AGENDA
Regular Meeting
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
District Office Boardroom
1525 E. Weldon Avenue, Fresno, California
4:30 p.m., December 9, 2014
See Special Notice – Page 4

I.   CALL TO ORDER

II.   PLEDGE OF ALLEGIANCE

III.   INTRODUCTION OF GUESTS

IV.   RESOLUTION SEATING BOARD MEMBER   [14-89] Pat Patterson
         Trustee for Area IV

V.   ADMINISTER OATH OF OFFICE TO BOARD MEMBERS   Bill Stewart
         Bobby Kahn, Area I
         Ron Nishinaka, Area IV
         Miguel Arias, Area V

VI.   DELEGATIONS, PETITIONS AND COMMUNICATIONS [see footnote]

VII.   ORGANIZATION OF BOARD

        A.   Election of Officers, Appointment of Representatives   [14-90] Board President
             and Adoption of Board Calendar
             1. President
             2. Special Presentation to Outgoing Board President
             3. Vice President
             4. Secretary
             5. Nominations of Board Representatives
                 a. Voting Representative and Alternate for
                     Fresno County Committee on School District
                     Organization Election
                 b. Representative and Alternate for Executive
                     Board of the Madera County School Boards
                     Association
                 c. Representative for Fresno Area Self-Insured
                     Benefits Organization
                 d. Two Representatives for SCCC Foundation
                 e. Director for Valley Insurance Program Joint
                     Powers Agency Board

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	f.	Representative for SCCCD Retirement Board	
	g.	Representative for Districtwide Legislative Committee	
	6.	Board Calendar	

VIII. APPROVAL OF MINUTES, Meeting of November 6, 2014

IX. REPORTS AND PRESENTATIONS

A.	Joint Presidents' Reports	Tony Cantu
B.	Academic Senate Report	Mary Ann Valentino, FCC
C.	Classified Senate Report	Susi Nitzel, FCC
D.	Transportation Services Update	Christine Miktarian
E.	Direct Student Loans Update	Kira Tippins, FCC Christina Cortes, RC

X. REPORTS OF BOARD MEMBERS

XI. FUTURE AGENDA ITEMS

XII. CONSIDERATION OF CONSENT AGENDA [14-79HR through 14-86HR]
[14-112G through 14-122G]

XIII. GENERAL

A.	Consideration to Adopt Resolution Honoring Trustee Dorothy Smith	[14-91] Board President
B.	Consideration to Adopt Resolution Honoring Trustee Isabel Barreras	[14-92] Board President
C.	First Reading of Clovis Community College Center Self Evaluation Report for Initial Accreditation	[14-93] Deborah Ikeda
D.	Second Reading and Approval of Proposed District Parking Fees and Fines	[14-94] Christine Miktarian

E.	Consideration of Bids, Fiber Optic Network Expansion, Fresno City College	[14-95]	Christine Miktarian
F.	Consideration of Bids, Chiller Replacement, Health Sciences Building, Fresno City College	[14-96]	Christine Miktarian
G.	Consideration to Approve Agreement for Purchase of Bleachers, Fresno City College	[14-97]	Christine Miktarian
H.	Second Reading and Consideration to Adopt Reedley College Student Equity Plan	[14-98]	Sandra Caldwell
I.	Second Reading and Consideration to Adopt Fresno City College Student Equity Plan	[14-99]	Tony Cantu

XIV. HUMAN RESOURCES

XV. DELEGATIONS, PETITIONS AND COMMUNICATIONS [see footnote]

XVI. CLOSED SESSION

  A. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION, pursuant to Government Code section 54956.9(a). One case, unspecified so as not to jeopardize settlement negotiations.

XVII. OPEN SESSION

XVIII. 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.

Board Agenda
December 9, 2014 (continued)

<u>SPECIAL NOTICE</u>

The Board of Trustees will host a reception to welcome new trustees Miguel Arias and Bobby Kahn at 3:30 p.m. in the Chancellor's office, 1525 E. Weldon Avenue, Fresno, California.

CONSENT AGENDA
BOARD OF TRUSTEES MEETING
December 9, 2014

HUMAN RESOURCES

1.	Employment, Leave of Absence, Reassignment, Resignation, Retirement, Academic Personnel	[14-79HR]
2.	Employment, Change of Status, Leave of Absence, Resignation, Retirement, Classified Personnel	[14-80HR]
3.	Consideration to Approve New Position with Proposed Classification of Financial Aid Assistant I, Clovis Community College Center	[14-81HR]
4.	Consideration to Approve Revised Duties, Institutional Research Coordinator	[14-82HR]
5.	Consideration to Approve Revised Duties, Custodial Manager	[14-83HR]
6.	Consideration to Approve Six-Month Extension of Limited Term Administrative Aide Position, Center for International Trade Development	[14-84HR]
7.	Consideration to Approve New Positions for Child Development Center, Fresno City College	[14-85HR]
8.	Consideration to Approve New Positions for Student Success and Support Program and Student Equity Program Plans, Fresno City College	[14-86HR]

GENERAL

9.	Review of District Warrants and Checks	[14-112G]
10.	Consideration of Report of Investments	[14-113G]
11.	Consideration to Appoint Director and Alternate Director, Valley Insurance Program Joint Powers Authority	[14-114G]
12.	Consideration of Bids, CalWORKs Office Remodel, T200 Building, Fresno City College	[14-115G]
13.	Consideration to Authorize Agreement with the City of Fresno Police Department, Fresno City College	[14-116G]

14. Consideration to Authorize Agreement with California Community [14-117G]
     Colleges Chancellor's Office for Career Technical Education
     Enhancement Funds, Regional Consortia

15. Consideration of Claim, Richard Kohler [14-118G]

16. Consideration of Claim, Jennifer Woolsey [14-119G]

17. Consideration of Claim, Diana Knapp [14-120G]

18. Consideration to Authorize Agreement with Yosemite Community [14-121G]
     College District, Modesto Junior College, for California Drought
     Relief Training

19. Consideration to Approve Fall 2015 Curriculum Proposals, Fresno [14-122G]
     City College and Reedley College

(Unapproved) MINUTES OF REGULAR MEETING OF
STATE CENTER COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
November 6, 2014

Call to Order	A regular meeting of the State Center Community College District Board of Trustees was called to order by Board President Pat Patterson at 3:35 p.m. on November 6, 2014, in the District Office Board Room, 1525 E. Weldon Avenue, Fresno, California.
Trustees Present	Pat Patterson, President
Ron Nishinaka, Vice President
Dorothy Smith, Secretary (4:30 p.m.)
Isabel Barreras
Richard Caglia
John Leal
Eric Payne (4:15 p.m.)
Garret Hale, Student Trustee, FCC
Matthew Rodriguez, Student Trustee, RC (4:35)

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 |
| Public Opinion Survey Workshop | William Berry presented the results of the public opinion survey completed for the District. |
| Recess | President Pat Patterson called a brief recess at 4:15 p.m. The meeting resumed at 4:30 p.m. |

Introduction of Guests	Diane Clerou introduced guests Bobby Kahn and Pamela Freeman-Fobbs
Approval of Minutes	Trustee Payne requested that his entire statement regarding October agenda item 14-84 be included in the minutes.
	A motion was made by Trustee Payne and seconded by Trustee Nishinaka to approve the minutes of October 7, 2014, as amended. The motion passed without dissent.
Public Comment	Public Comment was deferred until later in the meeting.
Joint District and Campus Presidents' Reports	Clovis Community College Center President Deborah Ikeda reported on topics of interest from the District, Fresno City College, Reedley College, the Oakhurst and Madera Centers, and the Clovis Community College Center.
Academic Senate Report	Reedley College Academic Senate President Stephanie Curry reported on several academic senate activities taking place at Reedley College.
Classified Senate Report	Fresno City College Classified Senate President Susi Nitzel reported on several classified employee activities at Fresno City College, Reedley College and Clovis Community College Center.
Reports of Board Members	FCC Student Trustee Garret Hale and RC Student Trustee Matthew Rodriguez reported on several student events that took place on the campuses of Fresno City and Reedley College in the month of October and upcoming events for the month of November.
	Trustees Payne, Leal, Smith, Nishinaka, and Patterson reported on several events they attended throughout the month of October.
	Isabel Barreras thanked staff, faculty, administration, and her colleagues for the last 12 years as a trustee.
	Dottie Smith thanked the staff, faculty, administration and her colleagues for the past 33 years as a trustee.
	Trustees Payne, Leal, Nishinaka, Caglia and Patterson thanked Trustees Barrera and Smith for their dedication and service to the District.

Future Agenda Items	Pat Patterson requested an update on direct student loans at the next board meeting.

John Leal requested an update on the immigration reform resolution. Dr. Stewart stated this is a social and political issue. However, the District is prohibited from asking their employees to lobby for immigration reform. John Leal requested a copy of the resolution. He stated he was not suggesting the District ask employees to lobby for immigration reform.

Eric Payne recommended researching the possibility of video recording the board meetings. President Patterson asked the District to research the feasibility of recording the meetings.

Consideration of
Consent Agenda
<u>Action</u>

Trustee Payne requested to pull item 14-77HR for discussion.

It was moved by Trustee Barreras and seconded by Trustee Smith that the Board of Trustees approve consent agenda items 14-69HR through 14-76HR, 14-78HR and 14-103G through 14-111G, as presented. The motion carried without dissent.

Trustee Payne is concerned that the district is asking for approval of positions to support the equity plans that have yet to be approved. He supports the positions, but has concerns about the budget allocation for the equity plan funds. He requested to delay the item until the equity plan is approved. Dr. Stewart stated the funding was late in coming to the District, and the money must be spent by June 30, 2015, because the funds cannot be carried over to the next fiscal year. It is important to get the positions approved, so recruitment can begin.

Trustee Barreras stated the process should not be delayed and moved to approve consent agenda item 14-77HR. The motion was seconded by Trustee Caglia. The motion passed by the following 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, Change of Status, Retirement, Academic Personnel [14-69HR] <u>Action</u>	Approve the academic personnel recommendations, items A through D, as presented
Employment, Promotion, Change of Status, Transfer, Leave of Absence, Resignation, Retirement, Classified Personnel [14-70HR] <u>Action</u>	Approve the classified personnel recommendations, items A through J, as presented
Consideration to Approve Six-Month Extension of Limited Term Human Resources Technician Position, District Office [14-71HR] <u>Action</u>	Approve a six-month extension of the limited term Human Resources Technician position, District Office
Consideration to Approve New Position with Proposed Classification of Accounting Technician II, Madera Center [14-72HR] <u>Action</u>	Approve a new position with a propose classification of Accounting Technician II, Madera Center

Consideration to Approve New Position with Proposed Classification of Custodian, Clovis Community College Center – Herndon Campus [14-73HR] <u>Action</u>	Approve a new position with a proposed classification of Custodian, Clovis Community College Center – Herndon Campus
Consideration to Approve New Position with Proposed Classification of Instructional Technician – Micro-Computer Lab, Fresno City College [14-74HR] <u>Action</u>	Approve a new position with a proposed classification of Instructional Technician – Micro-Computer Lab, Fresno City College
Consideration to Approve New Positions for Student Success and Support Program (SSSP) and Student Equity Program Plans, Fresno City College [14-75HR] <u>Action</u>	Approve new positions for Student Success and Student Support (SSSP) and Student Equity Program Plans, Fresno City College, as presented

Consideration to Approve New Positions for Student Success and Support Program (SSSP) and Student Equity Program Plans, Reedley College [14-76HR] <u>Action</u>	Approve new positions for Student Success and Student Support (SSSP) and Student Equity Program Plans, Reedley College, as presented
Consideration to Approve New Positions for Student Success and Support Program (SSSP) and Student Equity Program Plans, Clovis Community College Center [14-77HR] <u>Action</u>	Approve new positions for Student Success and Student Support (SSSP) and Student Equity Program Plans, Clovis Community College Center, as presented
Consideration to Approve New Position with Proposed Classification of Accounting Technician II, Foundation [14-78HR] <u>Action</u>	Approve new position with a proposed classification of Accounting Technician II, Foundation

Review of District
Warrants and Checks
[14-103G]
<u>Action</u>

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	

Financial Analysis of
Enterprise and
Special Revenue
Operations
[14-104G]
<u>No Action</u>

Statements are provided for Board information and no action is
required

Consideration to
Approve Quarterly
Budget Transfers and
Adjustments Report
[14-105G]
<u>Action</u>

Approve the September 30, 2014, Budget Transfers and Adjustments
Report

Acknowledgement of
Quarterly Financial
Status Report,
General Fund
[14-106G]
<u>Action</u>

Acknowledge the Quarterly Financial Status Report (CCFS-311Q) as
presented

Consideration of Proposition 30 Education Protection Account Expenditure Plan, 2014-2015 Fiscal Year [14-107G] <u>Action</u>	Approve the Education Protection Account (EPA) expenditure plan for fiscal year 2014-2015, as presented
Consideration to Approve Sale of Surplus Science Equipment, Reedley College [14-108G] <u>Action</u>	a) Authorize disposal of Surplus Science Equipment (PCR 7500); and b) 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
Consideration to Authorize Agreement with California Community Colleges Chancellor's Office for Industry Driven Regional Collaborative, Madera Center [14-109G] <u>Action</u>	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
Consideration to Authorize Agreement with California Department of Food and Agriculture for the Specialty Crop Block Grant, Center for International Trade Development [14-110G] <u>Action</u>	a) Authorize the District, on behalf of the 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

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

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

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

First Reading of Proposed District Parking Fees and Fines
[14-85]
No Action

Christine Miktarian presented information on the proposed parking fees and fines. She reviewed the maintenance and operational costs to maintain the parking lots throughout the District. Ms. Miktarian stated there has not been a parking fee increase in 23 years. She reviewed the survey comparing comparable districts.

Colin Van Loon, student member on Board of Governors, and Student Body President at CCCC, presented a resolution passed by CCCC ASG that does not support an increase in parking fees with regards to part-time students. He said the increase will a financial burden on this student population. (copy attached)

The Board recommended the District look at other options with regards to part time students and present the information at the next board meeting for consideration.

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.

First Reading of Fresno City College and Reedley College Student Equity Plans
[14-86]
No Action

Ed Eng, Tony Cantu and Sandra Caldwell presented the student equity plans for Fresno City and Reedley Colleges. Ed Eng reviewed the budget allocation for the funds.

Dr. Gennean Bolen, FCC English instruction and Dr. Geri Santos, FCC counselor shared their concerns regarding the proposed FCC equity plan.

First Reading of
Fresno City College
and Reedley College
Student Equity Plans
[14-86]
No
Action (continued)

Trustee Payne stated the goal of one percent to increase completion,
graduation and transfer is too low. Trustee Leal stated staff, faculty
and administrators need to work together in order to make students
more successful. He agreed that one percent seems minimal, but it is
a starting point. Trustee Smith stated the District needs to keep in
mind that it needs to serve all students who need assistance. Trustee
Barreras recommends the District look at the existing programs and
evaluate what is working and what isn't. Trustee Payne is concerned
about the budget for the equity plan, particularly the funding amount
recommended for promotion and advertising in contrast to funding
allocated for positions. He recommends the equity plan go back to
committee for further review. He said consideration should be given
to a two year cohort for achieving success, rather than one year
programs.

The proposed Fresno City College and Reedley College Student Equity
Plans will be presented to the Board of Trustees during the December
9, 2014, meeting for a second reading.

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

A motion was made by Trustee Payne and seconded by Trustee
Barreras 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.
The motion carried without dissent.

Public Hearing and
Board of Trustees'
Appointment to the
Personnel
Commission
[14-88]
Action

Diane Clerou stated at the October board meeting, the Board
announced its intent to re-appoint Pamela Freeman-Fobbs as its
representative to the Personnel Commission. Ms. Clerou went on to
say that at this time it is appropriate to open a public hearing to allow
for public input regarding the qualifications of the individual the
Board intends to appoint.

Board President Patterson opened the meeting for comments from
the public at 6:55 p.m. There being no comments from the public,
President Patterson closed the public hearing at 6:67 p.m.

A motion was made by Trustee Barreras and seconded by Trustee
Smith that the Board of Trustees appoint Ms. Pamela Freeman-Fobbs
to another term as the Board's representative on the Personnel

Commission. The motion carried without dissent.

Ms. Freeman-Fobbs thanked the Board for their support and is honored to serve the District as a Personnel Commissioner.

Public Comment   None

Adjournment   The meeting was adjourned at 7:10 p.m. by unanimous consent.

_____

Secretary, Board of Trustees
State Center Community College District

:na

Resolution of the Clovis Community College
Associated Student Government
No. 2014-01

WHEREAS, given the 10.1 % unemployment rate in Fresno county, an increase in parking fees would present an undue burden on part-time students;

WHEREAS, requiring part-time students to pay marginally increased prices that equate to the prices paid by full-time students in order to park and attend class as little as once a week raises a question of equity, especially because part-time students are granted less financial aid;

WHEREAS, an increase in parking fees for part-time and potential part-time students acts as a disincentive to obtain an education while working, raising a family, or experiencing any other cost-consuming, extraneous circumstances; and

WHEREAS, access is one of the cornerstones of California Community Colleges;

THEREFORE, be it resolved that the Clovis Community College Center Associated Student Government opposes the proposed parking fee increases for part-time students.

Adopted this 29th day of October, 2014 by the Clovis Community College Associated Student Government Senate

Yays: 15   Nays: 0

_____

Colin van Loon, President
Clovis Community College Center
Associated Student Government

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Resolution Seating Board Member,   ITEM NO.   14-89
              Trustee for Area IV

EXHIBIT: Resolution No. 2014.30 and Certification

Background:

Since incumbent Trustee Ronald H. Nishinaka (Area IV) was unopposed in his bid for reelection and there was no petition filed in accordance with the provisions of Education Code Section 5328, no election was held for this trustee position.

Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2014.30 In the Matter of Insufficient Nominations of Governing Board Elections and appoint thereto, as presented, and file copies of said resolution with the Office of the County Superintendent of Schools, thereby notifying that office that Ronald H. Nishinaka has been seated as Trustee for Area IV in accordance with the provisions of Education Code Section 5328.

**BEFORE THE GOVERNING BOARD OF THE
STATE CENTER COMMUNITY COLLEGE DISTRICT
OF FRESNO COUNTY, CALIFORNIA**

In the Matter of Insufficient   )
Nominations of Governing Board   )   **RESOLUTION NO. 2014.30**
Elections; No Election; Seating at   )
Annual Organizational Meeting   )

WHEREAS, no governing board member election was held and conducted in the above-named district on the last governing board member election date due to an insufficient number of persons nominated to fill the positions or board member terms expiring on the first Friday in December, and no petition signed by 10 percent of the voters or 50 voters, whichever is the smaller number, in the district or trustee area if elected by trustee area, was filed with the Elections Department of Fresno, California, at least 83 days prior to the last governing board member election date requesting an election; and

WHEREAS, Section 5328 of the California Education Code requires that those persons nominated to run in the election shall be seated at the organizational meeting of the board as if elected at a board member election.

NOW, THEREFORE, BE IT RESOLVED, that the governing board of the above-named district hereby submits that the following are seated by operation of law because they ran unopposed for the office:

1.   Trustee Area/Seat _____IV_____
       Name _____Ronald H. Nishinaka_____
       Address _____692 E. Cypress_____
       City, State Zip _____Reedley, CA 93654_____
       Telephone _____559-638-5235_____
       Ran Unopposed _____X_____ (or) Appointed by Board on_____(date)

PASSED AND ADOPTED on this 9th day of December 2014, at a duly called meeting of the governing board hereof by the following vote, to-wit:

AYES: _____   NOES: _____   ABSENT: _____   ABSTAIN: _____

_____
President or Clerk of the Board   (Signature)

_____
(Printed Name)

CERTIFICATION

STATE OF CALIFORNIA   )
)
COUNTY OF FRESNO   )

        I, the undersigned, hereby certify that the above is a true and correct copy of a resolution seating members on the governing board of the State Center Community College District, adopted on the _9th_ day of _December_, 2014, at the annual organizational meeting of the governing board.

Dated: _____

                                           _____

                                           President or Clerk of the Board   (Signature)

                                           _____

                                           (Printed Name)

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Election of Officers, Appointment of   ITEM NO.   14-90
            Representatives and Adoption of Board
            Calendar

EXHIBIT: None

Background:

At its meeting on November 6, 2014, the Board of Trustees established the December 9, 2014, meeting as the date for the annual organizational meeting required by the California Education Code.

ELECTION OF OFFICERS AND REPRESENTATIVES

The following officers are elected for a one-year term, and representatives are to be appointed to serve for one year, unless otherwise indicated:

1. **President**

2. **Vice President**

3. **Secretary**

4. **Board Voting Representative, Fresno County Committee on School District Organization Election (1 year)**
   Voting representative participates in electing persons to the Fresno County Committee on School District Organization in fall 2015.
   (2014 representative was Trustee Dorothy Smith)

5. **Alternate Board Voting Representative, Fresno County Committee on School District Organization Election (1 year)**
   The Fresno County Office of Education is also asking that an alternate voting representative be named.
   (2014 alternate was Trustee Eric Payne)

6. **Board Representative, Executive Board of the Madera County School Boards Association (1 year)**
    Representative represents the district, as a voting member, at meetings called three to four times each year by the Madera County School Boards Association.
    (2014 representative was Trustee Isabel Barreras and the alternate was Trustee Richard Caglia)

7. **Fresno Area Self-Insured Benefits Organization (FASBO, also known as ED CARE) (2 years)**
    Representative attends monthly meetings on the third or fourth Tuesday at Barthuli & Associates in Fresno. This board reviews the administrator's reports, broker's reports, and financial status; authorizes expenditures, establishes policy, and hears appeals. The term is for two years from 2015 through 2016.
    (2012 through 2014 representative is John Leal)

8. **Two Board Representatives for the State Center Community College Foundation Board (2 years)**
    Representatives attend quarterly meetings, an annual meeting, and a few special events. The term is for two years from 2015 through 2016.
    (2013 through 2014 representatives are trustees Pat Patterson and Dorothy Smith)

9. **Director, Valley Insurance Program Joint Powers Agency (JPA) Board (2 years)**
    The board of directors of the Valley Insurance Program Joint Powers Agency consists of three appointees from each member district: one board member and the vice chancellor of finance and administration, with the director of finance serving as alternate director. There are quarterly full board meetings in February, April, June and November; and a two-day strategic planning meeting in April. The term for the Board's representative is for two years from 2015 through 2016.
    (2013 through 2014 representative is Trustee Pat Patterson)

10. **Board Representative, State Center Community College District Retirement Board (1 year)**
    The SCCCD Retirement Board consists of the vice chancellor of finance and administration, the director of finance, and one board member selected at the annual organizational meeting. The members of the Retirement Board meet periodically, but not less than every six months, to review the investments held in the trust, transact other business, and make decisions as required by the Retirement Board.
    (2014 representative was Trustee John Leal)

10. **Districtwide Legislative Committee Representative (1 year)**
    The representative will be a legislative advocate in general for community colleges, provide information on pending legislation, provide direction on legislative matters and make recommendations to the Chancellor and the Board where possible. The strength and effectiveness of the committee is as a collective unit, not as a group of individuals, and the

recommendations of this committee are not binding on all the representative groups unless agreed to in advance.

2015 BOARD CALENDAR

The Board should also adopt a calendar of meetings for the next year. The regular meetings of the Board of Trustees shall be on the first Tuesday of each month, with the recommended exceptions of January and December 2015. The proposed calendar is as follows, with the starting time recommended to remain at 4:30 p.m.

DATE	MEETING	LOCATION
January 13, 2015	Regular Meeting	SCCCD
February 3, 2015	Regular Meeting	SCCCD
February 17, 2015	Budget Study Session	SCCCD
March 3, 2015	Regular Meeting	Reedley College
March 13-14, 2015 or April 10-11, 2015	Board Retreat	The Pines, Bass Lake
April 7, 2015	Regular Meeting	SCCCD
May 5, 2015	Regular Meeting	Oakhurst Center
June 2, 2015	Regular Meeting: Tentative Budget	SCCCD
June 9, 2015 June 16, 2015 or June 23, 2015	Board Self-Evaluation, Evaluation of Chancellor	SCCCD
July 7, 2015	Regular Meeting	SCCCD
August 4, 2015	Regular Meeting	CCCC
September 1, 2015	Regular Meeting: Public Hearing and Budget Adoption	SCCCD
October 6, 2015	Regular Meeting	Madera Center
November 3, 2015	Regular Meeting	SCCCD
December 1, 2015	Regular Meeting and Organizational Meeting	SCCCD

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Employment, Leave of Absence, Reassignment,   ITEM NO.   14-79HR
            Resignation, Retirement, Academic Personnel

EXHIBIT: Academic Personnel Recommendations

Recommendation:

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

ACADEMIC PERSONNEL RECOMMENDATIONS

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

Name	Campus	Class & Step	Salary	Position
Quiroz Enriquez, Brissa Y.	RC	V, 1	$35,315	STEM Coordinator

(Current Adjunct Faculty)
(Categorically Funded Position – January 2, 2015 through June 30, 2015)

Cooper, Nicole M.	RC	II, 5	$34,295	Communication Studies Instructor

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

Samora, Lawrence R.	CCCC	II, 6	$35,684	Chemistry Instructor

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

B. Recommendation to approve a <u>leave of absence</u> for the following person:

Name	Campus	From	To	Position
Stricker, Michelle K.	RC	January 21, 2015	March 20, 2015	Matriculation/Outreach Coordinator

(Per Article XIV-B, Section 4 of the SCFT Collective Bargaining Unit Contract)

C. Recommendation for <u>reassignment</u> effective January 2, 2015 for the following person:

Name	Campus	From	To
Gonzales, Mario	RC	Dean of Students	Director of EOPS/CARE

(Reassignment per Administrative Regulation 7250)

D. Recommendation to accept <u>resignation</u> from the following person:

Name	Campus	Effective Date	Position
Adams, Jennifer L.	FCC	December 31, 2014	Nursing Instructor

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

Name	Campus	Effective Date	Position
Kostin, Yury M.	FCC	December 3, 2014	Counselor, Financial Aid

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Employment, Change of Status, Leave of   ITEM NO. 14-80HR
            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 I, as presented.

CLASSIFIED PERSONNEL RECOMMENDATIONS

A.   Recommendation to employ the following persons as probationary:

Name	Location	Classification	Range/Step/Salary	Date
Goodlad, Melissa	FCC	Instructional Laboratory Technician – Chemistry/Physical Science Position No. 2117	57-A $4,063.83/mo.	10/31/2014
Chan, Fennyann	OC	Office Assistant III – PPT Position No. 6002	48-A $18.85/hr.	11/03/2014
Gingold, Jacob	CCCC	Instructional Laboratory Technician – General Science Position No. 5014	57-A $4,063.83/mo.	11/03/2014
Fite, Austin	CCCC	Instructional Laboratory Technician – General Science Position No. 5059	57-A $4,063.83/mo.	11/14/2014
Yang, Neng	FCC	Custodian Position No. 2181	41-A $2,948.75/mo.	11/14/2014
Abrahamson, Miles	FCC	Bookstore Manager Position No. 2030	44-1 (Mgmt.) $6,431.58/mo.	11/17/2014
Johnson, Tasha	FCC	Educational Advisor Position No. 8512	57-A $4,063.83/mo.	11/19/2014

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
Salinas, Claudia	DO	Police Communications Dispatcher Position No. 1128	44-A $17.06/hr.	10/04/2014 thru 10/19/2014
Alvarez-Tovar, Juan	DO	Groundskeeper Apprentice Position No. 1142	43-A $16.65/hr.	10/13/2014
Cabrera, Justin	RC	Custodian Position No. 3060	41-A $15.83/hr.	10/20/2014

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
Kohler, Richard	RC	Assistant Residence Hall Supervisor – On Site Position No. 3158	24-1 (Mgmt.) $4,336.08/mo.	10/22/2014
Salinas, Claudia	DO	Police Communications Dispatcher Position No. 1207	44-A $17.06/hr.	10/25/2014 thru 11/15/2014
Bewley, Tammy	FCC	Administrative Secretary I Position No. 2431	48-A $18.85/hr.	10/28/2014 thru 11/07/2014
Duong, Kimberly	DO	Accounting Technician I Position No. 1125	57-A $23.45/hr.	11/01/2014 thru **11/06/2014**
Reich, Bryan	RC	College Trainer Position No. 3156	60-A $25.23/hr.	11/01/2014
Barajas-Jimenez, Yolanda	DO	Administrative Assistant Position No. 1052	55-A $22.33/hr.	11/04/2014
Duong, Kimberly	DO	Accounting Technician II Position No. 1174	61-A $25.84/hr.	11/07/2014
Santellano, Jeffrey	FCC	Instructional Technician – Microcomputer Lab Position No. 8516	50-A $19.78/hr.	11/07/2014
Betz, Kimera	FCC	Student Services Specialist Position No. 2129	52-A $20.75/hr.	11/10/2014
Bewley, Tammy	FCC	Department Secretary Position No. 2031	44-A $17.06/hr.	11/17/2014

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

Name	Location	Classification	Range/Step/Salary	Date
Meinert, James	DO	Executive Director of Foundation Position No. 1121	59-8 (Mgmt.) $10,905.08/mo.	11/01/2014

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

Name	Location	Classification	Flat Rate	Date
Villalobos-Reyes, Josel	FCC	Art Model	$10.25/hr.	11/12/2014

E.   Recommendation to approve the promotion of the following regular employees:

Name	Location	Classification	Range/Step/Salary	Date
Lyness, Linda	FCC	Administrative Secretary I Position No. 2403 to Accounting Technician I Position No. 2075	48-E $3,992.83/mo. to 57-B $4,268.00/mo.	11/04/2014
Garcia, Ernesto	FCC	Department Secretary Position No. 2035 to Educational Advisor Position No. 2111	44-E $3,597.08/mo. to 57-A $4,063.83/mo.	12/01/2014

F.   Recommendation to approve the change of status of the following regular employees:

Name	Location	Classification	Range/Step/Salary	Date
Hinkle, Barbara	FCC	Office Assistant III Position No. 8502 to Department Secretary Position No. 2063	48-E $3,967.83/mo. to 44-E $3,597.08/mo.	11/10/2014

(Voluntary Demotion per Personnel Commission Rule 11-13)

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

Name	Location	Classification	Date
Minas, Natalie	FCC	Registration Assistant – Seasonal Position No. 8058	11/24/2014 thru 11/23/2015

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

H.   Recommendation to accept the resignation of the following regular employees:

Name	Location	Classification	Date
Martinez, Julia	FCC	Bookstore Sales Clerk I – Seasonal Position No. 8007	10/26/2014

H. Recommendation to accept the <u>resignation</u> of the following <u>regular</u> employees (cont'd):

Name	Location	Classification	Date
Stephens, Brent	RC	Bookstore Sales Clerk I – Seasonal Position No. 8045	10/29/2014
Ahrens, Shanna	FCC	Accounting Supervisor Position No. 2021	12/10/2014
Tirado, Juan	RC	Accounting Clerk III Position No. 3089	01/02/2015

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

Name	Location	Classification	Date
Pinley, Lisa	FCC	Evaluator Position No. 2071	12/24/2014
Thieme, Evelyn	MC	Office Assistant III Position No. 4002	12/24/2014
Hendricks, Debra	FCC	Administrative Aide Position No. 2060	02/27/2015

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Approve New Position with   ITEM NO.   14-81HR
            Proposed Classification of Financial Aid
            Assistant I, Clovis Community College Center

EXHIBIT: None

Background:

The Clovis Community College Center (CCCC) administration is requesting the addition of a Financial Aid Assistant I to be housed in its Financial Aid office. Currently CCCC operates with one Financial Aid Assistant I and one Financial Aid Assistant II. With the increased student population at this site and to ensure districtwide staffing consistency, administration is recommending the addition of one Financial Aid Assistant I. This position will be paid out of categorical funds.

Examples of Duties:

Performs a wide variety of duties including, but not limited to:
- Assists with the planning, implementation and coordination of Financial Aid services and programs.
- Provides information, assistance, and advice to students, parents, and the public throughout the financial aid process.
- Interviews students regarding financial aid requirements.
- Analyzes student need through recognized need analysis techniques.
- Evaluates financial aid applications and supporting documents for accuracy, clarity and completeness according to federal and state rules and regulations to determine eligibility for financial aid.
- Analyzes and determines student awards based on individual student characteristics and other related factors.
- Uses professional judgment to approve or deny eligibility in the event of special conditions, dependency overrides, or student appeals.
- Prepares financial aid award packages.
- Reviews student enrollment/registration prior to making payment to ensure proper coursework.

