

AGENDA  
BOARD OF TRUSTEES  
STATE CENTER COMMUNITY COLLEGE DISTRICT  
District Office Boardroom  
1525 E. Weldon Avenue, Fresno, California  
4:30 p.m., December 8, 2015

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. INTRODUCTION OF GUESTS
- IV. PUBLIC COMMENT [see footnote]
- V. ORGANIZATION OF BOARD
  - A. Election of Officers, Appointment of Representatives and Adoption of Board Calendar [15-70] Board President
  - B. Special Presentation to Outgoing Board President
- VI. APPROVAL OF MINUTES, Meetings of November 3, 2015, and November 13, 2015
- VII. REPORTS AND PRESENTATIONS
  - A. Joint District and Campus Presidents' Reports Cynthia Azari
  - B. Academic Senate Report Wendell Stephenson, FCC
  - C. Classified Senate Report Susi Nitzel, FCC
  - D. Technology Update Pedro Avila
- VIII. REPORTS OF BOARD MEMBERS
- IX. FUTURE AGENDA ITEMS
- X. CONSIDERATION OF CONSENT AGENDA 15-75HR through 15-82HR and 15-134G through 15-140G
- XI. GENERAL

Board Agenda  
December 8, 2015 (continued)

- A. Consideration to Adopt Resolution in Support of the Kindergarten through Community College Public Education Facilities Bond Act of 2016 [15-71] Lucy Ruiz
- B. Second Reading and Consideration to Approve Student Equity Plans for Fresno City College, Reedley College and Clovis Community College [15-72] Cynthia Azari  
Sandra Caldwell  
Deborah Ikeda

XII. HUMAN RESOURCES

- A. Consideration for the Appointment of One Additional Community Member to the Fresno City College President Search Advisory Committee [15-73] Diane Clerou

XIII. PUBLIC COMMENT [see footnote]

XIV. CLOSED SESSION

- A. CONFERENCE WITH LABOR NEGOTIATOR, [SCFT Full-Time Bargaining Unit and SCFT Part-Time Bargaining Unit]; Bill F. Stewart, Diane Clerou, Pursuant to Government Code § 54957.6
- B. PUBLIC EMPLOYMENT; Pursuant to Government Code §54957
  - 1. Chancellor
- C. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION; Government Code § 54956.9(a). *In the Matter of the Estate of Rinko Yoshioka*, Case No. 14 CEPR 00531, Superior Court of California, County of Fresno.

XV. OPEN SESSION

XVI. ADJOURNMENT

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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 before the beginning of the meeting.

CONSENT AGENDA  
BOARD OF TRUSTEES MEETING  
December 8, 2015

HUMAN RESOURCES

1. Employment, Academic Personnel [15-75HR]
2. Employment, Promotion, Change of Status, Transfer, Leave of Absence, Resignation, Retirement, Classified Personnel [15-76HR]
3. Consideration to Approve Revised Duties for Chief of Police [15-77HR]
4. Consideration to Approve One-Year Temporary Categorical counselor, Clovis Community College [15-78HR]
5. Consideration to Approve Two Permanent Part-Time Sign Language Interpreter III Positions, Reedley College [15-79HR]
6. Consideration to Appoint Dean of Instruction, Career Technical Education, Clovis Community College [15-80HR]
7. Consideration to Appoint Interim Vice President of Instruction, Fresno City College [15-81HR]
8. Consideration to Approve Six-Month Limited Term Administrative Aide Position, District Office [15-82HR]

GENERAL

9. Consideration to Approve Student Out-of-State Travel for Reno Jazz Festival, Fresno City College [15-134G]
10. Consideration to Approve Fall 2015, Spring 2016 and Fall 2016 Curriculum Proposals for Fresno City College, Reedley College and Clovis Community College [15-135G]
11. Consideration to Approve Offering of Field Archeology Class in Utah, Summer 2016 [15-136G]
12. Review of District Warrants and Checks [15-137G]
13. Consideration of Report of Investments [15-138G]

Consent Agenda  
December 8, 2015 (continued)

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|-----|---|-----------|
| 14. | Consideration to Authorize Licensing Agreement for Virtual Instructional Software, Districtwide | [15-139G] |
| 15. | Consideration to Authorize Agreement for Data Analytic software, Fresno City College            | [15-140G] |

*(Unapproved)* MINUTES OF REGULAR MEETING OF  
STATE CENTER COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
November 3, 2015

- Call to Order                    A regular meeting of the State Center Community College District Board of Trustees was called to order by Board President Ron Nishinaka at 4:30 p.m. on November 3, 2015, in the District Office Board Room, 1525 E. Weldon Avenue, Fresno, California.
- Trustees Present                Ron Nishinaka, President  
Richard Caglia, Vice President  
John Leal, Secretary  
Miguel Arias  
Robert “Bobby” Kahn Jr.  
Pat Patterson  
Eric Payne  
Brenda Fuentes, Student Trustee  
Cody Sedano, Student Trustee
- Also present were:  
Bill F. Stewart, Interim Chancellor, SCCC  
Ed Eng, Vice Chancellor of Finance and Administration, SCCC  
Diane Clerou, Vice Chancellor, Human Resources  
Barbara Hioco, Interim Vice Chancellor, Educational Services and Institutional Effectiveness  
Cynthia Azari, Interim President, Fresno City College  
Sandra Caldwell, President, Reedley College  
Deborah Ikeda, Campus President, Clovis Community College Center  
Christine Miktarian, Interim Associate Vice Chancellor of Business and Operations, SCCC  
Gregory Taylor, General Counsel, SCCC  
Lucy Ruiz, Interim Executive Director, Public and Legislative Relations, SCCC  
Barbara Martin, Interim Executive Secretary to the Chancellor, SCCC
- Introduction of                 Diane Clerou stated that guests would be introduced throughout the  
Guests                            meeting.
- Approval of                     The minutes of the regular meeting of October 6, 2015, were presented for  
Minutes                           approval. A motion was made by Trustee Leal and seconded by Trustee Arias to approve the minutes of October 6, 2015, as presented. The motion passed without dissent.

Public Comment	<p>Blong Xiong, Hmong community member, addressed the Board regarding the Fresno City College President’s Search Committee. He submitted a letter with signatures from the community asking that an Asian/Pacific Islander member be added to that committee.</p> <p>Board President Nishinaka called for Leroy Candler, who had submitted a request to speak, but he was not present when called upon.</p>
Joint District and Campus Presidents’ Reports	<p>Dr. Deborah Ikeda, Clovis Community College President, reported on activities taking place in the District during the months of October and November.</p>
Academic Senate Report	<p>Stephanie Curry, Reedley College Academic Senate President, reported on meetings and activities of the Academic Senate.</p>
Classified Senate Report	<p>Corinna Lemos, Reedley College Classified Senate President, was ill and no report was made.</p>
Update on Student Equity Plans	<p>College Presidents Sandra Caldwell, Cynthia Azari and Deborah Ikeda presented an update on Student Equity Plans. Included in presenting the information were Renee Craig Marius and Ray Ramirez from FCC and Claudia Habib and Darlene Murray from RC. All three colleges have their final drafts prepared. The December Board meeting will include a “second read” and the plans are required to be to the state by December 18, 2015. There was a request for the plans to be consistent in format as it can be confusing. Chancellor Stewart agreed to put that together and send out to the Board members. He also offered to meet with Board members individually if needed.</p>
Public Comment	<p>Venancio Gaona from the Latino AD Hoc Committee of Concerned Citizens for Representative Government and faculty emeritus spoke to the group regarding the Student Equity Plans. He asked that the Board please consider having community members on the student equity committees.</p> <p>President Nishinaka again called for Leroy Candler who had submitted a request to speak, but he was not present when called upon.</p>
Reports of Board Members	<p>Student Trustees Fuentes and Sedano reported on activities on their campuses. Trustees Arias, Payne, Leal and Nishinaka reported on several events they attended throughout the months of October and November. Trustee Kahn congratulated Trustee Payne on his appointment to the ACCT Nominations Committee. Trustee Arias asked for information regarding</p>

changes in the nursing program.

Future Agenda  
Items

It was requested that work be continued on arranging a date and time for an Ag Farm tour at Reedley College. Chancellor Stewart suggested that the tour be planned to occur when the regular Board meeting is at Reedley College. The tour could be directly preceding the meeting.

Consideration of  
Consent Agenda  
Action

President Nishinaka announced that Item No. 15-71HR, Consideration to Approve Resolution of Layoff to Eliminate Permanent Part-Time Office Assistant I/II, Personnel Commission, will be removed from the consent agenda and considered separately as it requires a separate vote.

It was moved by Trustee Leal and seconded by Trustee Kahn that the Board of Trustees approve consent agenda items 15-67HR through 15-74HR and 15-124G through 15-133G, except Item No. 15-71HR, as presented. The motion passed without dissent.

Consideration to  
Approve  
Resolution of  
Layoff to Eliminate  
Permanent Part-  
Time Office  
Assistant I/II,  
Personnel  
Commission  
[15-71HR]  
Action

A motion was made by Trustee Kahn and seconded by Trustee Arias that the Board of Trustees approve Item 15-71HR. The roll call vote was as follows:

	YES	NO	Absent
Miguel Arias	X		
Richard Caglia	X		
Bobby Kahn	X		
John Leal	X		
Pat Patterson	X		
Eric Payne	X		
Ron Nishinaka	X		

Employment,  
Academic  
Personnel  
[15-67HR]  
Action

Approve the academic personnel recommendations, item A, as presented

Employment,  
Change of Status,  
Transfer,  
Resignation,  
Retirement,  
Classified  
Personnel  
[15-68HR] Action

Approve the classified personnel recommendations, items A through H, as presented

Consideration to  
Approve Limited  
Term Research  
Assistant Position,  
District Office  
[15-69HR]  
Action

Approve a six-month Limited Term Research Assistant position in the District Office

Consideration to  
Approve Three  
Permanent Part-  
Time Food Service  
Worker Positions,  
Reedley College  
[15-70HR]  
Action

Approve three permanent part-time Food Services Worker positions, Reedley College

Consideration to  
Approve  
Resolution of  
Layoff to Eliminate  
Permanent Part-  
Time Office  
Assistant I/II,  
Personnel  
Commission  
[15-71HR]  
Action

Approve the Resolution of Layoff, authorizing the Interim Chancellor or his designee to give notice of layoff to Position No. 1163, Office Assistant I/II, pursuant to the District's rules and regulations, contract bargaining agreement and applicable provisions of the Education Code

Consideration to  
Approve New  
Laboratory  
Simulation  
Technician  
Position, Fresno  
City College  
[15-72HR ]  
Action

Approve a new Laboratory Simulation Technician position, Fresno City College

Consideration to Approve an Increase in Compensation for Student Aide Positions Due to California Minimum Wage Increase  
[15-73HR ]  
Action

Approve a \$1.00 per hour increase to Student Aide I through Student Aide IV positions, effective January 1, 2016

Consideration to Approve New Seasonal College Trainer Position, Clovis Community College  
[15-74HR ]  
Action

Approve a new Seasonal College Trainer position, Clovis Community College

Review of District Warrants and Checks  
[15-124G]  
Action

Review and approve the warrants register for the following accounts:

<u>Account:</u>	<u>Amount:</u>	<u>For the Period:</u>
District	\$16,016,117.18	9/16/15 to 10/13/15
Fresno City College Bookstore	163,271.84	9/16/15 to 10/13/15
Reedley College Bookstore	163,541.67	9/16/15 to 10/13/15
Fresno City College Co-Curricular	136,238.23	9/15/15 to 10/12/15
Reedley College Co-Curricular	142,297.80	9/15/15 to 10/09/15
Total:	<u>\$ 16,621,466.72</u>	

Financial Analysis of Enterprise and Special Revenue Operations  
[15-125G]  
No Action

Financial Analysis provided for Board information – no action is required

Consideration to  
Approve Quarterly  
Budget Transfers  
and Adjustments  
Report  
[15-126G]  
Action

Approve the September 30, 2015, Budget Transfers and Adjustments Report

Acknowledgement  
of Quarterly  
Financial Status  
Report, General  
Fund  
[15-127G]  
Action

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

Consideration of  
Claim, City of  
Fresno  
[15-128G]  
Action

In accordance with established procedures, reject the claim submitted by City of Fresno and direct the Interim Chancellor or Vice Chancellor of Finance and Administration to give written notice of said action to the claimant

Consideration to  
Adopt Resolution  
Authorizing the  
Establishment of  
Treasury  
Management  
Services and ACH  
Agreement, Clovis  
Community  
College  
[15-129G]  
Action

