerated Learning/Tutoring: Continue and expand offering accelerated courses at all levels of English, embedded tutoring, and develop skill-specific workshops in the tutorial center

Orientation: Continue and expand participation in 411 orientations with specific emphasis targeted at expectations for college life and study skills AND explore offering study skills workshops through the tutorial center for those students who do not attend 411 or who would need additional student skills help.

SUCCESS MEASURE

To increase Hispanic student basic skills completion rate in the next four years to the average of 34% for all students.

2012-2013	2014-2015	2015-2016	2017-2018	2019-2020
29.5%	31%	32%	33%	34%

STUDENT EQUITY PLAN SUMMARY
INDICATOR: ESL AND BASIC SKILLS COMPLETION (ESL)

RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL ESL OR BASIC SKILLS COURSE COMPARED TO THE NUMBER OF THOSE STUDENTS WHO COMPLETE SUCH A FINAL COURSE.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data in the table below indicates that students 25 years and over are disproportionately impacted. ESL students coming from the high schools generally have a higher level of education than older adult ESL students in general. Older students may require different course scheduling and different kinds of support services. Also, older ESL students may not be learning English in order to get a degree or certificate. Recent high school equivalency requirements for financial aid (GED, CAHSEE, or diploma) may bring better prepared students into the ESL program, positively impacting student success data. Research indicates that the higher the level of education a student has, especially if it is in his/her native language, the faster and the better the student will learn a second language.

DATA ANALYSIS AND FINDINGS

Age	03-04	04-05	05-06	06-07	07-08
< 20 years old	1.82	4.31	2.29	2.91	3.41
20 to 24 years old	2.73	0.57	1.41	1.13	1.10
25 to 39 years old	0.39	0.79	0.70	0.52	0.70
40+ years old	1.23	0.45	0.53	0.51	0.60

*Proportionality index

DataMart 2012-2013
20 to 24 years old 6.2%
25 to 39 years old 5.3%
Average 5.75%

RESOURCES

Educational Practices
- Faculty Development
- Early Alert Warning

Policies
- Adequate Course Scheduling
- Assessment Placement

Special Programs
- Embedded BSI Counselor

Organizational Structures
- Admissions and Records
- Matriculation and Outreach
- Placement Test
- Counseling
- Writing Center
- Tutorial Center

ACTIVITIES

Reedley College

Embedded Basic Skills Counseling: Expand the hours of the bilingual basic skills counselor(s) so that more time can be spent in basic skills areas (e.g. ESL classrooms, Writing Center, and Tutorial Center). This activity needs to be institutionalized in the near future.

ESL Tutor in the Writing Center and/or Tutorial Center: Use of BSI funds originally used to pay a lab worker in the ESL lab to fund an ESL tutor in the Writing Center. This activity needs to be institutionalized in the near future.

Mandatory Orientation (Spanish option): Student Services will implement a Spanish option for fulfilling the mandatory orientation requirement.

SUCCESS MEASURE

To increase the success of students 25 years of age and over by 1% per year over the next five years.

2012-2013	2014-2015	2015-2016	2017-2018	2019-2020
5.75%	6.75%	7.75%	8.75%	9.75%

STUDENT EQUITY PLAN SUMMARY
INDICATOR: ESL AND BASIC SKILLS COMPLETION (MATH)

RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A DEGREE-APPLICABLE COURSE AFTER HAVING COMPLETED THE FINAL ESL OR BASIC SKILLS COURSE COMPARED TO THE NUMBER OF THOSE STUDENTS WHO COMPLETE SUCH A FINAL COURSE.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data below indicates that Male, African American, and Hispanic students are disproportionately impacted in Mathematics at Reedley College and Clovis Community College Center. While the remediation in math for male students and African American is disproportionately impacted, the transfer rate of male students and African American students is not disproportionately impacted.

The success measure uses the combined average success rate of African American and Hispanic students. The starting 2012-2013 measure was from the 2007-2008 cohort, as reported in the 2014 Student Success Scorecard Five Year Report.

DATA ANALYSIS AND FINDINGS

Remedial Math Completion by Gender

Gender	03-04	04-05	05-06	06-07	07-08
Female	1.09	1.05	1.00	1.07	1.11
Male	**0.87**	**0.92**	1.00	**0.90**	**0.84**

*Proportionality index

Remedial Math Completion by Ethnicity

Ethnicity	03-04	04-05	05-06	06-07	07-08
African American	0.69	0.99	0.36	0.90	0.55
American Indian/Alaska Native	0.43	0.98	1.07	0.69	1.11
Asian	1.24	1.63	1.71	0.94	1.29
Filipino	1.24	1.27	2.00	0.73	1.33
Hispanic	0.94	0.96	0.91	0.95	0.91
Pacific Islander					
White	1.16	0.98	1.12	1.17	1.11

*Proportionality index

RESOURCES

Educational Practices
- Faculty development
- Early Warning/SARS

Policies
- Adequate course scheduling
- Assessment placement
- Math 272

Special Programs
- FYSSP (RC)
- STEM Ambassadors (RC)
- STEM - TRIO/SSS (CCCC)

Organizational structures
- Counseling
- DSPS
- Math Center/Athlete Study Hall/Tutorial Center/SMART Thinking Tutorial
- Course Compass (CCCC)

ACTIVITIES

Reedley College

Basic Skills in Mathematics: Reedley College offers a class, Math 272, to improve the study skills necessary for successful completion of Mathematics courses.

Math Center: Continue support of the Math Center tutoring and hire a fulltime coordinator.

Accelerated Learning: Offer math in accelerated learning format using a 9wk/9wk compressed format. Current offerings include 250/256, 201/103, 4A/4B.

Clovis Community College Center

Math Tutorial Services: Hired a full time math instructor for math tutoring to provide supplemental instruction in the tutorial center.

Orientation: Continue and expand participation in 411 orientations with specific emphasis targeted at expectations for college life and study skills and explore offering study skills workshops through the tutorial center for those students who do not attend 411 or who would need additional student skills help.

SUCCESS MEASURE

To increase African American and Hispanic success rates in basic skills mathematics by 1% per year.

2012-2013	2014-2015	2015-2016	2017-2018	2019-2020
27%	28%	29%	30%	31%

STUDENT EQUITY PLAN SUMMARY
INDICATOR: DEGREE AND CERTIFICATE COMPLETION
RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO RECEIVE A DEGREE OR CERTIFICATE TO THE NUMBER OF STUDENTS IN THAT GROUP WITH THE SAME INFORMED MATRICULATION GOAL.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The current growth and the predicted growth of Hispanics in the valley indicate it is tantamount that we seek to understand Hispanic students and their unique needs. Looking at the graduation rate by ethnicity, the highest statistically significant completion group is "White" (31%) which has remained stable and is the only large group doing relatively well. The Hispanic group (53%) is well below the 1.0 marker and therefore disproportionately impacted. African-American and American Indian/Alaska Native also shows disproportionate impact but represent a very small (1-3%) segment of the student population so it is difficult to make generalizations. This does not negate the need of these groups and they could also benefit from additional student services, along with the Hispanic students.

DATA ANALYSIS AND FINDINGS

Graduation Rate by Ethnicity

Ethnicity	08-09	09-10	10-11	11-12	12-13
African American	0.89	0.91	0.78	0.99	0.92
American Indian/Alaska Native	0.74	1.38	1.35	1.03	0.87
Asian	1.49	1.55	1.45	1.29	1.35
Filipino	1.39	1.53	1.12	1.01	1.05
Hispanic	0.81	0.89	0.85	0.87	0.88
Pacific Islander					
White	1.18	1.10	1.11	1.13	1.14

*Proportionality index

RESOURCES

Programmatic Resources:
- The Title V program has the experience to organize and partially fund the larger Padres Conference.
- STEM program also has experience with conferences and some funding.

Partnerships:
- Feeder high schools, community organizations, and local businesses.

Outreach:
- High school relationships and recruitment

ACTIVITIES

Reedley College

College-wide Padres Conference: Parent support of children's education aids in student success, and family is particularly influential in the Hispanic culture. Reedley College's Padres Conference has been a great success for the Title V grant and Title V students. It explains college, its workings and how parents can help their children succeed.

Student Mentor Program: Initiate a pilot Hispanic student mentoring group, pairing students with college employees for support, encouragement, and guidance

Adelante Hombres Conference: Annual conference to encourage and advance Latinos toward completion of degrees, certificates and transfer, as well as character and college skill development. This would be open to the community and current students with speakers, workshops, service booths, food, and entertainment.

Clovis Community College Center
Retention: Focused degree audit for completion/graduation to improve completion rates for degrees and certificates.

Orientation: SEP Campaign – Continue the SEP campaign "GOT SEP" to promote student development of educational planning and goal setting.

SUCCESS MEASURE

To increase graduation rates for Hispanic students.

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
53%	53%	54%	56%	60%

RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A MINIMUM OF 12 UNITS AND HAVE ATTEMPTED A TRANSFER LEVEL COURSE IN MATHEMATICS OR ENGLISH TO THE NUMBER OF STUDENTS IN THAT GROUP WHO ACTUALLY TRANSFER AFTER ONE OR MORE (UP TO SIX) YEARS.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data below indicates that American Indian/Alaska Native, Filipino, Hispanic and Pacific Islander students are disproportionately impacted. Based on enrollment numbers, Hispanic students are the largest population to be impacted.

Overall, transfer can be an ambitious goal for most students. As a Hispanic Serving Institution, we must provide more resources to our Hispanic students to make this goal attainable. *Our chart below shows that the equity gap is most significant for the Hispanic Students.* Therefore, many of our efforts to close this gap are directed at introducing students to the idea of transfer early on in their college education and assisting them on the process.