- Monitors students' academic progress to evaluate initial and continued financial aid eligibility.
- Places administrative holds due to failure to meet academic requirements for financial aid.
- Ensures proper communication of and compliance with District policies and procedures.
- Interprets and implements federal and state guidelines with respect to financial aid programs and services.
- Develops and distribute processing and outreach materials.
- Organizes, participates, and conducts training and dissemination meetings, financial aid orientation, outreach programs, and workshops for current and prospective students, as well as the public, college/community groups and organizations, to explain financial aid regulations, requirements and application procedures.
- Reconciles records and collects data and statistics to prepare complex statistical and narrative reports for internal and state/federal agency use.
- Conducts research on financial aid related topics.
- Composes correspondence regarding financial aid issues.
- Analyzes financial aid statistical reports.
- Performs other duties as assigned.

Recommendation:

It is recommended the Board of Trustees approve the new position with a proposed classification of Financial Aid Assistant I, Clovis Community College Center.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Approve Revised Duties,   ITEM NO.   14-82HR
              Institutional Research Coordinator

EXHIBIT: None

Background:

There is currently a vacant Institutional Research Coordinator position within the District. Prior to conducting the recruitment for this position, the Personnel Commission and District Human Resources reviewed the classification specification and determined it needs to be updated to more accurately reflect the duties being performed. Therefore, the District is recommending the approval of the revised examples of duties.

According to Education Code Section 88009, the Board of Trustees shall fix and prescribe the duties to be performed by all persons in the classified service. Following the Board of Trustees' approval of these duties, the Director of Classified Personnel will recommend minimum qualifications, along with the knowledge, skills and abilities required for this position, to the Personnel Commission for their approval.   The District will then meet and negotiate a salary placement with CSEA, as required by the California Government Code Section 3543.2.

Examples of Duties:

- Conducts complex research studies related but not limited to enrollment management, retention, matriculation, weekly contact hours, staffing patterns, student and faculty characteristics, program vitality and evaluation, program review, community characteristics, student achievement, student learning outcomes, accreditation, and institutional planning and effectiveness.
- Makes recommendations for policies, procedures, and systems based on analysis of current and proposed programs and practices.
- Designs, implements, and maintains specialized databases to facilitate research and planning activities.
- Evaluates problems to determine whether they are amenable to statistical inquiry and formulates the investigative processes and procedures to be followed.
- Analyzes trends in community college education, college and community characteristics, and anticipates planning and information needs.

- Selects, adapts, and applies appropriate research and statistical techniques to specific areas of study.
- Collects, compiles, describes, organizes, analyzes, interprets, and presents data and information related to matters under study by creating queries and utilizing various types of software such as Microsoft Access, SQL and Ellucian.
- Coordinates with faculty, staff, and administration on various aspects of planning, accreditation, and program review functions and processes.
- Documents, writes, and presents research findings on a variety of college issues such as student retention, cohort tracking, student and institutional outcomes, student success, program review, and student learning outcomes.
- Prepares research and statistical findings in proper technical form.
- Analyzes research data and findings of other agencies and translates their implications and limitations as they pertain to the District.
- Explains research methodology and findings.
- Fully utilizes the capabilities of standard and specialized software programs in the production of management information and reports such as data management, spreadsheet, presentation, and word processing software.
- Uses interactive data management and statistical programs such as SPSS, SAS, or other applications used in social science research.
- Coordinates, prepares, and verifies data to submit state and federal reports.
- Serves on committees and participates in a variety of meetings and workshops, as designated by administration.
- Completes special projects and assignments.
- Performs other duties as assigned.

Recommendation:

It is recommended the Board of Trustees approve the revised duties for the Institutional Research Coordinator classification specification.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Approve Revised Duties,   ITEM NO.   14-83HR
             Custodial Manager

EXHIBIT: None

Background:

There is currently a vacant Custodial Manager position within the District. Prior to
conducting the recruitment for this position, the Personnel Commission and District
Human Resources reviewed the classification specification and determined it needs to be
updated to more accurately reflect the duties being performed.   Therefore, the District is
recommending the approval of the revised examples of duties.

According to Education Code Section 88009, the Board of Trustees shall fix and
prescribe the duties to be performed by all persons in the classified service. Following
the Board of Trustees' approval of these duties, the Director of Classified Personnel will
recommend minimum qualifications, along with the knowledge, skills and abilities
required for this position. Those revisions will then be forwarded to the Personnel
Commission for their approval according to Education Code section 88095.

Examples of Duties:

- Plans, organizes, and directs the custodial operations of the college.
- Plans, supervises, trains, and evaluates the work of employees.
- Establishes and maintains periodic inspection program of buildings and facilities to
  ensure cleanliness levels and compliance with applicable fire, safety, security, and
  sanitary codes and regulations.
- Plans, develops, and schedules facility cleaning and various special projects such as
  resurfacing of gymnasium floors, trash hauling, pest control spraying, and equipment and
  parts pick-up/delivery.
- Develops, adjusts, and assigns work schedules for regular and special custodial activities
  and ensures adequate coverage.
- Prepares and monitors department budget and allocates resources as needed.

- Manages preparation, set-up, and clean-up of facilities for events with student groups, staff, and the public.
- Coordinates, monitors, and evaluates work done by outside contractors.
- Analyzes staffing, equipment, and material needs for operational activities and makes appropriate recommendations.
- Responds to emergency calls concerning custodial activities and inspects sites and assigns staff to perform cleanup and related work.
- Establishes and monitors supply and equipment inventories, tests new custodial supplies and equipment, researches and recommends purchase of new equipment and materials.
- Inspects work in progress to ensure compliance with college standards, building, health, safety, and various laws and regulations.
- Plans and implements custodial in-service training and conducts safety training meetings.
- Confers with staff, students, and the public regarding the use of college facilities for various activities.
- Prepares and maintains a variety of reports, records, files and correspondence related to custodial functions.
- Coordinates the moving of equipment and furniture.
- Ensures the safe and proper use and storage of cleaning compounds, custodial tools and equipment.
- Develops standard operating procedures and performance standards for the department.
- Conducts and participates in a variety of meetings, workshops and committees, as designated by administration and completes special projects and assignments.
- Issues and maintains records of keys.
- Manages a campus recycling program and source separation activities.
- Works cooperatively with all departments to establish and maintain effective work relationships.
- Recommends staffing levels, and interviews, hires, and counsels employees.
- Interprets, applies and ensures compliance with board policies, administrative regulations, collective bargaining agreements, and other various laws and regulations.
- Provides immediate troubleshooting and suggests repair of equipment such as whiteboards, chalkboards, restroom partitions, and fixtures.
- Performs other duties as assigned.

Recommendation:

It is recommended the Board of Trustees approve the revised duties for the Custodial Manager classification specification.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Approve Six-Month Extension   ITEM NO. 14-84HR
            of Limited Term Administrative Aide Position,
            Center for International Trade Development

EXHIBIT: None

Background:

At its July 1, 2014, meeting, the Board of Trustees approved a six-month limited term Administrative Aide position for the Center for International Trade Development (CITD). This limited term position is needed due to the five active CITD grants, each requiring extensive administrative support. Many on-going grant deadlines need to be met throughout the year. This requires administrative-support for tracking, monitoring and reporting. Additionally, administrative support is needed to plan and orchestrate many international trade missions through the end of the year. This limited term position would also be responsible for timely processing of year-end reports and providing quality customer service to constituents. The extension of this Administrative Aide position will ensure the components of these grants are met for the next six months. This position would be paid from grant funding. Also during this period, CITD will assess its on-going needs and financial situation to see if it can afford a permanent support person.

Recommendation:

It is recommended the Board of Trustees approve the six-month extension of the limited term Administrative Aide position, Center for International Trade Development.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Approve New Positions for   ITEM NO.   14-85HR
            Child Development Center, Fresno City College

EXHIBIT: None

Background:

The Fresno City College Social Sciences Division has received an increase in funding for the Child Development Center (CDC) block grant. With this increased funding, there will be an increase in the number of subsidized "slots" for children to attend the CDC. The increase in children has a direct effect on the staffing of the Center as we are required to meet state-mandated child to staff ratios. Administration is recommending one additional Early Childhood Education Associate position (proposed classification) and one new Office Assistant I position (proposed classification) to handle the increased number of children at the Center as well as the increased paperwork from parents, state licensing, etc.

Additionally, an integral part of the CDC program is to provide meals to the children. With this new funding, administration is recommending the addition of a permanent part-time Food Service Worker II position (proposed classification) to better serve the children in the CDC.

Examples of Duties:

Early Childhood Education Associate:
Performs a variety of duties for the Child Development Center including, but not limited to:
- Assists in planning and organizing the daily schedule of learning experiences for the development of children in a children's center learning laboratory environment including those with special needs.
- Assists in providing care, guidance and developmentally appropriate learning and socialization experiences in language development, physical and motor development, reading and math readiness, art, music, nutrition, health and safety of infant, toddler and/or preschool-aged children.
- Helps maintain a stimulating and supportive environment for children and encourages positive learning, eating and communication skills by modeling appropriate behaviors.
- Conducts classroom presentations to include concepts, language, literature, music/movement, and listening skills.

- Works with groups of children in a variety of activities such as telling and reading stories, singing songs, playing music and preparing materials for arts and crafts and other play activities.
- Supervises children at play in the classroom and outside area, maintains order and positive redirection, and assures safety and proper adult to child ratio.
- Provides information, guidance, instruction, and feedback to parents concerning the child's progress, abilities, and areas of concern and explains program procedures and classroom activities as requested.
- Assists in planning and participates in parent conferences.
- Helps maintain a variety of records and reports such as attendance, lesson plans, developmental assessments, student performance and accidents.
- Assists in providing an environment to facilitate physical and emotional development of infant, toddler and preschool children including those with special needs.
- Assists in preparing and maintaining rooms and play areas in a stimulating, orderly, clean, and safe condition in order to maintain an environment conducive to learning.
- Assists in preparing laboratory classroom for various setups for children's use and reorganize following class as needed.
- Assists in ordering supplies, snacks, food and equipment.
- Operates electronic devices, computer and other media equipment for instructional purposes.
- Attends staff planning meetings to help assess center needs and program development.
- Attends conferences and workshops to remain current in the field of early childhood development.
- Assists children with hygiene procedures as necessary and observes and evaluates health needs of children and takes appropriate action.
- Provides first aid and CPR as appropriate.
- Performs clerical support duties as assigned and assists in ordering instructional supplies and equipment.
- Lifts and carries children and equipment weighing up to 50 pounds.
- Performs other duties as assigned.

Office Assistant I:
Performs a wide variety of clerical work including:
- Typing, proof-reading, riling, checking and recording information on records from rough drafts, notes, or general instructions
- Files materials, prepares mailings, and duplicates materials
- Operates a variety of office machines including copiers, calculator, switchboard, folding machines, etc.
- Answers telephone and serves as office receptionist.
- Schedules and cancels appointments.
- Enters and retrieves data from computer system in appropriate format.
- Performs other duties as assigned.

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Food Service Worker II:
Performs a wide variety of duties including:
- Prepares food including hot sandwiches, salads, vegetables, other main dishes and baked goods.
- Serves food from a food line or during catered events.
- Totals up customer food bills using cash register
- Collects cash from customers.
- Cleans kitchen equipment and utensils
- Assists in the maintenance of the cafeteria according to safety and sanitation requirements.
- Performs other duties as assigned.

Recommendation:

It is recommended the Board of Trustees approve the new positions with proposed classifications specifications of Early Childhood Education Associate, Office Assistant I, and permanent part-time Food Service Worker II, at the Child Development Center, Fresno City College.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Approve New Positions for   ITEM NO.   14-86HR
            Student Success and Support Program and
            Student Equity Program Plans, Fresno City College

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EXHIBIT: None

Background:

The Board of Trustees approved new positions for Fresno City College relative to the Student
Success and Support Program (SSSP) and Student Equity Program funding at its November
board meeting. At that time it was explained there would most likely be additional positions
needed to support these programs. 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 additional positions:

One (1) Extending the Class (ETC) Coordinator (Academic)

    Examples of Duties:
    • Monitors and coordinates all aspects of a large Supplemental Instruction program
      designed to help students successfully complete historically challenging courses.
    • Collaborates with faculty, student services, and other areas in the development of
      Supplemental Instruction and academic support services.
    • Hires, trains and monitors Extending the Class (ETC) Leaders (peer tutors/mentors).
    • Evaluates the effectiveness of the ETC program.
    • Coordinates the development and evaluation of the ETC program and services.
    • Coordinates classes supported by ETC.
    • Conducts workshops for ETC leaders.
    • Conducts evaluation of student ETC leaders.
    • Develops and implements policies and procedures and conducts orientations for ETC
      personnel.
    • Provides day to day oversight of the work of students and volunteers.
    • Assists in the development of the budget and plan for staffing, facilities, equipment and
      supplies.

- Coordinates communication between faculty and ETC leaders across the campus.
- Conducts academic workshops and other forms of academic assistance.
- Makes classroom visits to inform faculty and students of the ETC program and services.
- Develops assesses and maintains instructional materials, media and software.
- Develops and maintains handbooks for student and professional ETC leaders.
- Organizes and facilitates an online ETC tutoring program.
- Revises and maintains an all-inclusive website for the ETC program.
- Ensures the preparation of accurate attendance reports and student usage statistics.
- Promotes a professional and productive academic learning environment among students and staff.
- Collaborates with instructional and counseling faculty regarding referral processes across campus.
- Works collectively with departments and divisions in support of student success.

One (1) New Position with Proposed Title of Institutional Research Coordinator

Example of Duties:

- Conducts complex research studies related but not limited to enrollment management, retention, matriculation, weekly contact hours, staffing patterns, student and faculty characteristics, program vitality and evaluation, program review, community characteristics, student achievement, student learning outcomes, accreditation, and institutional planning and effectiveness.
- Makes recommendations for policies, procedures, and systems based on analysis of current and proposed programs and practices.
- Designs, implements, and maintains specialized databases to facilitate research and planning activities.
- Evaluates problems to determine whether they are amenable to statistical inquiry and formulates the investigative processes and procedures to be followed.
- Analyzes trends in community college education, college and community characteristics, and anticipates planning and information needs.
- Selects, adapts, and applies appropriate research and statistical techniques to specific areas of study.
- Collects, compiles, describes, organizes, analyzes, interprets, and presents data and information related to matters under study by creating queries and utilizing various types of software such as Microsoft Access, SQL and Ellucian.
- Coordinates with faculty, staff, and administration on various aspects of planning, accreditation, and program review functions and processes.
- Documents, writes, and presents research findings on a variety of college issues such as student retention, cohort tracking, student and institutional outcomes, student success, program review, and student learning outcomes.
- Prepares research and statistical findings in proper technical form.

- Analyzes research data and findings of other agencies and translates their implications and limitations as they pertain to the District.
- Explains research methodology and findings.
- Fully utilizes the capabilities of standard and specialized software programs in the production of management information and reports such as data management, spreadsheet, presentation, and word processing software.
- Uses interactive data management and statistical programs such as SPSS, SAS, or other applications used in social science research.
- Coordinates, prepares, and verifies data to submit state and federal reports.
- Serves on committees and participates in a variety of meetings and workshops, as designated by administration.
- Completes special projects and assignments.
- Performs other duties as assigned.
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One (1) New Position with Proposed Classification of Evaluator

Examples of Duties:

Performs complex and technical duties related to the evaluation of student academic records including but not limited to:

- Evaluates student academic records to verify completion of educational requirements for associate's degrees, certificates, CSU General Education (GE) breadth requirement certification, and Inter-segmental General Education Transfer Curriculum (IGETC) Certification.
- Evaluates student academic records in compliance with the state education code, Title 5, board policy, administrative regulations and college catalogs.
- Evaluates transcripts and other documents for courses and units completed, course level, content, and unit value.
- Evaluates, researches, and interprets transcripts, course descriptions and other documents to determine course equivalencies and course substitutions.
- Determines number of units accepted by reviewing catalogs, grading systems, and/or by contacting other institutions via telephone, written communication, and by utilizing other appropriate reference materials.
- Audits and reviews military records, advanced placement test scores, College-Level Examination Program (CLEP) test scores, and other exams to determine number of units awarded and to post credits to students' permanent record.
- Determines athletic eligibility based on established rules and regulations.
- Provides information and technical assistance to students, staff, counselors, faculty, administrators, and public on the interpretation of district policies, procedures, and federal/state regulations as it relates to graduation and CSU/UC general education certification.

- Provides information and technical assistance to other colleges, universities, and institutions outside of the district regarding course transfers, course equivalencies, course content and other evaluation related requirements.
- Explains basis for evaluation, researches student complaints, resolves problems and makes corrections as needed.
- Conducts degree audits to ensure that student meets all requirements and prepares IGETC and GE certifications.
- Researches and corrects degree audit discrepancies based on established guidelines.
- Assists students in completing various forms and documents
- Reviews course waiver/substitution petition forms and non-traditional education materials for granting of college credits.
- Prepares correspondence to students on graduation and degree requirements, evaluation status, to request additional documentation, and regarding other evaluation related issues.
- Converts quarter units to semester units where applicable.
- Reviews final grades and verifies completion of final semester courses.
- Processes application for graduation and determines eligibility for graduation based on approved curriculum.
- Assists at graduation ceremonies by preparing graduation lists, diplomas/certificates, reader cards, and processes reservations.
- Enters and retrieves data from computer system as needed and utilizes various word processing, spreadsheet, database, email and other software programs to compile information, create and maintain records, and to prepare a variety of statistical reports;
- Assigns and reviews the work of other employees and students assigned to the department.
- Performs other duties as assigned.

Recommendation:

It is recommended the Board of Trustees approve new positions with proposed titles of Extending the Class Coordinator, Institutional Research Coordinator, and Evaluator, Fresno City College.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Review of District Warrants and Checks   ITEM NO. 14-112G

EXHIBIT: None

Recommendation:

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

Account:	Amount:	For the Period:
District	$19,304,459.43	10/15/14 to 11/17/14
Fresno City College Bookstore	262,827.19	10/17/14 to 11/18/14
Reedley College Bookstore	188,740.23	10/17/14 to 11/18/14
Fresno City College Co-Curricular	131,152.25	10/17/14 to 11/17/14
Reedley College Co-Curricular	65,933.83	10/16/14 to 11/14/14
Total:	$ 19,953,112.93	

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration of Report of Investments   ITEM NO.   14-113G

EXHIBIT: Quarterly Investment Report

Background:

Administrative Regulation 6320 permits the District to invest district funds held by the County Treasurer in the County Treasurer's investment pool. Included as an exhibit is the Quarterly Investment Report from the Fresno County Treasurer's office for the period ending September 30, 2014. Review of the Quarterly Investment Report is recommended by Government Code Section 53646. It is presented for the Board's review.

Fiscal Impact:

None

Recommendation:

It is recommended the Board of Trustees accept the Quarterly Investment Report, as provided by the County of Fresno, for the quarter ending September 30, 2014.

County of Fresno Treasury Investment Pool

As of September 30, 2014

Portfolio Statistics

	September 2014	June 2014	March 2014	December 2013	September 2013
Market Value $(000)	2,364,621	2,249,586	2,456,732	2,668,947	2,329,877
Amortized Cost Value $(000)	2,353,240	2,229,170	2,443,414	2,656,594	2,313,251
Unrealized Gain/Loss % on cost	0.5	0.9	0.5	0.5	0.7
Yield weighted on cost value	1.35	1.37	1.34	1.22	1.27
Years to Maturity weighted on cost value	2.3	2.6	2.6	2.4	2.7

COMPLIANCE WITH CALIFORNIA GOVERNMENT CODE AND COUNTY INVESTMENT POLICY

The County's Investment Portfolio is in compliance with California Government Codes 53601 & 53635. The County's Treasury Investment Pool Statement of Investment Policy is more stringent than the California Government Codes. As of 9/30/14, the Treasurer's Investment Pool portfolio complied with its Statement of Investment Policy.

SUMMARY OF PORTFOLIO

Holdings in the County's Treasury Pool represent a portfolio of assets with a high degree of quality. As of 9/30/14, the portfolio had a market value of $2.36 billion with an average dollar-weighted quality of "AA+".   Approximately 80% of the portfolio's assets are invested in securities with virtually no credit risk (i.e. U.S. Treasury, U.S. Agencies, and Cash). The dollar weighted average life of the pool is 2.3 years; 9.2% of the portfolio at cost matures within 30 days, 14.2% matures between 1 and 12 months, 45.1% between 1 and 3 years, and 31.5% matures between 3 and 5 years.

**THE COUNTY OF FRESNO TREASURY INVESTMENT POOL HAS AN AVERAGE
DOLLAR-WEIGHTED QUALITY RATING OF "AA+."**

County of Fresno Treasury Investment Pool

As of September 30, 2014

Portfolio Holdings Breakdown

Breakdown of Portfolio by Type
(Valued at Amortized Cost)

	$(000)	%
8.1 US Treasury (b)	16,591	0.7
8.2 US Agency (f)	1,694,685	72.0
8.8 Corporate Note (k)	402,153	17.1
8.9 LAIF	50,000	2.1
8.10 Mutual and Money Market(l)	887	0.0
8.11 ABS / MBS (o)	11,379	0.5
8.14 California (c) (e)	10,876	0.5
Cash	166,669	7.1
	2,353,240	**100.0**

Portfolio Type
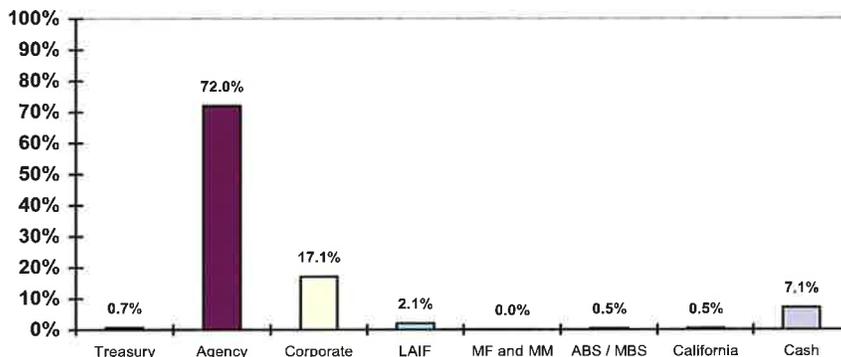
Breakdown of Portfolio by Maturity
(Valued at Amortized Cost)

	$(000)	%
Less than 1 month	217,556	9.2
1 – 12 months	333,271	14.2
1 – 2 years	533,854	22.7
2 – 3 years	527,595	22.4
3 – 4 years	506,092	21.5
4 – 5 years	234,872	10.0
	2,353,240	**100.0**

Portfolio Maturity
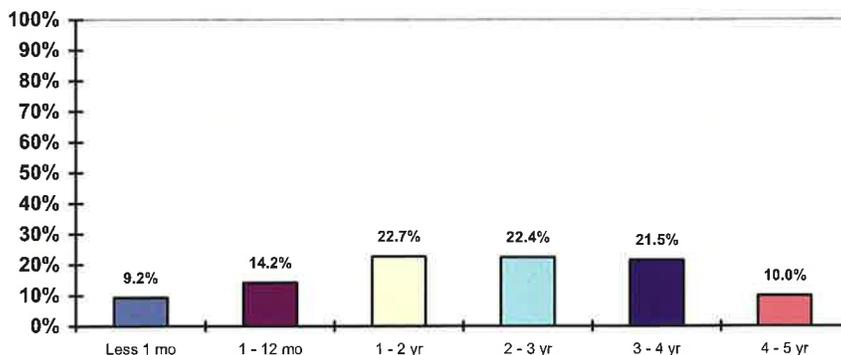
Breakdown of Portfolio by Quality
(Valued at Amortized Cost)

	$(000)	%
S&P AAA	13,074	0.6
S&P AA+ (Gov)	1,711,276	72.7
S&P AA	197,480	8.4
S&P A	214,741	9.1
Not Rated & Cash	216,669	9.2
	2,353,240	**100.0**

Portfolio Quality

County of Fresno Treasury Investment Pool

as of September 30, 2014

Holdings Report by Investment Type

Cusip	Issuer	Maturity	Coupon	Par Value ($000)	S&P Rating	Market Price	Market Value ($000)	Percent Portfolio (Market)	Amortized Cost Value ($000)	Percent Portfolio (Cost)	Unrealized Gain/Loss ($000)	Unrealized Gain/Loss (Percent)	Yield
8.1 US Treasury (b)													
912828PS3	USTN	01/31/16	2.00%	200	AA+	102.29	205	0.0%	204	0.0%	0	0.2%	0.42%
912828PS3	USTN	01/31/16	2.00%	650	AA+	102.29	665	0.0%	663	0.0%	2	0.2%	0.45%
912828KS8	USTN	02/29/16	2.63%	200	AA+	103.27	207	0.0%	206	0.0%	0	0.2%	0.43%
912828KS8	USTN	02/29/16	2.63%	650	AA+	103.27	671	0.0%	670	0.0%	2	0.2%	0.46%
912828QR4	USTN	06/30/16	1.50%	200	AA+	101.77	204	0.0%	203	0.0%	0	0.2%	0.59%
912828QR4	USTN	06/30/16	1.50%	675	AA+	101.77	687	0.0%	683	0.0%	4	0.6%	0.82%
912828SJ0	USTN	02/28/17	0.88%	255	AA+	100.10	255	0.0%	254	0.0%	1	0.4%	0.99%
912828SJ0	USTN	02/28/17	0.88%	2,600	AA+	100.10	2,603	0.1%	2,587	0.1%	15	0.6%	1.08%
912828SY7	USTN	05/31/17	0.63%	675	AA+	99.13	669	0.0%	668	0.0%	1	0.2%	1.03%
912828SY7	USTN	05/31/17	0.63%	3,105	AA+	99.13	3,078	0.1%	3,103	0.1%	-25	-0.8%	0.66%
912828TW0	USTN	10/31/17	0.75%	1,000	AA+	98.73	987	0.0%	1,001	0.0%	-13	-1.3%	0.73%
912828UA6	USTN	11/30/17	0.63%	550	AA+	98.20	540	0.0%	548	0.0%	-8	-1.4%	0.75%
912828UJ7	USTN	01/31/18	0.88%	1,100	AA+	98.68	1,085	0.0%	1,100	0.0%	-14	-1.3%	0.88%
912828UZ1	USTN	04/30/18	0.63%	650	AA+	97.37	633	0.0%	641	0.0%	-9	-1.3%	1.01%
912828VQ0	USTN	07/31/18	1.38%	490	AA+	99.59	488	0.0%	490	0.0%	-2	-0.4%	1.38%
912828VQ0	USTN	07/31/18	1.38%	650	AA+	99.59	647	0.0%	645	0.0%	2	0.3%	1.58%
912828RE2	USTN	08/31/18	1.50%	650	AA+	99.95	650	0.0%	649	0.0%	1	0.2%	1.55%
912828WD8	USTN	10/31/18	1.25%	650	AA+	98.75	642	0.0%	641	0.0%	1	0.2%	1.61%
912828A75	USTN	12/31/18	1.50%	650	AA+	99.50	647	0.0%	645	0.0%	1	0.2%	1.67%
912828C24	USTN	02/28/19	1.50%	1,000	AA+	99.29	993	0.0%	990	0.0%	2	0.2%	1.73%
		08/27/17	1.11%	16,600	AA+	99.73	16,555	0.7%	16,591	0.7%	-36	-0.2%	1.00%
8.2 Agency (f)													
3137EACY3	FHLMC	11/25/14	0.75%	700	AA+	100.11	701	0.0%	700	0.0%	1	0.1%	0.69%
3137EACH0	FHLMC	02/09/15	2.88%	20,000	AA+	100.98	20,195	0.9%	20,100	0.9%	95	0.5%	1.42%
3135G0HG1	FNMA	03/16/15	0.38%	600	AA+	100.11	601	0.0%	600	0.0%	1	0.2%	0.54%
3136FPXM4	FNMA	05/12/15	1.38%	6,550	AA+	100.75	6,599	0.3%	6,541	0.3%	58	0.9%	1.61%
3133XRM56	FHLB	06/12/15	4.88%	10,000	AA+	103.27	10,327	0.4%	10,249	0.4%	78	0.8%	1.20%
3133XWNB1	FHLB	06/12/15	2.88%	14,165	AA+	101.90	14,434	0.6%	14,280	0.6%	154	1.1%	1.67%
3133XRM56	FHLB	06/12/15	4.88%	15,000	AA+	103.27	15,491	0.7%	15,373	0.7%	118	0.8%	1.20%
3133XWNB1	FHLB	06/12/15	2.88%	15,000	AA+	101.90	15,285	0.6%	15,113	0.6%	172	1.1%	1.74%
3133XWNB1	FHLB	06/12/15	2.88%	15,000	AA+	101.90	15,285	0.6%	15,084	0.6%	201	1.3%	2.03%
3133XWNB1	FHLB	06/12/15	2.88%	18,335	AA+	101.90	18,683	0.8%	18,497	0.8%	186	1.0%	1.56%
3133XWNB1	FHLB	06/12/15	2.88%	20,000	AA+	101.90	20,380	0.9%	20,099	0.9%	281	1.4%	2.13%
3133XWNB1	FHLB	06/12/15	2.88%	20,000	AA+	101.90	20,380	0.9%	20,102	0.9%	278	1.4%	2.10%
3133XWNB1	FHLB	06/12/15	2.88%	20,000	AA+	101.90	20,380	0.9%	20,100	0.9%	280	1.4%	2.12%
3133XWNB1	FHLB	06/12/15	2.88%	30,000	AA+	101.90	30,570	1.3%	30,331	1.3%	239	0.8%	1.24%
3134A4VC5	FHLMC	07/17/15	4.38%	10,000	AA+	103.31	10,331	0.4%	10,203	0.4%	128	1.3%	1.71%
31398AU34	FNMA	07/28/15	2.38%	3,800	AA+	101.78	3,868	0.2%	3,854	0.2%	14	0.4%	0.63%
31398AU34	FNMA	07/28/15	2.38%	20,000	AA+	101.78	20,356	0.9%	20,107	0.9%	249	1.2%	1.70%
31398AZ54	FNMA	08/04/15	2.15%	10,000	AA+	101.64	10,164	0.4%	10,103	0.4%	61	0.6%	0.91%
313370NE4	FHLB	08/20/15	1.63%	10,000	AA+	101.36	10,136	0.4%	9,955	0.4%	181	1.8%	2.17%
3134G3ZA1	FHLMC	08/28/15	0.50%	1,500	AA+	100.30	1,504	0.1%	1,500	0.1%	4	0.3%	0.46%
3136FPCF2	FNMA	02/25/16	2.00%	5,000	AA+	102.29	5,115	0.2%	5,000	0.2%	114	2.3%	1.99%
3136FPAS6	FNMA	02/25/16	2.15%	5,450	AA+	102.41	5,582	0.2%	5,472	0.2%	110	2.0%	1.85%
3136FPCF2	FNMA	02/25/16	2.00%	20,000	AA+	102.29	20,458	0.9%	20,220	0.9%	238	1.2%	1.19%
313375RN9	FHLB	03/11/16	1.00%	1,000	AA+	100.84	1,008	0.0%	1,007	0.0%	1	0.1%	0.50%
31359MH89	FNMA	03/15/16	5.00%	225	AA+	106.65	240	0.0%	238	0.0%	2	0.7%	0.89%
31359MH89	FNMA	03/15/16	5.00%	375	AA+	106.65	400	0.0%	397	0.0%	3	0.8%	0.96%
3137EAAD1	FHLMC	04/18/16	5.25%	575	AA+	107.36	617	0.0%	612	0.0%	5	0.8%	0.97%
313373K50	FHLB	05/10/16	2.40%	8,000	AA+	102.85	8,228	0.3%	8,150	0.3%	79	1.0%	1.20%
3137EACT4	FHLMC	05/27/16	2.50%	650	AA+	103.34	672	0.0%	666	0.0%	6	0.8%	0.96%
3137EACT4	FHLMC	05/27/16	2.50%	10,000	AA+	103.34	10,334	0.4%	10,105	0.4%	229	2.3%	1.83%
3137EACT4	FHLMC	05/27/16	2.50%	10,000	AA+	103.34	10,334	0.4%	10,118	0.4%	216	2.1%	1.75%
3137EACT4	FHLMC	05/27/16	2.50%	20,000	AA+	103.34	20,668	0.9%	20,184	0.9%	484	2.4%	1.91%
3137EACT4	FHLMC	05/27/16	2.50%	25,000	AA+	103.34	25,835	1.1%	25,252	1.1%	583	2.3%	1.86%
313373SZ6	FHLB	06/10/16	2.13%	2,345	AA+	102.65	2,407	0.1%	2,380	0.1%	27	1.1%	1.21%
31331KNM8	FFCB	06/10/16	1.88%	4,115	AA+	102.03	4,199	0.2%	4,116	0.2%	82	2.0%	1.86%
3133XFPR1	FHLB	06/10/16	5.38%	4,310	AA+	108.03	4,656	0.2%	4,603	0.2%	53	1.2%	1.23%
31331KNM8	FFCB	06/10/16	1.88%	10,000	AA+	102.03	10,203	0.4%	10,017	0.4%	186	1.9%	1.77%
313373SZ6	FHLB	06/10/16	2.13%	14,370	AA+	102.65	14,751	0.6%	14,585	0.6%	166	1.1%	1.21%
313373SZ6	FHLB	06/10/16	2.13%	24,640	AA+	102.65	25,252	1.1%	24,724	1.1%	528	2.1%	1.81%
313373SZ6	FHLB	06/10/16	2.13%	25,000	AA+	102.65	25,663	1.1%	25,117	1.1%	545	2.2%	1.83%
313373SZ6	FHLB	06/10/16	2.13%	30,000	AA+	102.65	30,795	1.3%	30,106	1.3%	689	2.3%	1.91%
313373SZ6	FHLB	06/10/16	2.13%	30,000	AA+	102.65	30,795	1.3%	30,071	1.3%	724	2.4%	1.98%
313373SZ6	FHLB	06/10/16	2.13%	50,000	AA+	102.65	51,325	2.2%	50,129	2.1%	1,196	2.4%	1.96%
3135G0XP3	FNMA	07/05/16	0.38%	700	AA+	99.76	698	0.0%	695	0.0%	3	0.5%	0.78%
31359MS61	FNMA	07/15/16	5.38%	575	AA+	108.41	623	0.0%	619	0.0%	4	0.7%	1.00%
31359MS61	FNMA	07/15/16	5.38%	25,000	AA+	108.41	27,103	1.1%	26,914	1.1%	188	0.7%	0.99%
3137EAAG4	FHLMC	07/18/16	5.50%	20,000	AA+	108.59	21,718	0.9%	21,424	0.9%	293	1.4%	1.39%
3137EACW7	FHLMC	08/25/16	2.00%	675	AA+	102.65	693	0.0%	687	0.0%	6	0.8%	1.03%
3137EACW7	FHLMC	08/25/16	2.00%	20,000	AA+	102.65	20,530	0.9%	20,277	0.9%	253	1.2%	1.25%
3137EACW7	FHLMC	08/25/16	2.00%	20,000	AA+	102.65	20,530	0.9%	20,279	0.9%	251	1.2%	1.24%
3137EACW7	FHLMC	08/25/16	2.00%	20,000	AA+	102.65	20,530	0.9%	20,207	0.9%	323	1.6%	1.43%
3135G0YE7	FNMA	08/26/16	0.63%	500	AA+	100.05	500	0.0%	498	0.0%	3	0.6%	0.89%
3136FPDR5	FNMA	09/15/16	2.17%	11,500	AA+	102.91	11,835	0.5%	11,687	0.5%	148	1.3%	1.31%
3135G0CM3	FNMA	09/28/16	1.25%	700	AA+	101.18	708	0.0%	703	0.0%	6	0.8%	1.05%
3135G0CM3	FNMA	09/28/16	1.25%	10,000	AA+	101.18	10,118	0.4%	9,990	0.4%	128	1.3%	1.30%
3135G0CM3	FNMA	09/28/16	1.25%	10,000	AA+	101.18	10,118	0.4%	9,986	0.4%	132	1.3%	1.32%
3135G0CM3	FNMA	09/28/16	1.25%	30,000	AA+	101.18	30,354	1.3%	29,886	1.3%	468	1.6%	1.45%
3135G0CM3	FNMA	09/28/16	1.25%	30,000	AA+	101.18	30,354	1.3%	29,886	1.3%	468	1.6%	1.45%
3137EAAJ8	FHLMC	10/18/16	5.13%	575	AA+	109.01	627	0.0%	622	0.0%	5	0.9%	1.07%
3135G0ES8	FNMA	11/15/16	1.38%	700	AA+	101.49	710	0.0%	704	0.0%	6	0.9%	1.08%
31359M2D4	FNMA	12/15/16	4.88%	575	AA+	109.08	627	0.0%	622	0.0%	5	0.9%	1.08%
3135G0GY3	FNMA	01/30/17	1.25%	700	AA+	100.93	707	0.0%	702	0.0%	5	0.7%	1.15%