Adopt Resolution No. 2015.26 authorizing the establishment of Treasury Management Services and ACH agreement for Clovis Community College

Consideration to  
Accept Agreement  
for the Adult  
Education Block  
Grant Program,  
Regional  
Consortium  
[15-130G] Action

- a) Authorize the District, on behalf of the Regional Consortium, to enter into an agreement with the California Community Colleges Chancellor's Office for the Adult Education Block Grant for the period July 1, 2015, through June 30, 2016, with funding in the amount of \$4,839,117;
- 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 Emergency Repair at Art/Home Economics Building, Fresno City College [15-131G]  
Action

- a) By unanimous vote, authorize Emergency Resolution No. 2015.27 for Emergency Repair at the Art/Home Economics Building, Fresno City College, in accordance with Public Contract Code section 20654(a); and
- b) Accept approval from the County Superintendent of Schools for the Emergency Repair at the Art/Home Economics Building, Fresno City College; and
- c) Authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign an agreement on behalf of the District

Consideration of Bids, AGR 5 Food Safety Lab Remodel, Reedley College [15-132G]  
Action

Award Bid #1516-01, in the amount of \$147,500, to NR Development, Inc., the lowest responsible bidder for the AGR5 Food Safety Lab Remodel at Reedley College; and authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign an agreement on behalf of the District

Consideration to Adopt 2016-2017 and 2017-2018 Instructional Calendars [15-133G]  
Action

Adopt the 2016-17 and 2017-18 instructional calendars for Fresno City College, Reedley College/North Centers, and Clovis Community College

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

Consideration to Adopt Resolution Scheduling Date and Time for Organizational Meeting of the Board of Trustees [15-65]  
Action

A motion was made by Trustee Caglia and seconded by Trustee Arias that the Board of Trustees adopt Resolution No. 2015.25, selecting December 8, 2015, at 4:30 p.m., as the date and time for its annual organizational meeting; and direct the Interim 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 roll call vote was as follows:

	YES	NO	Absent	
Miguel Arias	X			
Richard Caglia	X			
Bobby Kahn	X			
John Leal	X			

Consideration to Adopt Resolution Scheduling Date and Time for Organizational Meeting of the Board of Trustees [15-65]  
Action (continued)

Pat Patterson	X			
Eric Payne	X			
Ron Nishinaka	X			

First Reading of Student Equity Plans, Fresno City College, Reedley College, and Clovis Community College [15-66]  
No Action

Barbara Hioco asked for the Board of Trustees to acknowledge receipt of the report, as a first reading with more information to come prior to formal adoption of the plans at the December meeting. They acknowledged receipt.

Closed Session

President Nishinaka stated that in closed session the Board will discuss the following:

- A. PUBLIC EMPLOYMENT, Pursuant to Government Code Section 54957
  - 1. Dean of Instruction, Fresno City College
  - 2. Director of counseling and Special Projects, Fresno City College
  - 3. Chancellor

President Nishinaka called a recess at 6:50 p.m.

Open Session

The Board moved into open session at 8:09 p.m.

Consideration to Appoint Dean of Instruction, Fresno City College [15-67]  
Action

A motion was made by Trustee Caglia and seconded by Trustee Kahn that the Board of Trustees appoint Dr. Timothy Woods as Dean of Instruction, Fresno City College.

The motion passed without dissent.

Consideration to  
Appoint Director  
of Counseling and  
Special Projects,  
Fresno City College  
[15-68]  
Action

A motion was made by Trustee Payne and seconded by Trustee Arias that the Board of Trustees appoint Dr. Natalie Culver-Dockings as Director of Counseling and Special Projects, Fresno City College.

The motion passed without dissent.

President Nishinaka stated that, regarding the third Closed Session Item, Chancellor, the Board has nothing to report out at this time.

Adjournment

The meeting was adjourned at 8:15p.m. by unanimous consent.

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John Leal  
Secretary, Board of Trustees  
State Center Community College District

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*Unapproved* MINUTES OF SPECIAL MEETING OF  
STATE CENTER COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES  
November 13, 2015

- Call to Order                    A special meeting of the State Center Community College District Board of Trustees was called to order by Board President Ron Nishinaka at 11:08 a.m. on November 13, 2015, in the District Office Board Room, 1525 E. Weldon Avenue, Fresno, California.
- Trustees Present                Ron Nishinaka, President  
Richard Caglia, Vice President (arrived at beginning of closed session)  
John Leal, Secretary  
Robert “Bobby” Kahn Jr.  
Pat Patterson  
Eric Payne (arrived at beginning of closed session)  
Miguel Arias (arrived at beginning of closed session)
- Also present were:  
Bill F. Stewart, Interim Chancellor, SCCC  
Diane Clerou, Vice Chancellor, Human Resources  
Barbara Hioco, Interim Vice Chancellor, Educational Services and Institutional Effectiveness  
Cynthia Azari, Interim President, Fresno City College  
Sandra Caldwell, President, Reedley College  
Deborah Ikeda, Campus President, Clovis Community College Center  
Christine Miktarian, Interim Associate Vice Chancellor of Business and Operations, SCCC  
Pedro Avila, Assistant to the Chancellor, Enrollment Management, Admissions, Records, and Information Services  
Gregory Taylor, General Counsel, SCCC  
Lucy Ruiz, Interim Executive Director, Public and Legislative Relations, SCCC  
Barbara Martin, Interim Executive Secretary to the Chancellor, SCCC
- Public Comment                None
- Closed Session                 President Nishinaka stated that in closed session the Board will discuss the following:  
A.        PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT, Pursuant to Government Code Section 54957  
          1.        Interview Finalists – Chancellor
- President Nishinaka called a recess at 11:15 a.m. until 6:00 p.m.

OPEN SESSION

The Board moved into open session at 6:00 p.m.

President Nishinaka stated the Board did not take any reportable action during closed session.

Public Comment

Stephanie Curry, Reedley College Academic Senate President, spoke in favor of the facilities bond and informational campaign.

Elizabeth Romero, Clovis Community College Academic President, stated that the CCC Facilities Committee has identified needs and supports the informational and bond campaigns.

Stephanie Babb, Clovis Community College Director of Marketing, addressed the group on behalf of Pat Ricchiuti who could not be present. Mr. Ricchiuti is president of PR Farms and wants the Board to know he is in support of the informational campaign.

Seth Yates, Fresno City College Chemistry Department, spoke in favor of the informational and bond campaigns. He presented information to the Board regarding facilities and maintenance needs of the FCC Science Building. The Board asked for a tour of the building and it was agreed that could be set up next week.

Rodney Olsen, graduate of Fresno City College and current biology instructor at FCC, spoke regarding the facility and maintenance needs of the FCC Science Building. He spoke in favor of the informational and bond campaigns and offered tours as well.

Brad Ditton, citizen of the Oakhurst area, spoke in support of the informational and bond campaigns.

Bob Mitchell, Golden Westside Planning Committee, addressed the Board expressing the importance of the bond issue and said he hoped the Board would look at it in the broader sense including the needs of West Fresno.

Debbie Darden, Golden Westside Planning Committee, spoke in support of the bond and the need to do what's right for West Fresno. She asked the Board to reconsider the numbers and amounts allocated to West Fresno.

Michaelyn Lewis, concerned citizen, advised the Board that she is in

support of facilities for Southwest Fresno and asked that they allocate appropriate funds. Ten million dollars is not enough.

Consideration to Proceed with Informational Campaign Regarding District Facilities Needs

The following is transcribed from the audio recording of the meeting. **President Nishinaka** – Moving on to our next item, Consideration to Proceed with Informational Campaign Regarding District Facilities Needs. The Board was going to have some discussion tonight in terms of whether we will proceed.

**Dr. Bill Stewart** – If you have any questions I can answer them. We are prepared to go and if the Board says go, we will kick it off.

**Trustee Caglia** - I thought we already agreed on this.

**Trustee Kahn** – Mr. Chairman, if I could make a suggestion that maybe you could give each trustee like three minutes to state where they are on the bond, we could speed the meeting along that way. I know it's getting late for the audience and we still have a closed session to take care of as well.

**President Nishinaka** – Would that be agreeable with the Board? All agreed.

**President Nishinaka** – Let me start on my left with Trustee Arias.

**Trustee Arias** – Thank you Board Chair. I am supportive of the bond and proceeding with the informational campaign as long as we're crystal clear that the determination on the allocation of funds is not being approved at this time. And that we have heard the requests from various communities to make significant investments and I feel, as a trustee, that it is my role to insure that those investments are equitable and appropriate. And that when it comes to prioritization of projects we prioritize projects that are a safety concern first, before we begin to fund projects that are, in my view, are amenities that we would all like to have in any part of our respective districts. So, again to be clear, I am in favor of moving forward with the information campaign as long as we're clear that at this time we aren't allocating specific resources or approving specific priority projects from any area. That decision I think needs to take place in coming months as the Interim Chancellor begins his work on addressing, accessing all the options before us.

**President Nishinaka** – Trustee Kahn

**Trustee Kahn** – I'd just like to say that I am all in on the bond. I think we owe it to the students, we owe it to the communities that we serve. I think it's important that we keep the big picture in mind that we need the money to build these facilities. If we don't pass a bond I think we are going to be challenged even to make these safety improvements, let alone take care of parking and take care of, I mean if we don't pass the bond there is going to be no center in the

Consideration to  
Proceed with  
Informational  
Campaign Regarding  
District Facilities  
Needs (continued)

southwest, there's going to be no improvements in Oakhurst, there's going to be no parking structure, so I think that the biggest focus is that we pass the bond. The bond language will allow us to have a little leeway in the allocation of the funds. So I think that our main focus is to keep our eye on the ball and that we pass the bond so that all areas of our district benefit.

**President Nishinaka** – Trustee Payne

**Trustee Payne** – I just think that you know we heard from you know our academic senates and they spoke passionately about the need for these resources. And we've heard from our faculty members that are in the classroom and our students, most importantly, who have expressed extreme support for this. That really this is going to be a transformational time for our district as we look to the future with these resources. And I think that there is opportunity here but I also think we need to take into consideration some of what we've heard here this evening. And some of those concerns, and I'm hoping that as we begin to move forward in this process we'll begin to have further conversations around what those needs are. Because, you know, we heard from Mrs. Darden, we heard from Mr. Mitchell and we heard from Mr. Ditton around that there is an extreme need in some of our underserved communities. I hope that this administration will do what it can and will do all that it can to help meet those needs. And if at any point in time I feel that the communities' needs are not being met in this process I'm going to speak boldly in terms of what we could be doing more of. But, I stand firmly in supporting the informational campaign as we move forward.

**President Nishinaka** – Thank you.

**Trustee Caglia** – I'm ready to go.

**President Nishinaka** – Trustee John Leal.

**Trustee Leal** – Well, I too am in support of moving forward with the bond. I think we're ready to go, I think time is of the essence. I personally have heard from all the constituent groups in all the areas and I can name them, Clovis Community College the obvious needs here at Fresno City College, my alma mater Reedley College also has academic needs to fill etc, etc. And let's not forget west Fresno and that promise and I'd also like to include the promise that was made at the last bond, refresh your memory folks, 2002 a previous or a different board approved that bond with the idea of trying to build a new career technology center where two of my sons have benefited from attending. And I will tell you that we have a tremendous need to upgrade, to modernize and to expand, so that's what we have to do. We have to be futuristic, we have to look not two years down the road but rather 15 to 20 years into the future to meet the needs as

Consideration to  
Proceed with  
Informational  
Campaign Regarding  
District Facilities  
Needs (continued)

Mr. Ditton pointed out for his community. So we need to look at all the local communities, in order for this to pass, in order to meet the needs of all of our communities that we care about. As board members we don't just care about our area, let's make that clear. We need to work together, every staff member, every board member, every leader of this district needs to be behind this bond and to reach out to the community and sell this bond by saying to them, this is our promise that we will keep because we are going to have enough money to meet all of the needs. I know that sounds Pollyanna, but I really believe it's possible and the time is now. We must not lose this opportunity to move forward. Thank you.