DATA ANALYSIS AND FINDINGS

Transfer Rate by Ethnicity

Ethnicity	03-04	04-05	05-06	06-07	07-08
African American **	1.18	1.27	1.17	1.63	1.31
American Indian/Alaska Native **	1.41	0.98	0.80	1.45	1.05
Asian**	1.27	1.44	1.55	1.33	1.54
Filipino **	1.13	1.27	0.70	1.36	0.91
Hispanic	0.88	0.89	0.89	0.90	0.82
Pacific Islander **	0.75	1.27	0.57	0.00	0.00
White	1.10	1.04	1.01	1.05	1.12

*Proportionality index. Data Source: CCCCO Transfer Velocity Report

Ethnicity	03-04	04-05	05-06	06-07	07-08
African American **	33.9%	52.2%	50.0%	51.7%	70.3%
American Indian/Alaska Native **	33.3%	62.5%	38.5%	35.3%	62.5%
Asian	53.3%	56.0%	56.7%	68.2%	57.4%
Filipino **	16.7%	50.0%	50.0%	30.8%	58.3%
Hispanic	39.1%	38.8%	35.2%	39.0%	38.9%
Pacific Islander **	0.0%	33.3%	50.0%	25.0%	0.0%
White	44.9%	48.9%	41.0%	44.7%	45.1%

*80% Rule. Data Source: CCCCO Transfer Velocity Report
**Group contains < 30 people in the transfer group cohort and is unstable.

RESOURCES

Educational Practices
- Institutional level review of courses needed vs offered for transfer on a consistent basis at all sites.
- Ensure all students have a complete SEP by 2nd semester
- Institute an automatic student contact at 45 units

Policies
- Adequate staffing
- Assigned Transfer counselor
- Transfer center at all locations
- Adequate counselor to student ratio
- Adequate support staff

Special Programs
- Learning Communities
- TRiO/STEM

Organizational structures
- Tutorial Center
- Counseling Services
- University Representation Visits

ACTIVITIES

Reedley College

Extended hours: Extended hours in the student services department to meet the needs of all students. Returning students, working students etc.

Hispanic Cultural Awareness: Flex day presentation on increasing Hispanic students transfer rates. Special needs of underrepresented students include student histories. Focus group specifically addressing needs of Latina Women

Counselor Training: Regularly scheduled counselor training for both full time and part time counselors

Clovis Community College Center

Mentor Program: Establish a Mentor program where students can see biographies and contact information for students who have successfully transferred from our institution to a University/College. Link these biographies/testimonials to our website.

Transfer Olympic: Establish a "Transfer Olympic" program where students can receive credit and incentives for speaking to representatives from the universities and attending field trips.

Reg-To-Go: Provide detailed transfer information at RTG activities.

GOALS

To increase Hispanic population transfer rates.

2012-2013 39%	2014-2015 40%	2015-2016 41%	2017-2018 42%	2019-2020 43%

CAMPUS-BASED RESEARCH

This document used two methodologies to measure disproportional impact for disaggregated subgroups within the California Community Colleges (CCC) student population. The two methodologies Proportionality Index and the Methodology 80% index used cohorts and outcomes from the California Community Colleges Chancellor's Office (CCCCO) Scorecard and DataMart to determine disproportionate impact.

Disproportionate Impact

Disproportionate impact occurs when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)]

Methodology #1: Proportionality Index.

The proportionality methodology **compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group.** The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort.   The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

Methodology #2: Methodology 80 Percent Index

The "80% Rule" methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was use in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice. *Reedley College and Clovis Community College Center will compare against the mean of all disaggregated groups and not the reference subgroup. The reference subgroup is normally the majority group that the disaggregated groups are compared against. Given that Reedley College and Clovis Community College Center's combined largest ethnic group is Hispanic, making them the "majority-minority" group; this variance will not allow Hispanics to be*

compared against themselves given they would be the majority reference subgroup. However, they will be included when calculating for the average mean of all groups.

The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered an adverse – or disproportionate - impact.

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome is calculated by dividing the outcome frequency into the cohort frequency. The second step of this methodology compares the completion rate of each non-reference disaggregated subgroup to the completion rate of the subgroups "**mean**" average. The subgroup with the highest completion rate is typically chosen as the reference group ***(RC/CCCC will use the mean average of all subgroups).*** The 80 Percent Index is calculated by dividing the completion rate of a non-reference subgroup into the completion rate of the reference subgroup (mean average of all subgroups). A result of less than 80 percent is considered evidence of a disproportionate impact.

Target Groups
To assess Student Equity, the analysis will include one or more of the following disaggregated groups:

- Gender
- Ethnicity
- Age
- Students with Disabilities
- Economically Disadvantaged Students
- Foster Youth
- Veterans

CAMPUS-BASED RESEARCH: ACCESS

Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Table 1. Population Enrollment by Gender (proportionality index)

Gender	2010
F	1.14
M	0.84

Data calculated using 2010 Census data for Fresno and Madera Counties

In reviewing the campus based research, there are three areas that indicate disproportionate impact for students. The first is population enrollment for male students. In order to determine how to adequately address this gap in access, the college needs to evaluate the percentages of male vs. female graduates from the local feeder high schools. It is possible that the pool of students enrolling at Reedley College and Clovis Community College Center correlate with the number of male/female students graduating from high schools, meaning that this is not a significant disproportionate access impact.

Table 2. Population Enrollment by Age (proportionality index)

Age	2010
< 20 years old	0.91
20-24 years old	4.88
25-39 years old	1.10
40+ years old	0.21

Data calculated using 2010 Census data for Fresno and Madera Counties

The second area indicating disproportionate impact is students under 20 years old and those over 40 years old. Based on research conducted by the district office admissions & records, high school student enrollment numbers indicated a decline in the total number of students graduating from the local feeder high schools. This can explain the impact shown by the data for the under 20 years old age group. In regards to the 40+ age group, these students frequently enroll in self-enrichment type courses. In recent years, these types of courses have not been offered, which might explain why the enrollment numbers have decreased. Beginning in the Fall 2014, the office of instruction has added back a limited number of these courses, which should increase the participation.

The data above includes communities throughout the Reedley College and Clovis Community College Center service area. However, it is evident that there are significant demographic differences between communities within the college service area. It is important that the college and the college centers examine the demographic makeup of the communities directly surrounding their locations to determine whether there is a disproportionate impact for their individual location.

Table 3. Population Enrollment by Ethnicity (proportionality index)

Ethnicity	2010-2011	2011-2012	2012-2013
African-American/non-Hispanic	1.50	1.50	1.50
American Indian/Alaskan Native	1.0	1.0	1.0
Asian/Pacific Islander	0.89	0.89	1.0
Hispanic	1.20	1.17	1.17
White/non-Hispanic	1.17	1.18	1.23

Data Source: CUE Institute CA_HS_Graduates 2011-2013

The third area indicating disproportionate impact is population enrollment by ethnicity for the Asian/Pacific Islander group. This population, however, is small (1-3% of the population) and it is difficult to draw conclusions based on the available data.

Although the data does not show a disproportionate impact for the Hispanic population, a review of census data for the communities directly surrounding the main Reedley College campus indicates several discrepancies. According to the US Census Bureau, the City of Reedley's population is 76.3% Hispanic. According to campus based data, the Reedley College student population in 2012-2013 was 53% Hispanic. Similar statistics were found for several other rural communities surrounding the main Reedley College campus. This indicates the need for the campus to implement efforts to ensure equitable access for the Hispanic population.

In addition, to address students with disabilities, Cornell University Disability Statistics Online Resource indicates that in California, approximately 8.2% of the population for ages 21-64 have a disability. The Reedley College Disabled Students Programs & Services historically serves approximately 10% of the college population each academic year. This would indicate that there is not a disproportionate impact in access for persons with disabilities.

Economically Disadvantaged Students

In regards to economically disadvantaged students, the U.S. Department of Labor and Training Administration data shows that 21% of the population of Fresno County is economically disadvantaged. According to the Reedley College Financial Aid Office and college enrollment data for 2012-2013, 65.5 % of students attending are economically disadvantaged. This indicates that there is not a disproportionate impact in access for persons who are economically disadvantaged.

Table 4. Population Enrollment by Veterans and Foster Youth 2014SP semester

	2014SP
Veterans	1.93%
Foster Youth	0.58%

** This is the percentage of students at the college.

The college currently does not have the data, for the surrounding area, needed to make a comparison number for Veterans and Foster Youth to determine disproportionate impact.

CAMPUS-BASED RESEARCH: COURSE COMPLETION

Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Table 5. Course Completion Overall by Gender (proportionality index)

Gender	03-04	04-05	05-06	06-07	07-08
Female	1.00	1.00	1.00	1.00	1.00
Male	1.00	1.00	1.00	1.00	1.00

80% Rule

Gender	03-04	04-05	05-06	06-07	07-08
Female	49.5%	47.6%	48.7%	47.5%	46.8%
Male	45.1%	47.1%	45.2%	44.7%	45.1%

The course completion rate for gender indicates that there is no disproportionate impact for male and female students. However, female student completion rates are higher by an average of 2.58%. These students will continue to receive support services that will assist them in their course completion.

Table 6. Course Completion Overall by Age (proportionality index)

Age	03-04	04-05	05-06	06-07	07-08
< 20 years old	1.01	1.02	1.01	1.01	1.01
20 to 24 years old	1.00	0.99	0.99	1.00	1.00
25 to 39 years old	1.00	0.98	0.99	0.98	0.99
40+ years old	1.00	0.99	1.00	0.99	0.99

The table indicates disproportionate impact for course completion in the age groups 20-24, 25–39, and the 40+ years old group. These age groups make up 64.1% of students attending college. However, the formula for disproportionate impact is less than (.1-.2) under 1.0, which suggests a minimal equity gap that exists for these age groups. Anecdotally, these students may be attending college and working part time jobs that are affecting their completion rates. These groups will be provided comprehensive support services that can assist them in successfully completing their college courses as indicated in the Summary Plan narrative. .

Table 8. Course Completion by Economically Disadvantaged (80% Rule)

Economically Disadvantaged	08-09	09-10	10-11	11-12	12-13
Yes	39.9	40.7	40.6	41.4	43.6
No	49.1	51.4	53.6	53.3	51.4

There is disproportionate impact in years 2010-11 and 2011-12 for students who are economically disadvantaged. Course completion rates in these two years are 12.45% below than the non-

economically disadvantaged. Financial aid literacy workshops will be expanded to provide economically disadvantaged students access to financial aid opportunities to assist them in successfully completing their college courses. These students will also receive additional comprehensive support services.