County of Fresno Treasury Investment Pool

as of September 30, 2014

Holdings Report by Investment Type

Cusip	Issuer	Maturity	Coupon	Par Value ($000)	S&P Rating	Market Price	Market Value ($000)	Percent Portfolio (Market)	Amortized Cost Value ($000)	Percent Portfolio (Cost)	Unrealized Gain/Loss ($000)	Unrealized Gain/Loss (Percent)	Yield
8.2 Agency (f) continued													
3135G0GY3	FNMA	01/30/17	1.25%	3,750	AA+	100.93	3,785	0.2%	3,758	0.2%	27	0.7%	1.15%
3135G0GY3	FNMA	01/30/17	1.25%	20,000	AA+	100.93	20,186	0.9%	19,997	0.8%	189	0.9%	1.26%
3135G0GY3	FNMA	01/30/17	1.25%	50,000	AA+	100.93	50,465	2.1%	50,027	2.1%	438	0.9%	1.23%
3137EAAM1	FHLMC	02/16/17	5.00%	575	AA+	109.59	630	0.0%	626	0.0%	4	0.7%	1.16%
3137EADC0	FHLMC	03/08/17	1.00%	700	AA+	100.28	702	0.0%	697	0.0%	5	0.7%	1.18%
3137EADC0	FHLMC	03/08/17	1.00%	30,000	AA+	100.28	30,084	1.3%	29,793	1.3%	291	1.0%	1.29%
3135G0JA2	FNMA	04/27/17	1.13%	675	AA+	100.50	678	0.0%	677	0.0%	2	0.2%	1.01%
3137EADF3	FHLMC	05/12/17	1.25%	675	AA+	100.70	680	0.0%	679	0.0%	1	0.2%	1.04%
3137EADF3	FHLMC	05/12/17	1.25%	25,000	AA+	100.70	25,175	1.1%	25,241	1.1%	-66	-0.3%	0.87%
313379FW4	FHLB	06/09/17	1.00%	30,000	AA+	100.11	30,032	1.3%	30,078	1.3%	-46	-0.2%	0.90%
31398ADM1	FNMA	06/12/17	5.38%	555	AA+	111.59	619	0.0%	619	0.0%	0	0.0%	0.98%
3137EADH9	FHLMC	06/29/17	1.00%	30,000	AA+	99.85	29,955	1.3%	30,137	1.3%	-182	-0.6%	0.83%
3137EADH9	FHLMC	06/29/17	1.00%	50,000	AA+	99.85	49,925	2.1%	50,441	2.1%	-516	-1.0%	0.67%
3137EADH9	FHLMC	06/29/17	1.00%	50,000	AA+	99.85	49,925	2.1%	50,344	2.1%	-419	-0.8%	0.74%
3137EADH9	FHLMC	06/29/17	1.00%	50,000	AA+	99.85	49,925	2.1%	50,318	2.1%	-393	-0.8%	0.76%
3137EADJ5	FHLMC	07/28/17	1.00%	675	AA+	99.59	672	0.0%	678	0.0%	-6	-0.9%	0.83%
3137EADJ5	FHLMC	07/28/17	1.00%	25,000	AA+	99.59	24,898	1.1%	25,056	1.1%	-159	-0.6%	0.92%
3137EADJ5	FHLMC	07/28/17	1.00%	30,000	AA+	99.59	29,877	1.3%	30,176	1.3%	-299	-1.0%	0.79%
3134G3B90	FHLMC	08/15/17	0.88%	50,000	AA+	99.20	49,598	2.1%	49,935	2.1%	-338	-0.7%	0.92%
3135G0MZ3	FNMA	08/28/17	0.88%	175	AA+	99.33	174	0.0%	175	0.0%	-1	-0.8%	0.83%
3135G0MZ3	FNMA	08/28/17	0.88%	500	AA+	99.33	497	0.0%	501	0.0%	-4	-0.8%	0.83%
3135G0MZ3	FNMA	08/28/17	0.88%	950	AA+	99.33	944	0.0%	952	0.0%	-8	-0.9%	0.81%
3135G0MZ3	FNMA	08/28/17	0.88%	30,000	AA+	99.33	29,799	1.3%	30,016	1.3%	-217	-0.7%	0.86%
3137EADL0	FHLMC	09/29/17	1.00%	175	AA+	99.55	174	0.0%	176	0.0%	-2	-0.9%	0.84%
3137EADL0	FHLMC	09/29/17	1.00%	500	AA+	99.55	498	0.0%	502	0.0%	-4	-0.8%	0.90%
3137EADL0	FHLMC	09/29/17	1.00%	1,000	AA+	99.55	996	0.0%	1,007	0.0%	-12	-1.1%	0.76%
3135G0PQ0	FNMA	10/26/17	0.88%	700	AA+	99.05	693	0.0%	701	0.0%	-7	-1.0%	0.85%
3137EABA6	FHLMC	11/17/17	5.13%	550	AA+	111.74	615	0.0%	624	0.0%	-9	-1.5%	0.76%
3135G0RT2	FNMA	12/20/17	0.88%	675	AA+	98.75	667	0.0%	675	0.0%	-8	-1.2%	0.88%
3137EADN6	FHLMC	01/12/18	0.75%	675	AA+	98.05	662	0.0%	672	0.0%	-10	-1.5%	0.89%
3137EADN6	FHLMC	01/12/18	0.75%	20,000	AA+	98.05	19,610	0.8%	19,557	0.8%	53	0.3%	1.45%
3135G0TG8	FNMA	02/08/18	0.88%	500	AA+	98.40	492	0.0%	500	0.0%	-8	-1.6%	0.89%
3135G0TG8	FNMA	02/08/18	0.88%	675	AA+	98.40	664	0.0%	673	0.0%	-9	-1.3%	0.97%
3135G0TG8	FNMA	02/08/18	0.88%	20,000	AA+	98.40	19,680	0.8%	19,666	0.8%	14	0.1%	1.39%
3137EADP1	FHLMC	03/07/18	0.88%	675	AA+	98.30	664	0.0%	673	0.0%	-9	-1.4%	0.97%
3137EADP1	FHLMC	03/07/18	0.88%	1,000	AA+	98.30	983	0.0%	999	0.0%	-16	-1.6%	0.90%
3135G0WJ8	FNMA	05/21/18	0.88%	500	AA+	97.94	490	0.0%	485	0.0%	5	1.0%	1.75%
3135G0WJ8	FNMA	05/21/18	0.88%	675	AA+	97.94	661	0.0%	667	0.0%	-6	-0.9%	1.20%
3135G0WJ8	FNMA	05/21/18	0.88%	800	AA+	97.94	784	0.0%	791	0.0%	-7	-0.9%	1.21%
3135G0WJ8	FNMA	05/21/18	0.88%	20,000	AA+	97.94	19,588	0.8%	19,507	0.8%	81	0.4%	1.58%
3135G0WJ8	FNMA	05/21/18	0.88%	30,000	AA+	97.94	29,382	1.2%	29,398	1.2%	-16	-0.1%	1.45%
3135G0WJ8	FNMA	05/21/18	0.88%	40,000	AA+	97.94	39,176	1.7%	39,232	1.7%	-56	-0.1%	1.42%
31331KNA4	FFCB	06/08/18	2.58%	1,000	AA+	104.74	1,047	0.0%	1,039	0.0%	8	0.8%	1.48%
3133XRFZ8	FHLB	06/08/18	4.75%	2,000	AA+	111.32	2,226	0.1%	2,233	0.1%	-6	-0.3%	1.48%
313373UU4	FHLB	06/08/18	2.75%	3,940	AA+	104.57	4,120	0.2%	4,126	0.2%	-6	-0.2%	1.42%
313379DT3	FHLB	06/08/18	1.25%	6,135	AA+	99.11	6,080	0.3%	6,098	0.3%	-17	-0.3%	1.42%
313373UU4	FHLB	06/08/18	2.75%	30,000	AA+	104.57	31,371	1.3%	31,217	1.3%	154	0.5%	1.60%
313373UU4	FHLB	06/08/18	2.75%	50,000	AA+	104.57	52,285	2.2%	51,954	2.2%	331	0.6%	1.64%
313373UU4	FHLB	06/08/18	2.75%	61,150	AA+	104.57	63,945	2.7%	63,625	2.7%	320	0.5%	1.60%
3137EABP3	FHLMC	06/13/18	4.88%	575	AA+	112.34	646	0.0%	648	0.0%	-2	-0.3%	1.33%
3135G0YM9	FNMA	09/18/18	1.88%	165	AA+	101.02	167	0.0%	168	0.0%	-1	-0.6%	1.46%
3135G0YM9	FNMA	09/18/18	1.88%	600	AA+	101.02	606	0.0%	605	0.0%	1	0.1%	1.64%
3135G0YM9	FNMA	09/18/18	1.88%	1,000	AA+	101.02	1,010	0.0%	1,014	0.0%	-4	-0.4%	1.50%
3135G0YT4	FNMA	11/27/18	1.63%	600	AA+	99.79	599	0.0%	599	0.0%	0	-0.1%	1.66%
3135G0YT4	FNMA	11/27/18	1.63%	600	AA+	99.79	599	0.0%	597	0.0%	2	0.3%	1.76%
313376BR5	FHLB	12/14/18	1.75%	40,000	AA+	100.15	40,061	1.7%	39,878	1.7%	184	0.5%	1.83%
3135G0ZA4	FNMA	02/19/19	1.88%	600	AA+	100.29	602	0.0%	601	0.0%	1	0.2%	1.85%
3135G0ZA4	FNMA	02/19/19	1.88%	10,000	AA+	100.29	10,029	0.4%	10,061	0.4%	-32	-0.3%	1.73%
3135G0ZA4	FNMA	02/19/19	1.88%	10,000	AA+	100.29	10,029	0.4%	10,086	0.4%	-57	-0.6%	1.67%
3135G0ZA4	FNMA	02/19/19	1.88%	25,000	AA+	100.29	25,073	1.1%	25,214	1.1%	-141	-0.6%	1.67%
3133EDLR1	FFCB	05/15/19	1.65%	5,000	AA+	99.21	4,961	0.2%	5,010	0.2%	-49	-1.0%	1.62%
313379EE5	FHLB	06/14/19	1.63%	5,000	AA+	98.33	4,917	0.2%	4,949	0.2%	-32	-0.7%	1.86%
3130A2FH4	FHLB	06/14/19	1.75%	10,000	AA+	99.48	9,948	0.4%	9,997	0.4%	-49	-0.5%	1.85%
313379EE5	FHLB	06/14/19	1.63%	10,000	AA+	98.33	9,833	0.4%	9,939	0.4%	-106	-1.1%	1.85%
3130A2FH4	FHLB	06/14/19	1.75%	20,000	AA+	99.48	19,896	0.8%	20,081	0.9%	-185	-0.9%	1.74%
3135G0ZE6	FNMA	06/20/19	1.75%	5,000	AA+	99.19	4,960	0.2%	4,976	0.2%	-17	-0.3%	1.86%
		02/26/17	1.94%	1,680,560	AA+	101.45	1,704,998	72.1%	1,694,685	72.0%	10,312	0.6%	1.40%
8.8 Corporate Note (k)													
36962G4G6	GECC SER A	11/14/14	3.75%	5,465	AA+	100.42	5,488	0.2%	5,480	0.2%	8	0.1%	1.42%
19416QDW7	COLGATE-PALMOLIVE	11/15/14	0.60%	750	AA-	100.04	750	0.0%	750	0.0%	0	0.1%	0.68%
87236YAB4	TD AMERITRADE	12/01/14	4.15%	500	A	100.63	503	0.0%	503	0.0%	0	0.0%	0.51%
36962G5M2	GECC	01/09/15	2.15%	10,000	AA+	100.50	10,050	0.4%	10,027	0.4%	24	0.2%	1.15%
40428HPG1	HSBC USA	02/13/15	2.38%	820	A+	100.75	826	0.0%	825	0.0%	1	0.2%	0.73%
94974BFA3	WELLS FARGO	02/13/15	1.25%	10,000	A+	100.34	10,034	0.4%	10,018	0.4%	16	0.2%	0.76%
717081DA8	PFIZER	03/15/15	5.35%	650	AA	102.21	664	0.0%	664	0.0%	0	0.1%	0.60%
354613AF8	FRANKLIN RES	05/20/15	3.13%	670	AA-	101.64	681	0.0%	680	0.0%	1	0.2%	0.78%
14912L5D9	CATERPILLAR	05/29/15	1.10%	600	A	100.54	603	0.0%	602	0.0%	1	0.2%	0.60%
09247XAK7	BLACKROCK SR	06/01/15	1.38%	675	AA-	100.66	679	0.0%	679	0.0%	1	0.1%	0.55%
46625HHR4	JPMORGAN CHASE	06/24/15	3.40%	10,000	A	102.10	10,210	0.4%	10,170	0.4%	39	0.4%	1.03%
36962G5F7	GECC	06/30/15	2.38%	20,000	AA+	101.60	20,321	0.9%	20,219	0.9%	102	0.5%	0.89%
94974BFE5	WELLS FARGO	07/01/15	1.50%	700	A+	100.81	706	0.0%	704	0.0%	2	0.3%	0.80%
94974BFE5	WELLS FARGO	07/01/15	1.50%	5,000	A+	100.81	5,041	0.2%	5,026	0.2%	15	0.3%	0.81%
36962G4F8	GECC ST	09/21/15	4.38%	2,240	AA+	103.80	2,325	0.1%	2,312	0.1%	13	0.6%	1.03%
594918AG9	MICROSOFT	09/25/15	1.63%	800	AAA	101.33	811	0.0%	807	0.0%	3	0.4%	0.68%

County of Fresno Treasury Investment Pool

as of September 30, 2014

Holdings Report by Investment Type

Cusip	Issuer	Maturity	Coupon	Par Value ($000)	S&P Rating	Market Price	Market Value ($000)	Percent Portfolio (Market)	Amortized Cost Value ($000)	Percent Portfolio (Cost)	Unrealized Gain/Loss ($000)	Unrealized Gain/Loss (Percent)	Yield
8.8 Corporate Note (k) continued													
369604BE2	GENERAL ELECTRIC	10/09/15	0.85%	750	AA+	100.43	753	0.0%	752	0.0%	2	0.2%	0.64%
637432ML6	NATL RURAL UTILS	11/01/15	1.90%	250	A+	101.51	254	0.0%	254	0.0%	0	0.1%	0.60%
14912L5H0	CATERPILLAR FIN	11/06/15	0.70%	725	A	100.17	726	0.0%	725	0.0%	2	0.2%	0.75%
084664BN0	BERKSHIRE HATHAWAY	12/15/15	2.45%	800	AA	102.33	819	0.0%	818	0.0%	1	0.1%	0.57%
459200GU9	INTL BUSINESS	01/05/16	2.00%	750	AA-	101.75	763	0.0%	762	0.0%	1	0.2%	0.75%
06406HBS7	BK NEW YORK G	01/15/16	2.50%	80	A+	102.41	82	0.0%	82	0.0%	0	0.3%	0.84%
06406HBS7	BK NEW YORK G	01/15/16	2.50%	90	A+	102.41	92	0.0%	92	0.0%	0	0.1%	0.72%
06406HBS7	BK NEW YORK G	01/15/16	2.50%	600	A+	102.41	614	0.0%	614	0.0%	1	0.1%	0.71%
58933YAB1	MERCK	01/15/16	2.25%	800	AA	102.21	818	0.0%	817	0.0%	1	0.1%	0.60%
00206RBR2	AT&T	02/12/16	0.90%	770	A-	100.12	771	0.0%	771	0.0%	0	0.0%	0.80%
713448CE6	PEPSICO	02/26/16	0.70%	700	A-	100.22	702	0.0%	701	0.0%	1	0.1%	0.60%
437076AP7	HOME DEPOT	03/01/16	5.40%	700	A	106.64	746	0.0%	748	0.0%	-2	-0.3%	0.49%
037833AH3	APPLE	05/03/16	0.45%	625	AA+	99.79	624	0.0%	624	0.0%	-1	-0.1%	0.51%
36962G5C4	GE CAP	05/09/16	2.95%	750	AA+	103.50	776	0.0%	769	0.0%	8	1.0%	1.38%
69371RL46	PACCAR FINANCIAL	05/16/16	0.75%	750	A+	100.09	751	0.0%	750	0.0%	1	0.1%	0.77%
949746QU8	WELLS FARGO	06/15/16	3.68%	10,000	A+	104.55	10,455	0.4%	10,439	0.4%	16	0.2%	1.05%
166764AC4	CHEVRON	06/24/16	0.89%	160	AA	100.42	161	0.0%	160	0.0%	1	0.4%	0.89%
0258M0DG1	AMERICAN EXP CR	07/29/16	1.30%	500	A-	100.67	503	0.0%	500	0.0%	3	0.7%	1.31%
084664BX8	BERKSHIRE HATHAWAY	08/15/16	0.95%	150	AA	100.37	151	0.0%	150	0.0%	1	0.4%	0.99%
084664BX8	BERKSHIRE HATHAWAY	08/15/16	0.95%	225	AA	100.37	226	0.0%	225	0.0%	1	0.5%	1.02%
084664BX8	BERKSHIRE HATHAWAY	08/15/16	0.95%	375	AA	100.37	376	0.0%	375	0.0%	2	0.4%	0.97%
191216AU4	COCA COLA	09/01/16	1.80%	756	AA	101.97	771	0.0%	769	0.0%	2	0.3%	0.92%
89233P5E2	TOYOTA MOTOR CR	09/15/16	2.00%	800	AA-	102.09	817	0.0%	813	0.0%	4	0.5%	1.18%
24422ESD2	JOHN DEERE CAP	10/11/16	1.05%	700	A	100.23	702	0.0%	699	0.0%	2	0.3%	1.09%
69349LAP3	PNC BK NA	11/01/16	1.15%	610	A	100.29	612	0.0%	609	0.0%	2	0.4%	1.19%
06050TLR1	BOFA NA	11/14/16	1.13%	500	A	99.73	499	0.0%	500	0.0%	-1	-0.2%	1.15%
69353RCG1	PNC BANK	01/27/17	1.13%	250	A	99.71	249	0.0%	250	0.0%	0	-0.2%	1.18%
90331HMC4	US BK NA CINCINNATI	01/30/17	1.10%	300	AA-	99.90	300	0.0%	301	0.0%	-1	-0.3%	1.00%
084670BD9	BERKSHIRE HATHAWAY	01/31/17	1.90%	21,000	AA	101.92	21,402	0.9%	21,383	0.9%	19	0.1%	1.10%
46623EJY6	JPM CHASE	02/15/17	1.35%	750	A	99.78	748	0.0%	750	0.0%	-1	-0.2%	1.37%
17275RAT9	CISCO SYS SR	03/03/17	1.10%	750	AA-	99.93	749	0.0%	750	0.0%	0	-0.1%	1.10%
24422ERN1	DEERE JOHN CAP	03/15/17	1.40%	1,001	A	100.74	1,008	0.0%	1,009	0.0%	0	0.0%	1.08%
07330NAH8	BRANCH BKG & TRUST	04/03/17	1.00%	700	A	99.28	695	0.0%	698	0.0%	-3	-0.5%	1.09%
064058AA8	BK OF NY SR	06/20/17	1.97%	5,000	A+	101.57	5,078	0.2%	5,093	0.2%	-15	-0.3%	1.27%
89233P6S0	TOYOTA MTR CR	10/05/17	1.25%	5,000	AA-	99.37	4,969	0.2%	4,905	0.2%	64	1.3%	1.91%
36962G6K5	GECC	11/20/17	1.60%	5,000	AA+	100.19	5,009	0.2%	5,005	0.2%	4	0.1%	1.57%
94974BFG0	WELLS FARGO	01/16/18	1.50%	5,000	A+	99.42	4,971	0.2%	4,931	0.2%	40	0.8%	1.94%
94974BFG0	WELLS FARGO	01/16/18	1.50%	10,000	A+	99.42	9,942	0.4%	9,835	0.4%	107	1.1%	2.03%
92976WBH8	WELLS FARGO	02/01/18	5.75%	7,000	A+	112.72	7,890	0.3%	7,907	0.3%	-17	-0.2%	1.68%
92976WBH8	WELLS FARGO	02/01/18	5.75%	10,000	A+	112.72	11,272	0.5%	11,295	0.5%	-23	-0.2%	1.69%
084670BH0	BERKSHIRE HATHAWAY	02/09/18	1.55%	10,000	AA	99.80	9,980	0.4%	9,906	0.4%	74	0.7%	1.84%
24422ESB6	DEERE JOHN CAP	03/12/18	1.30%	1,925	A	98.27	1,892	0.1%	1,887	0.1%	4	0.2%	1.90%
36962G3U6	GECC	05/01/18	5.63%	5,000	AA+	113.05	5,653	0.2%	5,587	0.2%	66	1.2%	2.16%
36962G3U6	GECC	05/01/18	5.63%	10,000	AA+	113.05	11,305	0.5%	11,003	0.5%	302	2.7%	2.63%
36962G3U6	GECC	05/01/18	5.63%	10,000	AA+	113.05	11,305	0.5%	11,312	0.5%	-7	-0.1%	1.80%
037833AJ9	APPLE	05/03/18	1.00%	6,265	AA+	97.53	6,110	0.3%	6,077	0.3%	33	0.5%	1.88%
037833AJ9	APPLE	05/03/18	1.00%	6,579	AA+	97.53	6,416	0.3%	6,389	0.3%	28	0.4%	1.85%
037833AJ9	APPLE	05/03/18	1.00%	7,000	AA+	97.53	6,827	0.3%	6,739	0.3%	88	1.3%	2.10%
037833AJ9	APPLE	05/03/18	1.00%	10,000	AA+	97.53	9,753	0.4%	9,580	0.4%	173	1.8%	2.24%
037833AJ9	APPLE	05/03/18	1.00%	11,000	AA+	97.53	10,728	0.5%	10,716	0.5%	12	0.1%	1.75%
084664BE0	BERKSHIRE HATHAWAY	05/15/18	5.40%	5,124	AA	112.22	5,750	0.2%	5,700	0.2%	50	0.9%	2.12%
166764AE0	CHEVRON	06/24/18	1.72%	3,320	AA	100.04	3,321	0.1%	3,279	0.1%	43	1.3%	2.07%
166764AE0	CHEVRON	06/24/18	1.72%	10,000	AA	100.04	10,004	0.4%	9,965	0.4%	39	0.4%	1.82%
166764AE0	CHEVRON	06/24/18	1.72%	10,000	AA	100.04	10,004	0.4%	10,038	0.4%	-34	-0.3%	1.61%
06406HCL1	BANK NEW YORK BK	08/01/18	2.10%	5,000	A+	100.86	5,043	0.2%	4,982	0.2%	61	1.2%	2.20%
06406HCL1	BANK NEW YORK BK	08/01/18	2.10%	10,000	A+	100.86	10,086	0.4%	10,081	0.4%	5	0.1%	1.88%
084664BY6	BERKSHIRE HATHAWAY	08/15/18	2.00%	1,000	AA	100.36	1,004	0.0%	990	0.0%	13	1.3%	2.27%
084664BY6	BERKSHIRE HATHAWAY	08/15/18	2.00%	10,000	AA	100.36	10,036	0.4%	10,014	0.4%	22	0.2%	1.96%
14912L5T4	CATERPILLAR FIN	09/06/18	2.45%	2,500	A	102.06	2,552	0.1%	2,539	0.1%	13	0.5%	2.03%
14912L5T4	CATERPILLAR FIN	09/06/18	2.45%	5,000	A	102.06	5,103	0.2%	4,989	0.2%	114	2.3%	2.51%
14912L5T4	CATERPILLAR FIN	09/06/18	2.45%	7,675	A	102.06	7,833	0.3%	7,841	0.3%	-8	-0.1%	1.87%
24422EQV4	DEERE JOHN CAP	09/10/18	5.75%	3,500	A	114.01	3,990	0.2%	3,915	0.2%	75	1.9%	2.53%
24422ESF7	DEERE JOHN CAP	12/13/18	1.95%	20,000	A	99.79	19,958	0.8%	19,919	0.8%	39	0.2%	2.05%
94974BFQ8	WELLS FARGO	01/15/19	2.15%	15,000	A+	100.11	15,017	0.6%	14,953	0.6%	64	0.4%	2.23%
46625HJR2	JPMORGAN CHASE	01/28/19	2.35%	5,000	A	99.52	4,976	0.2%	4,998	0.2%	-22	-0.4%	2.36%
46625HJR2	JPMORGAN CHASE	01/28/19	2.35%	5,000	A	99.52	4,976	0.2%	5,040	0.2%	-64	-1.3%	2.23%
46625HJR2	JPMORGAN CHASE	01/28/19	2.35%	10,000	A	99.52	9,952	0.4%	10,054	0.4%	-102	-1.0%	2.22%
24422ESK6	DEERE JOHN	03/04/19	1.95%	10,000	A	99.38	9,938	0.4%	10,010	0.4%	-71	-0.7%	1.93%
46625HHL7	JPMORGAN CHASE	04/23/19	6.30%	6,740	A	115.99	7,818	0.3%	8,003	0.3%	-186	-2.3%	2.30%
06406HCU1	BK NEW YORK	05/15/19	2.20%	2,500	A+	99.36	2,484	0.1%	2,518	0.1%	-34	-1.3%	2.22%
06406HCU1	BK NEW YORK	05/15/19	2.20%	5,000	A+	99.36	4,968	0.2%	5,038	0.2%	-70	-1.4%	2.21%
		10/03/17	2.58%	394,665	AA-	102.19	403,320	17.1%	402,153	17.1%	1,167	0.3%	1.70%
8.9 LAIF													
	LAIF	10/01/14	0.25%	50,000	NR	100.00	50,000	2.1%	50,000	2.1%	0	0.0%	0.25%
8.10 Mutual and Money Market Funds (l)													
09248U718	BLACKROCK TFUND INSTL #60	10/01/14	0.01%	887	AAA	100.00	887	0.0%	887	0.0%	0	0.0%	0.01%
8.11 ABS / MBS (o)													
92867KAC8	VWALT 2012-A A3	07/20/15	0.87%	118	AAA	100.03	118	0.0%	118	0.0%	0	-0.1%	0.72%
15200NAA3	CNP 2009-1 A1	02/15/16	1.83%	207	AAA	100.51	208	0.0%	208	0.0%	0	-0.1%	1.37%
02005YAE6	ALLY 2012-1 A-3	02/16/16	0.93%	91	AAA	100.08	91	0.0%	91	0.0%	0	-0.1%	0.82%
250854AF3	DESF 2001-1 A6	03/01/16	6.62%	182	AAA	102.59	187	0.0%	189	0.0%	-2	-1.2%	3.75%