**President Nishinaka** – Trustee Patterson

**Trustee Patterson** – I'll just say that I think a bond is necessary for this district to proceed and for future growth, especially cognizant of the fact that we don't have a guarantee that we're going to get any state funding to fund our facilities in the future. Whether that will dry up completely or what I don't know. But I think we ought to plan on that. I will express my concerns here. I just heard some enlightening things about the CTE at Clovis and I wasn't aware of in that I didn't know welding was going in there. I don't know that it's structured for that at this point. And if we're putting welding classes and similar classes in Clovis what about the southeast site that was supposed to be the, we were planning on the most advanced vo tech and bring everything from Annadale and put it over there and, so if we're going off on different tangents I don't know but as a board member I think this is incumbent on us, as board members to really have this talked about and decided upon where we're going. But also you know west Fresno has come up. I think that Gaston Middle School is one of the greatest things that's ever happened to the southwest area of our town. I've seen, I've been there firsthand and I'm sure students and the families and the neighbors, the participation it changed it completely and I think that's great. I don't know if we're prepared to go in there and put in a community college center. You know that's an expensive proposition. I haven't heard what the state is willing to pay us. They pay us for center status, they pay us for college status, one million or three million a year to help fund that. But I haven't heard any of the facts that deal with that. Plus you know we talk about the capacity at Fresno City College. It's been a while since I've seen anything on that. What is our capacity and where are we at percentage wise? Correct me if I'm wrong, but I think Merle Cannon is going to come in and do some.

**Dr. Bill Stewart** – Yes, he's working with us.

**Trustee Patterson** – Now if, I would have the upmost confidence that

Consideration to  
Proceed with  
Informational  
Campaign Regarding  
District Facilities  
Needs (continued)

if Merle Cannon came in and gave us a good study on facility needs and the prospects of that we would get a great job. He's the one that came in for Madera, wasn't he Bill?

**Dr. Bill Stewart** – Yes, he's done a tremendous amount of work for us in doing these kinds of things.

**Trustee Patterson** – Brian, is that right? Didn't he do also Clovis?

**Brian Speece** – Yes.

**Dr. Bill Stewart** – He's doing some work with us in Sacramento.

**Trustee Patterson** – And you see those were great facilities, the planning in it was great, but we knew where we were going well in advance before we did it. That's where I have my problem. I think we need to get together, we need to study it more. Of course you can study and study, that's not what I'm saying. You know me, I'd rather do something wrong than do nothing at all. But the thing is I think we ought to know. The other thing is that I don't have any problem with the prospects of doing a bond for that which we have already planned. We've already gone through the planning process. The southeast site had a lot of planning. It appears that over the years that some of what I remember as being the planned outcome for that, the VTC, has changed a bit. But I hope that will come back to where it is. But that was at the southeast site. Let's do something with that and let's get going on that. But I haven't seen what is really going to happen there. You know, there has been discussion about the police academy and locations, that's where it's supposed to go, that's where the building footprint has been. You know, what's it going to take to get it going? We're waiting on the state bond. I don't know, has the state bond been approved, and it's going on the ballot for sure? I don't know yet.

**Dr. Bill Stewart** – It's going on the ballot in November.

**Trustee Patterson** – This year or next?

**Dr. Bill Stewart** – Next fall. It'll be the same time as we go and hopefully it will pass. Again, there's only two million dollars in there for the entire state, so it isn't going to buy an awful lot, it'll buy some. We are putting together by the way a plan for the southeast side center that will have the educational plan that's there. It will tie in with what we're going to do with the southwest side, I'm sorry, the southwest side, it will tie in with the other. We will have a plan together on that. We've been working on that and we'll be bringing that forward over a period of time. We will do that. We have a good bit of information we'll be sharing with you as we go along. As we develop more, Brian and I are continuing to work on a regular basis. As it comes in we'll be sharing it with you. I think it will be sound planning. Merle Cannon is helping us. We have another firm that is

Consideration to  
Proceed with  
Informational  
Campaign Regarding  
District Facilities  
Needs (continued)

helping us do some studying. So we are moving forward, I'm confident we can get it done. I'm very pleased to hear that you, I won't take up more than my three minutes I want you to know that, but I'm confident, I'm very pleased and I really appreciate hearing from all these people that have spent since the year 2010 doing this planning. As far as welding at Clovis, one of the things I will say to you is that we've been in a program where we've been identifying the pathways, working hard in the entire district, the pathways, we're well down the road. We're going to have a major planning effort to which all of you will be invited. That will come about between the end of January and the first of February. In it we will be talking about what the greatest needs are in the technical areas in the district. That may mean that welding will not go to Clovis, but there will be other programs that will be at Clovis that will be highly technical in nature. And so we will take a look at it and go from there. So don't hang your hat on welding at Clovis. But there will be a major, major center there for vocational technical which they do not have the facilities now. Is my three minutes up?

**Trustee Arias** – Chancellor, I want to add one thing, that I appreciate the comments by our staff that are here today. I know we have thousands of employees. (Addressing the audience - If you'd like I can do an interview with you afterwards, you don't have to bother recording me. Thank you.) We have thousands of employees, we have more than 40 thousand students, we also have more than a million residents in our jurisdiction. And in my view what you're hearing from some of the board members is we understand the needs that we have in the district, but we also understand our responsibility to be able to communicate the right expectations to our more than million residents in our jurisdiction and we have to be thoughtful that we don't promise anything we can't fulfill and that we fulfill the promises that we made in the past. And that we do it in a way that is equitable is thoughtful and is fiscally prudent. So, that's our fiduciary duty on this board and we have that responsibility and I personally take that very seriously. So I appreciate the input that staff has given today and our students are first and foremost, but we also have to look at the bigger picture. Because ultimately none of us want to build buildings we can't maintain, that we can't operate or are in the wrong place or are designed in an incorrect way.

**Trustee Patterson**- I'd like to add one more comment in that too often our planning is done maybe five years ahead, that we build a building and when it comes time to occupy it, it needs to change. I was listening to the biology, chemistry labs, you know I heard about the different machines. I didn't hear about a Raman Spectroscopy,

Consideration to  
Proceed with  
Informational  
Campaign Regarding  
District Facilities  
Needs (continued)

you know. That's where science is changing. What about Raman Spectroscopy? You know that's where we should be going. That's where I think we should be looking to the future and start to fund those new sciences, new technologies regardless of what arena. Let's not build a welder that's going to be the old arc welder that I go sometimes in my back shop. Well, not arc welding, but even acetylene, you know, we need to really be looking to the future and I think we ought to do everything we can when we go to the bond. Let's not be looking at building something that's going to be in use five years from now that we're using now, let's go beyond that.

**President Nishinaka** – I'm sure we'll do that. With input from industry and faculty and program reviews and all the others. I know we had the charrette a few years ago. I know it will all come together. I guess for the record I should say that I totally support the bond and have supported it since the first discussion. I have been out talking to a number of our local school districts and we have received several letters of support from the school districts and from some of the local businesses. And we're looking forward to, I'm looking forward to moving forward with the bond and want to make sure that all of the areas, all the areas of all the campuses are included in moving forward as a district and not just a college. We've had that dialogue and good to hear that all of the board members are in favor of moving forward with that kind of campaign and its time that we move forward. Make it happen.

**Dr. Bill Stewart** – I think it would be meaningful for us to go ahead though and make a motion and second it and to...

**Trustee Arias** – A motion to support the informational campaign.

**Trustee Leal** – I second it.

**Trustee Patterson** - May be better to define what an informational campaign really means.

**Dr. Bill Stewart** – Well, would you like me to talk about that?

**Trustee Patterson** – I would like to because I don't want it to be construed at some future date that we're voting on, approving, going out for a bond of a certain number.

**Dr. Bill Stewart** – No, that's not what we're going to do. The informational campaign will be based on the facilities we have. What we're going to do is that we're putting together a campaign where we will be, we're doing it by colleges, we have it divided up, we'll be in every service club, every PTA, we'll have it and we'll show it to you when we get it done. We're working on it right now. We will have a presentation that will be probably about 25 minutes in length. We'll try to get to every quilting circle, every PTA, every other group, any groups that any of you belong to we certainly want to go, we want to

Consideration to  
Proceed with  
Informational  
Campaign Regarding  
District Facilities  
Needs (continued)

talk to them. We are going to train all of our people that will be going out and will be speaking. We're going to be putting together about three pieces of information that will go to opinion leaders that we'll mail. And we're putting that together at this time. We will be running voter drives on each of our campuses before the spring primary and also into the fall. We are going to have a community group in which we're asking each of you, you recall, we sent it to you to serve. You're on the Clovis one in case you forgot, I'm sure you're working hard at getting that done. At any rate we're going to put those together. The community themselves, the colleges are putting together their own utilizing their student body. And by the way, it's wonderful for these people to step up and want to help. We're a year out and yet these people are saying let's go, let's get it done. That is a wonderful kind of thing that we're doing, so we have a comprehensive program, and by the way, we're almost all volunteers. We're all taking this on as an additional duty, we're not hiring a bunch of other people. We're doing it ourselves, people are stepping up and we'll be out there and I hope that you'll see us on the road and I hope that you will also do your share as a member of the community and each of those on those committees. They will be operational at the first of the year, all our committees, and we will be moving forward. So, that is the thing, that we're going to take the message to the people.

**Trustee Kahn** – Call for the question.

**President Nishinaka** – Call for the question, all in favor say aye.

**Trustee Payne** – Roll call vote?

Roll Call Vote was taken as follows:

**Barbara Martin**- Trustee Arias?

**Trustee Arias** –Aye

**Barbara Martin** – Trustee Caglia?

**Trustee Caglia** – Yes

**Barbara Martin**- Trustee Kahn?

**Trustee Kahn** – Yes

**Barbara Martin** – Trustee Leal?

**Trustee Leal** – Yes

**Barbara Martin** – Trustee Nishinaka?

**President Nishinaka** – Yes

**Barbara Martin** – Trustee Patterson?

**Trustee Patterson** – Yes

**Barbara Martin** – Trustee Payne?

**Trustee Payne** – With the understanding that it's going to be an

Consideration to Proceed with Informational Campaign Regarding District Facilities Needs (continued) equitable process and we're going to engage our stakeholders in an authentic way. Yes.  
**Barbara Martin** – 7 to 0  
**Trustee Arias** – Board Chair I would like to request that this discussion be recorded in the official minutes that come before the board for approval. And that it be actually be a standard recording of the action. I think everybody here who spoke here today and our comments need to be recorded for the official minutes that are very specific.  
**Dr. Bill Stewart** – We will do so.  
**Trustee Arias** – Thank you.

Closed Session President Nishinaka stated that in closed session the Board will discuss the following:  
  
A. PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT, Pursuant to Government Code Section 54957  
    1. Chancellor  
  
President Nishinaka called a recess at 6:53 p.m.

Open Session The Board moved into open session at 9:05 p.m.  
  
President Nishinaka stated the Board did not take any reportable action during closed session.

Adjournment The meeting was adjourned at 9:06 p.m.by unanimous consent.

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John Leal  
Secretary, Board of Trustees  
State Center Community College District

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Employment, Academic Personnel

ITEM NO. 15-75HR

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EXHIBIT: Academic Personnel Recommendations

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Recommendation:

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

ACADEMIC PERSONNEL RECOMMENDATIONS

A. Recommendation to employ the following persons:

<u>Name</u>	<u>Campus</u>	<u>Class &amp; Step</u>	<u>Salary</u>	<u>Position</u>
Hammerstrom, Karri M.	DO	II, 11	\$55,638	Coordinator, Regional Consortium and Career Technical Education

(Categorically Funded Contract – December 9, 2015 through June 30, 2016)

Hannigan, Karie A.	CCC	II, 6	\$40,504	Counselor
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(Categorically Funded Contract – December 9, 2015 through June 30, 2016)

Myers, Tiffany I.	FCC	III, 6	\$42,327	Vocational College to Career (C2C) Coordinator/Counselor
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(Categorically Funded Contract – December 9, 2015 through June 30, 2016)

<b>Sanchez, Ray M.</b>	<b>FCC</b>	<b>II, 14</b>	<b>\$44,459</b>	<b>Tutorial Center Coordinator</b>
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**(Categorically Funded Contract – January 7, 2016 through June 30, 2016)**

B. Recommendation to accept resignation from the following person:

<u>Name</u>	<u>Campus</u>	<u>Effective Date</u>	<u>Position</u>
Villa, Christopher M.	FCC	December 9, 2015	Vice President of Student Services

C. Recommendation to accept resignation for the purpose of retirement from the following persons:

<u>Name</u>	<u>Campus</u>	<u>Effective Date</u>	<u>Position</u>
<b>Farley, Lee</b>	<b>FCC</b>	<b>December 31, 2015</b>	<b>Dean of Student Services</b>
<b>Moncibais, Gordon C.</b>	<b>CTC</b>	<b>June 30, 2016</b>	<b>Fire Academy Coordinator</b>
Lindstrom, Richard J.	CTC	August 9, 2016	Director of the Police Academy

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Employment, Promotion, Change of Status,  
Transfer, Leave of Absence, Resignation,  
Retirement, Classified Personnel

ITEM NO. 15-76HR

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EXHIBIT: Classified Personnel Recommendations