Table 9. Course Completion by Students with Disabilities (80% Rule)

Students with Disabilities	08-09	09-10	10-11	11-12	12-13
Yes	24.0	25.2	33.9	35.4	39.9
No	48.7	44.5	45.2	45.9	46.4

Data source: CCCCO 2014 Scorecard
**This is derived from MIS and is cohort data

There is disproportionate impact for students with disabilities in four of the five cohort years. Their course completion rates are 16.37% below the average completion rates of all other students. The Disabled Student Services and programs expand counseling services to assess for students with learning disabilities to ensure students receive additional support services up to arranging for appropriate accommodations as needed.

Table 10. Course Completion by Veterans and Foster Youth 2014SP semester (80% Rule)

	Successful	General Populating Successful
Veterans	55.0	68.5
Foster Youth	72.0	68.4

** There are 109 Veteran's in this group
** There are 386 Foster Youth in this group

The data for Foster Youth for spring 2014 indicate that Foster Youth successfully completed their courses at a rate of 72%. This was 3.6 percentage points above the general student population, which was at 68.4%. The Veterans successful completion rate for spring 2014 was 55%. This was 13.5% below the general student population, which was at 68.4%. With the small number of students in these groups, there is no disproportionate impact for course completion. The Office of Institutional Research will continue to research and develop cohort data for Foster Youth and Veterans.

Academic Probation & Dismissal Table 43: Success by Probation Type and Ethnicity (80% Rule)

	08-09	09-10	10-11	11-12	12-13
Academic					
• African American	35.06%	34.75%	37.45%	37.40%	34.57%
• American Indian/Alaska Native	42.01%	35.56%	37.78%	34.52%	29.05%
• Asian/Pacific Islander	37.62%	40.30%	39.27%	35.23%	33.69%
• Hispanic	39.42%	37.56%	38.91%	40.14%	39.31%
• White	38.38%	40.46%	41.25%	41.17%	38.58%
Progress					
• African American	14.95%	10.81%	4.17%	8.77%	12.12%
• American Indian/Alaska Native	6.67%	28.57%	20.00%	12.00%	23.08%
• Asian/Pacific Islander	23.61%	19.19%	18.31%	22.08%	10.81%

• Hispanic	20.96%	19.52%	20.30%	15.62%	17.94%
• White	17.85%	17.47%	15.11%	15.83%	17.79%
Dismissal					
• African American	33.75%	25.00%	49.25%	41.90%	36.67%
• American Indian/Alaska Native	37.93%	51.61%	26.92%	23.53%	47.37%
• Asian/Pacific Islander	36.77%	39.18%	43.20%	32.63%	48.98%
• Hispanic	35.85%	37.15%	38.80%	41.12%	48.63%
• White	39.44%	35.77%	42.96%	37.87%	49.92%

Data Source: SQL, ATERMs Probation Data is unduplicated across type (academic, progress, dismissal) but not by year

African-American experienced disproportionate impact for progress probation in four of the five years and were on dismissal status in two of the five years. African-Americans make up 2.8% of the student population. American Indian/Alaska Native and had two years disproportionate impact in dismissal status but only represent .6% of the student population. They also had one year of disproportionate impact for academic probation. These student populations will participate in probation workshops as required and in addition will receive intrusive follow-up counseling services. Students on dismissal status will be recommended they take a college success course that can help them learn on to be a successful college student.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION (ENGLISH)

Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Table 17. Remedial English Completion by Gender (proportionality index)

Gender	03-04	04-05	05-06	06-07	07-08
Female	1.07	1.06	1.06	1.05	1.07
Male	0.92	0.92	0.92	0.93	0.90

This table shows disproportionate impact on male students. We have speculated that this stems from expectations that young men work if they can, especially in a difficult economy and especially if the student is not performing well in his classes. However, more data is needed. Reedley College and Clovis Community College Center completed the Community College Survey of Student Engagement (CCSSE) and are waiting for the results.

Table 18. Remedial English Completion by Age (proportionality index)

Age	03-04	04-05	05-06	06-07	07-08
< 20 years old	1.11	1.11	1.09	1.11	1.13
20 to 24 years old	0.88	0.84	0.88	0.85	0.76
25 to 39 years old	0.76	0.77	0.85	0.77	0.80
40+ years old	0.76	0.73	0.68	0.66	0.75

This table shows disproportionate impact on students >20 years of age. This, again, likely stems from work pressures. The impact increases as the student gets older; this suggests that college-readiness (forgotten skills) is an issue as well. Many of the programs in the action plan would benefit these students; however, engagement with these programs is also an issue with returning students.

Table 19. Remedial English Completion by Ethnicity (proportionality index)

Ethnicity	03-04	04-05	05-06	06-07	07-08
African American	0.89	0.84	0.99	0.89	0.83
American Indian/Alaska Native	0.91	1.13	1.66	0.77	1.01
Asian	1.15	1.16	1.78	1.26	1.57
Filipino	1.36	1.33	1.53	1.64	1.53
Hispanic	0.89	0.90	0.85	0.88	0.87
Pacific Islander					
White	1.22	1.15	1.15	1.22	1.19

The data below indicates that African American and Hispanic students are disproportionately impacted. Based on enrollment numbers, Hispanic students are the largest population to be impacted.

While Hispanic students who are college prepared are not as successful as the general student population, that gap increases to the level of disproportionate impact only in the basic skills.

The following charts from the student success scorecard show that Hispanic students in basic skills classes completed at a lower rate than all students; furthermore, that prepared Hispanic students completed at a significantly higher rate.

	02-03	03-04	04-05	05-06	06-07
Completion All Students	47.4%	47.0%	46.7%	46.2%	45.2%
Hispanic Completion Overall	40.3%	39.2%	41.8%	39.3%	39.5%
Hispanic Completion Prepared	70.9%	73.5%	73.9%	66.3%	69.5%
Hispanic Completion Unprepared	35.8%	35.1%	37.7%	36.3%	34.9%

*2014 Reedley College Student Success Scorecard

Both the Composition and Reading Department Program reviews examined this issue and concluded that this shows that the equity gap is directly related to the lack of preparation. Therefore, many of our efforts to close this gap are directed at college-readiness.

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level and completed a college level English course:

Average for all students	34.0%
Hispanic students	29.5 %

*2014 Reedley College Student Success Scorecard

To address these particular concerns, our recommendation is that students be enrolled in Basic Skills Courses upon enrolling and that they complete the Math and English sequences as quickly as possible.

Reedley College is piloting two cohort programs to reduce the time students spend in the basic skills sequence. Notably the First Year Student Success Cohort program and *accelerated writing courses that are modeled after basic skills initiatives at community colleges across the state.* Further research needs to be done into why RC Hispanic students are less likely to be successful in the remedial levels.

Two primary obstacles to completion have been identified: lack of classroom space and the length of the sequence (and ability to complete the remedial sequence in a timely manner.) The Reading and Languages Department performed a comprehensive analysis of this issue in their 2013 Reading Program Review Report, finding

> "Students who attend college but are academically unprepared to understand college-level reading material must improve their reading skills as soon as possible and before they attempt college-level course work in which they are unlikely to be successful. If only about half of the entering students who need remedial course work in reading take such courses in their first year, more sections of such courses should be offered so that Reedley College may comply with the mandate of the California Code of Regulations which requires districts to ensure that courses designed to teach pre-collegiate skills in reading, written expression, and mathematics are offered with reasonable frequency and that the number of sections

available is reasonable given the number of students who are require such courses. It would seem that the number of sections of reading courses currently available is not reasonable."

	RC students who "tested into" English 126 and attended RC/MC	# and % who attempted English 126 in 1st term		# and % who enrolled in English 126 in 2nd term	
FA 2009	1,095	337	30.8	228	20.8
SP 2010	443	44	9.9	38	8.6
FA 2010	1,109	382	34.4	240	21.6
SP 2011	175	62	35.4	26	14.9
FA 2011	830	309	37.2	224	27.0
SP 2012	179	56	31.3	N/A	N/A

*Reading Department Program Review

Table 20. Remedial English Completion by Economically Disadvantaged (80% Rule)

Economically Disadvantaged	03-04	04-05	05-06	06-07	07-08
Yes	26.3	27.7	26.4	29.5	31.1
No	36.8	34.7	37.0	37.7	39.4

This table shows disproportionate impact on students who are economically disadvantaged. Again, this likely stems from pressure to work and the cost of college. Many of the programs in the action plan would benefit these students; additionally, there are programs like the food bank and services like financial aid that assist these students.

Table 21. Remedial English Completion by Students with Disabilities (80% Rule)

Students with Disabilities	03-04	04-05	05-06	06-07	07-08
Yes	20.3	22.3	23.1	31.1	30.3
No	30.1	30.0	29.5	31.9	34.3

This table shows disproportionate impact on students with disabilities, though the last two cohorts are within the 80% rule. DSPS helps coordinate appropriate services for these students.

Table 22. Remedial English Completion by Veteran's and Foster Youth 2014SP semester (80% Rule)

	Successful	General Population Success
Veterans	38.4	50.6
Foster Youth	56.2	50.4

** There are 13 Veteran students in this group
** There are 16 Foster Youth in this group

While this table shows disproportionate impact on Veterans, the number of students is so small that this might be statistically insignificant. Veteran and foster youth status success were not identified in the system so a 5 year trend report is not available. Reedley College and Clovis Community College Center have improved identification of these students and will be collecting data moving forward.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION (ESL)

ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Table 11. ESL Completion by Gender

Gender	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Female	0.95	1.00	1.18	1.21	1.13
Male	1.11	1.07	0.52	0.45	0.69

Prop. Index

This table shows disproportionate impact on male students. Gender appears to be a college-wide issue, not an ESL-specific concern. Traditionally the ESL program has had more females in its daytime classes and a ratio closer to that of the College in the evening program. It is worth noting that potential male ESL students tend to work during the daytime. This data set reflects a time when both daytime and evening classes were offered.