County of Fresno Treasury Investment Pool

as of September 30, 2014

Holdings Report by Investment Type

Cusip	Issuer	Maturity	Coupon	Par Value ($000)	S&P Rating	Market Price	Market Value ($000)	Percent Portfolio (Market)	Amortized Cost Value ($000)	Percent Portfolio (Cost)	Unrealized Gain/Loss ($000)	Unrealized Gain/Loss (Percent)	Yield
8.11 ABS / MBS (o) continued													
65476VAC3	NISSAN 2013-A A-3	04/15/16	0.61%	750	AAA*	100.08	751	0.0%	750	0.0%	1	0.1%	0.61%
44614AAC7	HUNT 2012-1 A3	09/15/16	0.81%	272	AAA	100.14	272	0.0%	272	0.0%	0	0.0%	0.72%
34530HAB6	FORD0 2014-A A2	11/15/16	0.48%	564	AAA	100.00	564	0.0%	564	0.0%	0	0.0%	0.46%
06052YAD1	BAAT 2012-1 A4	12/15/16	1.03%	190	AAA	100.37	191	0.0%	191	0.0%	0	-0.1%	0.80%
06052YAD1	BAAT 2012-1 A4	12/15/16	1.03%	711	AAA	100.37	714	0.0%	715	0.0%	-1	-0.2%	0.77%
12617AAE7	AEPTC 2001-1 A5	01/15/17	6.25%	393	AAA	104.57	411	0.0%	417	0.0%	-6	-1.5%	3.35%
02006JAB4	ALLYA 2013-1 A3	05/15/17	0.63%	625	AAA	100.09	626	0.0%	625	0.0%	1	0.1%	0.64%
161571FL3	CIT 2012-5A A	08/15/17	0.59%	575	AAA	100.10	576	0.0%	576	0.0%	0	0.0%	0.55%
90327BAD4	UAOT 2012-1A-4	08/15/17	0.57%	600	AAA	100.04	600	0.0%	599	0.0%	1	0.1%	0.60%
14313LAC0	CARMX 2013-1 A3	10/16/17	0.60%	675	AAA	100.04	675	0.0%	675	0.0%	0	0.0%	0.58%
65477LAC4	NAROT 2013-B A3	11/15/17	0.84%	500	AAA*	100.30	502	0.0%	500	0.0%	2	0.3%	0.85%
36159JBT7	GCCMT 2009-4	11/15/17	3.80%	550	AAA	100.42	552	0.0%	570	0.0%	-17	-3.0%	2.52%
43813JAC9	HAROT 2014-1 A3	11/21/17	0.67%	850	AAA*	99.70	847	0.0%	850	0.0%	-2	-0.3%	0.67%
05578XAC2	BMWOT 2013-A A3	11/27/17	0.67%	500	AAA*	100.03	500	0.0%	500	0.0%	0	0.0%	0.67%
69361YAH6	PEGTF 2001-1 A8	12/15/17	6.89%	463	AAA	104.33	483	0.0%	505	0.0%	-21	-4.2%	3.82%
83190CAD1	SAUT 2014-1US A-3A	02/14/18	0.95%	800	AAA*	99.55	796	0.0%	800	0.0%	-3	-0.4%	0.95%
15200WAA3	CNP 2012-1 A1	04/15/18	0.90%	363	AAA	100.25	364	0.0%	365	0.0%	-1	-0.2%	0.76%
92867PAC7	VAE 2013-2 A-3	04/20/18	0.70%	500	AAA	99.86	499	0.0%	500	0.0%	-1	-0.1%	0.71%
17305EFE0	CCCIT 2013-A6 A6	09/07/18	1.32%	800	AAA	100.67	805	0.0%	800	0.0%	5	0.7%	1.32%
		07/17/17	1.52%	11,278	AAA	100.47	11,332	0.5%	11,379	0.5%	-48	-0.4%	1.12%
8.14 State of California Debt (c,e)													
13063BN65	CALIFORNIA ST GO	02/01/15	0.85%	800	A	100.11	801	0.0%	800	0.0%	1	0.1%	0.85%
13063CKL3	CA ST FOR PREVIOUS	05/01/19	2.25%	10,000	A	100.59	10,059	0.4%	10,076	0.4%	-16	-0.2%	2.13%
		01/06/19	2.15%	10,800	A	100.56	10,860	0.5%	10,876	0.5%	-15	-0.1%	2.04%
Cash													
	VAULT	10/01/14	0.00%	2,385	NR	100.00	2,385	0.1%	2,385	0.1%	0	0.0%	0.00%
	BANK OF THE WEST SERVICE BANK	10/01/14	0.37%	39,265	NR	100.00	39,265	1.7%	39,265	1.7%	0	0.0%	0.37%
	BANK OF THE WEST MM	10/01/14	0.29%	125,018	NR	100.00	125,018	5.3%	125,018	5.3%	0	0.0%	0.29%
		10/01/14	0.30%	166,669	NR	100.00	166,669	7.0%	166,669	7.1%	0	0.0%	0.30%
	PORTFOLIO TOTAL	01/19/17	1.89%	2,331,459		101.42	2,364,621	100.0%	2,353,240	100.0%	11,380	0.5%	1.35%

*Moodys

County of Fresno Treasury Investment Pool
As of September 30, 2014

California Government Code and County Investment Policy
Authorized Investments

Investment Type		Fresno's Policy			Code 53601	Government Code			Fresno's Holding		
		Maximum Maturity	Authorized % Limit	Quality		Maximum Maturity	Authorized % Limit	Quality	Maturity	Holdings %	Quality
US Treasury	8.1	5 years	No Limit	NA	B	5 years	No Limit	NA	2.9 years	0.7%	SP AA+ Moodys Aaa
US Agency	8.2	5 years	No Limit	NA	F	5 years	No Limit	NA	2.4 years	72.0%	SP AA+ Moodys Aaa
Bankers Acceptance	8.3	180 days	40%	Top 150 Banks CP: Prime	G	180 days	40%	NA	---	---	---
Commercial Paper	8.4	270 days	40%	A-1+ or P-1 Debt: A	H and GC53635	270 days	40%	Prime	---	---	---
Negotiable CD	8.5	13 months	30% combined 8.5 and 8.6.1	CP: A-1+ or P-1; or Bauer 4 star	I	5 years	30% combined 8.5 and 8.6.1	NA	---	---	---
Non-Negotiable Secured CD	8.6	13 months	50%	CP: A-1+ or P-1; or Bauer 4 star	N	5 years	No Limit	NA	---	---	---
Non-Negotiable Placement CD	8.6.1		15%; 30% combined 8.5 and 8.6.1	NA	GC 53635.8	5 years	30% combined 8.5 and 8.6.1	NA	---	---	---
Repurchase Agreement	8.7	Overnight; Overweekend	15%	NA	J	1 year	No Limit	NA	---	---	---
Corporate Note	8.8	5 years	30%	A	K	5 years	30%	A	3.0 years	17.1%	SP AA-
LAIF	8.9	5 years	$50 mil	NA	16429.1(B)	5 years	No Limit	NA	1 day	2.1%/$50m	NA
Mutual and Money Market Funds	8.10	5 years	20%	AAA and Aaa	L		20%	Highest by 2 firms	1 day	0.0%	Aaa, AAAm, NR
Mutual Fund Assets		Per Code		Per Code		5 years		Per Code	Prospectus Checked	---	Prospectus Checked
ABS / MBS	8.11	5 years	10%	AA or Aa Corp: A	O	5 years	20%	AA	2.8 years	0.5%	AAA
Money Held from Pledged Assets	8.12	Per Code or Provision	No Limit	NA	M	Per Code or Provision	No Limit	NA	---	---	---
External Managers	8.13	Per Code		Per Code					---	---	---
State of California Debt	8.14	5 years	10%	NA	C, E	5 years	No Limit	NA	4.3 years	0.5%	A
Cash									1 day	7.1%	NA

Notes: Fresno Investment Policy dated December 4, 2012. Other Code and Policy investment restrictions may apply.

Projection of Future Cash Flows
($ millions)

Month	Monthly Receipts (1)	Monthly Disbursements (1)	Difference	Required Investment Maturities	Balance	Actual Investment Maturities (3)	Available To Invest > 6 Months (4)
Beginning Balance (2)					214.3		
10/14	392.4	377.1	15.3	--	229.6	--	
11/14	440.6	356.1	84.5	--	314.1	6.9	
12/14	564.0	287.8	276.2	--	590.3	0.5	
01/15	288.5	335.2	-46.7	--	543.6	10.0	
02/15	268.4	363.8	-95.4	--	448.2	31.6	
03/15	351.0	347.2	3.8	--	452.0	1.3	
Sum	2,304.9	2,067.2	237.7	--		50.3	50.3
				0%		100%	100%

Notes: 1. Monthly Receipts and Disbursements amounts: are estimates based upon historical cash flows and may change as actual cash flow information becomes available. Provided by Fresno.
2. Beginning balance: is taken from LAIF; Bank of the West MM, and Bank of the West Service Bank.
3. Actual Investment Maturities: exclude vault cash and Blackrock T Fund.
4. Available to Invest > 6 Months: is calculated as Actual Investment Maturities less Required Investment Maturities.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Appoint Director and   ITEM NO. 14-114G
            Alternate Director, Valley Insurance Program
            Joint Powers Authority

EXHIBIT: None

Background:

The Valley Insurance Program Joint Powers Agency (VIPJPA) Board of Directors is made up of one board and one management appointee from each member district. Vice Chancellor Ed Eng, with Director of Environmental Health and Safety Darren Cousineau, were appointed Director and Alternate Director, respectively, to a two-year term commencing January 31, 2013. It is recommended Ed Eng continue serving as Director commencing January 31, 2015. It is further recommended Darren Cousineau continue serving as the Alternate Director commencing January 31, 2015. With these two appointments, the District will continue to have full representation and an alternate on the VIPJPA Board of Directors.

Recommendation:

It is recommended the Board of Trustees reappoint Ed Eng to the Valley Insurance Program Joint Powers Agency Board of Directors as Director commencing January 31, 2015, and Darren Cousineau as Alternate Director commencing January 31, 2015.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration of Bids, CalWORKs Office   ITEM NO.   14-115G
            Remodel, T200 Building, Fresno City College

EXHIBIT: None

Background:

Bid #1415-09 provides for the labor and materials necessary to remodel the CalWORKs office space located in the northwest corner of the T200 Building on the Fresno City College campus. The work of this project includes selective demolition, new modular casework, walls, floor coverings, paint, electrical and data improvements, and other related items of work in support of the office remodel. New furniture installation is also included in this project and will be performed under separate contract. This project was necessitated by the need to upgrade interior office space to improve services offered by the CalWORKs program at Fresno City College.

Included in the bid amount are additive alternates for additional work to be performed if funding was available. Administration is not recommending award of the alternates in order to keep the project within budget parameters. For this reason the award amount of $76,100 differs from the bid amount shown below. Funding for this project will be provided by Decision Package Funds for Fresno City College. Bids were received from four contractors as follows:

Bidder	Bid Amount
Metropolitan Builders	$79,270.00
Davis Moreno Construction, Inc.	$85,025.00
R & H Construction	$85,840.00
Marko Construction Group, Inc.	$101,537.72

Fiscal Impact:

$76,100.00 – Decision Package Funds for Fresno City College

Item No. 14-115G
Page 2

Recommendation:

It is recommended the Board of Trustees award Bid #1415-09 in the amount of $76,100 to Metropolitan Builders, the lowest responsible bidder for the CalWORKs Office Remodel at Fresno City College, and authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign an agreement on behalf of the District.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Authorize Agreement with   ITEM NO. 14-116G
             the City of Fresno Police Department,
             Fresno City College

EXHIBIT: None

Background:

The District, on behalf of Fresno City College, is requesting to enter into an agreement with the
Fresno City Police Department (FPD). Funding from FPD will provide instructional services for
52,500 student instructional hours or 100 FTES. The instruction will be conducted by the Fresno
City College Police Academy.

The agreement is for the period July 1, 2014, through June 30, 2016, with funding in an amount not
to exceed $183,750.

Recommendation:

It is recommended that the Board of Trustees:

a)   authorize the District, on behalf of Fresno City College, to enter into an agreement with the
       Fresno City Police Department to offer instructional services to be conducted by the Fresno
       City College Police Academy for the period July 1, 2014, through June 30, 2016, with funding
       in an amount not to exceed $183,750;

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: December 9, 2014

SUBJECT: Consideration to Authorize Agreement with   ITEM NO.   14-117G
            the California Community Colleges Chancellor's
            Office for Career Technical Education
            Enhancement Funds, Regional Consortia

EXHIBIT: None

Background:

The District has received notice of a grant award from the California Community College
Chancellor's Office for the Career Technical Education Enhancement Funds. State Center will be
the fiscal agent for the grant and will be collaborating with other community college districts in our
region. This grant provides funding to create greater incentive for community colleges to develop,
enhance, retool, and expand quality career technical education (CTE) programs. The funds can be
used for equipment, curriculum and professional development, and other related costs necessary to
provide quality CTE offerings. The resources are designated to enhance programs of study in
occupations and job sectors that are in demand in the regional labor market where a lack of
employees to meet the labor market demand exists. The agreement is for the period September 9,
2014, through February 28, 2016, with funding in the amount of $4,777,649.

Recommendation:

It is recommended that the Board of Trustees:

a) authorize the District to enter into an agreement with the California Community Colleges
    Chancellor's Office for the Career Technical Education Enhancement Funds to provide
    program improvements for the period September 9, 2014, through February 28, 2016, with
    funding in the amount of $4,777,649;

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: December 9, 2014

SUBJECT: Consideration of Claim, Richard Kohler   ITEM NO. 14-118G

EXHIBIT: None

Background:

The district is in receipt of a claim submitted by Richard Kohler and the Board is being asked to
take action in accordance with Government Code section 900 *et seq*. The Board must reject the
claim when there is a question of district liability and the amount of the claim is disputed. The
claim has been submitted to the Valley Insurance Program Joint Powers Agency (VIPJPA) and its
claims administrator for defense coverage.

Estimated Fiscal Impact:

Unknown

Recommendation:

It is recommended, in accordance with established procedures, the Board of Trustees reject the
claim submitted by Richard Kohler and direct the Interim Chancellor or Vice Chancellor of Finance
and Administration to give written notice of said action to the claimant.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration of Claim, Jennifer Woolsey   ITEM NO.   14-119G

EXHIBIT: None

Background:

The district is in receipt of a claim submitted by Jennifer Woolsey and the Board is being asked to take action in accordance with Government Code section 900 *et seq*. The Board must reject the claim when there is a question of district liability and the amount of the claim is disputed. The claim has been submitted to the Valley Insurance Program Joint Powers Agency (VIPJPA) and its claims administrator for defense coverage.

Estimated Fiscal Impact:

Unknown

Recommendation:

It is recommended, in accordance with established procedures, the Board of Trustees reject the claim submitted by Jennifer Woolsey and direct the Interim Chancellor or Vice Chancellor of Finance and Administration to give written notice of said action to the claimant.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration of Claim, Diana Knapp   ITEM NO.   14-120G

EXHIBIT: None

Background:

The district is in receipt of a claim submitted by Diana Knapp and the Board is being asked to take action in accordance with Government Code section 900 *et seq*. The Board must reject the claim when there is a question of district liability and the amount of the claim is disputed. The claim has been submitted to the Valley Insurance Program Joint Powers Agency (VIPJPA) and its claims administrator for defense coverage.

Estimated Fiscal Impact:

Unknown

Recommendation:

It is recommended, in accordance with established procedures, the Board of Trustees reject the claim submitted by Diana Knapp and direct the Interim Chancellor or Vice Chancellor of Finance and Administration to give written notice of said action to the claimant.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Authorize Agreement with   ITEM NO.   14-121G
            Yosemite Community College District,
            Modesto Junior College, for California Drought
            Relief Training

EXHIBIT: None

Background:

The District will enter into a contract agreement with Modesto Junior College to deliver training to individuals living in Central California counties most severely impacted by the California drought. Fresno City College and Reedley College are two of six colleges in the region identified to deliver this training. The funding originates at the state level and the California Community College Chancellor's Office has entered into an agreement with Modesto Junior College to administer the overall project. Modesto Junior College is entering into an agreement with SCCCD and other districts for training delivery. The agreement is for the period September 15, 2014 through June 30, 2016, with funding in the amount of $300,000.

Recommendation:

It is recommended that the Board of Trustees:

a) authorize the District, on behalf of Fresno City College and Reedley College, to enter into an agreement with the Yosemite Community College District, Modesto Junior College, for the period September 15, 2014, through June 30, 2016, with funding in the amount of $300,000;

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.

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Approve Fall 2015   ITEM NO.   14-122G
            Curriculum Proposals, Fresno City College
            and Reedley College

EXHIBIT: Curriculum Proposals for Fresno City College and Reedley College

Background:

The new courses, course revisions, new programs, and program revisions being presented by the colleges have been reviewed by the appropriate curriculum committees as part of the curriculum approval process. They have also been reviewed and approved for presentation to the Board by the District Educational Coordination and Planning Committee. The following are hereby submitted:

FRESNO CITY COLLEGE			REEDLEY COLLEGE		
Voc	Non-Voc		Voc	Non-Voc	
6	2	New Programs	3	0	New Programs
8	2	Revised Programs	10	10	Revised Programs
11		Deleted Programs	5	0	Deleted Programs
18	5	New Courses	5	7	New Courses
94	44	Revised Courses	25	19	Revised Courses
45	3	Deleted Courses	0	2	Deleted Courses
0	0	Special Studies Courses	1	0	Special Studies Courses
42	6	Distance Learning Courses	6	5	Distance Learning Courses
0	0	New/Renewed Articulation Agreements	0	0	New/Renewed Articulation Agreements

Recommendation:

It is recommended the Board of Trustees approve the Fresno City College and Reedley College curriculum proposals, as presented.

Fresno City College

Office of Instruction

To ECPC November 18, 2014

1. **BUILDING SAFETY AND CODE ADMINISTRATION #8220 (voc)**
   Associate in Science
   Program no longer being offered.

2. **BUILDING SAFETY AND CODE ADMINISTRATION # 8220 (voc)**
   Certificate of Achievement
   Program no longer being offered.

3. **BUILDING SAFETY AND CODE ADMINISTRATION #8220 (voc)**
   Certificate of Achievement
   Program no longer being offered.

4. **LOGISTICS AND DISTRIBUTION MANAGEMENT #2054 (voc)**
   Certificate of Achievement
   Local job outlook does not support program.

Fresno City College
Office of Instruction

To ECPC November 18, 2014

CREDIT, DEGREE APPLICABLE, TRANSFERABLE

1. **American Studies 11, Law and Democracy, 3 units, 3 lecture hours. Prerequisite: English 1A.**
   Evaluation, debate, and critical analysis of law and legal issues that affect individuals, their families, and communities. Practical and historical aspects of civil, criminal, constitutional, immigration, and consumer law in a diverse society, with an orientation toward civic involvement in the local community. Includes an interdisciplinary exploration of themes such as equality, citizenship, access, and social justice. **(unique)**

2. **Physical Education 43B, Competitive Swimming and Diving, 3 units, 9.5 lab hours, (Repeats = 2). Advisory: Eligibility for English 1A recommended.**
   Designed primarily for students possessing the desire, ability, and skills necessary to compete on the intercollegiate level. Prospective participants should confer with the head coach of the sport before enrollment. A minimum of 9.5 hours participation per week during the season of the sport normally is required. **(unique)**

3. **Psychology 18, Criminal Personalities, 3 units, 3 lecture hours, (See also Criminology 18). Advisory: Eligibility for English 1A recommended.**
   Focus on the physiological, cognitive, and social factors involved in crime and the development of criminal personalities. An examination of an offender's expectations, rationalizations, and justifications for his/her criminal behavior. Emphasis on modern concepts of criminal personalities including sociopaths, psychopaths, and criminal psychopaths. The role of corrections at the federal, state, and local levels. Treatment of classifications and management of the criminal personality, including sociopaths and psychopaths, within institutional settings. **(voc) (unique)**

CREDIT, NONDEGREE APPLICABLE

Radiologic Technology 205, Radiography Review, 1 unit, 2 lab hours. Prerequisite: None.
This review course will prepare individuals for the Examination in Radiography offered by the American Registry of Radiologic Technologists (ARRT) and the State Fluoroscopy Examination. **(voc) (unique)**

Fresno City College

Office of Instruction

To ECPC November 18, 2014

CREDIT, DEGREE APPLICABLE, TRANSFERABLE

1. **Anthropology 20, Native Peoples of California, 3 units, 3 lecture hours.** Revised course subject to **American Indian Studies.** Revised course description, objectives, texts, content, and student learning outcomes. **(unique)**

2. **Art 55, Introduction to Asian Art, 3 units, 3 lecture hours.** Revised course description, texts, methods of evaluation, and content. **(unique)**

3. **Communication 25, Argumentation, 3 units, 3 lecture hours.** Revised course objectives, texts, out-of-class assignments, and content. **(In lieu of RC's COMM 25)**

4. **Computer Information Technology 12, Computer Literacy, 3 units, 3 lecture hours, 1 lab hour.** Revised course texts. **(voc) (In lieu of RC's IS 12)**

5. **Criminology 18, Criminal Personalities, 3 units, 3 lecture hours.** Cross-listed with Psychology 18. Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised texts. **(voc) (unique)**

6. **Decision Science 23, Business Statistics, 4 units, 4 lecture hours.** Revised course description, objectives, texts, content, and student learning outcomes. **(In lieu of RC's STAT 7)**

7. **Electrical Systems Technology 61, Networking Fundamentals, 3 units, 3 lecture hours, 1 lab hour.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Electrical Systems Technology 55A, 60 and Applied Technology 10 strongly recommended.** Revised course description, objectives, texts, methods of evaluation, content, and student learning outcomes. **(voc) (unique)**

8. **Electrical Systems Technology 62, Routing Protocols and Concepts. 3 units, 3 lecture hours, 1 lab hour.** Revised course title to **Routing & Switching Essentials.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, methods of evaluation, content, and student learning outcomes. **(voc) (unique)**

9. **Electrical Systems Technology 63, Advanced Routing and Switching. 3 units, 3 lecture hours, 1 lab hour.** Revised course title to **Scaling Networks.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, content, and student learning outcomes. **(voc) (unique)**

10. **Electrical Systems Technology 64, Advanced Networking and Management, 3 units, 3 lecture hours, 1 lab hour.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(voc) (unique)**

11. **Music 42A, Intermediate/Advanced Brass (Brass Choir), 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

12. **Music 42B, Intermediate/Advanced Woodwinds (Woodwind Choir), 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

13. **Music 42C, Intermediate/Advanced Strings (Strong Orchestra), 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

14. **Music 42D, Intermediate/Advanced Percussion (Percussion Ensemble), 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

15. **Music 73A, Intermediate/Advanced Chamber Ensemble (Brass), 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

16. **Music 73B, Intermediate/Advanced Chamber Ensemble (Woodwinds), 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

17. **Music 73C, Intermediate/Advanced Chamber Ensemble (Strings), 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

18. **Music 73D, Intermediate/Advanced Chamber Ensemble (Percussion), 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

19. **Music 74A, Intermediate/Advanced Brass Performance Practices, 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

20. **Music 74B, Intermediate/Advanced Woodwind Performance Practices, 1-2 unit(s), 1 lecture hour, 1-3 lab (hour)s.** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

21. **Music 74C, Intermediate/Advanced String Performance Practices, 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

22. **Music 74D, Intermediate/Advanced Percussion Performance Practices, 1-2 unit(s), 1 lecture hour, 1-3 lab hour(s).** Revised course corequisite to read: **Corequisite: Audition required.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

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CREDIT, DEGREE APPLICABLE, TRANSFERABLE

1. **Building Safety and Code Administration 10, Building Codes, 3 units, 3 lecture hours. (voc) (unique)**
   BSCA program no longer being offered.

2. **Building Safety and Code Administration 12, Plans Examining, 3 units, 3 lecture hours. (voc) (unique)**
   BSCA program no longer being offered.

3. **Building Safety and Code Administration 15, Plumbing Code and Inspection, 3 units, 2 lecture hours, 4 lab hours. (voc) (unique)**
   BSCA program no longer being offered.

4. **Building Safety and Code Administration 15A, Residential Plumbing 1, 3 units, 2 lecture hours, 4 lab hours. (voc) (unique)**
   BSCA program no longer being offered.

5. **Building Safety and Code Administration 15AL, Residential Plumbing Lab 1, 0.5 unit, 1.5 lab hours. (voc) (unique)**
   BSCA program no longer being offered.

6. **Building Safety and Code Administration 15B, Residential Plumbing 2, 3 units, 2 lecture hours, 4 lab hours. (voc) (unique)**
   BSCA program no longer being offered.

7. **Building Safety and Code Administration 15BL, Residential Plumbing Lab 2, 0.5 unit, 1.5 lab hours. (voc) (unique)**
   BSCA program no longer being offered.

8. **Building Safety and Code Administration 16, Mechanical Code and Inspection, 3 units, 3 lecture hours. (voc) (unique)**
   BSCA program no longer being offered.

9. **Building Safety and Code Administration 17, National Electrical Code Part 1, 3 units, 3 lecture hours. (voc) (unique)**
   BSCA program no longer being offered.

10. **Building Safety and Code Administration 20, Advanced Building Code, 3 units, 3 lecture hours. (voc) (unique)**
    BSCA program no longer being offered.

11. **Building Safety and Code Administration 22, Advanced Plans Examining, 3 units, 3 lecture hours. (voc) (unique)**
    BSCA program no longer being offered.

12. **Building Safety and Code Administration 24, Advanced Building Inspection, 3 units, 3 lecture hours. (voc) (unique)**
BSCA program no longer being offered.

13. **Building Safety and Code Administration 27, National Electrical Code Part 2, 3 units, 3 lecture hours. (voc) (unique)**
BSCA program no longer being offered.

14. **Building Safety and Code Administration 37, National Electrical Code Part 3, 3 units, 3 lecture hours. (voc) (unique)**
BSCA program no longer being offered.

15. **Building Safety and Code Administration 47, National Electrical Code—Electrical Safety, 3 units, 3 lecture hours. (voc) (unique)**
BSCA program no longer being offered.

16. **Business Administration 11, Introduction to Hospitality Management, 3 units, 3 lecture hours. (voc) (unique)**
Course has not been offered in past five years.

17. **Business Administration 13, Managing Quality Organizations—An Introduction, 3 units, 3 lecture hours. (voc) (unique)**
Course has not been offered in past five years.

18. **Business Administration 14, Managing Quality Organizations—The Teams, 3 units, 3 lecture hours. (voc) (unique)**
Course has not been offered in past five years.

19. **Business Administration 21, Business Law, 3 units, 3 lecture hours. (voc) (unique)**
Course has not been offered in past five years.

20. **Business Administration 22, Consumer Rights, 3 units, 3 lecture hours. (voc) (unique)**
Course has not been offered in past five years.

21. **Business Administration 32, Labor Relations, 3 units, 3 lecture hours. (voc) (unique)**
Course has not been offered in past five years.

22. **Business Administration 37, Franchising, 3 units, 3 lecture hours. (voc) (unique)**
Course has not been offered in past five years.

23. **Business Administration 55, Introduction to Logistics, 3 units, 3 lecture hours. (voc) (unique)**
Course has not been offered in past five years.

24. **Business Administration 56, Inventory Control Management, 3 units, 3 lecture hours. (voc) (unique)**
Course has not been offered in past five years.

25. **Business Administration 57, Security and Loss Prevention Management, 1.5 units, 1.5 lecture hours. (voc) (unique)**
Course has not been offered in past five years.

26. **Respiratory Care 19, Work Experience (Cooperative), Occupational, 1-8 units. (voc) (unique)**
5-year review.

CREDIT, DEGREE APPLICABLE, NON-TRANSFERABLE

Radiologic Technology 106A, Radiologic Technology Concentrated Clinical, 6 units, 18 lab hours. (voc) (unique)
Shortened program per C6 grant.

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1. **AUTOMOTIVE TECHNOLOGY – ALTERNATIVE FUELED VEHICLE (AFV) (voc)**
   Certificate of Achievement
   Courses added, new
   Automotive Technology 171A, Introduction to Alternative Fueled Vehicles (AFVs)
   Automotive Technology 171B, Service and Maintenance to Alternative Fueled Vehicles (AFVs)
   Automotive Technology 171C, Diagnosis and Repair to Alternative Fueled Vehicles (AFVs)
   Courses added, existing
   Automotive Technology 9, Automotive Essentials
   Automotive Technology 19, Work Experience (Cooperative), Occupational
   Automotive Technology/Automotive Technology GM 52, Automotive Electrical Systems
   Automotive Technology/Automotive Technology GM 53, Engine Performance
   Automotive Technology/Automotive Technology GM 57, Automotive Heating, Ventilation, Air Conditioning, and Advanced Electronics

2. **AUTOMOTIVE TECHNOLOGY – HYBRID ELECTRIC VEHICLE (HEV) (voc)**
   Certificate of Achievement
   Courses added, new
   Automotive Technology 170A, Introduction to Hybrid Electric Vehicles (HEVs)
   Automotive Technology 170B, Service and Maintenance to Hybrid Electric Vehicles (HEVs)
   Automotive Technology 170C, Diagnosis and Repair to Hybrid Vehicles (HEVs)
   Courses added, existing
   Automotive Technology 9, Automotive Essentials
   Automotive Technology 19, Work Experience (Cooperative), Occupational
   Automotive Technology/Automotive Technology GM 52, Automotive Electrical Systems
   Automotive Technology/Automotive Technology GM 53, Engine Performance
   Automotive Technology/Automotive Technology GM 57, Automotive Heating, Ventilation, Air Conditioning, and Advanced Electronics

3. **AUTOMOTIVE TECHNOLOGY – PERFORMANCE TUNING (voc)**
   Certificate of Achievement
   Courses added, new
   Automotive Technology 162A, Beginning Performance Tuning
   Automotive Technology 162B, Advanced Performance Tuning
   Courses added, existing
   Automotive Technology 9, Automotive Essentials
   Automotive Technology 19, Work Experience (Cooperative), Occupational
   Automotive Technology/Automotive Technology GM 52, Automotive Electrical Systems
   Automotive Technology/Automotive Technology GM 53, Engine Performance
   Automotive Technology 161A, Basic Clean Air Car Course (BCACC)
   Automotive Technology 161B, Advanced Clean Air Car Course (ACACC)

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CREDIT, DEGREE APPLICABLE, NONTRANSFERABLE

1. **Automotive Technology 109L, Automotive Essentials Laboratory, 1 unit, 4 lab hours, (9 weeks). Corequisite: Automotive Technology 9. Advisory: Eligibility for English 1A and Mathematics 201 recommended.**
   Automotive essential laboratory to include: automotive components, service tools, procedures, and equipment. Designed for the prospective industrial arts teacher and students needing an exploratory course in the automotive field. **(voc) (unique)**

2. **Automotive Technology 110A, Automobile Express Service Technician, 2 units, 2 lecture hours, 4 lab hours, (9 weeks). Corequisite: Automotive Technology 9. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**
   Apply the principles and applications required to perform the duties of an Express Service Technician at an automotive service facility. Skills and tools required to perform the various tasks of the Express Service Technician will be discussed and practiced in laboratory exercises. Customer satisfaction will be the foremost topic of all work developed by the student. Designed to accompany work experience in the trade. **(voc) (unique)**

3. **Automotive Technology 110B, Automobile Service Consultant, 2 units, 2 lecture hours, 4 lab hours, (9 weeks). Corequisite: Automotive Technology 9. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**
   Apply the basic principles and applications required to perform the duties of an Automobile Service Consultant. Customer relations and customer satisfaction will be the foremost topic of all work developed by the student. Designed to accompany work experience in the trade. **(voc) (unique)**

4. **Automotive Technology 110C, Automobile Parts Specialist, 2 units, 2 lecture hours, 4 lab hours, (9 weeks). Prerequisite: Automotive Technology 9. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**
   Apply the basic principles and applications required to perform the duties of an Automobile Parts Specialist. Customer relations will be the foremost topic of all work developed by the student. Designed to accompany work experience in the trade. **(voc) (unique)**

5. **Automotive Technology 162A, Beginning Performance Tuning, 2 units, 3 lecture hours, 5 lab hours, (9 units). Prerequisite: Automotive Technology 161B. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**
   This beginning tuning course is designed for tuning with Stage 1 custom designed Tuning Checklists and Tuning Software. Emphasis will be focusing on three types of car combinations: bolt-on's, heads/cam combos, and forced induction (turbocharges/superchargers/nitrous). **(voc) (unique)**

6. **Automotive Technology 162B, Advanced Performance Tuning, 2 units, 3 lecture hours, 5 lab hours, (9 weeks). Prerequisite: Automotive Technology 162A. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**

This advanced tuning course is designed for tuning with Stage 2 and/or 3 custom designed Tuning Checklists and Tuning Software. Emphasis will be focusing on three types of advanced modifications: heads/cam combos, internal engine components, and forced induction (turbocharges/supercharges/nitrous). Advanced power tuning with MAF, Speed Density, and BAR systems will also be covered. **(voc) (unique)**

7. **Automotive Technology 170A, Introduction to Hybrid Electric Vehicles (HEVs), 2 units, 4 lecture hours, 2 lab hours, (9 weeks). Prerequisite: Automotive Technology/Automotive Technology GM 57. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**
This course is designed to familiarize the construction, theory, and operation of the Hybrid Electric Vehicle (HEV). Includes high voltage safety, engines, electric motors, power inverters, DC to DC converters, battery construction and technologies, regenerative braking, and HVAC systems. **(voc) (unique)**

8. **Automotive Technology 170B, Service and Maintenance to Hybrid Electric Vehicles (HEVs), 2 units, 2 lecture hours, 4 lab hours. Prerequisite: Automotive Technology 170A. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**
This course is designed to familiarize with the hybrid safety, hybrid transmissions, parallel/series, electric motors, batteries, control module units, hybrid internal combustion engines (ICE), power inverter systems, AC induction electric motors, and permanent magnet electric motors theory and construction. Inspection, maintenance, and service procedures on Hybrid Electric Vehicle (HEVs) systems will be emphasized. **(voc) (unique)**