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Recommendation:

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

CLASSIFIED PERSONNEL RECOMMENDATIONS

A. Recommendation to employ the following persons as probationary:

Name	Location	Classification	Range/Step/Salary	Date
Davis, Daneillie	FCC	CalWORKs Assistant Position No. 2336	48-A \$3,299.92/mo.	10/28/2015
Oliver, Katelyn	DO	Accounting Clerk III Position No. 1179	48-A \$3,299.92/mo.	10/28/2015
Babb, Stephanie	CCC	College Director of Marketing & Communications Position No. 5078	44-1 (Mgmt.) \$6,497.17/mo.	11/09/2015
Lau, Gwun	FCC	Accounting Clerk I Position No. 2082	38-A \$2,578.75/mo.	11/09/2015
Roby, Nina	CCC	Webmaster Position No. 5075	66-A \$5,114.00/mo.	11/09/2015
Baylon, Arthur	FCC	Custodian Position No. 8527	41-A \$2,978.83/mo.	11/16/2015
Hopkins, Lavell	FCC	Custodian Position No. 8525	41-A \$2,978.83/mo.	11/16/2015
Alaniz, Horacio, Jr.	FCC	Custodian Position No. 8526	41-A \$2,978.83/mo.	11/23/2015
<b>Robertson, Shannon</b>	<b>DO</b>	<b>Construction Services Manager Position No. 1068</b>	<b>40-1 (Mgmt.) \$5,999.33/mo.</b>	<b>11/30/2015</b>
Anaya, Randy	FCC	Custodian Position No. 2178	41-A \$2,978.83/mo.	12/01/2015

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
Cowan, David	FCC	Copy Center Specialist Position No. 8071	48-D \$22.17/hr.	10/01/2015

- 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 (cont'd):

Name	Location	Classification	Range/Step/Salary	Date
Ayello, Shannon	DO	Police Lieutenant Position No. 1070	37-2 (Mgmt.) \$5,868.75/mo.	10/15/2015
Gaines, Richard	DO	Chief of Police Position No. 1069	44-6 (Mgmt.) \$7,703.75/mo.	10/15/2015
Uribe, Felipe	DO	Police Sergeant Position No. 1087	67-B \$32.15/hr.	10/15/2015
Del Real, Rachel	FCC	Instructional Aide (PPT) Position No. 8531	32-A \$12.84/hr.	10/21/2015
Schreiner, Jennifer	MC	Early Childhood Education Specialist Position No. 4007	53-A \$21.47/hr.	10/21/2015
Barrera, Michael	RC	Baker Position No. 3070	43-A \$16.82/hr.	10/26/2015
Gonzalez, Simon	RC	Instructional Laboratory Technician – General Science (PPT) Position No. 3163	57-A \$23.68/hr.	11/02/2015
Jury, Veronica	RC	Admissions and Records Manager Position No. 3126	34-1 (Mgmt.) \$5,385.50/mo.	11/03/2015
Lambert, Sumner	FCC	Research Assistant Position No. 8511	60-A \$25.49/hr.	11/03/2015
Chan, Fennyann	MC	Student Services Specialist Position No. 4048	52-A \$20.96/hr.	11/16/2015
Davidson, Julie	RC	Administrative Assistant Position No. 3012	55-C \$25.50/hr.	11/16/2015

- C. Recommendation to employ the following persons as limited term (Ed Code 88105):

Name	Location	Classification	Range/Step/Salary	Date
Reynolds, Kaye	DO	Research Assistant Position No. 9029	60-A \$27.40/hr.	11/05/2015

D. Recommendation to employ the following persons as retiree/hourly (Ed Code 88034):

Name	Location	Classification	Hourly Rate	Date
Taylor, Gail	FCC	Department Secretary Position No. 2219	44-A \$17.23/hr.	10/23/2015

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

Name	Location	Classification	Range/Step/Salary	Date
Rains- Heisdorf, Carol	FCC	Research Assistant Position No. 8511 to Institutional Research Coordinator Position No. 8536	60-D \$5,114.00/mo. to 66-C \$5,633.25/mo.	11/02/2015
Boutthavong, Khamsopha	RC CCC	Instructional Technician – MicroComputer Lab Position No. 3091 to Micro-Computer Resource Technician Position No. 5052	50-B \$3,633.75/mo. to 63-A \$4,752.08/mo.	11/09/2015
Heredia, Gavino	DO FCC	Office Assistant I (PPT) Position No. 1163 to Office Assistant III Position No. 2064	38-A \$14.88/hr. to 48-A \$3,299.92/mo.	11/09/2015
Lau, Gwun	FCC	Accounting Clerk I Position No. 2082 to Accounting Technician I Position No. 8545	38-A \$2,578.75/mo. to 57-A \$4,105.25/mo.	11/30/2015
<b>Bibb, Leroy</b>	<b>DO</b>	<b>Lead Maintenance Worker Position No. 1141 to Director of Maintenance and Operations Position No. 1071</b>	<b>69-E \$6,729.67/mo. to 44-4 (Mgmt.) \$7,221.25/mo.</b>	<b>12/11/2015</b>

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

Name	Location	Classification	Range/Step/Salary	Date
Torres, Robin	RC	Admissions and Records Manager	34-8 (Mgmt.) \$7,436.33/mo. to	11/04/2015
	DO	Position No. 3126 to Institutional Research Coordinator Position No. 1145	66-E \$6,889.92/mo.	

(Return to regular assignment)

Heredia, Gavino	FCC	Office Assistant III Position No. 2064 to	48-A \$3,299.92/mo. to	11/06/2015
	DO	Office Assistant I (PPT) Position No. 1163	38-A \$14.88/hr.	

(Return to regular assignment)

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

Name	Location	Classification		Date
Prado, Milagros	FCC	Financial Aid Assistant I Position No. 2444 to	57-B \$4,311.50/mo. to	11/09/2015
	RC	Financial Aid Assistant I Position No. 3031	57-B \$4,311.50/mo.	

(Lateral Transfer per Personnel Commission Rule 11-2)

Duong, Kimberly	DO	Accounting Technician II Position No. 1174 to	61-A \$4,524.67/mo. to	12/01/2015
	CCC	Accounting Technician II Position No. 5076	61-A \$4,524.67/mo.	

(Lateral Transfer per Personnel Commission Rule 11-2)

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

Name	Location	Classification	Date
Hernandez, Nicholas	DO	Police Officer	11/06/2015
		Position No. 1085	thru 06/30/2016

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

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

Name	Location	Classification	Date
Harris, Laura	CCC	Early Childhood Education Specialist Position No. 5015	09/30/2015

I. Recommendation to accept the resignation of the following regular employees (cont'd):

<u>Name</u>	<u>Location</u>	<u>Classification</u>	<u>Date</u>
Martinez, Vianca	RC	Baker Position No. 3070	11/02/2015
Kralowec, Charles	RC	Institutional Research Coordinator Position No. 3136	11/06/2015
Lewis, Otha	DO	Programmer Analyst Position No. 1173	12/09/2015

J. Recommendation to accept the retirement of the following regular employees:

<u>Name</u>	<u>Location</u>	<u>Classification</u>	<u>Date</u>
Hartman, Bruce	DO	Chief of Police Position No. 1069	12/11/2015

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT:    Consideration to Approve Chief of Police  
              Revised Duties

ITEM NO.    15-77HR

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EXHIBIT:    None

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Background:

There is currently a vacant Chief of Police 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, administration is recommending 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:

Duties may include, but are not limited to, the following:

- Serves as a principal resource and advisor to District administration on all matters related to the protection of lives and property, preservation of peace, and the enforcement of laws and regulations on campus.
- Provides overall leadership to department, establishes departmental objectives and develops policies and procedures to accomplish those objectives and goals to ensure the efficient and effective operation of the District Police Department.
- Plans, organizes and evaluates all Police Department operations and ensures compliance with all regulations of the California Commission on Peace Officers Standards and Training (POST) for all sworn personnel.
- Provides leadership in law enforcement management with integrity, honesty, and a commitment to campus and community safety.

- Develops and maintains operating procedures, policies, files, records and reports for police operations, parking enforcement, electronic alarms and response for fire and theft incidents.
- Oversees the effective utilization of personnel through efficient scheduling to meet the needs of the college and maintains a 24/7 “on-call” status in order to respond to all campus emergencies to coordinate the law enforcement/public safety response.
- Participates in the collective bargaining process as part of the District negotiating team.
- Establishes and maintains effective communication between the Police Department and other campus departments to ensure personal safety and crime prevention throughout the District.
- Develops, implements and evaluates the Districtwide emergency preparedness and response plans in coordination with District and campus administration, and collaborates with outside law enforcement, medical, fire and other emergency response centers to create and foster linkages to a variety of services.
- Develops and monitors the department budget, anticipates staffing and equipment needs and develops short and long-range plans.
- Directs or conducts complex criminal or highly confidential personnel investigations, interfaces with other District personnel and departments to gather information necessary for police and personnel investigations, hears and resolves employer grievances and complaints.
- Develops, implements, and trains District and campus staff for active threat events.
- Reviews, evaluates and modifies officer response time, customer service and other procedures, and equipment for District emergencies.
- Oversees required training of police personnel in compliance with local, state, and federal law including the Education Code and federal training mandates.
- Oversees investigations related to misconduct and criminal violations, assists in the evaluation of evidence, witnesses and suspects in criminal cases to correlate all aspects and to assess for trends, similarities or for associations with other cases; and carries out appropriate physical restraining arrest and search or seizure laws.
- Oversees and reviews content of written reports to ensure adherence to legal requirements.
- Provides oversight to District and campuses and makes recommendations regarding surveillance and monitoring systems.
- Represents the Police Department in meetings and participates and works closely with the District and campus safety committees.
- Supervises and evaluates the work performance of assigned personnel, assists in the selection of new personnel and disciplines personnel in accordance with established laws, regulations, policies and procedures.
- Works with regional law enforcement agencies to address crime and crime prevention on campus and in adjacent communities.
- Works with representatives of the Office of Homeland Security and other federal and State law enforcement officials to develop and coordinate mutual aid agreements and various emergency response and disaster preparedness programs, exercises and activities as needed or required.

- Works in conjunction with District administration, law enforcement and Counsel, attends and participates in hearings or trials of suspects.
- Maintains current knowledge in the field of law enforcement and criminal justice and participates in professional organizations, regional meetings, conferences and related activities.
- Prepares reports regarding the effectiveness of the police program and plans for improvement and development.
- Performs other duties as assigned.

Recommendation:

It is recommended the Board of Trustees approve the Chief of Police revised duties.

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Consideration to Approve One-Year Categorically Funded Counselor, Clovis Community College      ITEM NO.      15-78HR

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EXHIBIT:      None

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Background:

Clovis Community College received \$1.3 million from the Student Success and Support Program. This is more than the amount originally budgeted for by the District because the college had never received a separate allocation from the California Community College Chancellor's Office (CCCCO). This new allocation was just received at the end of October 2015. These funds must be spent by December 2016; therefore, Clovis Community College administration is requesting the approval of a one-year temporary, categorically funded Counselor.

This position will perform the duties of an articulation counselor for the campus and would be primarily responsible for articulation duties for the college, such as providing oversight of the college's transfer credit, general education, major preparation programs such as UC CSU, and IGETC. This position also assists the college with the Associate Degrees for Transfer (ADTs) process and approval, including updating and maintaining the college's Course Identification Numbers (C-ID).

As a new college, Clovis Community College has great deal of initial setup articulation work that must be completed for the CCCCCO, the University of California, California State University, ASSIST, and a number of private four-year colleges and universities.

Recommendation:

It is recommended the Board of Trustees approve the one-year temporary categorically funded Counselor, Clovis Community College.

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT:    Consideration to Approve Two Permanent                    ITEM NO.    15-79HR  
              Part-Time Sign Language Interpreter III Positions,  
              Reedley College

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EXHIBIT:    None

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Background:

Reedley College has experienced an increase in hearing impaired students. Administration is recommending the approval of two 11-month, permanent part-time Sign Language Interpreter III positions to better serve the needs of the students. These positions will be paid for from categorical funds.

Recommendation:

It is recommended the Board of Trustees approve two permanent part-time Sign Language Interpreter III positions, Reedley College.

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT:     Consideration to Appoint Dean of Instruction,  
                  Career Technical Education, Clovis Community  
                  College

ITEM NO.     15-80HR

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EXHIBIT:     None

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Background:

The position of Dean of Instruction, Career Technical Education, Clovis Community College was posted on June 19, 2015, and the District received 29 completed applications.