Table 12. ESL Completion by Age

Age	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
< 20 years old	1.82	4.31	2.29	2.91	3.41
20 to 24 years old	2.73	0.57	1.41	1.13	1.10
25 to 39 years old	0.39	0.79	0.70	0.52	0.70
40+ years old	1.23	0.45	0.53	0.51	0.60

Prop. Index

The data below indicates that students 25 years of age and over are disproportionately impacted. The data in the table below indicates that students 25 years and over are disproportionately impacted. ESL students coming from the high schools generally have a higher level of education than older adult ESL students in general. Older students may require different scheduling because of their work schedules and different kinds of support services. Also, older ESL students may not be learning English in order to get a degree or certificate. Recent financial aid high school equivalency eligibility requirements may positively impact this measure in the future as prospective students complete high school equivalency prior to attending community college. Research indicates that the higher the level of education a student has, especially if it is in his/her native language, the faster and the better the student will learn a second language.

Table 13. ESL Completion by Ethnicity

Ethnicity	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
African American					
American Indian/Alaska Native					
Asian			3.74	2.58	
Filipino					
Hispanic	1.07	0.88	0.86	0.79	1.02
Pacific Islander					
White					

Prop. Index
** All ethnic groups except Hispanic have < 10 in the beginning cohort

The sample size for non-Hispanic students is too small to justify analysis of this data. The U.S. Census Bureau indicates the City of Reedley's population is 76.3% Hispanic, whereas Reedley College's student population in 2012-2013 was only 53% (See Transfer and Degree Completion Section). It is noteworthy that the Reedley College ESL program has nearly exclusively Hispanic students, yet the overall College Hispanic population remains disproportionately lower than that of the community at large. This suggests that the ESL program is not serving the language needs of potential students in its service area. Future credit/noncredit dual-listed course offerings may create a language learning pathway for students who do not have high school equivalency or are otherwise document challenged for matriculation purposes, thus allowing the College to better serve its Hispanic community, many of whom are non-English speakers.

Table 14. ESL Completion by Economically Disadvantaged

Economically Disadvantaged	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Yes	4.8%	6.5%	8.2%	11.3%	11.2%
No	2.6%	0.0%	0.0%	5.3%	0.0%

80% Rule
** Student who are economically disadvantaged groups are too small to be meaningful. There are < 20 in each year for most groups in the cohorts

ESL students do not appear to be disproportionately impacted. At the same time, it appears that most students college-wide have financial barriers to accomplishing their goals. The ESL program serves to remediate economic disadvantage.

Table 15. ESL Completion by Students with Disabilities

Students with Disabilities	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Yes	0.0%	0.0%	18.2%	25.0%	0.0%
No	4.4%	6.0%	6.6%	10.2%	8.9%

80% Rule
** Student with Disabilities groups are too small to be meaningful. There are < 10 in each year for most groups in the cohorts

The numbers of students with disabilities during this time period were too small for the data to be meaningful. It appears that some years there were no students who self-reported learning disabilities.

Table 16. ESL Completion by Veteran's and Foster Youth 2014SP semester

	Successful	Not Successful
Veterans	-	-
Foster Youth	-	-

No ESL taken by either group

No data is available to analyze on veterans or foster youth for this reporting period.

Additional Campus-based Research Data:

Writing Placement	ESL Test	Non-ESL Test	Difference in % pts
ENGL1A	57.05%	17.85%	+39.2%
ENGL 125	31.58%	66.58%	-35.0%

*Informal survey of placement data (duplicated students)

Placement of students who	1A	125
Took the ESL Test (2013)	271	150
Took the ESL Test, placed and remained enrolled past census (2012)	90	237

*Informal survey of placement data (duplicated students)

In the course of examining the equity data, instructional and counseling faculty shared anecdotal concerns about the ESL placement test, which was piloted in 2011-2012. That student cohort will not appear in Scorecard data for many more years, so an informal audit was performed to identify potential problems. It was determined that students taking the ESL placement test placed higher than students taking the non-ESL test. The placement test had been validated; however, the mandated methodology for validation requires looking at students after census and the students appear to be withdrawing before census or not enrolling at all. Based on this, the ESL department concluded that the ESL placement cut scores were creating a barrier for appropriate placement of students and that correcting that inequality should be one of the activities this plan.

Conclusion: The review period for this report covers a period of time in which the ESL program was relatively stable. Due to economic downturn, educational and immigration policies, and the agricultural outlook, the ESL faculty recognizes that future equity data will reflect the overall instability of its program.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION (MATH)

Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

Table 23. Remedial Math Completion by Gender (proportionality index)

Gender	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Female	1.09	1.05	1.00	1.07	1.11
Male	0.87	0.92	1.00	0.90	0.84

In reviewing the campus based research, there are three areas that indicate disproportionate impact for students in Basic Skills Mathematics. The first is population enrollment for male students. The percentage of male students at Reedley College and Clovis Community College Center has varied from 40%-44%. The pathway from remedial math to completing a degree-applicable course is often long. There are five courses below transfer level. This can mean that a student could take math courses for three years before completing a transfer level course. We currently only offer four level below transfer level. In order to address the needs of students we now offer all four remedial classes in a condensed nine-week semester. During the economic recession it is conjectured that male students are often expected to work whenever they were able to find a job. When this occurs during the semester it is recorded as a non-completion.   Except in rare cases, male students do not qualify for federal or county assistance, so while many male students will sign-up and start classes with good intentions of completing the course, their finances frequently will not allow them to complete the course.

Table 24. Remedial Math Completion by Age (proportionality index)

Age	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
< 20 years old	1.16	1.17	1.06	1.09	1.02
20 to 24 years old	0.86	0.91	1.01	0.96	1.00
25 to 39 years old	0.84	0.77	0.97	0.95	0.98
40+ years old	0.78	0.74	0.75	0.68	0.89

The second area indicating disproportionate impact is students over 20 years old. Students 20-39 years old often have responsibilities beyond going to school and cannot spend as much time as younger students, who often live at home, utilizing remedial services that are offered by the school.

In regards to the 40+ age group, these students typically enroll in classes in the evening. With the economic downturn, Reedley College cut most of the evening math classes which is when students over 40 often can take the course. Some students rearranged their work schedule to take the remedial classes, but often the demands at work would not allow them to continue in the course.

Table25. Remedial Math Completion by Ethnicity (proportionality index)

Ethnicity	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
African American	0.69	0.99	0.36	0.90	0.55
American Indian/Alaska Native	0.43	0.98	1.07	0.69	1.11
Asian	1.24	1.63	1.71	0.94	1.29
Filipino	1.24	1.27	2.00	0.73	1.33
Hispanic	0.94	0.96	0.91	0.95	0.91
Pacific Islander					
White	1.16	0.98	1.12	1.17	1.11

The third area indicating disproportionate impact is population enrollment by ethnicity for the Asian/Pacific Islander group, American Indian/Alaskan Native Group and the Hispanic group. Many of the students in the African American group are athletes. Many of the remedial services that are available for students are not available to Athletes because of their many hours dedicated to their sport during the day. While Athletes have a mandatory tutorial attendance, they would benefit from services offered in the evenings and online tutorial services.
The Asian/Pacific Islander group data fluctuates from disproportionate impact to above average impact. The population group is very small, so that changes in a few students tend to sway the results significantly.

The Hispanic group data shows a slight disproportionate impact. Some of our Hispanic students come from migrant families. Student support from the immediate family is often lacking. Families often do not know how they can help their family member or what support is needed from them. Some of these students see the college as something they do not understand and sometimes are intimidated by the prospect of attending college. Without the experience from other family members that have attended college they do not know how to find the support that they need.

> In order to improve access for Hispanic students in higher education a better understanding of the current issues surrounding access and the in- and out-of-college experiences which lead to persistence for this group is needed. Hispanic students may not have the cultural knowledge or access to informal social networks needed to engage in seeking and acquiring the necessary college-related information that could provide easier access to college participation (Gonzalez et al., 2003)

Table 27. Remedial Math Completion by Students with Disabilities (80% Rule)

Students with Disabilities	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Yes	15.6	30.3	20.2	28.6	22.7
No	27.8	30.7	29.3	32.3	31.7

Remedial Math Completion by Students with Disabilities fluctuates. The number of students with disabilities in remedial math programs is a small percentage of the whole. Many of our students must wait for weeks or months to be tested for a disability. Many of the students that need individualized instruction cannot be accommodated due to the limited hours available with our one learning specialist. An additional learning specialist would be very helpful for our students with disabilities. A continuation of our strong DSP&S program and the inclusion of a testing center would increase our student success.

Table 28. Remedial Math Completion by Veteran's and Foster Youth 2014SP semester (80% Rule)

	Successful	General Population Successful
Veterans	40.0	60.9
Foster Youth	62.5	60.7

** There are 15 Veteran students in this group
** There are 32 Foster Youth in this group

Remedial Math Completion by Veterans is below the general population. There is data only from Spring 2014 and the data group is very small (15 veterans) More study is needed to determine if this group is consistently disproportionately impacted. Disseminating material in the Veterans' Center and advocacy of the available tutorial options through the Veteran's counselor will help to improve remedial Math completion rates among Veterans.