9. **Automotive Technology 170C, Diagnosis and Repair to Hybrid Electric Vehicles (HEVs), 2 units, 3 lecture hours, 5 lab hours, (9 weeks). Prerequisite: Automotive Technology 170B. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**
This course is designed to familiarize with hybrid safety, hybrid transmissions, parallel/series, electric motor failure diagnosis, battery failure diagnosis, control module failure diagnosis, battery reconditioning and rebuilding review, hybrid internal combustion engines (ICE), power inverter system, AC induction electric motors, and permanent magnet electric motors. This course will emphasize diagnosis and repairs to Hybrid Electric Vehicles (HEVs). **(voc) (unique)**

10. **Automotive Technology 171A, Introduction to Alternative Fueled Vehicles (AFVs), 2 units, 4 lecture hours, 2 lab hours, (9 weeks). Prerequisite: Automotive Technology 170C. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**
This is an introductory course on Alternative Fueled Vehicles (AFVs). Various alternative fuels will be compared, such as Ethanol, Compressed Natural Gas (CNG), Liquefied Natural Gas (LNG), Liquified Petroleum Gas (LPG) and Clean Diesel. The theory of operation, system components, and safe handling of these fuels are included. **(voc) (unique)**

11. **Automotive Technology 171B, Service and Maintenance to Alternative Fueled Vehicles (AFVs), 2 units, 2 lecture hours, 4 lab hours, (9 weeks). Prerequisite: Automotive Technology 171A. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**
This course is designed to familiarize with the inspection, maintenance, and service procedures on Alternative Fueled Vehicles (AFVs). Emphasis will be placed on Ethanol, Compressed Natural Gas (CNG), Liquefied Natural Gas (LNG), Liquified Petroleum Gas (LPG) and Clean Diesel type fuel systems. **(voc) (unique)**

12. **Automotive Technology 171C, Diagnosis and Repair to Alternative Fueled Vehicles (AFVs), 2 units, 3 lecture hours, 5 lab hours, (9 weeks). Prerequisite: Automotive Technology 171B. Advisory: Eligibility for English 125 and 126 and Mathematics 201 recommended.**
This course is designed to familiarize with diagnosis and repair on Alternative Fueled Vehicles (AFVs). Emphasis will be placed on Ethanol, Compressed Natural Gas (CNG), Liquefied Natural Gas (LNG), Liquefied Petroleum Gas (LPG) and Clean Diesel type fuel systems. **(voc) (unique)**

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4. **ASSOCIATE IN ARTS IN ECONOMICS FOR TRANSFER**
   Associate in Arts
   Courses added, existing
   Accounting 4A, Financial Accounting
   Accounting 4AH, Honors Financial Accounting
   Accounting 4B, Managerial Accounting
   Accounting 4BH, Honors Managerial Accounting
   Computer Information Technology 15, Computer Concepts
   Economics 40, Introduction to Microeconomics
   Economics 40H, Honors Introduction to Microeconomics
   Economics 50, Introduction to Macroeconomics
   Economics 50H, Honors Introduction to Macroeconomics
   Mathematics 5A, Mathematical Analysis I
   Mathematics 5B, Mathematical Analysis II
   Mathematics 6, Mathematical Analysis III
   Mathematics 21, Finite Mathematics
   Mathematics 26, Elementary Linear Algebra
   Mathematics 42, Statistics for the Behavioral Sciences

5. **CAD TECHNICIAN II (voc)**
   Certificate of Achievement
   Courses added, existing
   Computer Aided Drafting and Design 14, 2D CAD I
   Computer Aided Drafting and Design 16, 3D Solid Modeling I
   Computer Aided Drafting and Design 22, Mechanical Drawing I
   Computer Aided Drafting and Design 24, 2D CAD II
   Computer Aided Drafting and Design 26A, 3D Solid Modeling II
   Computer Aided Drafting and Design 28, Product Development I
   Drafting12, Drafting Practices

6. **PRE-LAW IN INTERDISCIPLINARY STUDIES**
   Associate in Arts
   Courses added, new
   American Studies 11, Law and Democracy
   Courses added, existing
   Anthropology 1, Biological Anthropology
   Business Administration 18, Business and the Legal Environment
   Communication 4, Persuasion
   Criminology 13, The Constitution and Your Individual Rights
   English 1A, Reading and Composition
   Geography 7, Physical Geography: Earth's Surface
   History 12, History of the United States since 1877
   History 21, United States Civil War
   History 22, History of American Women

History 25, History of Religion in the United States
History 34, History of the American Civil Rights Movement
Library Skills 2, Information and Computer Literacy
Mathematics 42, Statistics for the Behavioral Sciences
Philosophy 1B, Social and Political Philosophy
Philosophy 1C, Ethics
Philosophy 2, Critical Reasoning and Analytic Writing
Political Science 2, American Government
Political Science 13, Legal and Judicial Reasoning
Psychology 2, General Psychology

7. **PRODUCT DESIGN (voc)**
   Certificate of Achievement
   Courses added, existing
   Art 3, Two-Dimensional Design
   Art 4, Three-Dimensional Design
   Computer Aided Drafting and Design 16, 3D Solid Modeling I
   Computer Aided Drafting and Design 26A, 3D Solid Modeling II
   Computer Aided Drafting and Design 28, Product Development I
   Computer Aided Drafting and Design 36A, 3D Solid Modeling III
   Computer Aided Drafting and Design 42, Mechanical Drawing III
   Drafting 12, Drafting Practices

8. **SOLID MODELING TECHNICIAN (voc)**
   Certificate of Achievement
   Courses added, existing
   Computer Aided Drafting and Design 16, 3D Solid Modeling I
   Computer Aided Drafting and Design 22, Mechanical Drawing I
   Computer Aided Drafting and Design 26A, 3D Solid Modeling II
   Computer Aided Drafting and Design 28, Product Development I
   Computer Aided Drafting and Design 32, Reverse Engineering I
   Computer Aided Drafting and Design 36A, 3D Solid Modeling III

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1. **BIOLOGY – FORMERLY LIFE SCIENCE #6080**
   Associate in Science
   Course added, existing
   Geology 1H, Honors Physical Geology
   Courses deleted (From program only)
   Biology 3, Introduction to Life Science
   Biology 3H, Honors Introduction to Life Science

2. **DENTAL HYGIENE #4580 (voc)**
   Associate in Science
   Courses revised
   Dental Hygiene 1A, Oral Biology
   Dental Hygiene 1B, General and Oral Pathology
   Dental Hygiene 1C, Periodontology
   Dental Hygiene 1D, Applied Periodontics
   Dental Hygiene 2, Dental Materials
   Dental Hygiene 3A, Pre-Clinical Dental Hygiene Techniques
   Dental Hygiene 3B, Dental Specialties
   Dental Hygiene 4, Oral Radiography
   Dental Hygiene 5A, Clinical Dental Hygiene I
   Dental Hygiene 5B, Clinical Dental Hygiene II
   Dental Hygiene 5C, Clinical Dental Hygiene III
   Dental Hygiene 6A, Medical Emergencies in the Dental Office
   Dental Hygiene 6B, Pharmacology
   Dental Hygiene 7A, Community Dental Health I
   Dental Hygiene 7B, Community Dental Health II
   Dental Hygiene 8A, Patient Management
   Dental Hygiene 8B, Practice and Financial Management
   Dental Hygiene 9, Nutrition in Dentistry
   Dental Hygiene 10, Head and Neck Anatomy
   Dental Hygiene 11, Local Anesthesia
   Dental Hygiene 12, Clinical Seminar Topics I
   Dental Hygiene 13, Clinical Seminar Topics II
   Dental Hygiene 14, Clinical Seminar Topics III

3. **HEALTH INFORMATION TECHNOLOGY #4621 (voc)**
   Associate in Science
   Courses revised
   Health Information Technology 1, Introduction to Health Information Management
   Health Information Technology 2, Legal Aspects of Health Information
   Health Information Technology 3, Quality Improvement
   Health Information Technology 4, Disease Process
   Health Information Technology 5, Introduction to Coding
   Health Information Technology 6, Coding and Reimbursement

Health Information Technology 7, Directed Practice
Health Information Technology 8, Health Information Management and Supervision
Health Information Technology 9, Hospital and Health Statistics
Health Information Technology 10, Medical Terminology
Health Information Technology 11, CPT Coding
Health Information Technology 12, Health Information in Alternative Settings
Health Information Technology 14, HIM Technology and Systems
Medical Assisting 2, Pharmacology

4. **HONORS #5331**
   Certificate
   Courses added, existing
   Biology 3H, Honors Introduction to Life Science
   History 12H, Honors History of the United States since 1877
   Courses revised
   Honors 1A, Honors Science Colloquium: Biological Science through Scholarly Research
   Honors 1C, Honors Humanities Colloquium: Humanities through the Ages
   Honors 1D, Honors Business and Economics Colloquium: The Local Economy and Agribusiness
   Honors 1E, Honors Social Science Colloquium: Contemporary Issues in Social Science
   Honors 1F, Honors Phi Theta Kappa Colloquium: Phi Theta Kappa Study Topics

5. **MANUFACTURING MECHANIC #8301 (voc)**
   Certificate of Completion
   Courses revised
   Manufacturing Mechanic CTC 351, Introduction to Manufacturing
   Manufacturing Mechanic CTC 352A, Trade Mathematics
   Manufacturing Mechanic CTC 352B, Programmable Controllers
   Manufacturing Mechanic CTC 352C, Job Preparation
   Manufacturing Mechanic CTC 352D, Technical Report Writing
   Manufacturing Mechanic CTC 353A, Fluid Power Fundamentals
   Manufacturing Mechanic CTC 353B, Pneumatic Fundamentals
   Manufacturing Mechanic CTC 353C, Hydraulic Fundamentals
   Manufacturing Mechanic CTC 354A, Power Transmission
   Manufacturing Mechanic CTC 354B, Welding Fundamentals
   Manufacturing Mechanic CTC 354C, Electrical Fundamentals

6. **MEDICAL ASSISTANT CLINICIAN #2120 (voc)**
   Associate in Science
   Courses revised
   Health Information Technology 10, Medical Terminology
   Medical Assisting 1, Legal and Ethical Concepts
   Medical Assisting 2, Pharmacology
   Medical Assisting 4, Office Laboratory Procedures
   Medical Assisting 5, Diagnostic & Therapeutic Procedures
   Medical Assisting 6A, Clinical Training
   Medical Assisting 6B, Advanced Training
   Medical Assisting 19, Work Experience (Cooperative), Occupational

7. **MEDICAL ASSISTANT CLINICIAN (voc)**
   Certificate of Achievement
   Courses revised
   Medical Assisting 1, Legal and Ethical Concepts
   Medical Assisting 2, Pharmacology
   Medical Assisting 4, Office Laboratory Procedures
   Medical Assisting 5, Diagnostic & Therapeutic Procedures

Medical Assisting 6A, Clinical Training
Medical Assisting 6B, Advanced Training
Medical Assisting 19, Work Experience (Cooperative), Occupational

8. **MEDICAL CODING #4627 (voc)**
   Certificate of Achievement
   Courses revised
   Health Information Technology 1, Introduction to Health Information Management
   Health Information Technology 4, Disease Process
   Health Information Technology 5, Introduction to Coding
   Health Information Technology 6, Coding and Reimbursement
   Health Information Technology 10, Medical Terminology
   Health Information Technology 11, CPT Coding
   Health Information Technology 14, HIM Technology and Systems
   Health Information Technology 15, Medical Coding Directed Practice
   Medical Assisting 2, Pharmacology

9. **RADIOLOGIC TECHNOLOGY #4570 (voc)**
   Associate in Science
   Courses revised
   Radiologic Technology 1A, Fundamentals of Radiologic Technology
   Radiologic Technology 1B, Basic Radiologic Positioning Laboratory
   Radiologic Technology 1C, Clinical Orientation Laboratory
   Radiologic Technology 1D, Nursing Procedures in Radiologic Technology
   Radiologic Technology 2A, Radiation Biology
   Radiologic Technology 2B, Advanced Radiographic Positioning Laboratory
   Radiologic Technology 2C, Clinical Observation Laboratory
   Radiologic Technology 2D, Quality Assurance in Radiologic Technology
   Radiologic Technology 3, Basic Clinical Radiologic Technology
   Radiologic Technology 4A, Pathology in Radiologic Technology
   Radiologic Technology 4B, Advanced Clinical Radiologic Technology
   Radiologic Technology 4C, Advanced Radiographic Positioning – Cranium
   Radiologic Technology 5A, Special Procedures in Radiologic Technology
   Radiologic Technology 5B, Specialized Clinical Radiologic Technology
   Radiologic Technology 5C, Fluoroscopy

10. **RESPIRATORY CARE PRACTITIONER #4610 (voc)**
    Associate in Science
    Course added, new
    Respiratory Care 24, Neonatal and Pediatric Diseases
    Courses revised
    Respiratory Care 16, Patient Assessment
    Respiratory Care 17, Respiratory Care
    Respiratory Care 18, Physiology of the Respiratory System
    Respiratory Care 20, Introduction to Respiratory Care
    Respiratory Care 21, Applications and Procedures in Respiratory Care
    Respiratory Care 22, Clinical Applications and Ventilator Management in Respiratory Care
    Respiratory Care 23, Clinical Applications in Respiratory Care II
    Respiratory Care 25, Respiratory Disease

Fresno City College
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PROPOSED **DELETED PROGRAM**
Effective Fall 2015
Approved and Recommended by the Curriculum Committee

To ECPC November 18, 2014

1. **REAL ESTATE, BROKER/SALES OPTION #2190**
   Associate in Science
   Most real estate courses will now be offered as non-credit courses through the FCC Training Institute. Hence program is being eliminated.

2. **REAL ESTATE, BROKER/SALES OPTION #2190**
   Certificate of Achievement
   Most real estate courses will now be offered as non-credit courses through the FCC Training Institute. Hence program is being eliminated.

3. **REAL ESTATE, ESCROW OPTION #2310**
   Associate in Science
   Most real estate courses will now be offered as non-credit courses through the FCC Training Institute. Hence program is being eliminated.

4. **REAL ESTATE, ESCROW OPTION #2310**
   Certificate of Achievement
   Most real estate courses will now be offered as non-credit courses through the FCC Training Institute. Hence program is being eliminated.

5. **REAL ESTATE, HOUSING MANAGEMENT OPTION #2340**
   Associate in Science
   Most real estate courses will now be offered as non-credit courses through the FCC Training Institute. Hence program is being eliminated.

6. **REAL ESTATE, HOUSING MANAGEMENT OPTION #2340**
   Certificate of Achievement
   Most real estate courses will now be offered as non-credit courses through the FCC Training Institute. Hence program is being eliminated.

7. **SURGICAL TECHNOLOGY #4572 (voc)**
   Associate in Science
   Program is no longer needed.

Fresno City College

Office of Instruction

To ECPC November 18, 2014

CREDIT, DEGREE APPLICABLE, TRANSFERABLE

1. **Anthropology 1L, Biological Anthropology Laboratory, 1 unit, 3 lab hours. Corequisite: Anthropology 1. Advisory: Eligibility for English 1A and Mathematics 201 recommended.**
    A hands-on laboratory experience to supplement Biological Anthropology. May be taken either concurrently with Anthropology 1 or in a subsequent term. Exercises will provide additional experience and hands-on activities to expand student learning in the following major subject areas: the scientific method, evolution and natural selection with a specific focus on human evolution, evolutionary genetics, modern human variation, forensic anthropology, primate anatomy and behavior, and the hominid fossil record. **(unique)**

2. **Architecture 15A, History of Architecture I, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A recommended.**
    History of architecture from prehistory to the Middle Ages including Europe, Asia, Africa, and Pre-Columbian America. Relationship between social, cultural, religious, and physical conditions that influenced the built environment. **(unique)**

3. **Architecture 15B, History of Architecture II, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A recommended.**
    History of architecture from the Renaissance to the 21st century. Relationship between social, cultural, religious, and physical conditions that influenced the built environment. **(unique)**

4. **Computer Information Technology 95, Introduction to Python Programming, 4 units, 3.5 lecture hours, 1 lab hours. Prerequisite: Computer Information Technology 15. Advisory: Eligibility for English 1A recommended.**
    Using Python programming language, involves activities such as analysis, understanding, solving problems using algorithms, correctness and resource requirements, coding of algorithm in proper syntax, testing, debugging, maintaining source code, documenting and implementation of the built system and its management. **(unique)**

5. **Physical Education 43C, Off-Season Conditioning for Swimming & Diving, 1 unit, 3 lab hours, (Repeats = 2). Prerequisite: None.**
    Off-season conditioning activities for swimmers and divers. **(unique)**

6. **Respiratory Care 24, Neonatal and Pediatric Diseases, 2 units, 2 lecture hours. Prerequisite: Respiratory Care 21. Corequisite: Respiratory Care 22.**
    Pathology, etiology, and management of neonatal and pediatric disorders, including normal and abnormal fetal development. **(voc) (unique)**

NONDEGREE APPLICABLE CREDIT COURSE

Theatre Arts 346, Senior Musical Performance Skills, 0 units, 3 lab hours, (Repeats = Unlimited). Prerequisite: Students must meet the minimum age requirements to audition for "New Wrinkles."

Builds skills in musical theatre such as chorus, small ensemble, and/or solo singing. Intended to help students considering auditioning and performing in the annual "New Wrinkles" production at Fresno City College. **(unique)**

Fresno City College

Office of Instruction

PROPOSED **REVISED COURSES**
Effective Fall 2015
Approved and Recommended by the Curriculum Committee

To ECPC November 18, 2014

CREDIT, DEGREE APPLICABLE, TRANSFERABLE

1. **Biology 11A, Biology for Science Majors I, 5 units, 4 lecture hours, 3 lab hour.** Revised course prerequisite to read: **Prerequisite: Mathematics 103 and Chemistry 1A within the last five years recommended.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description and texts. **(In lieu of RC's BIOL 11A)**

2. **Biology 11B, Biology for Science Majors II, 5 units, 3 lecture hours, 6 lab hours.** Revised course prerequisite to read: **Prerequisite: Mathematics 103 within the last five years recommended.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Biology 11A.** Revised course description, texts, and content. **(In lieu of RC's BIOL 11B)**

3. **Computer Information Technology 85, Creating Websites, 3 units, 3 lecture hours, 1 lab hour.** Revised course prerequisite to read: **Prerequisite: Computer Information Technology 15.** Revised course texts. **(unique)**

4. **Counseling 43, Group Dynamics and Self-Understanding, 2 units, 2 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

5. **Counseling 48, Career Planning and Development, 1 unit, 1 lecture hour.** Revised course units to **2 units.** Revised course hours to **2 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, methods of evaluation, content, and student learning outcomes. **(unique)**

6. **Counseling 53, College and Life Management, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(In lieu of RC's COUNS 53)**

7. **Counseling 54, Civic Responsibility and Leadership, 1 unit, 1 lecture hour.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes.**(unique)**

8. **Dance 20A, Beginning Modern Dance Composition, 3 units, 2 lecture hours, 3 lab hours, (Formerly Physical Education 20A).** Revised course prerequisite to read: **Prerequisite: None.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Dance 10A recommended. (unique)**

9. **Dental Hygiene 1A, Oral Biology, 2 units, 2 lecture hours, 1 lab hours.** Revised course prerequisite to read: **Prerequisite: Biology 20 and Biology 22 or Biology 21A and 21B.** Revised course objectives, texts, content, methods of instruction. **(unique)**

10. **Dental Hygiene 1B, General and Oral Pathology, 4 units, 4 lecture hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1A, 3A, 4, and 10.** Revised course corequisite to read: **Corequisite: Dental Hygiene 2, 5A, 6A, 8A, 11, and 12.** Revised course advisory to read: **Advisory: None.** Revised course objectives, texts, out-of-class assignments, methods of instruction, and student learning outcomes. **(unique)**

11. **Dental Hygiene 1C, Periodontology, 2 units, 2 lecture hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1B, 2, 5A, 6A, 8A, 11, and 12.** Revised course corequisite to read: **Corequisite: Dental Hygiene 5B, 6B, 7A, and 13.** Revised course objectives, texts, content, methods of instruction, and student learning outcomes. **(unique)**

12. **Dental Hygiene 1D, Applied Periodontics, 1 unit, 1 lecture hour.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1C, 5B, 6B, 7A, and 13.** Revised course corequisite to read: **Corequisite: Dental Hygiene 3B, 5C, 7B, 8B, 9, and 14.** Revised course texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

13. **Dental Hygiene 2, Dental Materials, 2 units, 1 lecture hour, 3 lab hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1A, 3A, 4, and 10.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1B, 5A, 6A, 8A, 11, and 12.** Revised course texts. **(unique)**

14. **Dental Hygiene 3A, Pre-Clinical Dental Hygiene Techniques, 4 units, 2 lecture hours, 6 lab hours.** Revised course prerequisite to read: **Prerequisite: Biology 31 and Communication 1 or 2.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1A, 4 and 10.** Revised course texts, out-of-class assignments, methods of evaluation and methods of instruction. **(unique)**

15. **Dental Hygiene 3B, Dental Specialties, 1 unit, 2 lecture hours, (9 weeks).** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1C, 5B, 6B, 7A, and 13.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1D, 5C, 7B, 8B, 9, and 14.** Revised course texts, content, methods of instruction, and student learning outcomes. **(unique)**

16. **Dental Hygiene 4, Oral Radiography, 4 units, 2 lecture hours, 6 lab hours.** Revised course prerequisite to read: **Prerequisite: Biology 31.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1A, 3A and 10.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

17. **Dental Hygiene 5A, Clinical Dental Hygiene I, 3 units, 8 lab hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1A, 3A, 4, and 10.** Revised course texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

18. **Dental Hygiene, 5B, Clinical Dental Hygiene II, 5 units, 16 lab hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1B, 2, 5A, 6A, 8A, 11 and 12.** Revised

course texts, out-of-class assignments, content, methods of instruction, and student learning outcomes. **(unique)**

19. **Dental Hygiene 5C, Clinical Dental Hygiene III, 5 units, 16 lab hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1C, 5B, 6B, 7A, and 13.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1D, 3B, 7B, 8B, 9 and 14.** Revised course texts, out-of-class assignments, content, methods of instruction, and student learning outcomes. **(unique)**

20. **Dental Hygiene 6A, Medical Emergencies in the Dental Office, 1 unit, 2 lecture hours, (9 weeks).** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1A, 3A, 4, and 10.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1B, 2, 5A, 8A, 11, and 12.** Revised course objectives, texts, and student learning outcomes. **(unique)**

21. **Dental Hygiene 6B, Pharmacology, 3 units, 3 lecture hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1B, 2, 5A, 6A, 8A, 11, and 12.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1C, 5B, 7A, and 13.** Revised course objectives, texts, methods of instruction, and student learning outcomes. **(unique)**

22. **Dental Hygiene 7A, Community Dental Health I, 2 units, 2 lecture hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1B, 2, 5A, 6A, 8A, 11, and 12.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1C, 5B, 6B, and 13.** Revised course texts, out-of-class assignments, methods of evaluation, methods of instruction, and student learning outcomes. **(unique)**

23. **Dental Hygiene 7B, Community Dental Health II, 1 unit, 1 lecture hour.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1C, 5B, 6B, 7A, and 13.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1D, 3B, 5C, 8B, 9, and 14.** Revised course texts, methods of evaluation, methods of instruction and student learning outcomes. **(unique)**

24. **Dental Hygiene 8A, Patient Management, 2 units, 2 lecture hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1A, 3A, 4, and 10.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1B, 2, 5A, 6A, 11, and 12.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, methods of instruction, and student learning outcomes. **(unique)**

25. **Dental Hygiene 8B, Practice and Financial Management, 2 units, 2 lecture hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1C, 5B, 6B, 7A, 8A, and 13.** Revised corequisite to read: **Corequisite: Dental Hygiene 1D, 3B, 5C, 7B, 9, and 14.** Revised course texts, methods of instruction, and student learning outcomes. **(unique)**

26. **Dental Hygiene 9, Nutrition in Dentistry, 1 unit, 1 lecture hour.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1C, 5B, 6B, 7A, and 13.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1D, 3B, 5C, 7B, 8B, and 14.** Revised course texts, methods of instruction, and student learning outcomes. **(unique)**

27. **Dental Hygiene 10, Head and Neck Anatomy, 2 units, 1 lecture hour, 2 lab hours.** Revised course prerequisite to read: **Prerequisite: Biology 20 and 22 or Biology 21A and 21B.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

28. **Dental Hygiene 11, Local Anesthesia, 2.5 units, 4 lecture hours, 3 lab hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1A, 3A, 4, and 10.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1B, 2, 5A, 6A, 8A, and 12.** Revised course texts, out-of-class assignments, content, and methods of instruction. **(unique)**

29. **Dental Hygiene 12, Clinical Seminar Topics I, 1 unit, 2 lecture hours.** Revised course prerequisite to read: **Prerequisite: 1A, 3A, 4, and 10.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1B, 2, 5A, 6A, 8A, and 11.** Revised course texts, out-of-class assignments, methods of evaluation, methods of instruction, and student learning outcomes. **(unique)**

30. **Dental Hygiene 13, Clinical Seminar Topics II, 1 unit, 2 lecture hours.** Revised course description, objectives, texts, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

31. **Dental Hygiene 14, Clinical Seminar Topics III, 1 unit, 2 lecture hours.** Revised course prerequisite to read: **Prerequisite: Dental Hygiene 1C, 5B, 6B, 7A, and 13.** Revised course corequisite to read: **Corequisite: Dental Hygiene 1D, 3B, 5C, 7B, 8B, and 9.** Revised course texts, methods of evaluation, methods of instruction, and student learning outcomes. **(unique)**

32. **Education 30, Survey of American Education, 3 units, 3 lecture hours.** Revised course title to **Introduction to Teaching.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(In lieu of RC's EDUC 10)**

33. **Educational Aide 19, Work Experience (Cooperative),** Occupational **1-8 units, 1 lecture hour.** Revised course subject to **Education 19.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

34. **English as a Second Language 67, Advanced Writing and Grammar, 4 units, 4 lecture hours.** Revised course subject to **English for Multi-Lingual Students.** Revised course title to read: **Advanced Academic Writing and Grammar**. Revised course prerequisite to read: **Prerequisite: Use of language other than English as a primary language. Designated score on English for Multi-Lingual Students placement test or completion of English for Multi-Lingual Students 265W with a grade of "C" or better.** Revised texts, and content. **(unique)**

35. **English as a Second Language 68, Advanced Reading and Vocabulary, 4 units, 4 lecture hours.** Revised course subject to **English for Multi-Lingual Students.** Revised course title to read: **Advanced Academic Reading and Vocabulary.** Revised course prerequisite to read: **Prerequisite: Use of language other than English as a primary language. Designated score on college placement test or completion of English for Multilingual Students 265R with a grade of "C" or better.** Revised texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

36. **Health Information Technology 1, Introduction to Health Information Management, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

37. **Health Information Technology 2, Legal Aspects of Health Information, 2 units, 2 lecture hours.** Revised course units to **3 units.** Revised course hours to **3 lecture hours.** Revised corequisite to read: **Corequisite: Health Information Technology 1.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

38. **Health Information Technology 3, Quality Improvement, 2 units, 2 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, methods of instruction, and student learning outcomes. **(unique)**

39. **Health Information Technology 4, Disease Process, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, texts, out-of-class assignments, methods of evaluation, and methods of instruction. **(unique)**

40. **Health Information Technology 5, Introduction to Coding, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

41. **Health Information Technology 6, Coding and Reimbursement, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

42. **Health Information Technology 7, Directed Practice, 5 units, 1 lecture hour, 12 lab hours.** Revised course units to **4 units.** Revised course hours to **1 lecture hour, 9 lab hours**. Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

43. **Health Information Technology 8, Health Information Management and Supervision, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

44. **Health Information Technology 9, Hospital and Health Statistics, 2 units, 2 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Eligibility for Mathematics 201 recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, and methods of instruction. **(unique)**

45. **Health Information Technology 10, Medical Terminology, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, and methods of instruction. **(unique)**

46. **Health Information Technology 11, CPT Coding, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

47. **Health Information Technology 12, Health Information in Alternative Settings, 2 units, 2 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, texts, out-of-class assignments, methods of evaluation, methods of instruction, and student learning outcomes. **(unique)**

48. **Health Information Technology 14, HIM Technology and Systems, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

49. **Health Information Technology 15, Medical Coding Directed Practice, 1 unit, 3 lab hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

50. **Honors 1A, Honors Science Colloquium: Biological Science through Scholarly Research, 1 unit, 1 lecture hour.** Revised course texts, content, and student learning outcomes. **(unique)**

51. **Honors 1C, Honors Humanities Colloquium: Humanities through the Ages, 1 unit, 1 lecture hour.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

52. **Honors 1D, Honors Business and Economics Colloquium: The Local Economy and Agribusiness, 1 unit, 1 lecture hour.** Revised course title to **Honors Business, Economics, and Accounting Colloquium: The Local Economy and Agribusiness.** Revised course corequisite to read: **Corequisite: Meet the qualifications for acceptance into the Honors Program. Accounting 4AH, Economics 40H or 50H, and Business Administration 10H. See Honors Program listing in college catalog.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

53. **Honors 1E, Honors Social Science Colloquium: Contemporary Issues in Social Science, 1 unit, 1 lecture hour.** Revised course texts and student learning outcomes. **(unique)**

54. **Honors 1F, Honors Phi Theta Kappa Colloquium: Phi Theta Kappa Study Topics, 1 unit, 1 lecture hour.** Revised course out-of-class assignments, methods of evaluation, and student learning outcomes. **(unique)**

55. **Marketing 10, Principles of Marketing, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description and texts. **(in lieu of RC's MKTG 10)**

56. **Marketing 12, Advertising and Promotion, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description and texts. **(in lieu of RC's MKTG 12)**

57. **Marketing 14, Retailing, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, and texts. **(unique)**

58. **Marketing 21, Social Marketing, 3 units, 3 lecture hours.** Revised course title to **Digital Marketing.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

59. **Medical Assisting 1, Legal and Ethical Concepts, 2 units, 2 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

60. **Medical Assisting 2, Pharmacology, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Mathematics 250 or 260B, 260C and 260D recommended. Biology 5 recommended.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

61. **Medical Assisting 4, Office Laboratory Procedures, 4 units, 3 lecture hours, 3 lab hours.** Revised course units to **3 units**. Revised course hours to **2 lecture hours, 2 lab hours**. Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Biology 5 or equivalent recommended. Completion of Mathematics 250.** Revised course objectives, texts,

out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

62. **Medical Assisting 5, Diagnostic & Therapeutic Procedures, 4 units, 3 lecture hours, 3 lab hours.** Revised course units to **3 units.** Revised course hours to **2 lecture hours, 2 lab hours.** Revised course prerequisite to read: **Prerequisite: Medical Assisting 4.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Mathematics 255. Biology 5 or equivalent recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

63. **Medical Assisting 6A, Clinical Training, 3 units, 3 lecture hours.** Revised course hours to **3 lecture hours, 1 lab hour.** Revised course advisory to read: **Advisory Eligibility for English 1A recommended. Biology 5 or equivalent recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

64. **Medical Assisting 6B, Advanced Training, 3 units, 3 lecture hours.** Revised course hours to **3 lecture hours, 1 lab hour.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Biology 5 or equivalent recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

65. **Medical Assisting 19, Work Experience (Cooperative), Occupational, 1-8 unit(s), 1-8 lecture hour(s).** Revised course description, objectives, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

66. **Philosophy 5, Philosophy of Religion, 3 units, 3 lecture hours.** Revised course prerequisite to read: **Prerequisite: English 1A.** Revised methods of instruction. **(unique)**

67. **Psychology 25, Human Sexuality, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Psychology 2 and eligibility for English 1A recommended.** Revised course texts. **(in lieu of RC's PSY 25)**

68. **Radiologic Technology 1A, Fundamentals of Radiologic Technology, 6 units, 6 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A and Mathematics 201 recommended.** Revised course methods of instruction. **(unique)**

69. **Radiologic Technology 1B, Basic Radiographic Positioning Laboratory, 1 unit, 3 lab hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course texts and methods of evaluation. **(unique)**

70. **Radiologic Technology 1C, Clinical Orientation Laboratory, 3 units, 8.5 lab hours.** Revised course hours to **9 lab hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A and Mathematics 201 recommended.** Revised course objectives, texts, content, and methods of instruction.**(unique)**

71. **Radiologic Technology 1D, Nursing Procedures in Radiologic Technology, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A and Mathematics 201 recommended.** Revised course methods of evaluation and methods of instruction. **(unique)**