The Search Advisory Committee was composed of three academic administrators, five faculty members, and one classified staff member. The Committee paper screened the applications and invited seven candidates to be interviewed. Following the interviews, three candidates were forwarded to the President and the Interim Chancellor for interviews.

Following those interviews Dr. Linda Thomas is being recommended as the Dean of Instruction, Career Technical Education, Clovis Community College. Dr. Thomas served as an academic dean at San Joaquin Valley College in Salida for six years. She was the program director and lecturer for the Center for Professional and Continuing Education at the University of the Pacific. In addition, she served as the Executive Director of the Osher Life-Long Learning Institute at the University of the Pacific. Dr. Thomas has also had teaching experience in a variety of courses at San Joaquin Valley College and University of the Pacific. She earned a Bachelor of Arts in Political Science from the University of California, Riverside; a Master's Degree from the New College, Berkeley; and her Doctorate of Education from the University of the Pacific, Stockton.

Recommendation:

It is recommended the Board of Trustees appoint Dr. Linda Thomas as Dean of Instruction, Career Technical Education, at Clovis Community College, with placement on the Management Salary Schedule at Range 62, Step 1 (\$9,279.58 monthly), effective December 9, 2015.

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Consideration to Appoint Interim Vice President of Instruction, Fresno City College      ITEM NO.      15-81HR

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EXHIBIT:      None

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Background:

With the vacancy of the Vice President of Instruction, Fresno City College, administration is proposing to appoint an Interim pending the recruitment and hiring of a new Vice President of Instruction. A timeline will be developed to allow the new Fresno City College President to participate in the selection of the new Vice President of Instruction. The position of Interim Vice President of Instruction, Fresno City College, was posted internally on October 14, 2015. The District received four completed application.

The Search Advisory Committee was composed of two administrators, one faculty, and one classified staff member. The Search Advisory Committee paper screened the applications, invited the four candidates to be interviewed, and recommended two candidates to the Interim Fresno City College President and Interim Chancellor for interviews.

Following those interviews it is recommended that Mr. Don Lopez be appointed as the Interim Vice President of Instruction, Fresno City College. Mr. Lopez currently serves as the Director of Technology at Fresno City College. He has held that position since 2006. During that time he also served for nine months as the Interim Associate Vice Chancellor, Workforce Development and Educational Services at State Center Community College District (SCCCD). Mr. Lopez served as the Interim Associate Dean of Instruction, Learning Resources Center, Fresno City College for one year. Prior to becoming an administrator, Mr. Lopez was a Business Instructor with SCCCDC for nine years. Mr. Lopez received his B.S. in Finance and Financial Services and his M.B.A. with a concentration in Finance from California State University, Fresno.

Recommendation:

It is recommended the Board of Trustees appoint Mr. Don Lopez as Interim Vice President of Instruction, Fresno City College, with placement on the Management Salary Schedule at Range 66, Step 8 (\$12,281/monthly) effective December 9, 2015.

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT:      Consideration to Approve Six-Month Limited      ITEM NO.      15-82HR  
                 Term Administrative Aide Position, District  
                 Office

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EXHIBIT:      None

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Background:

Under the auspices of the Educational Services and Institutional Effectiveness Division the District oversees the Central/Mother Lode Regional Consortium located at the Herndon Campus. District administration is recommending the approval of a six-month limited term administrative aide position to assist with the secretarial duties associated with the Central/Mother Lode Regional Consortium. This position will be categorically funded.

Recommendation:

It is recommended the Board of Trustees approve a six-month limited term Administrative Aide position, District Office.

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT:      Consideration to Approve Student Out-of-State      ITEM NO.      15-134G  
                 Travel for Reno Jazz Festival, Fresno City College

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EXHIBIT:      None

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Background

The Fresno City College Jazz Ensemble and Latin Jazz Ensemble are seeking approval for up to 40 students to participate in the Reno Jazz Festival in Reno, Nevada, in April 2016. The students will perform for a panel of professional performers and established educators. They will receive written and recorded critiques and a personal master's clinic from one of the panel members. The students will also have the opportunity to hear the finest university jazz ensembles from throughout the western United States.

The students will be accompanied by George Ramirez, adjunct instructor and Director of the Latin Jazz Ensemble; Mike Dana, full-time instructor and Director of the Jazz Ensemble; and Larry Honda, chair of the Music Department and Director of the Jazz Combo.

Fresno City College students have taken first place in this festival's competition many times but have not participated in the festival since 2013 due to the expense. This year there is a superb group of students whose dedication and hard work merit their participation. Students will use funds they have raised through a Foundation account and their own personal funds to finance the trip. No college or district funds will be used for travel, lodging or meals.

Recommendation

It is recommended that the Board approve out-of-state travel for the jazz ensemble students to attend and compete in the Reno Jazz Festival in April 2016, with the understanding that the trip will be financed using no college or district funds.

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

SUBJECT: Consideration to Approve Fall 2015, Spring 2016 and Fall 2016 Curriculum Proposals for Fresno City College, Reedley College and Clovis Community College

ITEM NO. 15-135G

EXHIBIT: Curriculum Proposals for Fresno City College, Reedley College, and Clovis Community 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		
Voc	Non-Voc	
4	2	New Programs
61	7	Revised Programs
2	0	Deleted Programs
11	4	New Courses
219	106	Revised Courses
12	0	Deleted Courses
0	2	Special Studies Courses
37	2	Distance Learning Courses
0	0	New/Renewed Articulation Agreements

REEDLEY COLLEGE		
Voc	Non-Voc	
3	0	New Programs
0	6	Revised Programs
0	0	Deleted Programs
17	1	New Courses

10	43	Revised Courses
2	1	Deleted Courses
0	0	Special Studies Courses
2	12	Distance Learning Courses
0	0	New/Renewed Articulation Agreements

CLOVIS COMMUNITY COLLEGE		
Voc	Non-Voc	
1	0	New Programs
0	4	Revised Programs
0	0	Deleted Programs
4	5	New Courses
1	31	Revised Courses
0	0	Deleted Courses
0	0	Special Studies Courses
0	0	Distance Learning Courses
0	0	New/Renewed Articulation Agreements
1	0	Corrected Programs
0	8	Corrected Courses

Recommendation:

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

# **Fresno City College**

Office of Instruction

## **PROPOSED NEW PROGRAMS**

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

1. **ASSOCIATE IN SCIENCE IN NUTRITION AND DIETETICS FOR TRANSFER (voc)**

*Associate in Science*

**Courses added, existing**

Biology 20, Human Anatomy

Biology 22, Human Physiology

Biology 31, Microbiology

Chemistry 1A, General Chemistry

Chemistry 1B, General Chemistry

Chemistry 28A, Organic Chemistry

Chemistry 29B, Organic Chemistry Lab II

Food and Nutrition 1, Principles of Food Preparation

Food and Nutrition 40, Nutrition

Mathematics 11, Elementary Statistics

Psychology 2, General Psychology

Psychology 42, Statistics for the Behavioral Sciences

# Fresno City College

Office of Instruction

## PROPOSED REVISED PROGRAMS

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

1. **LIBERAL ARTS WITH AN EMPHASIS IN SPANISH #5183/5183T**

Associate in Arts

**Course added, existing**

Spanish 2NS, Preparatory Spanish for Native Speakers

**Courses revised**

Spanish 3NS, Intermediate Spanish for Spanish Speakers

Spanish 9, Spanish Business and Culture

2. **RECREATION LEADERSHIP #4300 (voc)**

Associate in Arts

**Course revised**

Recreation 21, Recreational Leadership

**Courses deleted (From program only)**

Biology 3, Introduction to Life Science

Biology 3H, Honors Introduction to Life Science

Communications 2, Interpersonal Communications

Psychology 2, General Psychology

Psychology 2H, Honors General Psychology

3. **SPANISH #5510**

Associate in Arts

**Course added, existing**

Spanish 17, Hispanic American Culture

**Courses revised**

Spanish 3NS, Intermediate Spanish for Spanish Speakers

Spanish 9, Spanish Business and Culture

# **Fresno City College**

Office of Instruction

## **PROPOSED NEW COURSES**

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

To ECPC November, 2015

### **CREDIT, DEGREE APPLICABLE, TRANSFERABLE**

**Dance 28B, Pre-Advanced Modern Dance Technique, 2 units, 1.5 lecture hours, 2 lab hours. Prerequisite: Dance 28.**

Pre-Advanced-level modern dance, emphasis honing previous skills including a variety of locomotor patterns, creativity, and deeper understanding of modern dance concepts. **(unique)**

# Fresno City College

Office of Instruction

## PROPOSED REVISED COURSES

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

### CREDIT, DEGREE APPLICABLE, TRANSFERABLE

1. **Art 19, Intermediate Painting: Oil/Acrylic, 3 units, 2 lecture hours, 4 lab hours.** Revised course objectives and content. **(in lieu of RC's and CCC's ART 19)**
2. **Art 23, Intermediate Watercolor Painting, 3 units, 2 lecture hours, 4 lab hours.** Revised course objectives, out-of-class assignments, and content. **(in lieu of RC's and CCC's ART 23)**
3. **Art 60, Art of the Ancient Americas, 3 units, 3 lecture hours.** Revised course texts, out-of-class assignments, and content. **(unique)**
4. **Food and Nutrition 1, Principles of Food Preparation, 3 units, 2 lecture hours, 3 lab hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, and content. **(unique) (voc)**
5. **Food and Nutrition 40, Nutrition, 3 units, 3 lecture hours.** Revised course objectives and texts. **(in lieu of RC's and CCC's FN 40) (voc)**
6. **Journalism 1, Introduction to Mass Communication, 3 units, 3 lecture hours.** Revised course description, objectives, content, and student learning outcomes. **(in lieu of RC's JOURN 1) (voc)**
7. **Journalism 16, Race, Gender and the Media, 3 units, 3 lecture hours.** Revised course description, objectives, texts, content, and student learning outcomes. **(unique) (voc)**
8. **Linguistics 10H, Honors Introduction to Language, 3 units, 3 lecture hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(in lieu of RC's and CCC's LING 10)**
9. **Mathematics 10A, Structure and Concepts in Mathematics I, 3 units, 3 lecture hours.** Revised course objectives, texts, methods of evaluation, content, and student learning outcomes. **(in lieu of RC's and CCC's MATH 10A)**
10. **Mathematics 11, Elementary Statistics, 4 units, 4 lecture hours.** Revised course objectives and content. **(in lieu of RC's and CCC's MATH 11)**
11. **Mathematics 21, Finite Mathematics, 3 units, 3 lecture hours.** Revised course objectives, content, and student learning outcomes. **(unique)**
12. **Mathematics 42, Statistics for the Behavioral Sciences, 4 units, 4 lecture hours.** Revised course objectives and content. **(unique)**
13. **Music 1A, Music Theory 1, 3 units, 3 lecture hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(in lieu of RC's MUS 1A)**
14. **Music 5, Computer Music Production, 3 units, 2 lecture hours, 2 lab hours.** Revised course description, objectives, texts, content, and student learning outcomes. **(in lieu of RC's and CCC's MUS 5)**

15. **Music 20, Beginning Piano: Level I, 2 units, 1 lecture hour, 3 lab hours.** Revised course description, objectives, texts, content, and student learning outcomes. **(in lieu of RC's MUS 20)**
16. **Music 21, Beginning Piano: Level II, 2 units, 1 lecture hour, 3 lab hours.** Revised course description, objectives, texts, out-of-class assignments, content, and student learning outcomes. **(in lieu of RC's MUS 21)**
17. **Music 22, Intermediate/Advanced Piano, 1-2 unit(s), 1 lecture hour, 1-3 lab hours.** Revised course description. **(in lieu of RC's MUS 22)**
18. **Music 24, Elementary Voice: Level I, 2 units, 1 lecture hour, 2 lab hours.** Revised course objectives, out-of-class assignments, content, and student learning outcomes. **(in lieu of RC's MUS 24)**
19. **Music 25, Elementary Voice: Level II, 1 unit, 1 lecture hour, 1 lab hour.** Revised course description, objectives, content, and student learning outcomes. **(unique)**
20. **Music 26, Intermediate/Advanced Voice, 1-2 units, 1 lecture hour, 1-3 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(unique)**
21. **Music 27, Beginning Guitar: Level I, 2 units, 1 lecture hour, 2 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(in lieu of RC's MUS 27)**
22. **Music 28, Beginning Guitar: Level II, 2 units, 1 lecture hour, 2 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(in lieu of RC's MUS 28)**
23. **Music 29, Intermediate/Advanced Guitar, 1-2 units, 1 lecture hour, 1-3 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(unique)**
24. **Music 30, College Choir, 1-2 units, 4-6 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(in lieu of RC's MUS 30)**
25. **Music 34, Fresno Chorale, 1-2 units, 4-6 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(unique)**
26. **Music 42A, Intermediate/Advanced Brass (Brass Choir), 1-2 units, 1 lecture hour, 1-3 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(unique)**
27. **Music 42B, Intermediate/Advanced Woodwinds (Woodwind Choir), 1-2 units, 1 lecture hour, 1-3 lab hours.** Revised course description, objectives, texts, out-of-class assignments, content, and student learning outcomes. **(unique)**
28. **Music 42C, Intermediate/Advanced Strings (String Orchestra), 1-2 units, 1 lecture hour, 1-3 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(unique)**
29. **Music 42D, Intermediate/Advanced Percussion (Percussion Ensemble), 1-2 units, 1 lecture hour, 1-3 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(unique)**
30. **Music 48, Latin Jazz Ensemble, 2 units, 1 lecture hour, 3 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(unique)**
31. **Music 53, Latin Jazz Workshop, 2 units, 1 lecture hour, 3 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(unique)**
32. **Psychology 42, Statistics for the Behavioral Sciences, 4 units, 4 lecture hours.** Revised course objectives and content. **(unique)**
33. **Spanish 3NS, Intermediate Spanish for Spanish Speakers, 5 units, 5 lecture hours.** Revised course texts, content, and methods of instruction. **(in lieu of RC's and CCC's SPAN 3NS)**