Campus-Based Research: Degree and Certificate Completion

Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Table 1. Population Enrollment by Gender

Gender	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Female	59%	60%	57%	57%	56%
Male	40%	40%	42%	42%	43%

Table 24. Graduation Rate by Gender (proportionality index)

Gender	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Female	1.04	1.01	1.03	1.03	1.02
Male	0.95	0.99	0.96	0.96	0.98

Table 1 is the overall Reedley College and Clovis Community College Center enrollment by gender and Table 24 is the graduation rate of each gender. On average, we continually have 16% fewer males enrolled. Further, the distribution of male and female graduation at Reedley consistently shows a less than 1.0 gap between female and male representation at the college and their comparative graduation rates which suggests proportional impact. At a presentation by Dr. Juan Carlos Gonzalez at Reedley College in 2013 and according to the article "Men of Color-Ensuring the Academic Success of Latino Males in Higher Education" by Saenz, Victor, Ponjuan, and Luis from the Institute for Higher Education Policy in Washington D.C., it was indicated that Hispanic males are particularly struggling as a group in the area of college enrollment and achievement. It would be helpful to have a breakdown of male/female Latinos attending and graduating in comparison to other male/female groups to determine if there is a subgroup of males disproportionately impacted. Certainly, one can surmise here that males are disproportionately represented and that an examination of recruitment and services needs to be made as to access and equity. Though there are numerous support programs for students at Reedley College and Clovis Community College Center, none focus specifically on recruitment and student services for the male population. Such a program, emphasizing mentorship, was recommended by Dr. Juan Carlos Gonzalez and in "Men of Color"

Data comparing the distribution of males and females between degrees and certificates could be interesting as it could reveal potential disparities in the level of education achieved by each gender.

Enrollment and graduation rates seem to be consistent over time but what is disappointing are graduation rates for both genders remaining under 50%. Over the period from 2008 to 2013, the number of counselor to students has been reduced by 50%. In order to increase student success through graduation, more attention needs to be given to these students, guiding them through the process and closing the holes that they appear to fall into. This cannot be done at the current staffing level.

Table 2. Population Enrollment by Age

Age	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
19 or Less	30%	31%	31%	31%	31%
20-24	37%	38%	40%	40%	42%
25-29	12%	12%	12%	11%	12%
30-34	7%	6%	6%	6%	6%
35-39	4%	3%	3%	4%	3%
40-49	6%	6%	5%	5%	4%
50+	4%	4%	3%	3%	2%

The largest group of students attending RC, as shown in Table 2, is consistently the 20-24 year olds. The reason for this is apparent in that most students come to the college at 18 years of age and are still here at least until age 20 and, more often, until age 21-22.

Table 25. Graduation Rate by Age (proportionality index)

Age	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
< 20 years old	1.06	1.07	1.05	1.07	1.06
20 to 24 years old	0.64	0.83	0.85	0.68	0.70
25 to 39 years old	0.87	0.57	0.78	0.79	0.71
40+ years old	0.84	0.68	0.71	0.57	0.85

With increased promotion of applying for graduation by Admissions and Records, faculty and counseling, one would think that graduation rates would be increasing but there is little change in rates over time. Further, in 2010 there were increased services introduced (such as SSSP and FAST) to help incoming freshman remain in school and complete their programs, but the data does not show improvement. Separate data from the aforementioned programs and EOPS could be helpful in determining if receiving more direct and intensive services increases graduation for those receiving those services.

All groups 20 years of age and over are showing disproportionate impact. Evening counseling which addresses older and working population needs was available in 2008 and is no longer available except on occasion as of 2011; perhaps this is a factor as to why that group is not progressing. Also, due to budget constraints, community classes (Selma, Sanger, Dinuba, Fowler), summer classes, and evening classes have been eliminated or reduced, which would slow the graduation process. Older students are often in evening classes because they work during the day and this may serve as a factor for not graduating quickly as it takes a lot of time. To address this decrease in equity of service to this group, the return of community course offerings and evening counseling could prove beneficial particularly if counseling is also available on those outlying sites. Additionally, with a move to online courses for this population, equitable counseling and other student services need to be funded to encourage successful completion. Data showing the completion rate of those taking online courses versus face-to-face could be revelatory.

What is distressing is that <u>no age group is showing a strong graduation rate</u>. Though that may suggest there is equity in that most are not doing very well, significantly cutting counseling time available to students in 2008 seems a short-sighted solution to the budget crisis and likely had an adverse effect on success rates. Further, through student success planning, implementation of quality student services that are verified to improve student performance is essential. Our students are not having the success they should and need to be.

Table 3. Population Enrollment by Ethnicity

Ethnicity	08-09	09-10	10-11	11-12	12-13
African-American/non-Hispanic	3%	2%	3%	3%	3%
American Indian/Alaskan Native	1%	1%	1%	1%	1%
Asian/Pacific Islander	7%	7%	8%	8%	8%
Hispanic	45%	47%	49%	51%	53%
Race/ethnicity unknown	12%	10%	7%	5%	3%
White/non-Hispanic	32%	34%	32%	32%	31%

The general population distribution at Reedley College and Clovis Community College Center shows an incremental increase of the Hispanic population over the five years measured, with the remaining groups staying about the same. Interestingly, there was a 75% decrease in students not claiming a race/ethnicity (probably students in this category are identifying themselves now as Hispanic). The Hispanic population is clearly the majority at Reedley College and Clovis Community College Center combined, and the San Joaquin Valley as a whole, and is continuing to grow.

"If present trends continue, the white non-Hispanic population in the Central Valley will continue to decline in total number. The magnitude of the decline, 2.4% per year, is too large to represent just natural change (births and deaths). This indicates an out-migration of this population. Similarly, the total number of Hispanics would continue to increase, and the magnitude of this change, 2.6% per year, is too large to represent natural increase. This suggests that the Central Valley would continue to attract Hispanic in-migration, whether domestic or international." -*San Joaquin Valley Demographic Forecasts 2010 to 2050*, The Planning Center|DC&E, 2012.

Table 18: Summary of Race and Ethnicity Forecast, Eight San Joaquin Valley Counties, 2010 to 2050

	White alone, non-Hispanic	Hispanic, all races	Black or African American alone, non-Hispanic	American Indian and Alaska Native alone, non-Hispanic	Asian alone, non-Hispanic	Native Hawaiian and Other Pacific Islander alone, non-Hispanic	Some other race alone or in combination, non-Hispanic
Fresno County							
2010	304,522	442,992	45,005	5,979	86,856	1,066	44,030
2050	159,100	1,004,444	65,630	3,195	220,155	3,283	65,193
Increase	-145,422	561,452	20,625	-2,784	133,299	2,217	21,163
Annual Rate	-1.6%	2.1%	0.9%	-1.6%	2.4%	2.9%	1.0%

Table 26. Graduation Rate by Ethnicity (proportionality index)

Ethnicity	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
African American	0.89	0.91	0.78	0.99	0.92
American Indian/Alaska Native	0.74	1.38	1.35	1.03	0.87
Asian	1.49	1.55	1.45	1.29	1.35
Filipino	1.39	1.53	1.12	1.01	1.05
Hispanic	0.81	0.89	0.85	0.87	0.88
Pacific Islander					
White	1.18	1.10	1.11	1.13	1.14

The current growth and the predicted growth of Hispanics in the valley indicate it is tantamount that we seek to understand Hispanic students and their unique needs. Looking at the graduation rate by ethnicity, the Asian (7-8%) population appears to be doing the best but only represents a tiny portion of the general population so the results may not be significant. It might be of interest to look at other factors contributing to the success of these students (e.g. have their parents had more education, is their culturally more support, etc.). The second highest completion group is "White" (31%) which has remained stable and is the only large group doing relatively well. The Hispanic group (53%), our largest population, is well below the 1.0 marker and therefore disproportionately impacted. This would suggest that more study of the issues Hispanic students face and the best ways to address those issues is needed. Examples of potential issues would be if more Hispanic students are first generation college students or more Hispanic students are pulled away from school for work or family needs. It would be helpful to look at the first generation college student graduation rate to determine if this is a primary factor on inequity. Cultural engagement also needs to be examined. How does the college as a whole provide a welcoming and comfortable atmosphere for our Hispanic students? What strategies need to implemented to raise the graduation rate of Hispanic students? African-American and American Indian/Alaska Native also shows disproportionate impact but represent a very small (1-3%) portion of the student

population. This does not negate the need of these groups and they could also benefit from additional student services, along with the Hispanic students.

Once again the performance across the largest ethnic groups is not positive. Students in general need further assistance to be successful and we need to look to research which tells us what that is: mentors, means for involvement, academic and career counseling, effective teaching, engagement, and clear and strong academic standards.

Table 27. Graduation Rate by Economically Disadvantaged (80% Rule)

Economically Disadvantaged	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Yes	23.0%	22.8%	21.4%	23.2%	21.5%
No	19.2%	17.7%	19.3%	19.6%	17.3%

The graduation rate of both economically disadvantaged and advantaged students does not appear to change significantly over time and it is terribly low for both groups.

The only observation to make is even though the rates are overall low for both groups, the economically disadvantaged students always graduate around 4% more than the economically advantaged. One explanation is found in the transfer part of this report where more advantaged students transfer to universities and many do not seek a community college degree or certificate while they are here so their graduation rate would be lower.

Table 28. Graduation Rate by Students with Disabilities (80% Rule)

Students with Disabilities	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Yes	21.7%	**14.3%**	23.1%	20.8%	20.3%
No	21.9%	21.9%	20.6%	22.1%	20.2%

Data source: CCCCO 2014 Scorecard

There does not appear to be a statistical difference between the graduation rate of students with disabilities as opposed to students who do not have verified disabilities except for one year, 2004-2005. The other four years are within 2.8% points. As aforementioned, student graduation rates in general are poor and need to be addressed through well-researched and established student success goals. When asked regarding that particular year, the DSPS department responded: that the "best explanation is that the DSPS SSS grant was first funded around 2000-2001 to begin supporting DSPS students for graduation and transfer. He and I came on in 2002 and the program started to grow even more. The focus of DSPS shifted during those years from access to success as we wrote and implemented classes and built programs and services that would help with matriculation for students with disabilities. The low 2004-05 numbers might reflect students who had been attending but were not really prepared for college so did not finish."

Table 34. Graduation Rate by Veteran's and Foster Youth 2014SP semester

	Successful	Not Successful
Veterans	N/A	N/A
Foster Youth	N/A	N/A

** This will need to be completed at a later date because we have not been identifying these groups in a way that we have good historical data, Cohorts will need to be established with time to complete.

Completion data is not yet available for veterans and will be needed to determine if more interventions are necessary. Services should continue until data is obtained.