72. **Radiologic Technology 2A, Radiation Biology, 6 units, 6 lecture hours.** Revised course objectives, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

73. **Radiologic Technology 2B, Advanced Radiographic Positioning Laboratory, 1 unit, 3 lab hours.** Revised course texts, methods of evaluation, and methods of instruction. **(unique)**

74. **Radiologic Technology 2C, Clinical Observation Laboratory, 3 units, 8.5 lab hours.** Revised course hours to **9 lab hours.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, and methods of instruction. **(unique)**

75. **Radiologic Technology 2D, Quality Assurance in Radiologic Technology, 1 unit, 3 lab hours.** Revised course methods of evaluation, content, and methods of instruction. **(unique)**

76. **Radiologic Technology 3, Basic Clinical Radiologic Technology, 9 units, 26.67 lab hours.** Revised course units to **8 units.** Revised course hours to **24.45 lab hours.** Revised course texts, methods of evaluation, and content. **(unique).**

77. **Radiologic Technology 4A, Pathology in Radiologic Technology, 2 units, 2 lecture hours.** Revised course texts and methods of evaluation. **(unique)**

78. **Radiologic Technology 4B, Advanced Clinical Radiologic Technology, 12 units, 36 lab hours.** Revised course texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

79. **Radiologic Technology 4C, Advanced Radiographic Positioning Laboratory—Cranium, 1 unit, 3 lecture hours.** Revised course description, texts, methods of evaluation, and methods of instruction. **(unique)**

80. **Radiologic Technology 5A, Special Procedures in Radiologic Technology, 2 units, 2 lecture hours.** Revised course texts, out-of-class assignments, and methods of evaluation. **(unique)**

81. **Radiologic Technology 5B, Specialized Clinical Radiologic Technology, 12 units, 36 lab hours.** Revised course texts, methods of evaluation, content, and methods of instruction. **(unique)**

82. **Radiologic Technology 5C, Fluoroscopy, 2 units, 2 lecture hours, 1 lab hour.** Revised course texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

83. **Real Estate 40, Real Estate Principles, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course texts and out-of-class assignments. **(unique)**

84. **Real Estate 41, Real Estate Practice, 3 units, 3 lecture hours.** Revised course texts and out-of-class assignments. **(unique)**

85. **Respiratory Care 16, Patient Assessment, 3 units, 3 lecture hours.** Revised course hours to **3 lecture hours, 1 lab hour.** Revised course prerequisite to read: **Prerequisite: Acceptance in the Respiratory Care Program; Biology 24 or Biology 20 and Biology 22 or Biology 21A and Biology 21B, Biology 31, Chemistry 3A and Mathematics 103.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

86. **Respiratory Care 17, Fundamentals of Patient Management, 4 units, 3 lecture hours, 3 lab hours.** Revised course title to **Respiratory Care Pharmacology.** Revised course hours to **4 lecture hours.** Revised course prerequisite to read : **Prerequisite: Acceptance in the Respiratory Care Program; Biology 24 or Biology 20 and Biology 22 or Biology 21A and Biology 21B, Biology 31, Chemistry 3A and Mathematics 103.** Revised course description,

objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

87. **Respiratory Care 18, Physiology of the Respiratory System, 2 units, 2 lecture hours.** Revised course units to **4 units.** Revised course hours to **4 lecture hours.** Revised course prerequisite to read : **Prerequisite: Acceptance in the Respiratory Care Program; Biology 24 or Biology 20 and Biology 22 or Biology 21A and Biology 21B, Biology 31, Chemistry 3A and Mathematics 103.** Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

88. **Respiratory Care 20, Introduction to Respiratory Care, 5 units, 3 lecture hours, 6 lab hours.** Revised course hours to **5 lecture hours, 1 lab hour.** Revised course prerequisite to read: **Prerequisite: Acceptance in the Respiratory Care Program; Biology 24 or Biology 20 and Biology 22 or Biology 21A and Biology 21B, Biology 31, Chemistry 3A and Mathematics 103.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

89. **Respiratory Care 21, Applications and Procedures in Respiratory Care, 11 units, 8 lecture hours, 8 lab hours.** Revised course advisory to read: **Advisory: None.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

90. **Respiratory Care 22, Clinical Applications in Respiratory Care I, 9 units, 2 lecture hours, 22 lab hours.** Revised course title to **Clinical Applications and Ventilator Management in Respiratory Care.** Revised course corequisite to: **Corequisite: Respiratory Care 24.** Revised course advisory to read: **Advisory: None**. Revised course description, objectives, texts, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

91. **Respiratory Care 23, Clinical Applications in Respiratory Care II, 9 units, 2 lecture hours, 22 lab hours.** Revised course prerequisite to read: **Prerequisite: Respiratory Care 22 and 24.** Revised course advisory to read: **Advisory: None.** Revised course description, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

92. **Respiratory Care 25, Respiratory Disease, 2 units, 2 lecture hours.** Revised course prerequisite to read: **Prerequisite: Respiratory Care 22and 24.** Revised course advisory to read: **Advisory: None.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

CREDIT, DEGREE APPLICABLE, NON-TRANSFERABLE

1. **Counseling 147A, College Study Skills, General Habits, 1 unit, 2 lecture hours.** Revised course number to **247A.** Removed pass/no pass option. Revised course advisory to read: **Advisory: Eligibility for English 125 and 126 recommended.** Revised course objectives, texts, out-of-class assignments, methods of instruction, and student learning outcomes. **(unique)**

2. **Counseling 147B, College Study Skills, Academic Skills, 1 unit, 2 lecture hours.** Revised course number to **247B.** Removed pass/no pass option. Revised course advisory to read: **Advisory: Eligibility for English 125 and 126 recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

3. **Counseling 149, Job Preparation, 1 unit, 1 lecture hour.** Revised course number to **249.** Revised course advisory to read: **Advisory: Eligibility for English 125 and 126 recommended.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**

4.   **Counseling 167, Financial Aid Money Management, 1 unit, 1 lecture hour.** Revised course number to **267.** Revised course advisory to read: **Advisory: Eligibility for English 125 and 126 recommended. Eligibility for Mathematics 201 recommended.** Revised course texts. **(unique)**

CREDIT, NONDEGREE APPLICABLE, NONTRANSFERABLE

1.   **Counseling 250, Student Readiness Seminar, 1 unit, 2 lecture hours.** Revised course number to **150.** Revised course title to **College Transition and Success.** Revised course advisory to read: **Advisory: Eligibility for English 125 and 126 recommended.** Revised course description, objectives, texts, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique)**

2.   **Dental Hygiene 200, Clinical Dental Hygiene IV, 0.2-1 unit, 1.3-8 lab hours.** Revised course advisory to read: **Advisory: None.** Revised course objectives, texts, methods of evaluation, and student learning outcomes. **(unique)**

3.   **English as a Second Language 263R, Low Intermediate Reading and Vocabulary, 4 units, 4 lecture hours.** Revised course subject to **English for Multi-Lingual Students.** Revised course title to **Low Intermediate Academic Reading and Vocabulary.** Revised course prerequisite to read: **Prerequisite: Use of language other than English. Designated score on placement test.** Revised course description, texts, content, and methods of instruction. **(unique)**

4.   **English as a Second Language 263W, Low Intermediate Writing and Vocabulary, 4 units, 4 lecture hours.** Revised course subject to **English for Multi-Lingual Students.** Revised course title to **Low Intermediate Academic Writing and Grammar.** Revised course description, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique)**

5.   **English as a Second Language 264R, Intermediate Reading and Vocabulary, 4 units, 4 lecture hours.** Revised course subject to **English for Multi-Lingual Students.** Revised course title to **Intermediate Academic Reading and Vocabulary.** Revised course prerequisite to read: **Prerequisite: Use of language other than English as a primary language. Designated score on college placement test or completion of English for Multi Lingual Students 263R with a grade of "C" or better.** Revised course description, texts, content, and methods of instruction. **(In lieu of RC's ESL 266R)**

6.   **English as a Second Language 264W, Low Intermediate Writing and Grammar, 4 units, 4 lecture hours.** Revised course subject to **English for Multi-Lingual Students** Revised course title to **Intermediate Academic Writing and Grammar**. Revised course prerequisite to read: **Prerequisite: Use of language other than English as a primary language. Designated score on college placement test or completion of English for Multi-Lingual Students 263W with a minimum grade of "C".** Revised course description, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(In lieu of RC's ESL 266W)**

7.   **English as a Second Language 265R, High Intermediate Reading and Vocabulary, 4 units, 4 lecture hours.** Revised course subject to **English for Multi-Lingual Students.** Revised course title to **High Intermediate Academic Reading and Vocabulary.** Revised course prerequisite to read: **Prerequisite: Use of language other than English as a primary language. Designated score on English as a Second Language placement test or completion of English for Multi-Lingual Students 264R with a grade of "C" or better.** Revised course description, texts, content, and methods of instruction. **(In lieu of RC's ESL 226R)**

8.   **English as a Second Language 265W, High Intermediate Writing and Grammar, 4 units, 4 lecture hours.** Revised course subject to **English for Multi-Lingual Students.** Revised course title to **High Intermediate Academic Writing and Grammar.** Revised course prerequisite to

read: **Prerequisite: Use of language other than English as a primary language. Designated score on English as a Second Language placement test or completion of English for Multi-Lingual Students 264W with a grade of "C" or better.** Revised course description, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(In lieu of RC's ESL 225W)**

NONCREDIT

1. **Manufacturing Mechanic 351, Introduction to Manufacturing, 0 units, 0.5 lecture hours.** Revised course texts, out-of-class assignments, methods of instruction, and student learning outcomes. **(voc) (unique)**

2. **Manufacturing Mechanic 352A, Trade Mathematics, 0 units, 1 lecture hour.** Revised course texts, out-of-class assignments, methods of instruction, and student learning outcomes. **(voc) (unique)**

3. **Manufacturing Mechanic 352B, Programmable Controllers, 0 units, 0.25 lecture hours, 0.75 lab hours.** Revised course texts, out-of-class assignments, methods of instruction, and student learning outcomes. **(voc) (unique)**

4. **Manufacturing Mechanic 352C, Job Preparation, 0 units, 0.25 lecture hours, 0.75 lab hours.** Revise course advisory to read: **Advisory: None.** Revised course texts, out-of-class assignments, and methods of instruction. **(voc) (unique)**

5. **Manufacturing Mechanic 352D, Technical Report Writing, 0 units, 0.25 lecture hours, 0.75 lab hours.** Revise course advisory to read: **Advisory: None.** Revised course description, texts, out-of-class assignments, content, methods of instruction, and student learning outcomes. **(voc) (unique)**

6. **Manufacturing Mechanic 353A, Fluid Power Fundamentals, 0 units, 0.5 lecture hours.** Revised course description, texts, out-of-class assignments, methods of instruction, and student learning outcomes. **(voc) (unique)**

7. **Manufacturing Mechanic 353B, Pneumatic Fundamentals, 0 units, 0.25 lecture hours, 0.75 lab hours.** Revise course advisory to read: **Advisory: None.** Revised course texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(voc) (unique)**

8. **Manufacturing Mechanic 353C, Hydraulic Fundamentals, 0 units, 0.25 lecture hours, 0.75 lab hours.** Revise course advisory to read: **Advisory: None.** Revised course texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(voc) (unique)**

9. **Manufacturing Mechanic 354A, Power of Transmission, 0 units, 0.5 lecture hours.** Revised course description, texts, out-of-class assignments, methods of evaluation, and methods of instruction. **(voc) (unique)**

10. **Manufacturing Mechanic 354B, Welding Fundamentals, 0 units, 0.25 lecture hours, 2.25 lab hours.** Revised course advisory to read: **Advisory: None.** Revised course texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(voc) (unique)**

11. **Manufacturing Mechanic 354C, Electrical Fundamentals, 0 units, 0.25 lecture hours, 2.25 lab hours.** Revise course advisory to read: **Advisory: None.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(voc) (unique)**

12. **Theatre Arts 347, Senior Musical Dance and Theatre Skills, 0 units, 3 lab hours. (Formerly Theatre Arts 347, Senior Musical Theatre Skills).** Revised course to title to **Senior Dance and Theatre Skills.** Revised course description, methods of evaluation, and content. **(unique)**

Fresno City College

Office of Instruction

PROPOSED **DELETED COURSES**
Effective Fall 2015
Approved and Recommended by the Curriculum Committee

To ECPC November 18, 2014

CREDIT, DEGREE APPLICABLE, TRANSFERABLE

1. **Honors 1G, Honors Leadership Colloquium: Phi Theta Kappa Leadership Training Institute, 1 unit, 1 lecture hour. (unique)**
   This course has not been offered in a number of years, and there is no need to keep it in the catalog for that reason.

2. **Real Estate 42, Legal Aspects of Real Estate, 3 units, 3 lecture hours. (voc) (unique)**
   Course will now be offered as a not-for-credit course through the FCC Training Institute.

3. **Real Estate 43, Real Estate Appraisal I, 3 units, 3 lecture hours. (voc) (unique)**
   Course will now be offered as a not-for-credit course through the FCC Training Institute.

4. **Real Estate 44, Real Estate Finance, 3 units, 3 lecture hours. (voc) (unique)**
   Course will now be offered as a not-for-credit course through the FCC Training Institute.

5. **Real Estate 45, Escrow Principles and Practices, 3 units, 3 lecture hours. (voc) (unique)**
   Course will now be offered as a not-for-credit course through the FCC Training Institute.

6. **Real Estate 46, Economics of Real Estate Finance, 3 units, 3 lecture hours. (voc) (unique)**
   Course will now be offered as a not-for-credit course through the FCC Training Institute.

7. **Real Estate 47, Real Estate Appraisal II, 3 units, 3 lecture hours. (voc) (unique)**
   Course will now be offered as a not-for-credit course through the FCC Training Institute.

8. **Real Estate 48, Real Estate Investment, 3 units, 3 lecture hours. (voc) (unique)**
   Course will now be offered as a not-for-credit course through the FCC Training Institute.

9. **Real Estate 49, Property Management, 3 units, 3 lecture hours. (voc) (unique)**
   Course will now be offered as a not-for-credit course through the FCC Training Institute.

CREDIT, DEGREE APPLICABLE, NONTRANSFERABLE

1. **Counseling 141, Academic Transition, 3 units, 3 lecture hours. (unique)**
   No longer meeting the needs of the department. A new course is being created to align with Title 5 changes.

2. **Fire Technology 130, Basic Fire Academy, 27 units, 10.38 lecture hours, 15.56 lab hours. (voc) (unique)**
   Course divided into two separate courses, 130A and 130B.

3. **Surgical Technology 101, Introduction to Surgical Technology, 3 units, 3 lecture hours. (voc) (unique)**
   The program has not been offered in 2-3 years, and there is no plan to offer it in the future.

4. **Surgical Technology 102, Surgical Techniques, 3 units, 3 lecture hours. (voc) (unique)**
   Has not been offered for 2-3 years.

5. **Surgical Technology 103, Surgical Procedures, 3 units, 9 lab hours. (voc) (unique)**
   Course not offered for 2-3 years

6. **Surgical Technology 104, Clinical Practicum, 6 units, 18 lab hours. (voc) (unique)**
   Course has not been offered for 2-3 years.

7. **Surgical Technology 105, Advanced Clinical Practicum, 6 units, 18 lab hours. (voc) (unique)**
   Course has not been offered for 2-3 years.

CREDIT, NONDEGREE APPLICABLE, NONTRANSFERABLE

Counseling 200, College Orientation, 1 unit, 2 lecture hours. (unique)
Course has not been offered for over 3 years.

Fresno City College
Office of Instruction

> ## PROPOSED **DISTANCE EDUCATION**
> Effective Spring 2015 and Fall 2015
> Approved and Recommended by the Curriculum Committee

To ECPC November 18, 2014

1. **New, 100% Internet, new**
   a. *Effective Fall 2015*
      i. Architecture 11, Introduction to Architectural and Environmental Design I
      ii. Architecture 15A, History of Architecture I
      iii. Architecture 15B, History of Architecture II
      iv. Architecture 31, Building Codes
      v. Architecture 41A, Office Practices
      vi. Education 30, Introduction to Teaching
      vii. Health Information Technology 15, Medical Coding Directed Practice
      viii. Marketing 11, Salesmanship
      ix. Marketing 12, Advertising and Promotion
      x. Marketing 14, Retailing
      xi. Medical Assisting 2, Pharmacology

2. **Internet and Face-to-Face, new**
   a. *Effective Spring 2015*
      i. Computer Information Technology 12, Computer Literacy (55% Internet, 45% Face-to-Face)
      ii. Computer Information Technology 15, Computer Concepts (55% Internet, 45% Face-to-Face)
      iii. Electrical Systems Technology 63, Scaling Networks (90% Internet, 10% Face-to-Face)
      iv. Electrical Systems Technology 64, Advanced Networking and Management (90% Internet, 10% Face-to-Face)

   b. *Effective Summer and Fall 2015*
      i. Accounting 4A, Financial Accounting (60% Internet, 40% Face-to-Face)
      ii. Accounting 4B, Managerial Accounting (60% Internet, 40% Face-to-Face)
      iii. Accounting 32A, Computerized Accounting (60% Internet, 40% Face-to-Face)
      iv. Accounting 70, QuickBooks Fundamentals (60% Internet, 40% Face-to-Face)
      v. American Sign Language 1, Beginning American Sign Language (50% internet, 50% Face-to-Face)
      vi. American Sign Language 2, High-Beginning American Sign Language (50% internet, 50% Face-to-Face)
      vii. Applied Technology 130, Industrial Mathematics (90% Internet, 10% Face-to-Face)
      viii. Architecture 32, Statics and Strength of Materials (93% Internet, 7% Face-to-Face)
      ix. Business Administration 10, Introduction to Business (50% Internet, 50% Face-to-Face)
      x. Business Administration 30, Personal Finance (50% Internet, 50% Face-to-Face)

xi. Business Administration 30, Personal Finance (75% Internet, 25% Face-to-Face)

xii. Business Administration 31, Human Resource Management (50% Internet, 50% Face-to-Face)

xiii. Business Administration 33, Human Relations (50% Internet, 50% Face-to-Face)

xiv. Business Administration 34, Fundamentals of Investing (50% Internet, 50% Face-to-Face)

xv. Business Administration 35, Financial Management for Entrepreneurs and Small Business (50% Internet, 50% Face-to-Face)

xvi. Business Administration 35, Financial Management for Entrepreneurs and Small Business (25% Internet, 75% Face-to-Face)

xvii. Business Administration 40, Supervision and Leadership (50% Internet, 50% Face-to-Face)

xviii. Business Administration 43, Principles of Management (50% Internet, 50% Face-to-Face)

xix. Business Administration 50, Business Concepts (50% Internet, 50% Face-to-Face)

xx. Business Administration 52, Introduction to Entrepreneurship (50% Internet, 50% Face-to-Face)

xxi. Child Development 19, Work Experience (Cooperative), Occupational (90% Internet, 10% Face-to-Face)

xxii. Dental Hygiene 1B, General and Oral Pathology (75% Internet, 25% Face-to-Face)

xxiii. Education 19, Work Experience (Cooperative), Occupational (90% Internet, 10% Face-to-Face)

xxiv. Health Information Technology 7, Directed Practices (50% Internet, 50% Face-to-Face)

xxv. History 12, History of the United States since 1877 (80% Internet, 20% Face-to-Face)

xxvi. Marketing 10, Principles of Marketing (50% Internet, 50% Face-to-Face)

xxvii. Marketing 11, Salesmanship (50% Internet, 50% Face-to-Face)

xxviii. Marketing 12, Advertising and Promotion (50% Internet, 50% Face-to-Face)

xxix. Marketing 14, Retailing (50% Internet, 50% Face-to-Face)

xxx. Marketing 21, Digital Marketing (50% Internet, 50% Face-to-Face)

xxxi. Psychology 2, General Psychology (80% Internet, 20% Face-to-Face)

xxxii. Spanish 3NS, Intermediate Spanish for Spanish Speakers (50% Internet, 50% Face-to-Face)

xxxiii. Spanish 4NS, High-Intermediate Spanish for Spanish Speakers (50% Internet, 50% Face-to-Face)

Fresno City College

Office of Instruction

FIVE-YEAR CURRICULUM REVIEW
Approved and Recommended by the Curriculum Committee

To ECPC November 18, 2014

(Course listed under discipline had revisions to texts only or no revision.)

1. **Counseling**

2. **Dental Hygiene**

3. **Health Information Technology**

4. **Honors**

5. **Manufacturing Mechanic**

6. **Medical Assisting**

7. **Radiologic Technology**

8. **Real Estate**

9. **Respiratory Care**

Fresno City College

Office of Instruction

PROGRAM REVIEW Fall 2014

To ECPC November 18, 2014

INSTUCTIONAL PROGRAMS

1. Anthropology
2. Automotive Collision Repair/GM-ASEP
3. Automotive Technology
4. Business Administration/Management/Marketing/Fashion Merchandising/25-Month Program
5. Child Development
6. Graphic Communication
7. Film
8. Nursing
9. Police Academy
10. Warehouse

NON-INSTRUCTIONAL PROGRAMS

1. Administrative Services
2. President's Office
3. Public Information Office
4. Technology Support Services

PROPOSED COURSE MODIFICATIONS
EFFECTIVE FALL 2014
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

CREDIT, DEGREE-APPLICABLE, TRANSFER

Political Science 5 Comparative Government, 3 units, 3 lecture hours. Prerequisites: Completion of Political Science 2 or 2H. Revised content outline. (in-lieu FCC's POLSCI 5)

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NEW COURSE PROPOSALS
EFFECTIVE FALL 2014
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

CREDIT, NON-DEGREE APPLICABLE, NON-TRANSFERABLE

Special Studies Manufacturing Technology 277E Assistance in Welding, 1-2 units, 3-6 lab hours, pass/no pass only. Prerequisites: Industrial Technology 205 or equivalent. Corequisites: MFGT 60 or equivalent. This course is intended for students requiring help with welding techniques. The course will provide intensive assistance in welding concepts and procedures. Students will develop, improve, and refine welding skills through guided practice in a lab setting. **(voc) (unique)**

PROPOSED PROGRAM MODIFICATIONS
EFFECTIVE FALL 2014
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

1. **Coaching**
    Certificate in
    Courses added, existing
    Physical Education 5B Intermediate Basketball
    Physical Education 45 Performance Training and Conditioning Techniques for Intercollegiate Athletics
    Courses added, new
    Physical Education 30D Baseball Training

2. **Physical Education**
    Associate in Arts Degree
    Courses added, existing
    Physical Education 5B Intermediate Basketball
    Physical Education 45 Performance Training and Conditioning Techniques for Intercollegiate Athletics
    Courses added, new
    Physical Education 30D Baseball Training

PROPOSED COURSE MODIFICATIONS
EFFECTIVE SPRING 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

CREDIT, DEGREE-APPLICABLE, TRANSFER

1. **Agriculture 1 Computer Applications in Agriculture, 3 units, 2 lecture hours, 3 lab hours, pass/no pass. Advisories: Office Technology 9, eligibility for English 125,126, and Mathematics 201**. Revised advisories to **Eligibility for English 125, 126, and Mathematics 201** and revised textbooks. (voc) (unique)

2. **Agriculture 2 Agricultural Economics, 3 units, 3 lecture hours, pass/no pass. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised textbooks. (voc) (unique)

3. **Agriculture 3 Agriculture Accounting, 3 units, 2 lecture hours, 3 lab hours, pass/no pass. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised objectives, content outline, textbooks, and methods of evaluation. (voc) (unique)

4. **Agriculture 4 Farm Management, 3 units, 2 lecture hours, 3 lab hours. Advisories: Agriculture 1, 3; eligibility for English 125, 126, and Mathematics 201.** Revised grading basis to **pass/no pass option** and methods of evaluation. (voc) (unique)

5. **Agriculture 5 Ag Sales and Communications, 3 units, 2 lecture hours, 3 lab hours. Advisories: Eligibility for English 125 and 126.** Revised grading basis to **pass/no pass option** and textbooks. (voc) (unique)

6. **Agriculture 9 Introduction to Agriculture Business, 3 units, 2 lecture hours, 3 lab hours. Advisories: Eligibility for English 125 and 126.** Revised textbooks. (voc) (unique)

7. **Agriculture and Natural Resources 10 Construction Technology, 3 units, 2 lecture hours, 3 lab hours. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised discipline to **Mechanized Agriculture**, number to **40**, catalog description, student learning outcomes, and textbooks. (voc) (unique)

8. **Business Administration 12 Introduction to Hospitality, 3 units, 3 lecture hours, pass/no pass option. Advisories: Eligibility for English 125, 126, and Mathematics 201.** This course provides an introduction to many facets of the hospitality industry including lodging, food service, travel and tourism. The history, growth and development, current trends and organizational structure of the industry are explored with a focus on employment opportunities. (voc) (unique)

9. **Child Development 40A Administration of Childhood Programs, 3 units, 3 lecture hours, pass/no pass option. Advisories: Successful completion of 12 units in child development and/or one year of Early Childhood Education teaching experience strongly recommended, eligibility for English 125, 126, and Mathematics 201.** Revised title to **Administration I: Programs in Early Childhood Education,** advisories to **Successful completion of 12 units in child development and/or one year of Early Childhood Education teaching experience strongly recommended, eligibility for English 1A,** prerequisites to **Child Development 37A or 17A and 30.** Revised catalog description, student learning outcomes, content outline, methods of evaluation, and textbooks. (voc) (in-lieu FCC's CHDEV 40A)

10. **Computer Science 26 Discrete Mathematics for Computer Science, 4 units, 3 lecture hours, 2 lab hours, pass/no pass. Prerequisites: Computer Science 40.** Revised advisories to **eligibility for English 125 and 126,** catalog description, objectives, content outline, and methods of evaluation. (in-lieu FCC's CSCI 26)

11. **Computer Science 41 Programming Concepts and Methodology II, 4 units, 3 lecture hours, 2 lab hours, pass/no pass. Prerequisites: Computer Science 40 or Engineering 40.** Revised objectives and content outline. (in-lieu FCC's CSCI 41)

12. **Engineering 6 Electric Circuit Analysis with Lab, 4 units, 3 lecture hours, 3 lab hours, pass/no pass. Prerequisites: Physics 4B. Corequisites: Mathematics 7. Advisories: Eligibility for English 125 and 126.** Revised corequisites to **Mathematics 7 or 17.** (in-lieu FCC's ENGR 6)

13. **Film 2A History of Cinema: 1895-1960, 3 units, 3 lecture hours. Advisories: Completion of Film 1 or History 2 with a "C" or better, eligibility for English 125 or English 126.** Revised advisories to **eligibility for English 125 or 126,** catalog description, student learning outcomes, and textbooks. (in-lieu FCC's FILM 2A)

14. **Film 2B History of Cinema: 1960 to present, 3 units, 3 lecture hours. Advisories: Completion of Film 1, eligibility for English 125 or English 126.** Revised advisories to **eligibility for English 125 or 126,** catalog description, student learning outcomes, and textbooks. (in-lieu FCC's FILM 2B)

15. **Library Skills 1 Information Competency/Research Skills, 1 unit, 1 lecture hour. Advisories: Eligibility for English 125 and 126.** Revised textbooks. (in-lieu FCC's LIBSKL 1)

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NEW COURSE PROPOSALS
EFFECTIVE SPRING 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

CREDIT, DEGREE-APPLICABLE, TRANSFER

1. **Animal Science 22 Equine Reproduction, 3 units, 2 lecture hours, 3 lab hours.** This course combines the study of basic genetic principles with the study of the anatomical and physiological aspects of reproduction as they relate to equine reproduction. Artificial insemination, embryo manipulation, and current innovations in reproductive biotechnology will also be examined. (voc) (unique)

2. **Animal Science 25 Basic Equine Handling, 1 unit, 3 lab hours. Advisories: English 125.** Introduction to the fundamentals of horse handling, with an emphasis on safety. Course covers identification of equine behavioral patterns, handling skills such as catching, haltering, tying, lunging and round-pen training, and recognizing how human/horse interactions affect equine behavior. (voc) (unique)

3. **Animal Science 26 Western Riding & Horsemanship, 2 units, 1.5 lecture hours, 1.5 lab hours. Advisories: English 125 and 126.** Introduction to western riding, saddling, grooming and bridling. Students will acquire basic knowledge of equipment and safety procedures. Course topics include use of riding aids and transitions pertaining to western disciplines. This course will require student participation in intercollegiate horse show competition and may be repeated 3 times. (voc) (unique)

4. **Animal Science 27 Introduction to Horse Training, 1 unit, 1 lecture hours, 3 lab hours. Advisories: English 125 and 126.** A versatile approach to the basic principles involved in handling and training the young horse. Course includes groundwork, trailering, starting young horses, advancing the green horse, retaining or tuning up older horses, and problem solving. (voc) (unique)

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PROPOSED PROGRAM MODIFICATIONS
EFFECTIVE SPRING 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

1. **Animal Science (voc)**
   Associate in Science Degree
   Courses added, existing
   Agriculture 2 Agriculture Economics
   Agriculture 9 Introduction to Agriculture Business
   Agriculture 19V Cooperative Work Experience, Agriculture
   Animal Science 21 Equine Science
   Animal Science 10 Meat Evaluation and Processing
   Animal Science 24 Equitation
   Animal Science 40 Fairs and Expositions
   Courses deleted (from program only)
   Agriculture and Natural Resources 1 Career Preparation
   Agriculture and Natural Resources 2 Career Leadership Seminar

2. **Animal Husbandry (voc)**
   Certificate of Achievement
   Courses deleted (from program only)
   Agriculture and Natural Resources 1 Career Preparation
   Courses added, existing
   Animal Science 6 Livestock Selection and Evaluation
   Animal Science 10 Meat Evaluation and Processing

3. **Hospitality Management (voc)**
   Certificate of Achievement
   Courses added, revised
   Business Administration 12 Introduction to Hospitality

4. **Hospitality Management (voc)**
   Certificate in
   Business Administration 12 Introduction to Hospitality

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NEW PROGRAM PROPOSALS
EFFECTIVE SPRING 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

Equine (voc)
Certificate of Achievement
Courses added, existing
Animal Science 21 Equine Science
Animal Science 24 Equitation
Courses added, new
Animal Science 22 Equine Reproduction
Animal Science 25 Basic Equine Handling
Animal Science 26 Western Riding & Horsemanship
Animal Science 27 Introduction to Horse Training

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PROPOSED PROGRAM DELETIONS
EFFECTIVE SPRING 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

1. **Animal Science Management, Certificate of Achievement (voc)**

2. **Certificate in Diesel Engines, Service Fundamentals and Machine Systems (voc)**

3. **Certificate in Electrical, Hydraulics & Welding (voc)**

4. **Certificate in Fuels and Tune-up and Machine Undercarriage (voc)**

5. **Certificate in Transmissions, Torque Converters and Air Conditioning (voc)**

PROPOSED COURSE DELETIONS
EFFECTIVE FALL 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

CREDIT, DEGREE-APPLICABLE, TRANSFERABLE

1.   **Mathematics 4C Trigonometry/Precalculus**

2.   **Mathematics 7 Differential Equations**

PROPOSED COURSE MODIFICATIONS
EFFECTIVE FALL 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

CREDIT, DEGREE-APPLICABLE, TRANSFERABLE

1. **Biology 11A Biology for Science Majors I, 5 units, 3 lecture hours, 6 lab hours. Corequisites: Chemistry 1A. Advisories: Eligibility for English 1A, Biology 3 or high school Biology.** Revised corequisites to **none**, prerequisites **Chemistry 1A and Mathematics 103.** Revised lecture hours to **4**, lab hours to **3**, catalog description, student learning outcomes, objectives, content outline, and textbooks. (in-lieu FCC's BIOL 11A)

2. **Biology 11B Biology for Science Majors II, 5 units, 3 lecture hours, 6 lab hours. Prerequisites: Biology 11A. Advisories: Eligibility for English 1A.** Revised prerequisites to **Biology 11A and Mathematics 103.** Revised lecture hours to **4**, lab hours to **3**, catalog description, student learning outcomes, , content outline, and textbooks. (in-lieu FCC's BIOL 11B)

3. **Chemistry 1A General Chemistry, 5 units, 3 lecture hours, 6 lab hours, pass/no pass. High school chemistry with laboratory component or Chemistry 3A or 10.** Revised objectives, content outline and textbooks. (in-lieu FCC's CHEM 1A)

4. **Child Development 1 Principles and Practices of Teaching Young Children, 3 units, 3 lecture hours, pass/no pass. Advisories: Eligibility for English 125 and 126.** Revised student learning outcomes textbooks. (voc) (in-lieu FCC's CHDEV 1)