34. **Spanish 9, Spanish Business and Culture, 4 units, 4 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Business Administration 10 recommended. (unique)**
35. **Theatre Arts 41, Beginning Acting, 3 units, 3 lecture hours.** Revised course objectives. **(unique)**
36. **Theatre Arts 43, Intermediate Acting, 3 units, 3 lecture hours.** Revised course objectives and texts. **(unique)**
37. **Theatre Arts 46, Voice for the Actor, 3 units, 3 lecture hours.** Revised course description, objectives, texts, and methods of evaluation. **(unique)**

#### **NONCREDIT**

1. **Automotive Collision Repair, CTC 371, Fundamentals of Welding Technology and Working Sheet Metal, 0 units, 5 lecture hours, 25 lab hours, 10 weeks.** Revised course hours to **2.78 lecture hours** and **13.89 lab hours**, and number of weeks to **18 weeks. (unique) (voc)**
2. **Automotive Collision Repair, CTC 372, Body Work Technology, 0 units, 5 lecture hours, 25 lab hours, 10 weeks.** Revised course hours to **2.78 lecture hours** and **13.89 lab hours**, and number of weeks to **18 weeks. (unique) (voc)**
3. **Automotive Collision Repair, CTC 373, Automotive Refinishing Technology, 0 units, 5 lecture hours, 25 lab hours, 10 weeks.** Revised course hours to **2.78 lecture hours** and **13.89 lab hours**, and number of weeks to **18 weeks. (unique) (voc)**
4. **Automotive Mechanics, CTC 371, Engine Repair, 0 units, 10 lecture hours, 20 lab hours, 20 weeks.** Revised course hours to **11 lecture hours** and **22.33 lab hours**, and number of weeks to **18 weeks. (unique) (voc)**
5. **Automotive Mechanics, CTC 372, Engine Performance, 0 units, 10 lecture hours, 20 lab hours, 30 weeks.** Revised course hours to **16.5 lecture hours** and **33.5 lab hours**, and number of weeks to **18 weeks. (unique) (voc)**
6. **Industrial Training, CTC 371, Warehouse & Distribution Careers, 0 units, 9 lecture hours, 9 lab hours, 9 weeks.** Revised course hours to **3 lecture hours** and **3 lab hours**, and number of weeks to **18 weeks. (unique) (voc)**
7. **Industrial Training, CTC 372, Warehouse and Distribution Careers, 0 units, 9 lecture hours, 9 lab hours, 9 weeks.** Revised course hours to **3 lecture hours** and **3 lab hours**, and number of weeks to **18 weeks. (unique) (voc)**
8. **Maintenance Mechanic, CTC 370, Fundamentals of Welding and Machine Shop, 0 units, 10 lecture hours, 20 lab hours, 10 weeks.** Revised course hours to **5.55 lecture hours** and **11.11 lab hours**, and number of weeks to **18 weeks. (unique) (voc)**
9. **Maintenance Mechanic, CTC 371, Fundamentals of Hydraulics and Pneumatics, 0 units, 10 lecture hours, 20 lab hours, 10 weeks.** Revised course hours to **5.5 lecture hours** and **11.11 lab hours**, and number of weeks to **18 weeks. (unique) (voc)**
10. **Maintenance Mechanic, CTC 372, Electrical Fundamentals, 0 units. 10 lecture hours, 20 lab hours, 10 weeks.** Revised course hours to **5.5 lecture hours** and **11.11 lab hours**, and number of weeks to **18 weeks. (unique) (voc)**

# **Fresno City College**

Office of Instruction

## **PROPOSED DELETED COURSES**

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

### **CREDIT, NONDEGREE APPLICABLE**

1. **Automotive Technology 262B, (A8) Engine Performance Training, 1 unit, 6 lecture hours, 2 lab hours.** Course is no longer required by BAR. **(unique) (voc)**
2. **Automotive Technology 262C, (L1) Advanced Engine Performance Training, 1 unit, 6 lecture hours, 2 lab hours.** Course is no longer required by BAR. **(unique) (voc)**

# Fresno City College

Office of Instruction

## PROPOSED NEW PROGRAMS

Effective Fall 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

1. **ASSOCIATE IN SCIENCE IN BIOLOGY FOR TRANSFER**

Associate in Science

**Courses added, existing**

Biology 4, Principles of Zoology

Biology 6, Principles of Botany

Biology 11A, Biology for Science Majors I

Biology 11AH, Honors Biology for Science Majors I

Biology 11B, Biology for Science Majors II

Chemistry 1A, General Chemistry

Chemistry 1B, General Chemistry and Qualitative Analysis

Mathematics 5A, Mathematical Analysis I

Physics 2A, General Physics 1

Physics 2B, General Physics 2

Physics 4A, Physics for Scientists and Engineers

Physics 4B, Physics for Scientists and Engineers

2. **EARLY CHILDHOOD PARAPROFESSIONAL (voc)**

Certificate of Achievement

**Courses added, existing**

Biology 3, Introduction to Life Science

Biology 3H, Honors Introduction to Life Science

Child Development 1, Principles and Practices of Teaching Young Children

Child Development 3, Introduction to Curriculum

Child Development 19, Work Experience (Cooperative), Occupational

Child Development 30, Child, Family and Community

Child Development 38, Lifespan Development

Child Development 39, Child Growth and Development

Communication 1, Introduction to Public Speaking

Education 19, Work Experience (Cooperative), Occupational

Education 30, Introduction to Teaching

English 125, Writing Skills for College

English 126, Reading Skills for College

Geography 4A, World Geography

Geography 4B, World Geography

History 11, History of the United States to 1877

Linguistics 11, Introduction to Language for Educators

Mathematics 201, Elementary Algebra

3. **INFANT AND TODDLER SPECIALIST (voc)**

Certificate of Achievement

**Courses added, existing**

Child Development 1, Principles and Practices of Teaching Young Children

Child Development 3, Introduction to Curriculum

Child Development 6, Health, Safety and Nutrition in Early Childhood Education

Child Development 17A, Infant and Toddler Practicum

Child Development 17B, Advanced Infant and Toddler Development

Child Development 20, Observation and Assessment  
Child Development 30, Child, Family and Community  
Child Development 39, Child Growth and Development

4. **SPECIAL EDUCATION ASSISTANT (voc)**

Certificate of Achievement

**Courses added, existing**

Education 6, Introduction to Special Education  
Education 7, Exceptional Learners  
Education 19, Work Experience (Cooperative), Occupational  
Education 30, Introduction to Teaching  
English 1A, Reading and Composition  
English 1AH, Honors Reading and Composition  
English 125, Writing Skills for College  
English 126, Reading Skills for College

5. **SPECIAL EDUCATION PARAPROFESSIONAL (voc)**

Certificate of Achievement

**Courses added, existing**

Biology 3, Introduction to Life Science  
Biology 3H, Honors Introduction to Life Science  
Child Development 30, Child, Family and Community  
Child Development 38, Lifespan Development  
Child Development 39, Child Growth and Development  
Communication 1, Introduction to Public Speaking  
Education 6, Introduction to Special Education  
Education 7, Exceptional Learners  
Education 19, Work Experience (Cooperative), Occupational  
Education 30, Introduction to Teaching  
English 125, Writing Skills for College  
English 126, Reading Skills for College  
Geography 4A, World Geography  
Geography 4B, World Geography  
History 11, History of the United States to 1877  
Linguistics 11, Introduction to Language for Educators  
Mathematics 201, Elementary Algebra

# Fresno City College

Office of Instruction

## PROPOSED REVISED PROGRAMS

Effective Fall 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

1. **ADULT CORRECTIONAL OFFICER CORE #8941 (voc)**  
Certificate  
**Course revised**  
Administration of Justice 280, Adult Correctional Office Core
  
2. **ADVERTISING #2113 (voc)**  
Certificate  
**Courses added, existing**  
Marketing 21, Digital Marketing  
**Courses revised**  
Marketing 10, Principles of Marketing  
Marketing 12, Advertising and Promotion  
**Courses deleted (from program only)**  
Business Administration 33, Human Relations in the Workplace
  
3. **ANTHROPOLOGY #7100**  
Associate in Arts  
**Courses added, existing**  
African American Studies 1, Introduction to African American Studies  
American Indian Studies 31, American Indian Culture  
American Sign Language 5, Deaf Culture  
American Studies 10, American Pluralism: A Search for Common Ground in a Multicultural Society  
Anthropology 1L, Biological Anthropology Laboratory  
Asian American Studies 15, Introduction to Asian-Americans  
Chicano-Latino Studies 11, Introduction to Chicano-Latino Studies  
Chicano-Latino Studies 28, Ancient Mexico  
Journalism 16, Race, Gender, and the Media  
Linguistics 10, Introduction to Language  
Mathematics 11, Elementary Statistics  
Mathematics 42, Statistics for the Behavioral Sciences  
Women's Studies 10, Changing Roles of Women  
**Courses revised**  
Anthropology 1, Biological Anthropology  
Anthropology 3, Archaeology and World Prehistory  
Anthropology 15, Laboratory Methods in Archaeology  
Anthropology 16A, Field Archaeology I  
Anthropology 24, Doing Archaeology: Hands-On!  
Anthropology 28, Ancient Mexico
  
4. **ANTHROPOLOGY-ARCHAEOLOGY ARCHAEOLOGICAL TECHNICIAN #7120**  
Certificate of Achievement  
**Courses revised**  
Anthropology 1, Biological Anthropology  
Anthropology 3, Archaeology and World Prehistory  
Anthropology 4, Introduction to Archaeology  
Anthropology 15, Laboratory Methods in Archaeology

Anthropology 16A, Field Archaeology I  
Anthropology 24, Doing Archaeology: Hands-On!  
**Courses deleted (from program only)**  
Art 7, Beginning Drawing  
Biology 7, Field Biology  
Photography 5, Introduction to Photography

5. **ASSOCIATE IN ARTS IN ANTHROPOLOGY FOR TRANSFER #7150**

Associate in Arts

**Courses added, existing**

African American Studies 1, Introduction to African American Studies  
American Indian Studies 31, American Indian Culture  
American Sign Language 5, Deaf Culture  
American Studies 10, American Pluralism: A Search for Common Ground in a Multicultural Society  
Anthropology 1L, Biological Anthropology Laboratory  
Asian American Studies 15, Introduction to Asian-Americans  
Chicano-Latino Studies 11, Introduction to Chicano-Latino Studies  
Geology 9, Introduction to Earth Science  
Journalism 16, Race, Gender, and the Media  
Women's Studies 10, Changing Roles of Women

**Courses revised**

Anthropology 1, Biological Anthropology  
Anthropology 3, Archaeology and World Prehistory  
Anthropology 4, Introduction to Archaeology  
Anthropology 8, Language and Culture  
Anthropology 15, Laboratory Methods in Archaeology  
Anthropology 16A, Field Archaeology I  
Anthropology 24, Doing Archaeology: Hands-On!