Completion data is not yet available, as foster youth have been tracked only since 2012. CalPASS Plus, however, tracks information about the percent of foster youth making Satisfactory Academic Progress as compared to the general student population. Foster youth make SAP at a rate of 54% as compared to 71% in the general population. Of first time foster youth in 2012/2013 50% made SAP as compared to 65%. Only 9% of foster youth had a GPA of 3.0 or above as compared to 20% of the general student population. Among first time foster youth in 2012/2013 the disparity was 9% versus 23%.

CAMPUS-BASED RESEARCH: TRANSFER

Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Table 35. Transfer Rate by Gender (Proportionality Index)

Gender	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Female	0.99	0.93	1.01	0.97	0.97
Male	1.02	1.09	0.98	1.04	1.04

In reviewing the campus based research, there are four areas that indicate disproportionate impact for students. The first is transfer rate by gender where there is a disproportionate transfer rate between males and females with the females being the most impacted. To help inform females about transfer opportunities early on, introduction to the process during their first semester through an Introduction Counseling course and classroom presentations will provide greater outreach.   Follow up of student progress by the transfer counselors can help female students to select their transfer goal and complete their student educational plan. Additionally, offering workshops that specifically address the barriers for females to achieve transfer and introduction of female "role models" through a mentor program.

Table 36. Transfer Rate by Age (Proportionality Index)

Age	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
< 20 years old	1.02	1.09	0.98	1.04	1.04
20 to 24 years old	0.68	0.83	0.77	0.48	0.67
25 to 39 years old	0.99	1.07	0.97	0.99	1.02
40+ years old **	0.45	0.00	0.45	0.58	0.57

Prop. Index

The second area indicating a disproportionate impact is students who transfer between the ages of 20 years old to 40+ years old. If we look at each age group we can better break down the justification of the impact. For students in the 20 to 24 age range, research conducted by the district admissions and records office, reported lower number of high school students graduating from local feeder schools. Many of these students entered the workforce during the economic downturn. This group of students was also the hardest hit due to parents losing jobs and college resources being used for family needs. These students are still considered dependent; therefore, they qualify for less financial aid, making the transfer process out of reach. Transfer rates are similarly impacted in 25-39 age groups, however, given the state of the economy many of these students had to balance both work and school which slowed their rate of transfer. When we look at the 40+ age range, during the economic downturn, many of these students returned to school to brush up on their employable skills; however, transfer was not the intended goal for many. To get a better picture on the reasoning behind this age group not transferring, we suggest sending out a survey to inquire what their intended goal is and what is hindering that goal. Overall, we can still do more to introduce the concept of transfer to all age groups. This can be done through having a dedicated transfer center with "transfer trained" counselors available at each campus and center. These transfer centers can provide information, assistance and outreach to many students and with

an adequate staff can stay open in the evenings for students who might be unavailable during normal business hours due to full-time job restrictions.

Table 38. Transfer Rate by Economically Disadvantaged (Proportionality Index)

Economically Disadvantaged	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Yes	0.91	0.87	0.91	0.90	0.90
No	1.13	1.22	1.12	1.11	1.17

The third area indicating disproportionate impact is the transfer rate of students who are economically disadvantaged. According to the U.S. Department of Labor and Training Administration data shows that 21% of the population of Fresno County is economically disadvantaged. According to the Reedley College Financial Aid Office for 2012-2013, 65.5% of students attending are economically disadvantaged. Many of these students are scared and unaware of the financial costs of transfer to a University/College. Due to their financial situation, many of these students have to stay in the local area. Reedley College and its Centers can help to alleviate this burden by educating the economically disadvantaged students about the numerous resources available to help make the transfer process attainable. Education on Financial Literacy, Financial Aid and Scholarships can take place during a student's Introduction/Counseling course and classroom presentations. This can be in a joint effort with the transfer center who can work to representatives from local universities come out and review the costs of attendance and ways to cover that cost. Allowing the students to see that there is a feasible way to afford and accomplish transfer early on in their community college career can help to plant the seed and alleviate worry.

Table 39. Transfer Rate by Students with Disabilities (Proportionality Index)

Students with Disabilities	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Yes	0.88	0.62	0.90	0.92	0.77
No	1.01	1.01	1.00	1.00	1.01

Data source: CCCCO Transfer Velocity Report ** This is derived from MIS and is cohort data

The fourth area indicating disproportionate impact is the transfer rate for students with disabilities. Students with disabilities face academic barriers which can hinder their success in transfer level courses. Intensive tutoring and follow up with their DSP&S Counselor is required to ensure they stay on the track to success. Some students with disabilities have limited transportation to the transfer institution which can also hinder the transfer process. DSP&S Staff at each site is limited and many students might not be aware that this is an option for them. A way to assist students with disabilities is to offer Transfer Information workshops where the transfer process is explained to the student – including resources that are available to them at the transfer institution. Have representatives from the services for students with disabilities office at the transfer institution present for this workshop for students to ask questions and gain information.

Table 40. Transfer Rate by Veteran's and Foster Youth 2014SP semester

	Successful	Not Successful
Veterans	N/A	N/A
Foster Youth	N/A	N/A

** This will need to be completed at a later date because we have not been identifying these groups in a way that we have good historical data, Cohorts will need to be established with time to complete.

ACTIVITIES

Activities listed below were identified as programs that improve student equity. Some were existing successful programs that could be scaled up; some are programs that the college intends to implement in the future. Most of these were not identified as the focus programs for the next three years, but might be important projects in improving student equity and these activities should continue to be supported and implemented when possible. Parenthetical notes in the activity description indicate location if an activity is unique to a campus.

Activity Type	Activity Name	Description	Indicator
Counseling	Counseling for Students with Disabilities	Expand counseling services to assist students with disabilities. Includes assessing students with learning disabilities and providing accommodation when needed.	Course Completion
	Embedded Bilingual Spanish/English Counseling	Expand the hours of the basic skills counselor(s) so that more time can be spent in basic skills areas (e.g. ESL classrooms, Writing Center, and Tutorial Center).	ESL and Basic Skills: ESL, English, and Math
	Early Alert	will continue to promote Early Alert Referral process to increase faculty participation and improve intervention strategies through counseling	Course Completion
	Evening counseling	Add regular evening counseling hours by full-time counselors.	Degree and Certificate Completion
	Extended student services hours	Offer extended hours in the student services department to meet the needs of all students at all locations.	Access, Transfer
	Online counseling	Add online counseling hours.	Degree and Certificate Completion
	Online Student Services	Continue to offer and expand online student services (Live Help, FAQ's, Online Probation Workshop, Financial Aid, Online Forms, etc.).	Access
	FY Counselor Assignments	The Madera Center will fund an academic counselor designated to work with the foster youth who will meet with each foster youth at least two times per semester to determine if they are on track for completion of their degree or certificate goals. Reedley College will assign foster youth not in EOPS or in the Residence Hall to a full-time counselor for monitoring.	Degree and Certificate Completion

	FY Progress Follow Up	The Madera Center foster youth counselor will outreach to 100% of foster youth who are at risk of not making Satisfactory Academic Progress for a minimum of three times a semester by phone, text, email or face-to-face meetings. Reedley College EOPS, Residence Hall, and full-time counselor will monitor students' progress and contact those not making satisfactory progress.	Degree and Certificate Completion
	Transfer Center Institutionalization	Explore the option of institutionalizing a Transfer Center with dedicated staff, space, and a Coordinator/Counselor. The Transfer Center can provide evening and weekend services. They can also implement a truly online face-to-face option for students (ex. Adobe Connect, Skype, etc.).	Transfer
	Veteran Services	Expand counseling and support services for Veterans (RC, CCCC) Continue to fund 20hr/week counselor. (RC)	Course Completion, Degree and Certificate Completion
	Foster Youth	Academic Counseling and support services will be provided to all identified foster youth students	Degree and Certificate Completion
	Degree Audits	Focused degree audits for completion/graduation	Degree and Certificate Completion
	SEP Campaign	Develop SEP campaign "Got SEP?" to promote students developing goals and having a map to complete it. This includes having counselors and students stationed around campus at various times with "Got SEP?" tee shirts, promoting SEP's and setting up appointments during low volume periods for counseling.	Degree and Certificate Completion
Courses	College Cohorts	For those students not already in a cohort such as vocational program, EOPS, SSSP, STEM, and ASG, establish college major cohorts with attached counselor to track and support students through to their goals. Example: Agriculture and Natural Resources including Plant Science majors have a counselor assigned who checks progress, talks to classes, develops SEP's, and provides support as they move to certificates, degrees and transfer. Faculty and counselor would coordinate efforts, establishing a learning community of sorts.

Expand First Year Student Success Program and other cohort enrollment programs that help student's complete basic skills prior to enrolling in other | Degree and Certificate Completion