5. **Child Development 15 Diversity and Culture in Early Care and Education Programs, 3 units, 3 lecture hours, pass/no pass. Advisories: Eligibility for English 125 and 126.** Revised student learning outcomes and textbooks. (voc) (in-lieu FCC's CHDEV 15)

6. **Communication 25 Argumentation 3 units, 3 lecture hours, pass/no pass. Advisories: Eligibility for English 1A.** Revised advisories to **none**, prerequisites to **completion of English 1A and completion of Communication 1 or Communication 1H**. (in-lieu FCC's COMM 25)

7. **Criminology 5 Community Relations, 3 units, 3 lecture hours. Advisories: Eligibility for English 125 and 126.** Revised advisories to **eligibility for English 1A** and textbooks. (in-lieu FCC's CRIM 5)

8. **Counseling 53 College and Life Management, 3 units, 3 lecture hours, pass/no pass option. Advisories: Eligibility for English 125, 126 and Mathematics 201.** Revised advisories to **Eligibility for English 125 and 126**, catalog description, student learning outcomes, content outline, methods of evaluation, and textbooks. **Add to RC GE Area E.** (in-lieu FCC's COUN 53)

9. **English 1AH Honors Reading and Composition, 4 units, 4 lecture hours. Prerequisites: English 125 and 126 or English 130 and English 126 or placement through college assessment process.** Revised catalog description, student learning outcomes, objectives, content outline, textbooks. (in-lieu FCC's ENGL 1A)

10. **Natural Resources 91 Orienteering, 1 unit, .72 lecture hours, .61 lab hours, pass/no pass. Advisories: Eligibility for English 125, 126, and Mathematics 201**. Revised advisories to **eligibility for English 125 and 162,** title to **Wilderness Navigation**, methods of evaluation and textbooks. (voc) (unique)

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11. **Physical Education 20 Athletic Training, 4 units, 3 lecture hours, 2 lab hours, pass/no pass. Advisories: Eligibility for English 125 and 126.** Revised discipline to **Kinesiology.** (in-lieu FCC's PE 20)

12. **Physical Education 22 Introduction to Physical Education, 3 units, 3 lecture hours, pass/no pass. Advisories: Eligibility for English 125 and 126.** Revised discipline to **Kinesiology,** methods of evaluation and textbooks. (in-lieu FCC's PE 62)

13. **Plant Science 1 Introduction to Plant Science, 3 units, 3 lecture hours, pass/no pass. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation and textbooks. (voc) (unique)

14. **Plant Science 1L Introduction to Plant Science Laboratory, 1 unit, 3 lab hours, pass/no pass. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation and textbooks. (voc) (unique)

15. **Plant Science 2 Soils, 1 unit, 3 lab hours, pass/no pass. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation and textbooks. (voc) (unique)

16. **Plant Science 2L Soils Laboratory, 1 unit, 3 lab hours, pass/no pass. Corequisites: Plant Science 2. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation and textbooks. (voc) (unique)

17. **Plant Science 3 General Viticulture, 3 units, 2 lecture hours, 3 lab hours. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised objectives, methods of evaluation and textbooks. (voc) (unique)

18. **Plant Science 4A Tree and Vine Management, 3 units, 2 lecture hours, 3 lab hours. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation. (voc) (unique) (voc) (unique)

19. **Plant Science 5 Principles of Irrigation Management, 3 units, 2 lecture hours, 3 lab hours. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation and textbooks. (voc) (unique)

20. **Plant Science 6 Pesticides, 3 units, 3 lecture hours, pass/no pass. Advisories: Eligibility for English 125 and Mathematics 201.** Revised content outline, methods of evaluation and textbooks. (voc) (unique)

21. **Plant Science 7 Integrated Pest Management, 3 units, 2 lecture hours, 3 lab hours. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation and textbooks.(voc) (unique)

22. **Plant Science 8 Vegetable Production, 3 units, 2 lecture hours, 3 lab hours. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation and textbooks. (voc) (unique)

23. **Plant Science 10 Environmental Agriculture, 3 units 3lecture hours. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation and textbooks. (voc) (unique)

24. **Plant Science 11 Machinery Technology**, **3 units, 2 lecture hours, 3 lab hours. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation and textbooks. (voc) (unique)

25. **Plant Science 14 Plant Nutrition**, **3 units, 3 lecture hours. Advisories: Eligibility for English 125, 126, and Mathematics 201.** Revised methods of evaluation and textbooks. (voc) (unique)

CREDIT, NON-DEGREE APPLICABLE, NON-TRANSFERABLE

1. **Developmental Services 240 Transition to College for Students with Disabilities, 1 unit, 1 lecture hour, pass/no pass only.** Revised catalog description, student learning outcomes, objectives, content outline, methods of evaluation and textbooks. (in-lieu FCC's DEVSER 264)

2. **Spanish 251 Practical Spanish for the Professions, 3 units, 3 lecture hours, pass/no pass. Advisories: Eligibility for English 125 and 126.** Revised textbooks. (unique)

3. **Spanish 252 Practical Spanish for the Professions, 3 units, 3 lecture hours, pass/no pass. Prerequisites: Spanish 251. Advisories: Eligibility for English 125 and 126.** Revised textbooks. (unique)

NEW COURSE PROPOSALS
EFFECTIVE FALL 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

CREDIT, DEGREE-APPLICABLE, TRANSFERABLE

1. **Library Skills 2 Information and Computer Literacy, 3 units, 3 lecture hours. Advisories: Eligibility for English 125 and 126.** In-depth research skills for college students, including the concept of information, its organization, location, evaluation, and use. Also addressed in the class are general computer/technology concepts, email, and navigating the World Wide Web. (in-lieu FCC's LIBSKL 2)

2. **Natural Resources 22 Forest Protection, 3 units, 3 lecture hours. Advisories: English 125 and English 126.** This course will cover major forest disease and insect problems, with an emphasis on their recognition and management. It will also include wildland fire prevention and management. (voc) (unique)

3. **Physical Education 36B Competitive Soccer, 3 units, 9.5 lab hours, pass/no pass.** This is a course designed primarily for students possessing the desire, ability and skills necessary to compete on the intercollegiate level. Prospective participants should confer with the soccer coach before enrollment. A minimum of 9.5 hours participation per week during the season of the sport is required. (in-lieu FCC's PE 36B)

4. **Physical Education 36C Off-Season Conditioning for Soccer, 1 unit, 3 lab hours, pass/no pass.** This is a course for Off-season conditioning of soccer players. This class is designed primarily for students possessing the desire, ability and soccer skills necessary to compete on the intercollegiate level. Prospective participants should confer with the soccer coach before enrollment. (in-lieu FCC's PE 36C)

5. **Physical Education 43B Competitive Swimming & Diving, 3 units, 9.5 lab hours, pass/no pass.** This is a course designed for students possessing the desire, ability, and skills necessary to compete on the intercollegiate level. Prospective participants should confer with the head coach of the sport before enrollment. A minimum of 9.5 hours participation per week during the season of the sport is required. (in-lieu FCC's PE 43B)

6. **Physical Education 43C Off-Season Conditioning for Swimming, 1 unit, 3 lab hours, pass/no pass.** This is a course for off-season conditioning for collegiate swimmers. Swimming workouts, technique drills, dry land exercises and goal setting will be done in this class. (in-lieu FCC's PE 43C)

7. **Physical Education 49 Weight Training for Collegiate Athletes, 1 unit, 2 lab hours, pass/no pass.** An advanced course designed for weight training student athletes. Students will design a weight training program specific to their collegiate sport. Students will improve physical fitness levels through resistance training exercises using free/machine weights. The following components of physical fitness will be emphasized: muscular endurance, muscular strength, body composition, flexibility, and cardio-respiratory endurance. (unique)

8. **Political Science 3 Introduction to Political Theory and Thought, 3 units, 3 lecture hours, Prerequisites: Completion of Political Science 2. Advisories: Eligibility for English 1A.** This course is an introduction to the various approaches to political theory across time, issues, and authors. Students will analyze selected political theories, consider the relevance of these theories to contemporary problems, discuss new approaches to political thought, and evaluate the

contribution of theories toward a comprehensive understanding of political life and political institutions. (in-lieu FCC's POLSCI 3)

PROPOSED PROGRAM MODIFICATIONS
EFFECTIVE FALL 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

1.   **Agriculture & Technology (voc)**
     Associate in Science Degree
     Courses added, existing
     Animal Science 6 Livestock Selection and Evaluation
     Animal Science 10 Meat Evaluation and Processing
     Animal Science 21 Equine Science
     Plant Science 1L Introduction to Plant Science Laboratory
     Plant Science 2L Soils Laboratory
     Plant Science 6 Pesticides
     Plant Science 11 Machinery Technology
     Plant Science 14 Plant Nutrition

2.   **Coaching**
     Certificate in
     Courses, revised
     Kinesiology 20 Athletic Training
     Kinesiology 22 Introduction to Physical Education
     Courses added, new
     Physical Education 5B Competitive Soccer
     Physical Education 36C Off-Season Conditioning for Soccer
     Physical Education 43B Competitive Swimming and Diving
     Physical Education 43C Off-Season Conditioning for Swimming
     Physical Education 49 Weight training for Collegiate Athletes

3.   **Criminology – Corrections (voc)**
     Associate in Science Degree
     Courses added, existing
     Criminology 5 Community Relations
     Criminology 7 Police Operations and Procedures
     Criminology 10 Vice Control

4.   **Criminology – Law Enforcement (voc)**
     Associate in Science Degree
     Courses added, existing
     Criminology 20 Introduction to Corrections
     Criminology 23 Correctional Interviewing and Counseling
     Criminology 24 Control and Supervision in Corrections
     Criminology 28 Probation and Parole

5.   **English**
     Associate in Arts Degree
     Courses added, new
     Library Skills 2 Information and Computer Literacy

6.   **Irrigation, Fertility& Pest Management Technician (voc)**
     Certificate of Achievement
     Courses deleted (program only)
     Agriculture 1Computer Applications in Agriculture

16

Courses added, existing
Plant Science 3 General Viticulture
Plant Science 4A Tree and Vine Management
Plant Science 6 Pesticides
Plant Science 8 Vegetable Production
Plant Science 9 Biometrics
Plant Science 14 Plant Nutrition

7. **Kinesiology**
   Associate in Arts for Transfer Degree
   Courses, revised
   Kinesiology 22 Introduction to Physical Education

8. **Mathematics**
   Associate in Science Degree
   Courses, deleted from curriculum
   Mathematics 7 Differential Equations

9. **Mathematics**
   Associate in Science for Transfer Degree
   Courses, deleted from curriculum
   Mathematics 7 Differential Equations

10. **Pest Control Advisor (voc)**
    Certificate of Achievement
    Courses added, existing
    Animal Science 10 Meat Evaluation and Processing
    Anthropology 1 Biological Anthropology
    Biology 11A Biology for Science Majors I
    Biology 11B Biology for Science Majors II
    Geography 5 Physical Geography: Environmental Conditions
    Geography 9 Physical Geography: Land Formation
    Natural Resources 20 Forest Measurements
    Natural Resources 34 Conservation Laboratory
    Natural Resources 108 Introduction to Forestry Field Studies
    Natural Resources 109 Forestry Field Studies I
    Natural Resources 110 Forestry Field Studies II
    Physics 2A General Physics I
    Physics 2B General Physics II
    Physics 4A Physics for Scientists and Engineers
    Physics 4B Physics for Scientists and Engineers
    Physics 4C Physics for Scientists and Engineers
    Physics 10 Conceptual Physics
    Courses, modified
    Plant Science 10 Machinery Technology

11. **Physical Education**
    Associate in Arts Degree
    Courses, revised
    Kinesiology 20 Athletic Training
    Kinesiology 22 Introduction to Physical Education
    Courses added, new
    Physical Education 5B Competitive Soccer
    Physical Education 36C Off-Season Conditioning for Soccer
    Physical Education 43B Competitive Swimming and Diving

Physical Education 43C Off-Season Conditioning for Swimming
Physical Education 49 Weight training for Collegiate Athletes

12. **Plant & Soil Science Option A**
    Associate in Science Degree
    Courses deleted (from program only)
    Agriculture and Natural Resources 1 Career Preparation
    Agriculture and Natural Resources 2 Career Leadership Seminar
    Courses added, existing
    Animal Science 2 Beef Production
    Animal Science 3 Sheep Production
    Animal Science 4 Swine Production
    Animal Science 5 Animal Nutrition
    Plant Science 14 Plant Nutrition

13. **Plant Protection Intern (voc)**
    Certificate of Achievement
    Courses deleted (program only)
    Chemistry 10 Elementary Chemistry
    Courses added, existing
    Animal Science 10 Meat Evaluation and Processing
    Anthropology 1 Biological Anthropology
    Astronomy 10 Introduction to Astronomy
    Biology 11A Biology for Science Majors I
    Biology 11B Biology for Science Majors II
    Geography 5 Physical Geography: Environmental Conditions
    Geography 9 Physical Geography: Land Formation
    Natural Resources 20 Forest Measurements
    Natural Resources 34 Conservation Laboratory
    Natural Resources 108 Introduction to Forestry Field Studies
    Natural Resources 109 Forestry Field Studies I
    Natural Resources 110 Forestry Field Studies II
    Physics 2A General Physics I
    Physics 2B General Physics II
    Physics 4A Physics for Scientists and Engineers
    Physics 4B Physics for Scientists and Engineers
    Physics 4C Physics for Scientists and Engineers
    Physics 10 Conceptual Physics
    Courses, modified
    Plant Science 10 Machinery Technology

14. **Production Agriculture Technician**
    Certificate of Achievement
    Courses added, existing
    Plant Science 3 General Viticulture
    Plant Science 6 Pesticides
    Plant Science 9 Biometrics
    Plant Science 14 Plant Nutrition

NEW PROGRAM PROPOSALS
EFFECTIVE FALL 2015
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

1. **Forestry (voc)**
    Associate in Science Degree
    Courses added, existing
    Natural Resources 1 Introduction to Forestry
    Natural Resources 3 Computers in Natural Resources
    Natural Resources 4 Forest Ecosystems
    Natural Resources 5 Wildland Fire Technology
    Natural Resources 6 Dendrology
    Natural Resources 8 Natural Resources Career Preparation
    Natural Resources 11 Silviculture
    Natural Resources 17 Introduction to Forest Surveying
    Natural Resources 18 Aerial Photo Interp. & Geographic Information Systems
    Natural Resources 19V Cooperative Work Experience, Natural Resources
    Natural Resources 20 Forest Measurements
    Natural Resources 21 Forest Products
    Natural Resources 25 Forest and Resource Management
    Natural Resources 30 Forest Recreation
    Natural Resources 31 Animal Packing
    Natural Resources 35 Interpretation of Natural Resources
    Natural Resources 36 Natural Resources Law Enforcement
    Natural Resources 42 Advanced Wildland Fire Technology
    Natural Resources 90 Backpacking
    Natural Resources 92 Wilderness Survival
    Natural Resources 108 Introduction to Forestry Field Studies
    Natural Resources 109 Forestry Field Studies I
    Natural Resources 110 Forestry Field Studies II
    Natural Resources 115 Advanced Field Studies I
    Natural Resources 116 Advanced Field Studies II
    Natural Resources 133 Introduction Tto Chainsaw Operations
    Courses added, new
    Natural Resources 22 Forest Protection
    Courses added, revised
    Natural Resources 91 Wilderness Navigation

2. **Natural Resources (voc)**
    Associate in Science Degree
    Courses added, existing
    Natural Resources 1 Introduction to Forestry
    Natural Resources 3 Computers in Natural Resources
    Natural Resources 4 Forest Ecosystems
    Natural Resources 5 Wildland Fire Technology
    Natural Resources 6 Dendrology
    Natural Resources 8 Natural Resources Career Preparation
    Natural Resources 11 Silviculture
    Natural Resources 18 Aerial Photo Interp. & Geographic Information Systems
    Natural Resources 19V Cooperative Work Experience, Natural Resources
    Natural Resources 20 Forest Measurements
    Natural Resources 21 Forest Products
    Natural Resources 30 Forest Recreation

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Natural Resources 31 Animal Packing
Natural Resources 35 Interpretation of Natural Resources
Natural Resources 36 Natural Resources Law Enforcement
Natural Resources 42 Advanced Wildland Fire Technology
Natural Resources 90 Backpacking
Natural Resources 92 Wilderness Survival
Natural Resources 108 Introduction to Forestry Field Studies
Natural Resources 109 Forestry Field Studies I
Natural Resources 110 Forestry Field Studies II
Natural Resources 115 Advanced Field Studies I
Natural Resources 116 Advanced Field Studies II
Courses added, revised
Natural Resources 91 Wilderness Navigation

FIVE-YEAR PROGRAM REVIEW

INSTRUCTION
1.   Biology
2.   Chemistry
3.   Child Development
4.   Computer Science
5.   Dental Assisting
6.   Engineering
7.   Health Care Interpreter
8.   Health Science
9.   Licensed Vocational Nursing
10. Physical Education
11. Math
12. Physics

NON-INSTRUCTION
1.   Library Services
2.   ELC
3.   Math Center

PROPOSED DISTANCE EDUCATION
Approved and Recommended by the Curriculum Committee

To Board of Trustees December 9, 2014

New Distance Education Proposals
Effective Spring 2015

Two-Way Live Interactive Presentation
Communication 25 Argumentation

97% online, 3% face-to-face
Office Technology 151 Championship Keyboarding (voc)

Hybrid 50% online, 50% face-to-face
Health 2 First Aid and Safety

Distance Education Proposal Modifications
Effective Spring 2015
Hybrid 50% online, 50% face-to-face
Communication 25 Argumentation

New Distance Education Proposals
Effective Fall 2015

97% online, 3% face-to-face
Office Technology 152 Speed Typing (voc)

Up to 50% online with 50% or more face-to-face meetings
Counseling 53 College and Life Management

Internet with 0-99% face-to-face meetings
Child Development1 Principles and Practices of Teaching Young Children (voc)
Child Development 6 Health, Safety and Nutrition in Early Childhood Education (voc)
Child Development 15 Diversity and Culture in Early Care and Education Programs (voc)

100% Online
Child Development 20 Observation and Assessment (voc)
Library Skills 2 Information and Computer Literacy

22

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Adopt Resolution   ITEM NO.   14-91
            Honoring Trustee Dorothy "Dottie" Smith

EXHIBIT: Resolution No. 2014.28

Background:

The Board of Trustees recognizes individuals for their service to the District by adopting formal resolutions to acknowledge their contributions to the educational mission of the District. The Board is being presented with a resolution to recognize the contributions of Trustee Dorothy "Dottie" Smith.

From 1981 to 2014, Ms. Smith has served on the State Center Community College District Board of Trustees with integrity, wisdom and an unfailing commitment to ensuring educational opportunities for all. Ms. Smith has served as a champion for student success as well as equitable and fair treatment for faculty, staff and administration. A strong supporter of career and technical education, Ms. Smith advocated for the development and advancement of programs that provide students with meaningful employment.

During her tenure as trustee, Ms. Smith represented the Board at many events and served on several organizational committees. Ms. Smith has held all three board offices numerous times. In addition, Ms. Smith has established endowed scholarships that will continue to help future students, She has been recognized as one of the "100 Stars" during the 100th year anniversary of Fresno City College.

Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2014.28 honoring Dorothy "Dottie" Smith and extending the heartfelt gratitude of the entire State Center Community College District for her exemplary service and leadership on the State Center Community College District Board of Trustees, and wish her well in her future endeavors.

RESOLUTION NO. 2014.28

A RESOLUTION OF THE BOARD OF TRUSTEES
OF THE STATE CENTER COMMUNITY COLLEGE
DISTRICT HONORING MS. DOROTHY "DOTTIE" SMITH

WHEREAS, Ms. Dorothy "Dottie" Smith has served with integrity, wisdom and unfailing commitment to ensuring educational opportunities for all;

WHEREAS, Ms. Smith has served as a champion for student success as well as equitable and fair treatment for faculty, staff and administration;

WHEREAS, Ms. Smith has been a strong supporter of career and technical education leading to meaningful employment for students;

WHEREAS, Ms. Smith has represented the Board of Trustees at many events and has served on multiple organizational committees;

WHEREAS, Ms. Smith has held all three Board offices multiple times;

WHEREAS, Ms. Smith has established endowed scholarships that will continue to help future students;

WHEREAS, Ms. Smith has been recognized as one of the "100 Stars" during the 100th year anniversary of Fresno City College;

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE STATE CENTER COMMUNITY COLLEGE DISTRICT DOES HEREBY RESOLVE AS FOLLOWS:

The Board of Trustees extends the heartfelt gratitude of the entire State Center Community College District to **MS. DOROTHY "DOTTIE" SMITH** for her exemplary service and leadership on the State Center Community College District Board of Trustees from 1981 to 2014, and wishes her the best in all of her future endeavors.

ADOPTED, SIGNED AND APPROVED this 9th day of December 2014.

President, Board of Trustees

(Printed Name)

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Adopt Resolution   ITEM NO.   14-92
            Honoring Trustee Isabel Barreras

EXHIBIT: Resolution No. 2014.29

Background:

The Board of Trustees recognizes individuals for their service to the District by adopting formal resolutions to acknowledge their contributions to the educational mission of the district. The Board is being presented with a resolution to recognize the contributions of Trustee Isabel Barreras.

From 2002 to 2014, Ms. Barreras has served on the State Center Community College District Board of Trustees with integrity, wisdom and an unfailing commitment to ensuring educational opportunities for all. Ms. Barreras has served as a champion for student success as well as equitable and fair treatment for faculty, staff and administration. A strong supporter of career and technical education, Ms. Barreras advocated for the development and advancement of programs that provide students with meaningful employment.

During her tenure as trustee, Ms. Barreras represented the Board at many events and served on several organizational committees. In addition, Ms. Barreras has held all three board offices numerous times. Ms. Barreras' ability to bring clarity to difficult and complex issues, coupled with her extraordinary interpersonal skills, will be sorely missed by all at State Center Community College District and the Board of Trustees.

Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2014.29 honoring Isabel Barreras and extending the heartfelt gratitude of the entire State Center Community College District for her exemplary service and leadership on the State Center Community College District Board of Trustees, and wish her well in her future endeavors.

RESOLUTION NO. 2014.29

**A RESOLUTION OF THE BOARD OF TRUSTEES
OF THE STATE CENTER COMMUNITY COLLEGE
DISTRICT HONORING ISABEL BARRERAS**

WHEREAS, Ms. Isabel Barreras has served with integrity, wisdom and unfailing commitment to ensuring educational opportunities for all;

WHEREAS, Ms. Barreras has served as a champion for student success as well as equitable and fair treatment for faculty, staff and administration;

WHEREAS, Ms. Barreras has been a strong supporter of career and technical education leading to meaningful employment for students;

WHEREAS, Ms. Barreras has represented the Board of Trustees at many events and has served on multiple organizational committees;

WHEREAS, Ms. Barreras has held all three Board offices multiple times;

WHEREAS, Ms. Barreras' ability to bring clarity to difficult and complex issues coupled with her extraordinary interpersonal skills will be sorely missed by all at State Center Community College District and the Board of Trustees;

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE STATE CENTER COMMUNITY COLLEGE DISTRICT DOES HEREBY RESOLVE AS FOLLOWS:

The Board of Trustees extends the heartfelt gratitude of the entire State Center Community College District to **MS. ISABEL BARRERAS** for her exemplary service and leadership on the State Center Community College District Board of Trustees from 2002 to 2014, and wishes her the best in all of her future endeavors.

ADOPTED, SIGNED AND APPROVED this 9th day of December 2014.

_____

President, Board of Trustees

_____

(Printed Name)

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: First Reading of Clovis Community College   ITEM NO.   14-93
            Center Self Evaluation Report for Initial
            Accreditation

EXHIBIT: Self Evaluation Report

Background:

The accreditation process requires a comprehensive self evaluation to be conducted by a college seeking accreditation. Clovis Community College Center (CCCC) has been working on the institutional self evaluation since the spring 2011 semester when the Accrediting Commission for Community and Junior Colleges (ACCJC) granted candidacy status to the campus. Committees comprised of faculty, staff, administration, and students have worked together to objectively assess the degree to which the Center's programs and services comply with the four different standards developed by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. A draft copy of the CCCC Institutional Self Evaluation is presented to the Board for review. A final draft document will be submitted to the Board at the January 2015 board meeting for approval.

After receiving the Board's approval of the draft Institutional Self Evaluation Report, the document will undergo final editing and formatting. The report will then be sent to the visitation team and ACCJC by January 9, 2015. Copies will also be provided to the Board, Accrediting Commission, and all members of the campus communities via electronic formats. A few hard copies will be available in the library and District Office.

The site visitation to the colleges and center will take place March 9-12, 2015.

Recommendation:

There is no recommendation at this time.

Item No. 14-93
Exhibit

Clovis Community College Center
Self Evaluation Report for Initial Accreditation

NOTE

Full report is available in four links on the Board of Trustees

Agendas/Minutes web

page: http://www.scccd.edu/index.aspx?page=489

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Second Reading and Approval of Proposed   ITEM NO.   14-94
            District Parking Fees and Fines

EXHIBIT: Draft Revised Board Policy 5030

Background:

At the November 6, 2014, board meeting, the Board was presented with a first reading of the proposed increase in parking fees and fines and a draft corresponding revision of Board Policy 5030. Based on comments from the Board and constituency groups, the proposal has been revised to maintain the daily parking rates at the present rate of $1 to allow part-time students and part-time faculty, who are infrequent users, to continue to use the parking facilities.

Parking lot maintenance and operations are funded entirely from the collection of fees and fines. As maintenance and operational costs have increased, the fees and fines have remained static over the past 23 years. The increase in fees and fines is necessary to ensure adequate maintenance and operations of the existing parking lots for safe and effective use by students, faculty, and staff.

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). The proposed increased semester fee of $30 for Fall 2017 is still below what other Central California community colleges are currently charging ($33.18).

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 parking fines be increased, effective January 1, 2015, as presented below:

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

Item No. 14-94
Page 2

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 the revised Board Policy 5030, which proposes raising those fee limits to $30 and $20, respectively (which will be the fees at the end of the four-year phase-in period).

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 $1,800,000.

Recommendation:

It is recommended the Board of Trustees approve the revision of Board Policy 5030 and the increase in parking fees and fines, as presented.

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.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration of Bids, Fiber Optic   ITEM NO.   14-95
            Network Expansion, Fresno City College

EXHIBIT: None

Background:

Bid #1415-08 provides for the labor and materials necessary to complete an underground fiber optic cable expansion to locations east of Blackstone Avenue on the Fresno City College campus. Completion of this network expansion will support demands for increased speed, capacity and reliability for those areas underserved by the current data network. This project extends data and fiber connectivity to instructional offices at Euless Ball Park and the press box at Ratcliffe Stadium from the Field House. Existing pathways will be used for the new fiber pulls with the exception of Euless Ball Park, which requires new conduit and fiber runs. Also included in this project is the installation and termination of fiber between the District Office and Fresno City College's central telecom room at the Learning Resource Center for network redundancy to support district-provided data services. This project continues to improve the District's data networks to support instructional, administrative, and student service activities.

Funding for this project will be provided by the Decision Package funds for both Fresno City College and the District Office. Bids were received from three contractors as follows:

Bidder	Award Amount
Cable Links Construction Group, Inc.	$142,830.73
GA Technical Services, Inc.	$198,700.00
3D Datacom	$246,917.57

Fiscal Impact:

$128,260.11 – Decision Package funds for Fresno City College
$ 14,570.62 – Decision Package funds for District Office

Item No. 14-95
Page 2

Recommendation:

It is recommended the Board of Trustees award Bid #1415-08 in the amount of $142,830.73 to Cable Links Construction Group, Inc., the lowest responsible bidder for the Fiber Optic Network Expansion at Fresno City College; and authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign an agreement on behalf of the District.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration of Bids, Chiller Replacement,   ITEM NO.   14-96
            Health Sciences Building, Fresno City College

EXHIBIT: None

Background:

Bid #1415-10 provides for the replacement of the existing chiller unit at the Health Sciences building on the Fresno City College campus. This unit provides cooling to the labs, classrooms and offices located within the facility. The chiller and related ancillary equipment at this location have exceeded their useful life and need to be replaced with more efficient and effective equipment. The existing chiller unit will be removed and a new unit will be installed in the same exterior location. The work of this project consists of selective demolition of the chiller unit and related equipment, modifications to existing electrical and control systems, installation of plumbing and piping to connect to existing distribution system, and other related items of work in support of the chiller replacement. This project is necessitated by deteriorated condition of the existing chiller and will help to alleviate future maintenance and repair issues.

Funding for this project will be provided by the 2014-2015 State Scheduled Maintenance and Repair Program. Bids were received from five contractors as follows:

Bidder	Award Amount
Lawson Mechanical Contractors	$135,936.00
Strategic Mechanical, Inc.	$138,250.00
New England Sheet Metal Works, Inc.	$146,892.00
ACCO Engineered Systems, Inc.	$148,250.00
Marko Construction Group, Inc.	$202,646.00

Fiscal Impact:

$135,936.00 – 2014-2015 Scheduled Maintenance and Repair Program

Item No. 14-96
Page 2

Recommendation:

It is recommended the Board of Trustees award Bid #1415-10 in the amount of $135,936 to Lawson Mechanical Contractors, the lowest responsible bidder for the Chiller Replacement at the Health Sciences building at Fresno City College campus, and authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign an agreement on behalf of the District.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Consideration to Approve Agreement for   ITEM NO.   14-97
              Purchase of Bleachers, Fresno City College

EXHIBIT: None

Background:

As outlined in the 2014-15 budget, a number of campus reserve projects are identified as capital improvements necessary for safety, scheduled maintenance, student success and instructional purposes. Within the list of approved projects is the replacement of bleachers and building upgrades at the gymnasium on the Fresno City College campus. With this project currently under design, it is appropriate to approve and procure the gymnasium bleacher seating necessary for the completion of this project. The ability to purchase DSA certified bleachers in advance from an existing piggyback contract is critical to the timing and completion of the project. Purchase of bleachers well in advance of installation allows time for the necessary DSA project approvals, bidding for the building upgrade portion of the project, lead time for manufacturing and delivery, and installation of the bleachers during the summer months.

A committee was formed to research and evaluate seating packages and specifications appropriate for installation in the gymnasium at Fresno City College. In the 45 plus years since the original bleachers have been installed, advances in technology, accessibility and safety have been approved and adopted by state and federal agencies. By evaluating seating packages meeting these new criteria, the committee was able to identify two manufacturers with numerous installations locally that can be evaluated for safety, accessibility, ease of use, comfort, aesthetics and price. This committee consisting of athletic faculty and staff, administration and architectural support, has identified bleachers manufactured by Hussey Seating Company, represented and supported in California by Southwest Interiors, Inc., as the manufacturer and support company to furnish and install the bleachers in the gymnasium at Fresno City College. Southwest Interiors has installed numerous bleacher seating locally including gymnasiums at both Fresno and Clovis Unified School Districts. The purchase and installation of these bleachers is estimated at $260,000 and is available through a publicly bid cooperative/piggyback agreement that leverages national volume pricing and contract efficiencies. Final bleacher pricing may differ slightly as plans and options are evaluated and adopted. The Board has historically approved the use of cooperative purchasing agreements to allow for a streamlined and cost effective procurement of equipment and technology under competitively bid terms and conditions. In keeping with this practice, the administration is

requesting approval of the National Joint Powers Alliance (NJPA) Contract #052910CLS with Hussey Seating Company to purchase and support the need for bleacher seating at Fresno City College gymnasium.

Recommendation:

It is recommended that the Board of Trustees:

a)   approve participation in National Joint Powers Alliance (NJPA) Contract #052910 for the purchase of bleacher seating from Hussey Seating Company ; and

b)   authorize purchase orders to be issued against this cooperative agreement for the purchase of bleachers for the gymnasium at Fresno City College.

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Second Reading and Consideration to Adopt   ITEM NO.   14-98
               Reedley College Student Equity Plan

EXHIBIT: Reedley College Student Equity Plan

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.

Reedley College has developed a Student Equity Plan by its Student Equity Committee. The plan has been reviewed by campus constituent groups. The plan focuses 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 first reading of the Reedley College Student Equity Plan was presented for review to the Board of Trustees at the November 2014 Board of Trustees meeting. This is the second reading for board consideration for approval.

Recommendation:

It is recommended that the Board of Trustees adopt the Reedley College Student Equity Plan.