6. **ASSOCIATE IN ARTS IN ELEMENTARY TEACHER EDUCATION FOR TRANSFER #5920 (voc)**

Associate in Arts

**Courses revised**

Biology 3, Introduction of Life Science  
Biology 3H, Honors Introduction to Life Science  
Child Development 38, Lifespan Development  
Child Development 39, Child Growth and Development  
Education 19, Work Experience (Cooperative), Occupational  
Education 30, Introduction to Teaching  
Geology 9, Introduction to Earth Science

7. **ASSOCIATE IN SCIENCE IN BUSINESS ADMINISTRATION FOR TRANSFER #2049 (voc)**

Associate in Science

**Courses revised**

Business Administration 10, Introduction to Business  
Business Administration 10H, Honors Introduction to Business

8. **ASSOCIATE IN SCIENCE IN EARLY CHILDHOOD EDUCATION FOR TRANSFER #5605 (voc)**

Associate in Science

**Courses revised**

Child Development 1, Principles and Practices of Teaching Young Children  
Child Development 3, Introduction to Curriculum  
Child Development 6, Health, Safety and Nutrition in Early Childhood Education  
Child Development 15, Diversity and Culture in Early Childhood Education Programs  
Child Development 20, Observation and Assessment  
Child Development 30, Child, Family and Community  
Child Development 37A, Early Childhood Practicum  
Child Development 39, Child Growth and Development

9. **ASSOCIATE IN SCIENCE IN KINESIOLOGY FOR TRANSFER (voc)**

Associate in Science

**Courses revised**

Physical Education 3, Archery  
Physical Education 4, Badminton  
Physical Education 5, Basketball  
Physical Education 6, Fitness and Health  
Physical Education 7, Golf  
Physical Education 9, Physical Fitness  
Physical Education 12, Swimming  
Physical Education 13, Tennis  
Physical Education 14, Volleyball  
Physical Education 15A, Weight Training (Women)  
Physical Education 15B, Weight Training (Men)  
Physical Education 15C, Weight Training (Coed)  
Physical Education 17, Yoga

**Courses deleted (from program only)**

Physical Education 11, Seasonal Sports  
Physical Education 29B, Competitive Badminton  
Physical Education 29C, Off Season Conditioning for Badminton  
Physical Education 30B, Competitive Baseball  
Physical Education 30C, Off Season Conditioning for Baseball  
Physical Education 31B, Competitive Basketball  
Physical Education 32A, Theory of Cross Country  
Physical Education 32B, Competitive Cross Country  
Physical Education 32C, Off Season Conditioning for Cross Country  
Physical Education 33B, Competitive Football  
Physical Education 33C, Off Season Conditioning for Football  
Physical Education 34B, Competitive Golf  
Physical Education 34C, Off Season Conditioning for Golf  
Physical Education 35B, Pep and Cheer  
Physical Education 36B, Competitive Soccer  
Physical Education 36C, Off Season Conditioning for Soccer  
Physical Education 37B, Competitive Softball  
Physical Education 37C, Off Season Conditioning for Softball  
Physical Education 38B, Competitive Tennis  
Physical Education 38C, Off Season Conditioning for Tennis  
Physical Education 39B, Competitive Track and Field  
Physical Education 39C, Off Season Conditioning for Track and Field  
Physical Education 40B, Competitive Volleyball  
Physical Education 40C, Off Season Conditioning for Volleyball  
Physical Education 41B, Competitive Wrestling  
Physical Education 41C, Off Season Conditioning for Wrestling  
Physical Education 42B, Competitive Water Polo  
Physical Education 42C, Off Season Conditioning for Water Polo  
Physical Education 45, Performance Training and Conditioning Techniques for Intercollegiate Athletics

10. **AUTOMOTIVE COLLISION REPAIR TECHNOLOGY #8071 (voc)**

Associate in Science and Certificate of Achievement

**Courses added, new**

Automotive Collision Repair 151A, Basic ACR  
Automotive Collision Repair 151B, Basic ACR  
Automotive Collision Repair 153A, Advanced ACR  
Automotive Collision Repair 153B, Advanced ACR  
Automotive Technology 282A, Suspension and Wheel Alignment

**Courses revised**

Automotive Collision Repair 151, Basic ACR  
Automotive Collision Repair 153, Advanced ACR

Automotive Collision Repair 155, Spray Refinishing  
**Course deleted (from program only)**  
Applied Technology 130, Industrial Mathematics

11. **AUTOMOTIVE COLLISION REPAIR TECHNOLOGY #8072 (voc)**  
Certificate  
**Courses added, new**  
Automotive Collision Repair 153A, Advanced ACR  
**Courses revised**  
Automotive Collision Repair 153, Advanced ACR
12. **AUTOMOTIVE TECHNOLOGY #8051 (voc)**  
Associate in Science and Certificate of Achievement  
**Courses revised**  
Automotive Technology 9, Automotive Essentials  
Automotive Technology 19, Work Experience (Cooperative), Occupational  
Automotive Technology 51, Principles of Engine Theory and Service  
Automotive Technology 51L, Automotive Engine Laboratory  
Automotive Technology 52, Automotive Technology Electrical Systems  
Automotive Technology 53, Engine Performance  
Automotive Technology 54, Suspension, Steering, and Wheel Alignment  
Automotive Technology 55, Power Trains: Transmission/Transaxles, Differentials, and Driveaxles  
Automotive Technology 56, Automotive Braking Systems  
Automotive Technology 57, Automotive Heating, Ventilation, Air Conditioning, and Advanced Electronics  
Automotive Technology 161A, Level 1 – Engine and Emission Control Fundamentals
13. **AUTOMOTIVE TECHNOLOGY – ALTERNATIVE FUELED VEHICLE (AFV) (voc)**  
Certificate of Achievement  
**Courses revised**  
Automotive Technology 9, Automotive Essentials  
Automotive Technology 171B, Service and Maintenance to Alternative Fueled Vehicles (AFVs)  
Automotive Technology GM/Automotive Technology 52, Automotive Electrical Systems  
Automotive Technology GM/Automotive Technology 53, Engine Performance  
Automotive Technology GM/Automotive Technology 57, Automotive Heating, Ventilation, Air Conditioning, and Advanced Electronics
14. **AUTOMOTIVE TECHNOLOGY – CHASSIS TECHNICIAN I (voc)**  
Certificate  
**Courses revised**  
Automotive Technology GM/Automotive Technology 54, Suspension, Steering, and Wheel Alignment  
Automotive Technology GM/Automotive Technology 56, Automotive Braking Systems
15. **AUTOMOTIVE TECHNOLOGY – CHASSIS TECHNICIAN II (voc)**  
Certificate  
**Courses revised**  
Automotive Technology 19, Work Experience (Cooperative), Occupational  
Automotive Technology GM/Automotive Technology 52, Automotive Electrical Systems  
Automotive Technology GM/Automotive Technology 57, Automotive Heating, Ventilation, Air Conditioning, and Advanced Electronics
16. **AUTOMOTIVE TECHNOLOGY – EMISSION TECHNICIAN I (voc)**  
Certificate  
**Courses revised**  
Automotive Technology GM/Automotive Technology 52, Automotive Electrical Systems  
Automotive Technology GM/Automotive Technology 53, Engine Performance  
Automotive Technology 261, BAR Specified Diagnosis and Repair Training

17. **AUTOMOTIVE TECHNOLOGY – EMISSION TECHNICIAN II (voc)**  
 Certificate  
**Courses revised**  
 Automotive Technology 19, Work Experience (Cooperative), Occupational  
 Automotive Technology 161A, Level 1 – Engine and Emission Control Fundamentals  
 Automotive Technology 161B, Level 2 – Smog Check Procedures Training
18. **AUTOMOTIVE TECHNOLOGY – HYBRID ELECTRIC VEHICLE (HEV) (voc)**  
 Certificate of Achievement  
**Courses revised**  
 Automotive Technology 9, Automotive Essentials  
 Automotive Technology 19, Work Experience (Cooperative), Occupational  
 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 Electric Vehicles (HEVs)  
 Automotive Technology GM/Automotive Technology 52, Automotive Electrical Systems  
 Automotive Technology GM/Automotive Technology 53, Engine Performance  
 Automotive Technology GM/Automotive Technology 57, Automotive Heating, Ventilation, Air Conditioning, and  
 Advanced Electronics
19. **AUTOMOTIVE TECHNOLOGY – PERFORMANCE TUNING (voc)**  
 Certificate of Achievement  
**Courses revised**  
 Automotive Technology 9, Automotive Essentials  
 Automotive Technology 19, Work Experience (Cooperative), Occupational  
 Automotive Technology 161A, Level 1 – Engine and Emission Control Fundamentals  
 Automotive Technology 161B, Level 2 – Smog Check Procedures Training  
 Automotive Technology 162A, Beginning Performance Tuning  
 Automotive Technology 162B, Advanced Performance Tuning  
 Automotive Technology GM/Automotive Technology 52, Automotive Electrical Systems  
 Automotive Technology GM/Automotive Technology 53, Engine Performance
20. **AUTOMOTIVE TECHNOLOGY – POWERTRAIN TECHNICIAN I (voc)**  
 Certificate  
**Courses revised**  
 Automotive Technology 19, Work Experience (Cooperative), Occupational  
 Automotive Technology GM/Automotive Technology 51, Principles of Engine Theory and Service  
 Automotive Technology GM/Automotive Technology 51L, Automotive Engine Laboratory  
 Automotive Technology GM/Automotive Technology 53, Engine Performance
21. **AUTOMOTIVE TECHNOLOGY – POWERTRAIN TECHNICIAN II (voc)**  
 Certificate  
**Courses revised**  
 Automotive Technology 19, Work Experience (Cooperative), Occupational  
 Automotive Technology GM/Automotive Technology 52, Automotive Electrical Systems  
 Automotive Technology GM/Automotive Technology 55, Power Trains: Transmissions/Transaxles, Differentials,  
 and Driveaxles
22. **BASIC POLICE ACADEMY #8921 (voc)**  
 Certificate of Achievement  
**Courses revised**  
 Administration of Justice 270A, Basic Police Academy – Part 1  
 Administration of Justice 270B, Basic Police Academy – Part 2  
 Administration of Justice 272, Regular Basic Course – Modular Format –Module III  
 Administration of Justice 273, Regular Basic Course – Modular Format –Module II  
 Administration of Justice 274, Regular Basic Course – Modular Format –Module I

23. **BASIC SUPERVISOR #8924 (voc)**  
 Certificate  
**Course revised**  
 Administration of Justice 276, Basic Supervisors
24. **BUSINESS ADMINISTRATION #2050 (voc)**  
 Associate in Arts  
**Courses revised**  
 Business Administration 10, Introduction to Business  
 Business Administration 10H, Honors Introduction to Business  
 Business Administration 18, Business and the Legal Environment  
 Business Administration 20, Law and the Legal System
25. **BUSINESS ADMINISTRATION, MANAGEMENT #2181 (voc)**  
 Associate in Science and Certificate of Achievement  
**Course added, existing**  
 Marketing 21, Digital Marketing  
**Courses revised**  
 Business Administration 5, Workplace Communication  
 Business Administration 10, Introduction to Business  
 Business Administration 10H, Honors Introduction to Business  
 Business Administration 28, E-Law and Ethics  
 Business Administration 30, Personal Finance  
 Business Administration 33, Human Relations in the Workplace  
 Business Administration 34, Fundamentals of Investing  
 Business Administration 35, Financial Management for Entrepreneurs and Small Business  
 Business Administration 38, Operation of the Small Business  
 Business Administration 43, Principles of Management  
 Marketing 10, Principles of Marketing  
 Marketing 12, Advertising and Promotion  
 Marketing 14, Retailing
26. **BUSINESS FINANCE AND ACCOUNTING #2031 (voc)**  
 Certificate  
**Courses revised**  
 Business Administration 35, Financial Management for Entrepreneurs and Small Business
27. **CHASSIS TECHNICIAN #8053 (voc)**  
 Certificate  
**Courses revised**  
 Automotive Technology 282A, Suspension and Wheel Alignment  
 Automotive Technology 282B, Automotive Braking Systems  
 Automotive Technology 283B, Electrical Systems  
 Automotive Technology 284, Automotive Air Conditioning
28. **CHILD DEVELOPMENT #5615 (voc)**  
 Associate in Science  
**Course added, new**  
 Child Development 60, Introduction to Child Welfare  
**Course added, existing**  
 Child Development 45, Adult Supervision and Mentoring in Early Care and Education  
**Courses revised**  
 Child Development 1, Principles and Practices of Teaching Young Children  
 Child Development 3, Introduction to Curriculum  
 Child Development 5, Parent Education  
 Child Development 6, Health, Safety and Nutrition in Early Childhood Education  
 Child Development 15, Diversity and Culture in Early Childhood Education Programs  
 Child Development 10, Science and Math for Young Children  
 Child Development 11, The Young Child with Special Needs  
 Child Development 12, Child Abuse