ESL and Basic Skills: English and Math |

		courses.	
	Accelerated Learning	A writing course intended to accelerate students who test into two levels below transfer into English 1A. A pilot course has been offered for one year. Composition faculty is assessing. Offer math in accelerated learning format using a 9wk/9wk compressed format. Current offerings include 250/256, 201/103, 4A/4B.	ESL and Basic Skills English and Math
	Basic Skills Course Offering	Expand Basic Skills course offerings to meet basic skills needs for underprepared students.	Course Completion
	ESL Course Interest Lists	The College will document community interest and need for additional levels of course offerings, including scheduling barriers, through the creation of interest lists which provide for a mechanism for contacting potential students in the future (RC).	ESL and Basic Skills: ESL
	AB86 Adult Ed Consortium	Reedley College ESL, Reading, and Writing faculty will remain actively involved in the AB86 Adult Ed Consortium to ensure an appropriate ESL sequence is available to area students.	ESL and Basic Skills: ESL
	Transfer Classes (Counseling 3A, 3B)	Offer Counseling 3A and 3B courses linked to English Learning Communities and offered through a first year experience to introduce the transfer process. (CCCC)	Transfer
	College Success Course Offerings	Expand college success courses offerings	Course Completion
	Distance Education	Continue to offer a variety of courses through distance education modalities	Access
Financial	FY Success Initiative liaison	Consistently maintain a designated Foster Youth Success Initiative liaison in the financial aid department. This individual will dedicate time to ensure that foster youth are accessing all the financial aid for which they are eligible and that they are able to maintain financial aid through degree or certificate completion. (RC)	Degree and Certificate Completion
	Veteran's Services	Continue to assign financial aid staff to provide veteran's services. (RC)	Degree and Certificate Completion
Information	College Website	Improve ease of navigating college website and ensure up to date information is maintained by each department.	Access
Matriculation	SEP	Students will be provided a Student Education Plan (SEP) that clearly	Course

		delineates what coursework is required to achieve their educational goal.	Completion
	Accuplacer Branching Question in English and Spanish:	Student Services will facilitate the addition of Spanish translation of home language survey branching questions to the placement test. (RC)	ESL and Basic Skills: ESL
	Adjustment to Accuplacer ESL Cut Scores	Student Services, in conjunction with ESL faculty, the Head of the Department of Reading and Language, and Counseling, will revise the cut scores for students taking the AccuplacerESL. (RC)	ESL and Basic Skills: ESL
	Assessment	Offer frequent and regular opportunities for students to complete the placement test assessment and follow up meeting with a counselor to determine appropriate course placement.	Access
	Reg To Go	Improve matriculation services to seniors at the college feeder high schools. Analyze the male vs. female participation and incoming enrollment rates in comparison to exiting senior rates for individual feeder high schools.	Access & Transfer
Mentoring	Transfer Mentor Program	Establish a Mentor program where students can see biographies and contact information for students who have successfully transferred from our institution to a University/College. Link these biographies/testimonials to our website.	Transfer
	Student Mentor Program	Initiate a pilot Hispanic student mentoring group, pairing students with college employees for support, encouragement, and guidance. They will meet a minimum of 3 times a semester. Aa training program and handbook will aid the mentors.	Degree and Certificate Completion
	Puente Program	Establish and implement a Puente program at all sites.	Transfer
	Adelante Hombres	Provide an annual Adelante Hombres conference to encourage and advance Latinos toward completion of degrees, certificates and transfer, as well as character and college skill development. This would be open to the community and current students with speakers, workshops, service booths, food, and entertainment.	Degree and Certificate Completion
	College-wide Padres Conference	Research shows that parent support of their children's education aids in student success. The family is particularly influential in the Hispanic culture and many of these are first generation students with parents who often do not know or understand the college system. Reedley College's Padres Conference has been a great success for the Title V grant and Title V students. It explains college, its workings and how they can help their children succeed. This activity	Degree and Certificate Completion

		would expand from what is already being done from a small cohort to all incoming freshman. Students and their parents would be invited to come to campus for a day of college orientation with special programs for the parents and students separately.	
	CalWORKs	CalWORKs offers students a peer support group	Degree and Certificate Completion & Access
Orientation	Mandatory Orientation (Spanish option)	Student Services will implement a Spanish option for fulfilling the mandatory orientation requirement.	ESL and Basic Skills: ESL
	Mandatory Online Orientation	Streamline the college online orientation requirement to align with student success requirements and create flow of supplemental information to serve as a resource reference for students to access later on.	Access & Course Completion
	Tiger Days/Clovis 411	Develop Tiger Days Orientation with full-service matriculation activities (RC). Continue to provide a college readiness/orientation day for first time college students (CCCC).	Access, ESL and Basic Skills Completion (English and Math)
Outreach	Outreach and Recruitment	Seek opportunities to engage with prospective students by collaborating with student/faculty/staff, clubs and organizations at community events, workshops, schools and other venues where the underrepresented populations congregate. Utilize campus ambassadors to recruit and mentor to prospective students.	Access
	Native American Outreach	Continue to provide local tribal nations with college information (example: Native American Outreach project) (CCCC)	Access
	Mexican Consulate Education Fair	Continue to participate in the Mexican Consulate Education Fair (CCCC)	Access
	Partnerships: K-12 Bridge	Continue efforts to expand implementation of the K-12 Bridge Program. Support ongoing efforts of the Upward Bound program services and DSP&S Transition to College Program to improve access. (RC)	Access
	Adult School Partnerships with	Develop partnerships and transition plan with service area adult schools serving low-level ESL courses to help successfully transition appropriate level	Access

	ESL	ESL students into college courses and programs. (RC)	
	Foster Youth Partnership	Work with County Office of Education to identify foster youth and sponsor an annual "foster youth college day" to increase foster youth exposure to college.	Access
	High School Partnerships (Clovis)	Continue and expand the Community College Center Advantage Program with CNHS and CEHS; offering seniors the opportunity to enroll in college courses and gain both college and high school credit. (CCCC)	Access
	High School Partnerships in STEM	Continue communication and implementation of Edison HS Green Academy and partnership with CCCC's STEM program (CCCC)	Access
Professional Development	College readiness forums	Continue to work with feeder high schools to best serve our incoming student population.	ESL and Basic Skills Completion (Math)
	High School Partnerships Curriculum Alignment (Clovis)	Continue to work with CWHS to align English curriculum and allow CWHS students to enroll in English 1A or 125 on high school campus and get college and high school credit. (CCCC)	Access
	Faculty Development / Collaboration with English Faculty on ESL Student Issues	ESL and English faculty will identify inappropriately placed students. Additionally, faculty will continue discussions centering on the norming of essays and supporting ESL tutoring through the Writing Center.	ESL and Basic Skills: ESL
	Hispanic cultural awareness professional development	Provide a Hispanic Cultural Awareness flex day presentation to educate the student services department on the transfer rates of Hispanic students and ways this can be increased.	Transfer
	Part-time faculty stipends	Continue to support stipends for part-time faculty, particularly new-hire faculty, to attend department normings and other instruction-focused meetings.	ESL and Basic Skills Completion (Math)
	Preparation for Dual roster Credit/Noncredit Course Offering	ESL faculty will work with Instructional and Student Services offices in preparation for offering dual roster credit/noncredit ESL courses that meet the scheduling and level needs of students.	ESL and Basic Skills: ESL

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Referral	Foster Youth Services	Foster Youth will be identified and directed to special program services, e.g., STEM, EOPS, SSS, and tutoring to assist them in successfully completing courses to remain in college	Course Completion
	Student Referral Process	Improve student referral process to direct students to appropriate student support services (tutorial, math/writing centers)	Course Completion
	Mental Health Services	Implement strategies to address the data/research provided by SCCCD Psychological Services (Dr. Brian Olowude)	Course Completion
Transportation	Transportation	Provide Van Services from Herndon Campus to CCCC every ½ hour (CCCC)	Access
Tutoring	Basic Skills in Mathematics	Reedley College and Clovis Community College Center offers a class, Math 272, to improve the study skills necessary for successful completion of Mathematics courses. CCCC plans to expand Math 272 offerings in the future	ESL and Basic Skills Completion (Math)
	Writing Center	Continue support of Writing Center tutoring, including English 272 small group tutoring, walk in tutoring, and online tutoring.	ESL and Basic Skills English
	ESL Tutor in the Writing Center and/or Tutorial Center	Use of BSI funds originally used to pay a lab worker in the ESL lab to fund an ESL tutor in the Writing Center. This activity needs to be institutionalized in the near future. (RC)	ESL and Basic Skills: ESL
	Smarthinking	Support and assess 24/7 online tutoring provided by Smarthinking. (RC)	ESL and Basic Skills Completion (Math)
	Course Compass	The Course Compass program, developed by Pearson Publishing, offers free tutoring, both online and over the phone, on a 24-hour basis. We encourage our students to take advantage of this opportunity, especially during times the Tutorial enter is not available. (CCCC)	ESL and Basic Skills Completion (Math)
	Online Tutoring	Research & Implement Online Tutoring Services (CCCC)	ESL and Basic Skills Completion (Math) & ESL and Basic Skills English
	Embedded tutoring	Expand embedded tutoring program. Investigate feasibility and value of on-demand embedded tutoring.	ESL and Basic Skills

			Completion (Math)
	Supplemental Instruction	Will continue to provide and expand supplemental instruction for LGI courses	Course Completion
	Math Center Coordination	Continue support of the Math Center tutoring and hire a fulltime coordinator (RC). CCCC has already hired a full time math instructor for math tutoring and with this oversight, the tutorial hours have been increased.	ESL and Basic Skills Completion (Math)
	RCWise	Writing Center and other academic support centers will coordinate with other Centers to develop a website offering academic support videos and better access to information about tutoring services. (RC)	ESL and Basic Skills English
Workshop	ADT for Transfer Workshop	Offer ADT (AA-T & AS-T)for Transfer Pathways Workshop	Transfer
	Don't Cancel Class	"Don't Cancel Class" workshop series where Counselors reach out to classes and introduce transfer basics, financial aid and financial literacy information.	Transfer
	Field Trips	Field Trips to various universities. These trips would include a presentation from a Hispanic transfer student.	Transfer
	Financial Aide Literacy Workshops	Expand financial aid literacy workshops to provide financial aid information to economically disadvantaged students	Course Completion
	Financial Literacy Workshop	Offer a "Transfer Financial Literacy" workshop to provide students with financial aid literacy and assist them with resources to aid them in transferring.	Transfer
	Transfer Day	Offer a Transfer Day/Rocktoberfest where various universities, majors and careers are presented to students to engage them and answer questions.	Transfer
	Transfer Olympics	Establish a "Transfer Olympic" program where students can receive credit and incentives for speaking to representatives from the universities and attending field trips.	Transfer