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

The Student Success Committees at Reedley College and Clovis Community College Center would like to acknowledge the committee membership for assisting in the development of the Student Equity Plan. Committee members representing Reedley College, Clovis Community College Center, Madera and Oakhurst Centers, along with the assistance of the Basic Skill Subcommittee and numerous campus-constituent groups, committed their time and energy on this document.

STUDENT EQUITY TEAM MEMBERS

Bill Allen (CCCC)	Instructor – Math
Susan Amador (RC)	Coordinator of Title V
Letty Alvarez (RC)	Admissions and Records Manager
Jeff Burdick (CCCC)	Instructor – English
Candy Cannon (CCCC)	Financial Aid Office
Lore Dobusch (RC)	Counselor – Counseling Department
Ruby Duran (RC)	Counselor – Counseling Department (moved up)
Nancy Frampton (MC)	Instructor – English as a Second Language
Sandra Fuentes (RC)	Director of Student Support Services
Rachel Garcia (CCCC)	Counselor – Counseling Department
Mario Gonzales (RC)	Dean of Students
Jim Gilmore (RC)	Instructor – Math
Dr. Claudia Habib (RC)	Interim Vice-President of Student Services
Ryen Hirata (CCCC)	DSPS Counselor/Coordinator
Brandon Huebert (CCCC)	Counselor – Counseling Department
Tasha Hutchings (CCCC)	Counselor – Counseling Department
Dr. Erica Johnson (CCCC)	Department Chair, Student Support Services/Counseling
Michelle Johnson (RC/CCCC)	Institutional Researcher
Marvin Mangana (RC)	Student – Reedley College
Ralph Munoz (CCCC)	Counselor – Counseling Department
David Nippoldt (RC)	Instructor – English as a Second Language
Erin Paz	Student – Reedley College
Rebecca Snyder (RC)	Instructor - Writing Center
Griselda Spear (MC)	Counselor – Counseling Department
Carla Stoner-Brito (CCCC)	Counselor - Counseling Department
Julie Thurber (RC)	Instructor – Reading
Laurie Tidyman-Jones (RC)	Counselor – Counseling Department
Samara Trimble (RC)	DSPS Counselor/Coordinator

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	CLOVIS COMMUNITY COLLEGE CENTER
Orientation Activities ▪ Registration to Go ▪ Tiger Days ▪ Mandatory Orientation (Spanish) ▪ College-wide Padres conference	**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 ▪ 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	**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.

RESOURCES

Educational Practices	Special Programs

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

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

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.

RESOURCES

Educational Practices	Special Programs
• Faculty development	• FYSSP (RC)
• Early Warning	

Policies
• Adequate course scheduling Assessment placement

Organizational structures
• Counseling
• DSPS
• Writing Center

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

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

STUDENT EQUITY PLAN SUMMARY — INDICATOR: 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.

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

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		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

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	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

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		RC Student Equity Success Indicators				
			Access	Course Completion	ESL and Basic Skills Completion	Degree and Certificate Completion	Transfer
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

FURTHER RESEARCH

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

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

PRESENTED TO BOARD OF TRUSTEES   DATE: December 9, 2014

SUBJECT: Second Reading and Consideration to Adopt   ITEM NO.   14-99
            the Fresno City College Student Equity Plan

EXHIBIT: Fresno City College Student Equity Plan

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.

The Fresno City College Student Equity Plan was developed by the Student Equity Task Force
and has been reviewed and approved by campus constituent groups. It focuses on improving
student outcomes in five student success indicators linked to the California Community College
Student Success Scorecard: access, successful course completion, ESL and basic skills course
completion, completion of degrees/certificates, and transfer. These indicators are used to
identify and measure areas for which some student population groups may be disproportionately
impacted. 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 a three-year timeframe in terms of planned activities 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 Fresno City College Student Equity Plan is being presented for review and approval to the
Board of Trustees.

Item No. 14-99
Page 2

<u>Recommendation</u>:

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

Fresno City College

Student Equity Plan

November 24, 2014

FRESNO CITY COLLEGE STUDENT EQUITY PLAN

Table of Contents

Fresno City College
Student Equity Plan
Signature Page

District: <u>State Center Community College</u>

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 an 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.

The only group experiencing disproportionate impact for course completion is African American students. More groups are impacted disproportionately in ESL and basic skills English/math completions. These groups include African American, American Indian/Alaskan Native, Hispanic, white and DSPS students. Data on the degrees and certificate awards show that African American, Hispanic, Asian/Pacific Islander, DSPS, low income, and foster youth may be experiencing disproportionate impact. In terms of transfer, African American, Hispanic, DSPS, and low income groups may be impacted disproportionately.

It is recommended that the equity plan should focus on closing success gaps for those that are most disproportionately impacted as identified by the California Community College State Chancellor's office. The college should also have a better definition of "access" in order to identify disproportionately impacted groups on access.

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

Student Access by Ethnicity
Fresno County vs. FCC Students

■ Fresno County   ■ FCC Fall 2012

- African American: 5.9% / 7.9%
- American Indian/Alaska Native: 3.0% / 1.2%
- Asian/Pacific Islander: 10.7% / 16.8%
- White: 31.9% / 23.8%
- Hispanic of any Race: 51.2% / 47.5%
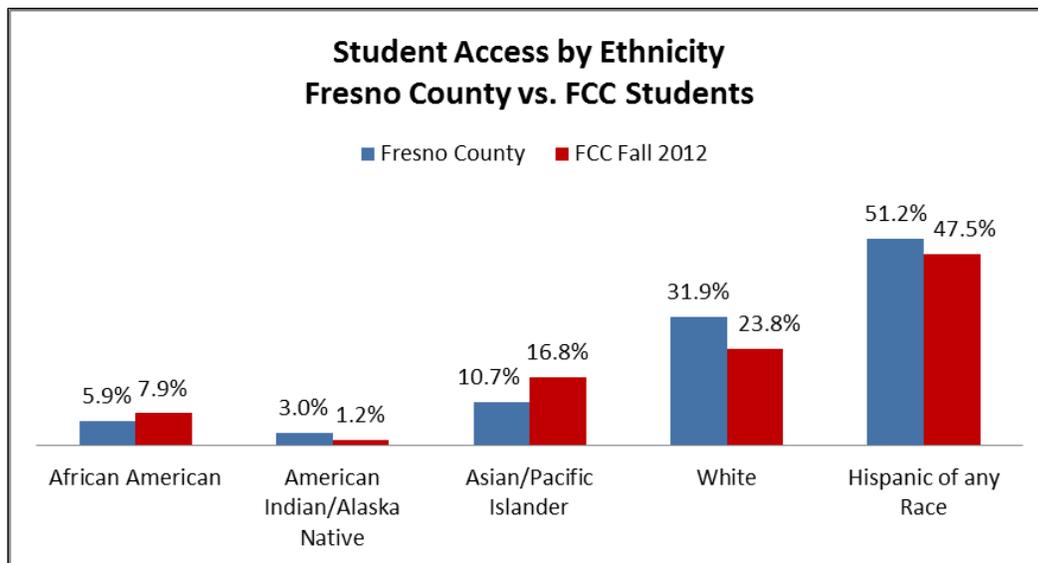
Source: U.S. Census Bureau and FCC Institutional Research.

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

2011FA		African-American/non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		Race/ethnicity unknown		White/non-Hispanic	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
	19 or less	182	175	22	28	458	506	1399	1362	32	41	478	449
	20-24	264	293	41	25	813	792	1922	1626	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
	NA	0	0	0	0	0	0	2	0	0	0	0	3

2012FA		African-American/non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		Race/ethnicity unknown		White/non-Hispanic	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
	19 or less	215	211	33	32	445	456	1553	1444	40	49	511	514
	20-24	268	289	41	42	820	819	2209	1929	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
	NA	0	0	0	0	0	0	1	0	0	0	0	0

2013FA		African-American/non-Hispanic		American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		Race/ethnicity unknown		White/non-Hispanic	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
	19 or less	235	183	34	25	417	411	1735	1495	18	36	497	459
	20-24	283	250	42	52	785	772	2256	2027	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
	NA	0	0	0	0	0	0	0	1	3	1	0	3

Source: FCC Institutional Research

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).**

Fresno City College
Successful Course Completion Rate by Ethnicity and Special Groups

		2009 Fall	2010 Fall	2011 Fall	2012 Fall	80% Index (2012 Fall)
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 (0.741).**

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%	**0.741**
American Indian/Alaskan Native	61%	64%	60%	60%	0.830
Asian/Pacific Islander	67%	67%	70%	72%	0.985
Hispanic	61%	62%	65%	64%	0.887
White	70%	72%	75%	73%	1.000
Unknown	64%	70%	70%	73%	
First-Generation Students Total	**63%**	**64%**	**66%**	**66%**	

Source: FCC Institutional Research

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
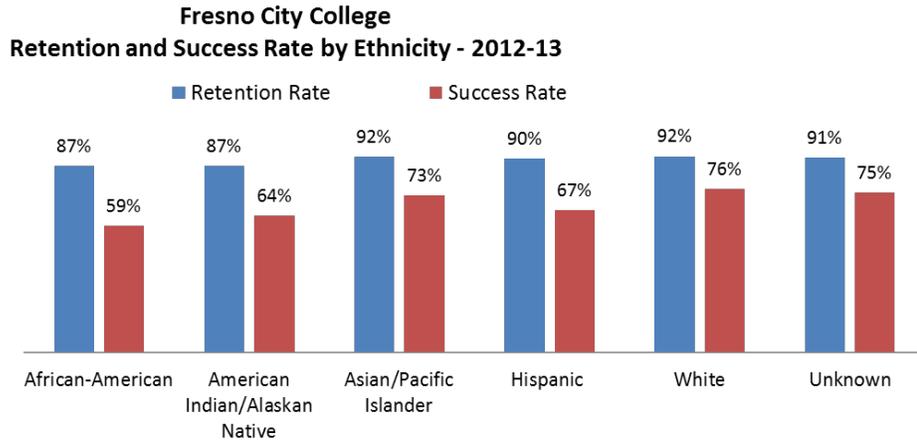
	African-American	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Unknown
80% Index Retention Rate	0.951	0.951	1.000	0.986	1.000	0.994
80% Index Success Rate	**0.776**	0.840	0.960	0.873	1.000	0.980
Proportionality Index Retention Rate	0.949	0.988	1.010	0.997	1.023	0.947
Proportionality 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.

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.

CAMPUS-BASED RESEARCH

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 **Hispanics (0.775) and Whites (0.687)** 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 **African Americans (0.494), American Indians (0.386), Hispanics (0.775), Pacific Islanders (0.453) and Whites (0.687)** 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.

Table 3

The data below reveal that **African Americans (0.442) and American Indians (0.491)** 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.

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.

CAMPUS-BASED RESEARCH

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> imply that the group is experiencing disproportionate impact.

Table 1

The proportionality index below implies that **African American (0.942) and Hispanic (0.904)** 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 implies that **African American (0.939) and Asian/Pacific Islander (0.840), and Hispanic (0.924)** 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.

Table 3

The proportionality index below implies that **African American (0.939) and Hispanic (0.890)** 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 implies that **Asian/Pacific Islander (0.966) and Hispanic (0.911)** 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**	

Table 5

The proportionality index below implies that **DSPS (0.573, Low Income (0.908), Foster Youth (0.445) and Veterans (0.620)** 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 implies that **DSPS (0.994), Low Income (0.802), Foster Youth (0.444), and Veterans (0.990)** 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**	

CAMPUS-BASED RESEARCH

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 (0.754) and Hispanic (0.697)** 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%	**0.754**
American Indian/ Alaskan Native	43%	56%	33%	48%	0.870
Asian/Pacific Islander	43%	47%	53%	55%	1.000
Hispanic	32%	32%	33%	38%	**0.697**
White	45%	44%	46%	45%	0.829
Unknown	42%	40%	41%	41%	**0.746**
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 disproportional 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.

Summary of Data

Based on the guidelines provided by the state Chancellor's Office, data on access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer are analyzed. Data are disaggregated by different equity groups including ethnicity, DSPS, low income, foster youth, veterans, and first generation. 80% rule and proportionality index methods are used to identify possible equity groups experiencing disproportionate impact.

The only group experiencing disproportionate impact for course completion is African American students. More groups are impacted disproportionately in ESL and basic skills English/math completions. These groups include African American, American Indian/Alaskan Native, Hispanic, white and DSPS students. Data on the degrees and certificate awards show that African American, Hispanic, Asian/Pacific Islander, DSPS, low income, and foster youth may be experiencing disproportionate impact. In terms of transfer, African American, Hispanic, DSPS, and low income groups may be impacted disproportionately.

It is recommended that the equity plan should focus on closing success gaps for African American, Hispanic, DSPS, and low income student groups. The college should also have a better definition of "access" in order to identify disproportionately impacted groups on access.

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. The college will continue to engage in and support current outreach and recruitment efforts, in coordination with the Student Success and Support Program.

GOAL A.

Define and measure access by disaggregated data of target groups.

Activity A.1.1

Work with Institutional Research to determine meaningful ways to define and measure access by target groups.

Work with Institutional Research to disaggregate ethnicity to include a subcategory for Southeast Asian population that would include Hmong, Laotian, Cambodian, and Vietnamese.

Expected Outcomes

Monitor data in order to determine need for access-related interventions. If need is identified, specific goals and activities will be generated by the Student Equity Committee.

Funding

Hire an Institutional Research Coordinator to focus on equity-related research and data collection needs.

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.1.1

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
- 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

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

Activity B.1.2

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
- Provide professional learning to counselors to improve their ability 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

Funding

- 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.1.3

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 African American students 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

Expected Outcome

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

Funding

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

Activity B.1.4

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.1.5

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.1.6

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

- 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

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

Complete a feasibility study on requiring all first-time degree or transfer seeking students to complete math and English or ESL in their first year of college, e.g. (*ME First*).

Activity C.1.1

- Review student assessment trends and course taking patterns for basic skills students to determine the number of sections and times of offerings
- Review and revise course scheduling procedures and processes to provide enough courses to meet demand

Expected Outcome

- A completed feasibility study to guide the institution in implementing *ME First*

Activity C.1.2

- Pilot *ME First* Campaign with special populations such as Network Scholars, SYMBAA, IDILE, PUENTE, USEAA, Foster Youth and EOPS

Expected Outcomes

- Basic skills students in special programs will be more successful in transfer level courses due to having completed math, English or ESL prior to enrolling in such courses

Activity C.1.3

- Engage basic skills instructors (full-time and part-time) in professional learning opportunities to integrate effective learning strategies and pedagogy in basic skills courses with particular attention to African American, American Indian, Hispanic, Pacific Islander and White students

Expected Outcome C.1.3

- Faculty will have an increased sense of competency to address the needs of Basic Skills students through redesigned curriculum and pedagogy

GOAL C.2

Disproportionately impacted groups (with an emphasis on African American students) will successfully meet the FCC Institutional Effectiveness Index targets (70% English; 76% ESL; 61% Math) for basic skills classes.

Activity C.2.1

- Provide ETC or PASS leaders (supplemental instruction) in basic skills courses

Activity C.2.2

- Recruit and train new ETC and PASS leaders with a focus on recruiting from disproportionately impacted groups within basic skills, particularly African Americans
- Provide training for faculty on the effective use of supplemental instruction

Expected Outcome

- Students who attend ETC and PASS sessions will have higher completion rates than those who do not
- More students will successfully complete the basic skills sequence prior to enrolling on transfer level courses; subsequently, increased numbers of students will prepared for transfer level courses with increased successful completion
- Disproportionately impacted students will become familiar with and feel comfortable with the services of ETC and PASS and will become frequent users of these academic support services

Funding

- Fund 60 tutors
- Pay adjunct faculty to attend training
- Fund a Full-Time ETC Coordinator
- Fund a full-time Faculty Equity Coordinator
- Fund materials and time for training for tutors and faculty

GOAL C.3

Create a First Year Experience for African American students.

Activity C.3.1

- Conduct meetings to discuss and determine how to scale up existing efforts or create a new program to meet the needs of African American students

Expected Outcomes C.3.1

- African American students will report an increased sense of connectedness to the campus
- Successful completion, retention and persistence rates will increase for African American students

Activity C.3.2

- Design a research study to examine African American perceptions of the college and how the college can help meet their educational needs. Conduct focus groups and interviews with African American students to research causes for students lack of progress and completion

Expected Outcome C.3.2

- Research study completed that provides insight on the experiences of African American students at FCC and recommendations to improve African American student outcomes
- FCC will have a greater understanding of the obstacles and barriers to African American student success

Activity C.3.3

- Provide professional learning opportunities for faculty and counselors to increase cultural competency and to integrate culturally responsive pedagogy in basic skills courses

Expected Outcome C.3.3

- Faculty will have an increased sense of competency to address the needs of African American students through redesigned curriculum and pedagogy

Activity C.3.4

- Gather and monitor retention, persistence and successful completion data of African American students enrolled in basic skills courses

Expected Outcome C.3.4

- Informed decision making for services for African American students based on data

Funding

- Fund one full-time Institutional Research Coordinator
- Fund focus group materials and supplies

- Fund faculty and staff attendance at conferences and professional learning events on best practices in pedagogy for diverse student populations with an emphasis on African Americans
- Fund adjunct faculty to attend trainings and workshops
- Fund promotional materials for the First Year Experience
- Fund additional counselors to implement the program

GOAL C.4

Increase the successful completion rates of White and Hispanic students enrolled in ESL courses to meet the FCC Institutional Effectiveness Index targets.

Activity C.4.1

- Provide PASS leaders in ESL courses

Expected Outcome C.4.1

- More students will successfully complete the ESL basic skills sequence prior to enrolling on transfer level courses; subsequently, increased numbers of students will be prepared for transfer level courses with increased successful completion

Activity C.4.2

- Recruit and train new PASS leaders with a focus on recruiting from disproportionately impacted groups within ESL courses, particularly Whites and Hispanics. Provide training for faculty on the effective use of supplemental instruction

Expected Outcome C.4.2

- Tutors will represent the ethnic make-up of the ESL basic skills courses
- ESL students will become familiar with and feel comfortable with the services of PASS and will become frequent users of these academic support services
- Faculty will report increased usage of PASS sessions

Funding

- Fund 20 tutors
- Pay adjunct faculty to attend training
- Fund a Full-Time ETC Coordinator
- Fund a full-time Student Equity Coordinator
- Fund materials and time for training for tutors and faculty

GOAL C.5

Create a goal that will address students' academic/progress probation and disqualification.

GOAL C.6

Increase the percentage of students experiencing disproportionate impact (African American, Hispanic, American Indian, White, and Pacific Islanders) who successfully complete a degree-applicable course after having completed the final ESL or basic skills course.*

*percentage targets to be determined by the Student Equity Committee

Activity C.6.1

- Expand the Fresno City College Summer Bridge Program to focus on providing incoming students experiencing disproportionate impact the opportunity to enroll and successfully complete English and/or math basic skills courses in conjunction with Counseling courses
- Summer Bridge participants who successfully complete English and/or math courses in Summer 2015 will be enrolled in the subsequent level of English and/or math in Fall 2015
- Summer Bridge students will receive academic support (e.g. tutorial, Extending the Class, etc.), counseling support and team building activities during the program that will assist them with the transition from high school or the community to the college

Activity C.6.2

- Extend the *Puente, USEAA, SYMBAA, IDILE* and *The Network* learning community programs to provide more comprehensive services for up to three years (i.e. academic support, counseling, etc.) and develop plans to develop a learning community program targeting American Indian students

Note: The data on Southeast Asian (e.g. Hmong, Lao, Cambodian, Vietnamese) students is inconclusive with regard to their successful completion rates, therefore, this group is included in this section.

Expected Outcomes

- Students targeted by the Summer Bridge and learning community programs will be tracked and will demonstrate over time more successful outcomes in comparison to the general student population with respect to the following outcome measures:

Successful course completion
Persistence
Retention
Transfer

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 Coordinator devoted to student equity projects, such as:

- Record data by both population group and specific degree or certificate programs
- Compare data and disaggregate 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

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

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 Coordinator 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

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 (0.754) and Hispanic (0.697) 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, Laotian, 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 for disproportionately impacted students.

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 Coordinator who will focus on transfer data

Activity E.2

Develop a campus marketing campaign to promote and publicize transfer at the college which may include SWOT analysis, focus groups, college branding, and particularly, publicizing ADT majors at FCC.

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

- Promotional materials and activities

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)
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 such as transportation, workshop materials, and other activities as deemed necessary by the Student Equity Committee
- Fund a full-time Student Equity Transfer counselor in the 2nd year of the plan

Budget Narrative

The Student Equity Budget includes funding for five positions, academic and instructional support, adjunct counseling, and professional development among a number of activities central to the operation of the plan.   These full-time positions are embedded in the plan and include the Student Equity Coordinator, Extending the Class (ETC) Faculty Coordinator, Counselor with an emphasis on IDILE and SYMBAA, Veterans Counselor, and an Institutional Research Coordinator for Student Equity.

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.

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
1000	**Academic Salaries: Position Title(s)**		
91220	Student Equity Coordinator	1.0	$ 32,316
91220	ETC Faculty Coordinator (Tutorial)	1.0	$ 32,316
91215	Counselor (Veterans)	1.0	$ 32,316
91215	Counselor (IDILE/SYMBAA)	1.0	$ 32,316
91415	Adjunct Counselors	6.0	$ 203,385
91415	Mental Health Providers	1.0	$ 24,000
	SUBTOTAL	11.0	$ 356,649
2000	**Classified and Other Nonacademic Salaries: Position Title(s)**		
92110	Institutional Research Coordinator (Student Equity)	1.0	$ 20,683
92410	Hourly Instructional Aides/Students	60.0	$ 273,600
	SUBTOTAL	61.0	$ 294,283
3000	**Employee Benefits**		
93130	STRS Non-Instructional		$ 31,670
93230	PERS Non-Instructional		$ 2,435
93310	OASDI Instructional		$ 3,967
93330	OASDI Non-Instructional		$ 6,956
93430	Health & Welfare Non-Instructional		$ 22,998
93510	SUI Instructional		$ 137
93530	SUI Non-Instructional		$ 189
93610	Worker's Comp Instructional		$ 5,415
93630	Worker's Comp Non-Instructional		$ 7,467
93710	PARS Instructional		$ 8,755
93730	PARS Non-Instructional		0
	SUBTOTAL		$ 89,989
4000	**Supplies & Materials**		
*94490	Books and Miscellaneous		$ 15,000
94510	Newspapers		$ 600
*94515	Non-Print Media		$ 25,000
*94530	Publications and Catalogs		$ 2,000
	SUBTOTAL		$ 42,600
5000	**Other Operating Expenses & Services**		
* 95310	Travel and Conference		$ 60,000
95320	Charter Services (Bus rental, tokens)		$ 25,000
95325	Field Trips		$ 25,000
* 95330	Hosted Events/Workshops		$ 40,000
* 95530	Contract Labor/Other Professional Services		$ 194,257
95710	Advertising		$ 25,000
95715	Promotions		$ 25,000
95720	Printing/Binding/Duplicating		$ 25,000
95725	Postage/Shipping		$ 2,900
95990	Miscellaneous		$ 2,000
	SUBTOTAL		$ 424,157

7000	Other Outgo			
97610	Payments to Students (e.g. book grants, gas cards)		$	112,000
	SUBTOTAL		$	112,000
	REMAINING TOTAL		$	-

* Denotes Faculty and Classified Staff Professional Training

14.15v2

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 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
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.ccccо.edu/ Portals/1/SSSP/SSSP/Resources/GuideDesignImplInvesEvalTestMarch2001.pdf

GOAL A.

Define and measure access by disaggregated data of target groups.

Activity	Expected Outcome	Funding
A.1 Work with Institutional Research to determine meaningful ways to define and measure access by target groups. Work with Institutional Research to disaggregate ethnicity to include a subcategory for Southeast Asian population that would include Hmong, Laotian, Cambodian, and Vietnamese.	A.1 Monitor data in order to determine need for access-related interventions. If need is identified, specific goals and activities will be generated by the Student Equity Committee.	Hire an Institutional Research Coordinator to focus on equity-related research and data collection needs.

GOAL B.

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

Activity	Expected Outcome	Funding
B.1.1 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 •As research is collected, outline where students feel they are valued and appreciated, and or severely disadvantaged	To assess current intervention strategies and create new intervention strategies that support course completion.	Provide resources to support the creation, administration, and review of survey results to determine appropriate courses of action
B.1.2 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 •Provide professional learning to counselors to improve their ability 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		•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	Expected Outcome	Funding
B.1.3 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 African American students 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	Appropriate course scheduling that leads to higher completion and success rates for all students, but with focused attention of African American students.	•Coordination of research activities related to accelerated and compressed courses •Coordination of professional development activities related to accelerated and compressed courses
B.1.4 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	African American students will be paired with mentors resulting in higher course completion rates.	•Purchase marketing materials for training •Compensate mentors •Compensate any travel and conference and professional development related to mentor training and recruitment
B.1.5 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	A baseline and target will be established as this data is collected regarding students who attend these workshops and course completion.	•Compensate guest speakers •Marketing materials and promotional materials
B.1.6 The campus will provide professional development activities including workshops, travel and conference, and planning retreats •Increase faculty participation in cultural competency training •Promote professional development activities for all faculty and staff with a focus on course completion	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.	•Compensate experts/trainers for cultural competency training •Compensate faculty and staff to attend training and planning meetings

GOAL C.1

Complete a feasibility study on requiring all first-time degree or transfer seeking students to complete math and English or ESL in their first year of college, e.g. (ME First).

Activity	Expected Outcome	Funding
C.1.1 •Review student assessment trends and course taking patterns for basic skills students to determine the number of sections and times of offerings •Review and revise course scheduling procedures and processes to provide enough courses to meet demand.	•A completed feasibility study to guide the institution in implementing ME First.	
C.1.2 •Pilot ME First Campaign with special populations such as Network Scholars, SYMBAA, IDILE, PUENTE, USEAA, Foster Youth and EOPS.	•Basic skills students in special programs will be more successful in transfer level courses due to having completed math, English or ESL prior to enrolling in such courses.	
C.1.3 •Engage basic skills instructors (full-time and part-time) in professional learning opportunities to integrate effective learning strategies and pedagogy in basic skills courses with particular attention to African American, American Indian, Hispanic, Pacific Islander and White students.	•Faculty will have an increased sense of competency to address the needs of Basic Skills students through redesigned curriculum and pedagogy.	

GOAL C.2

Disproportionately impacted groups (with an emphasis on African American students) will successfully meet the FCC Institutional Effectiveness Index targets (70% English; 76% ESL; 61% Math) for basic skills classes.

Activity	Expected Outcome	Funding
C.2.1 •Provide ETC or PASS leaders (supplemental instruction) in basic skills courses.		•Fund 60 tutors •Pay adjunct faculty to attend training •Fund a Full-Time ETC Coordinator •Fund a full-time Faculty Equity Coordinator •Fund materials and time for training for tutors and faculty
C.2.2 •Recruit and train new ETC and PASS leaders with a focus on recruiting from disproportionately impacted groups within basic skills, particularly African Americans. •Provide and require training for faculty on the effective use of supplemental instruction.	•Students who attend ETC and PASS sessions will have higher completion rates than those who do not. •More students will successfully complete the basic skills sequence prior to enrolling on transfer level courses; subsequently, increased numbers of students will prepared for transfer level courses with increased successful completion. •Disproportionately impacted students will become familiar with and feel comfortable with the services of ETC and PASS and will become frequent users of these academic support services.	

GOAL C.3

Create a first-year experience for African American students.

Activity	Expected Outcome	Funding
C.3.1 •Conduct meetings to discuss and determine how to scale up existing efforts or create a new program to meet the needs of African American students specifically.	•African American students will report an increased sense of connectedness to the campus •Successful completion, retention and persistence rates will increase for African American students.	•Fund one full-time Institutional Research Coordinator •Fund focus group materials and supplies •Fund faculty and staff attendance at conferences and professional learning events on best practices in pedagogy for diverse student populations with an emphasis on African Americans •Fund adjunct faculty to attend trainings and workshops •Fund promotional materials for the First Year Experience •Fund additional counselors to implement the program
C.3.2 •Design a research study to examine African American perceptions of the college and how the college can help meet their educational needs. Conduct focus groups and interviews with African American students to research causes for students lack of progress and completion.	•Research study completed that provides insight on the experiences of African American students at FCC and recommendations to improve African American student outcomes. •FCC will have a greater understanding of the obstacles and barriers to African American student success.	
C.3.3 •Provide professional learning opportunities for faculty and counselors to increase cultural competency and to integrate culturally responsive pedagogy in basic skills courses.	•Faculty will have an increased sense of competency to address the needs of African American students through redesigned curriculum and pedagogy.	
C.3.4 •Gather and monitor retention, persistence and successful completion data of African American students enrolled in basic skills courses.	•Informed decision making for services for African American students based on data	

GOAL C.4

Increase the successful completion rates of White and Hispanic students enrolled in ESL courses to meet the FCC Institutional Effectiveness Index targets.

Activity	Expected Outcome	Funding
C.4.1 •Provide PASS leaders in ESL courses.	C.4.1 •More students will successfully complete the ESL basic skills sequence prior to enrolling on transfer level courses; subsequently, increased numbers of students will prepared for transfer level courses with increased successful completion.	•Fund 20 tutors •Pay adjunct faculty to attend training •Fund a Full-Time ETC Coordinator •Fund a full-time Student Equity Coordinator •Fund materials and time for training for tutors and faculty
C.4.2 •Tutors will represent the ethnic make-up of the ESL basic skills courses •ESL students will become familiar with and feel comfortable with the services of PASS and will become frequent users of these academic support services. •Faculty will report increased usage of PASS sessions		

GOAL C.5

Create a goal that will address students' academic/progress probation and disqualification.

GOAL C.6

Increase the percentage of students experiencing disproportionate impact (African American, Hispanic, American Indian, White, and Pacific Islanders) who successfully complete a degree-applicable course after having completed the final ESL or basic skills course.*

Activity	Expected Outcome	Funding
C.6.1 •Expand the Fresno City College Summer Bridge Program to focus on providing incoming students experiencing disproportionate impact the opportunity to enroll and successfully complete English and/or math basic skills courses in conjunction with Counseling courses •Summer Bridge participants who successfully complete English and/or math courses in •Summer 2015 will be enrolled in the subsequent level of English and/or math in Fall 2015 •Summer Bridge students will receive academic support (e.g. tutorial, Extending the Class, etc.), counseling support and team building activities during the program that will assist them with the transition from high school or the community to the college	•Students targeted by the Summer Bridge and learning community programs will be tracked and will demonstrate over time more successful outcomes in comparison to the general student population with respect to the following outcome measures: Successful course completion Persistence Retention Transfer	
C.6.2 •Extend the Puente, USEAA, SYMBAA, IDILE and The Network learning community programs to provide more comprehensive services for up to three years (i.e. academic support, counseling, etc.) and develop plans to develop a learning community program targeting American Indian students. Note: The data on Southeast Asian (e.g. Hmong, Lao, Cambodian, Vietnamese) students is inconclusive with regard to their successful completion rates, therefore, this group is included in this section.		

***percentage targets to be determined by the Student Equity Committee**

GOAL D.1

Obtain necessary data to address this success indicator.

Activity	Expected Outcome	Funding
D.1 Hire an Institutional Research Coordinator devoted to student equity projects, such as: •Record data by both population group and specific degree or certificate programs •Compare data and disaggregate 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	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	•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 Coordinator position

GOAL D.2

Identify prior studies that could aid decisions.

Activity	Expected Outcome	Funding
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	Increase number of degrees and certificates awarded for groups that have been found to be experiencing disproportionate impact	•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.

Activity	Expected Outcome	Funding
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.	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.	•Fund development and distribution of marketing materials

GOAL D.4

Increase number of transfer students who receive a FCC degree.

Activity	Expected Outcome	Funding
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	Increase AA/AS/ADT degree completion rate especially for targeted groups.	•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

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	Expected Outcome	Funding
E.1 Conduct research to determine why students are not transferring and identify strategies to help alleviate potential barriers and develop interventions for disproportionately impacted students.	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	Need to fund a full-time Institutional Research Coordinator who will focus on transfer data
E.2 Develop a campus marketing campaign to promote and publicize transfer at the college which may include SWOT analysis, focus groups, college branding, and particularly, publicizing ADT majors at FCC.	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	
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) UC Merced Academic Advancement Program-UCLA Fresno State University Pathways to Law School Initiative	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.	•Provide financial support such as transportation, workshop materials, and other activities as deemed necessary by the Student Equity Committee. •Fund a full-time Student Equity Transfer counselor in the 2nd year of the plan.