BUDGET

REEDLEY COLLEGE AND CLOVIS COMMUNITY COLLEGE CENTER BUDGET COMBINED

	Classification		Access	Course Completion	ESL and Basic Skills Completion	Degree and Certificate Completion	Transfer
					RC Student Equity Success Indicators		
1000	**Academic Salaries: Position Title(s)**	**# of FTE Positions**					
	Assesment Coordinator - FT - RC/MC/OC	1	43,514.00				
	Counselor - FT - RC	1					43,514.00
	Faculty Co-Coordinator - PT- MC/OC	0.5			20,537.00		
	Adjunct Counseling					115,000.00	
	Beyond the Classroom Instruction			25,000.00			
	Embedded/Adjunct Counseling - CC			26,700.00			
	Subtotal		43,514.00	51,700.00	20,537.00	115,000.00	43,514.00
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**	**# of FTE Postitions**					
	Director of Student Success, Equity & Outreach -CC	0.5	51,972.00				
	Institutional Research Coordinator - RC/MC/OC	0.5			15,512.00		
	Educational Advisor - FT - RC	1	24,905.00				
	Student Tutors - RC			30,000.00	15,000.00		15,000.00
	Educational Advisor - FT - CC	1	20,246.00				
	Reg to Go Orientation Assistant -PT - CC		5,728.00				
	Student Aide II Van Pool - CC		13,140.00				
	Student Tutors - CC			14,709.00			
	Student Ambassadors - CC		4,903.00				
	Subtotal		120,894.00	44,709.00	30,512.00		15,000.00

3000	Employee Benefits						
	Assesment Coordinator - FT - RC/MC/OC		12,273.00				
	Counselor - FT - RC						12,273.00
	Faculty Co-Coordinator - PT-MC/OC				2,538.00		
	Counseling Schedule C (including PT positions)					14,213.00	
	Institutional Research Coordinator - RC/MC/OC				6,775.00		
	Educational Advisor - FT - RC		12,237.00				
	Beyond the Classroom Instruction			3,090.00			
	Student Tutors - RC			594.00	297.00		297.00
	Director of Student Success, Equity & Outreach -CC		16,225.00				
	Embedded/Adjunct Counseling - CC			3,300.00			
	Educational Advisor - FT - CC		10,088.00				
	Reg to Go Orientation Assistant -PT - CC		383.00				
	Student Aide II Van Pool – CC		878.00				
	Student Tutors - CC			291.00			
	Student Ambassadors - CC		97.00				
		Subtotal	52,181.00	7,275.00	9,610.00	14,213.00	12,570.00
4000	Supplies and Materials						
	Outreach Materials		25,190.00				
	Student Support Material			5,000.00	5,000.00		5,000.00
	Outreach and Student Support Materials - CC		15,281.00				
		Subtotal	40,471.00	5,000.00	5,000.00		5,000.00
5000	Other Operating Expenses and Services						
	Professional Development			38,000.00			
	Conference/Orientation for Target Populations		20,000.00				
	Field Trips -CC						5,000.00
	Professional Development - CC		15,000.00				
	Van Pool Rental Expense - CC		17,000.00				
		Subtotal	52,000.00	38,000.00			5,000.00
6000	Capital Outlay						
	Not Allowable						
	Subtotal	Subtotal					
7000	Other Outgo						
	Emergency Book Loans - CC		5,000.00				
		Subtotal	5,000.00				
	Grand Total		314,060.00	146,684.00	65,659.00	129,213.00	81,084.00

EVALUATION SCHEDULE AND PROCESS

Each indicator will be evaluated on a regular basis under the leadership and supervision of the Student Equity Coordinator. The Reedley College and Clovis Community College Center Student Success Committees will be responsible for monitoring the Student Equity Plan to determine if goals, activities, expected outcomes, and funding are progressing or in need of modification. At minimum, student equity goals will be assessed and evaluated annually.

ATTACHMENTS

STUDENT SUCCESS PROGRAM INVENTORY

The following programs have an impact on increasing student achievement and student retention, as well as to provide support to students in overcoming personal and institutional barriers, and influencing students' social and emotional well-being.

Student Support Services	Reedley College	Clovis Community College Center	Madera/Oakhurst Centers
Basic Skills Initiative	X	X	X
Career Services	X	X	X
CCCC 411 Events		X	
Child Development Center	X	X	X
Computer Labs	X	X	X
DSP&S	X	X	X
Educational Enrichment	X	X	X
EOPS/CARE	X		X
FAST	X		
Financial Aid Services	X	X	X
First Year Experience	X		
Foster Youth Services	X	X	X
Health/Psychological Resources (BIT Team)	X	X	
Honors Program	X	X	X
Learning Communities	X	X	
LLPB		X	
Math Center/Services	X	X	
Online Student Services	X	X	X
Probation Workshop	X	X	X
SARS Alert Program	X	X	X
SSS-ESL	X		
Student Clubs & Activities	X	X	X
Student Success Workshops		X	
TRIO – STEM	X	X	
TRIO – SSS		X	
Tutorial Center	X	X	X
Transfer Services	X	X	X
Veterans Services	X	X	X
Writing Center/Services	X	X	X

Guidelines Attachment 50

During the course of developing the Student Equity Plan, the following needs for further research were identified:

CCSSE: Review CCSSE results and address results in follow-up plans.

First Generation Research: Disaggregate first generation and multi generation college student performance in all indicators.

Hispanic Male vs. Hispanic Female: Disaggregate Hispanic by male and female in Course Completion and Degree Completion.

Feeder High School: Evaluate ratio of male/female graduates from feeder high schools. Examine demographic data from the feeder areas to examine if surrounding locations are experiencing disproportionate impact in Access.

Program Success Data: Obtain data for successful completion of students involved in concentrated support services programs: EOPS, SSSP, STEM, and FAST. Do students receiving more concentrated and intensified services complete degrees and certificates more often than the general population?

Use of Data for Professional Development: Examine research related to specific strategies that facilitate Hispanic student success and develop a timeline for developing research based programs and activities. Present research to all campus employees for understanding and buy-in.

Guidelines Attachment 51

1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Consideration to Adopt Resolution   ITEM NO.   14-87
             Scheduling Date and Time for Organizational
             Meeting of the Board of Trustees

EXHIBIT: Resolution No. 2014.27 and Certification

Background:

California Education Code sections 35143 and 72000(c)(2)(A) require that governing boards select an annual organizational meeting date. The date must fall within a 15-day period commencing on the day a new member's term begins or would begin, i.e. the same 15-day period applies to election and non-election years. Pursuant to California Education Code section 5017(a), new member terms begin on the first Friday of December. Therefore, the 2014 annual organizational meeting date must fall between December 5, 2014 and December 20, 2014.

Unless the district's policy states otherwise, the date for the annual organizational meeting must be set at the regular board meeting held immediately prior to the first day of the 15-day period, i.e. the regular board meeting prior to December 5, 2014. All trustees, members-elect, and the County Superintendent of Schools must be notified of the annual organizational meeting date. Should the Board of Trustees fail to select a date for the annual organizational meeting, the County Superintendent of Schools shall designate the day and time of the meeting.

A copy of the executed resolution and certification will be returned to the Fresno County of Education and shall serve as notice to the County Superintendent of Schools of State Center Community College District's annual organizational meeting date.

Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2014.27, selecting December 9, 2014, at 4:30 p.m., as the date and time for its annual organizational meeting; and direct the Chancellor to notify, by copy of the completed resolution, all trustees, members-elect, and the County Superintendent of Schools of the time and date selected.

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

In the Matter of Setting the   )
Date of the Annual Organizational   )   RESOLUTION No. 2014.27
Meeting of the Board   )

       WHEREAS, Section 35143 (and 72000(c)(2)(A)) of the Education Code of the State of California, the governing board of each school district and community college district, respectively, shall hold an annual organizational meeting on a day within a 15-day period which commences on the first Friday in December; and

       WHEREAS, pursuant to the aforementioned codes, the annual organizational meeting date is to be selected at the regular meeting immediately before the 15-day period.

       NOW, THEREFORE, BE IT RESOLVED that the 9th day of December, 2014, at 4:30 p.m. is the day and time ordered as the day of the annual organization meeting for the above-named governing board.

       BE IT FURTHER RESOLVED that the clerk of the board hereof is directed to notify the Fresno County Superintendent of Schools by sending a copy of this Resolution upon execution to the Fresno County Office of Education; and

       The clerk shall within 15 days prior to the date of the annual meeting provide written notice to all members and members-elect, if any, of the date and time selected for the annual meeting of this governing board.

       The foregoing Resolution was adopted this 6th day of November, 2014, at a regular meeting of the governing board hereof by the following vote:

AYES:
NOES:
ABSENT:

Dated: _____, 2014.

                             _____
                             President or Clerk of the Board   (Signature)

                             _____
                             (Printed Name)

<div align="center">CERTIFICATION</div>

STATE OF CALIFORNIA   )
)
COUNTY OF FRESNO   )

   I, the undersigned, hereby certify that the above is a true and correct copy of a resolution setting the date of the annual organizational meeting of the above-named board of trustees adopted on the 6th day of November, 2014, at a regular meeting of the board, and that such resolution appears in the official minutes of the governing board under that date.

Dated: _____, 2014.

_____
President or Clerk of the Board   (Signature)

_____
(Printed Name)

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

PRESENTED TO BOARD OF TRUSTEES   DATE: November 6, 2014

SUBJECT: Public Hearing and Board of Trustees'   ITEM NO. 14-88
            Appointment to the Personnel Commission

EXHIBIT: None

Background:

The term for the Board of Trustees' representative to the Personnel Commission expires
November 30, 2014. Ms. Pamela Freeman-Fobbs indicated her willingness to serve another term
at the pleasure of the Board.

In accordance with the Education Code, the Board of Trustees at the October meeting announced
their intent to appoint Ms. Pamela-Freeman Fobbs to another term as their representative on the
Personnel Commission. The Board of Trustees must now hold a public hearing to allow for
public input from employees, employee representatives, and members of the public regarding the
qualifications of the individual the Board intends to appoint.

Ms. Freeman-Fobbs has been serving as the Board's appointee since January 8, 2013, when she
was appointed to fill the remainder of Ron Manfredi's three-year term. She has held several
positions within the community on advisory boards such as the Fresno County Social Services
Advisory Committee, U.S. Food and Drug Administration Consumer Consortium, Community
Medical Centers Foundation Board of Directors, Clovis Community Hospital Development
Council, and the National Bar Association Delegation. Ms. Freeman-Fobbs is the chief operating
officer of Fobbs Life Point Institute for Women in Fresno.

Recommendation:

It is recommended the Board of Trustees hold a public hearing, and following the public hearing,
the Board of Trustees should make its appointment to the Personnel Commission.