Child Development 16, Introduction to Early Intervention  
 Child Development 17A, Infant and Toddler Practicum  
 Child Development 20, Observation and Assessment  
 Child Development 30, Child, Family and Community  
 Child Development 37A, Early Childhood Practicum  
 Child Development 37B, Advanced Practicum in Early Childhood Education  
 Child Development 38, Lifespan Development  
 Child Development 39, Child Growth and Development  
 Child Development 40A, Administration I: Programs in Early Childhood Education  
 Child Development 40B, Administration II: Personnel and Leadership in Early Childhood Education  
 Child Development 43, Children's Literature  
 Child Development 47, Emergent Literacy  
 Child Development 48, Children with Challenging Behaviors  
 Child Development 53, Family Child Care Programs  
**Course deleted (from program only)**  
 Child Development 9, Music, Movement and Drama for Young Children  
**Courses deleted (from curriculum)**  
 Child Development 8A, School Age Child: Growth and Development  
 Child Development 8B, Programs for School Age Child Care  
 Child Development 46, Computers in Early Childhood Education

29. **CHILD DEVELOPMENT – FORMERLY CHILD DEVELOPMENT ASSOCIATE TEACHER #5614 (voc)**

Certificate of Achievement

**Courses revised**

Child Development 1, Principles and Practices of Teaching Young Children  
 Child Development 3, Introduction to Curriculum  
 Child Development 19, Work Experience (Cooperative), Occupational  
 Child Development 30, Child, Family and Community  
 Child Development 39, Child Growth and Development

30. **CHILD WELFARE – FORMERLY FOSTER CARE #5580 (voc)**

Certificate of Achievement

**Course added, new**

Child Development 60, Introduction to Child Welfare

**Course added, existing**

Human Services 20, Introduction to Social Welfare

**Courses revised**

Child Development 30, Child, Family and Community  
 Child Development 39, Child Growth and Development

**Course deleted (from program only)**

Child Development 5, Parent Education

**Courses deleted (from curriculum)**

Child Development 161, Introduction to Foster Parenting  
 Child Development 162, Independent Living Skills

31. **COMPUTERIZED ACCOUNTING #2405 (voc)**

Certificate of Achievement

**Course added, existing**

Business & Technology 112, Business English

**Course deleted (from program only)**

Business & Technology 271, Business Grammar Fundamentals

32. **DIGITAL MEDIA OPTION #8504 (voc)**

Certificate

**Courses revised**

Graphic Communications 22, Digital Media

**Course deleted (from curriculum)**

Graphic Communications 33, Flash for Interactive Media

33. **DIGITAL VIDEO OPTION #8506 (voc)**  
 Certificate  
**Course added, existing**  
 Graphic Communications 53, Adobe After Effects  
**Courses revised**  
 Graphic Communications 32, Video Techniques
34. **EARLY CHILDHOOD EDUCATION-FORMERLY CHILD DEVELOPMENT #5615 (voc)**  
 Certificate of Achievement  
**Courses revised**  
 Child Development 1, Principles and Practices of Teaching Young Children  
 Child Development 3, Introduction to Curriculum  
 Child Development 6, Health, Safety and Nutrition in Early Childhood Education  
 Child Development 15, Diversity and Culture in Early Childhood Education Programs  
 Child Development 20, Observation and Assessment  
 Child Development 30, Child, Family and Community  
 Child Development 37A, Early Childhood Practicum  
 Child Development 39, Child Growth and Development
35. **EARLY INTERVENTION #5617 (voc)**  
 Associate in Science  
**Courses revised**  
 Child Development 3, Introduction to Curriculum  
 Child Development 6, Health, Safety and Nutrition in Early Childhood Education  
 Child Development 11, The Young Child with Special Needs  
 Child Development 15, Diversity and Culture in Early Childhood Education Programs  
 Child Development 16, Introduction to Early Intervention  
 Child Development 17A, Infant and Toddler Practicum  
 Child Development 20, Observation and Assessment  
 Child Development 30, Child, Family and Community  
 Child Development 39, Child Growth and Development  
 Child Development 48, Children with Challenging Behaviors
36. **EARLY INTERVENTION ASSISTANT #5617 (voc)**  
 Certificate of Achievement  
**Courses revised**  
 Child Development 3, Introduction to Curriculum  
 Child Development 6, Health, Safety and Nutrition in Early Childhood Education  
 Child Development 11, The Young Child with Special Needs  
 Child Development 15, Diversity and Culture in Early Childhood Education Programs  
 Child Development 16, Introduction to Early Intervention  
 Child Development 17A, Infant and Toddler Practicum  
 Child Development 20, Observation and Assessment  
 Child Development 30, Child, Family and Community  
 Child Development 39, Child Growth and Development  
 Child Development 48, Children with Challenging Behaviors
37. **EDUCATION PARAPROFESSIONAL #5910 - FORMERLY TEACHER AIDE (voc)**  
 Certificate of Achievement  
**Courses added, existing**  
 Child Development 30, Child, Family and Community  
 Child Development 38, Lifespan Development  
 Computer Information Technology 15, Computer Concepts  
 English 126, Reading Skills for College  
 Geography 4B, World Geography  
 History 11, History of the United States to 1877  
 Linguistics 11, Introduction to Language for Educators  
 Music 12, Music Appreciation  
**Courses revised**  
 Child Development 39, Child Growth and Development

Education 19, Work Experience (Cooperative), Occupational  
Education 30, Introduction to Teaching

**Courses deleted (from program only)**

Art 5, Art History I  
Art 5H, Honors Art History  
Art 6, Art History 2  
Art 6H, Honors Art History 2  
Astronomy 10, Basic Astronomy  
Biology 11A, Biology for Science Majors I  
Biology 11AH, Honors Biology for Science Majors I  
Chicano Latino Studies 21, Chicano Literature  
Communication 2, Interpersonal Communication  
Communication 8, Group Communication  
Communication 25, Argumentation  
Economics 40, Introduction to Microeconomics  
Economics 40H, Honors Introduction to Microeconomics  
Economics 50, Introduction to Macroeconomics  
Economics 50H, Honors Introduction to Macroeconomics  
English 1A, Reading and Composition  
English 1AH, Honors Reading and Composition  
English 1B, Introduction to the Study of Literature  
English 1BH, Honors Introduction to the Study of Literature  
English 3, Critical Reading & Writing  
English 3H, Honors Critical Reading & Writing  
English 15B, Creative Writing: Fiction  
English 46A, English Literature to 1800  
Geography 1, Physical Geography  
Geography 7, Physical Geography: Earth's Surface  
Geography 8, Physical Geography: Weather and Climate  
Geology 1, Physical Geology  
Geology 1H, Honors Physical Geology  
Geology 12, Environmental Science  
History 1, Western Civilization to 1648  
History 1H, Honors Western Civilization to 1648  
History 2, Western Civilization Since 1648  
History 2H, Honors Western Civilization Since 1648  
Humanities 10, Classical Humanities  
Humanities 10H, Honors Classical Humanities  
Humanities 11, Modern Humanities  
Humanities 11H, Honors Modern Humanities  
Linguistics 10, Introduction to Language  
Mathematics 4A, Trigonometry  
Mathematics 11, Elementary Statistics  
Mathematics 45, Contemporary Mathematics  
Mathematics 102, Plane Geometry  
Mathematics 103, Intermediate Algebra  
Music 3, Music Fundamentals  
Theatre Arts 41, Beginning Acting

38. **EMISSION TECHNICIAN #8054 (voc)**

Certificate

**Courses revised**

Automotive Technology 161A, Level 1 – Engine and Emission Control Fundamentals  
Automotive Technology 261, BAR Specified Diagnosis and Repair Training  
Automotive Technology 283A, Engine Performance and Diagnosis  
Automotive Technology 283B, Electrical Systems

39. **FAMILY CHILD CARE #5571 (voc)**  
 Certificate of Achievement  
**Courses revised**  
 Child Development 3, Introduction to Curriculum  
 Child Development 6, Health, Safety and Nutrition in Early Childhood Education  
 Child Development 30, Child, Family and Community  
 Child Development 39, Child Growth and Development  
 Child Development 53, Family Child Care Programs
40. **GENERAL MOTORS ASEP PROGRAM #805G (voc)**  
 Associate in Science  
**Courses revised**  
 Automotive Technology 9, Automotive Essentials  
 Automotive Technology 161A, Level 1 – Engine and Emission Control Fundamentals  
 Automotive Technology GM/Automotive Technology 51, Principles of Engine Theory and Service  
 Automotive Technology GM/Automotive Technology 51L, Automotive Engine Laboratory  
 Automotive Technology GM/Automotive Technology 52, Automotive Electrical Systems  
 Automotive Technology GM/Automotive Technology 53, Engine Performance  
 Automotive Technology GM/Automotive Technology 54, Suspension, Steering, and Wheel Alignment  
 Automotive Technology GM/Automotive Technology 55, Power Trains: Transmissions/Transaxles, Differentials, and Driveaxles  
 Automotive Technology GM/Automotive Technology 56, Automotive Braking Systems  
 Automotive Technology GM/Automotive Technology 57, Automotive Heating, Ventilation, Air Conditioning, and Advanced Electronics
41. **GRAPHIC COMMUNICATIONS #8332 (voc)**  
 Associate in Science and Certificate of Achievement  
**Courses revised**  
 Graphic Communications 15, Web Page Construction 1  
 Graphic Communications 18, Intro to Production Methods  
 Graphic Communications 20, Intro to Applied Graphics  
 Graphic Communications 30, Adobe InDesign/Professional Publishing  
**Courses deleted (from program only)**  
 Graphic Communications 14, Adobe Acrobat Professional  
 Graphic Communications 22, Digital Media  
**Courses deleted (from curriculum)**  
 Graphic Communications 5, Introduction to Macintosh Computer Use  
 Graphic Communications 10, Introduction to Graphic Communications
42. **GRAPHIC DESIGN OPTION #8501 (voc)**  
 Associate in Arts and Certificate of Achievement  
**Courses revised**  
 Graphic Communications 15, Web Page Construction 1  
 Graphic Communications 18, Intro to Production Methods  
 Graphic Communications 20, Intro to Applied Graphics  
 Graphic Communications 30, Adobe InDesign/Professional Publishing  
 Graphic Communications 39A, Graphic Design I  
**Course deleted (from program only)**  
 Graphic Communications 40A, Graphic Design II  
**Courses deleted (from curriculum)**  
 Graphic Communications 5, Introduction to Macintosh Computer Use  
 Graphic Communications 10, Introduction to Graphic Communications
43. **HUMAN RELATIONS AND COMMUNICATIONS #2510 (voc)**  
 Certificate  
**Courses revised**  
 Business Administration 5, Workplace Communication  
 Business Administration 33, Human Relations in the Workplace

44. **HUMAN RESOURCE MANAGEMENT ASSISTANT #2052 (voc)**  
 Certificate  
**Courses revised**  
 Business Administration 33, Human Relations in the Workplace
45. **HUMAN RESOURCE MANAGEMENT AND HUMAN RELATIONS #2520 (voc)**  
 Certificate  
**Courses revised**  
 Business Administration 33, Human Relations in the Workplace
46. **JUVENILE CORRECTIONAL OFFICER CORE #8943 (voc)**  
 Certificate  
 Administration of Justice 286, Juvenile Correctional Officer Core
47. **LIBERAL ARTS WITH AN EMPHASIS IN ANTHROPOLOGY/CRIMINOLOGY #5106/5106T**  
 Associate in Arts  
**Courses added, existing**  
 Anthropology 1L, Biological Anthropology Laboratory  
 Anthropology 16B, Field Archaeology II  
**Courses revised**  
 Anthropology 1, Biological Anthropology  
 Anthropology 4, Introduction to Archaeology  
 Anthropology 15, Laboratory Methods in Archaeology  
 Anthropology 16A, Field Archaeology I  
 Anthropology 24, Doing Archaeology: Hands-On!
48. **LIBERAL ARTS WITH AN EMPHASIS IN ANTHROPOLOGY/ECONOMICS/GEOGRAPHY #5107/5107T**  
 Associate in Arts  
**Courses revised**  
 Anthropology 1, Biological Anthropology  
 Anthropology 3, Archaeology and World Prehistory  
 Anthropology 4, Introduction to Archaeology  
 Anthropology 8, Language and Culture  
 Anthropology 13, Anthropology of Magic, Witchcraft, and Religion
49. **MANAGEMENT AND SUPERVISION #2182 (voc)**  
 Certificate  
**Courses revised**  
 Business Administration 43, Principles of Management
50. **MARKETING #2110 (voc)**  
 Associate in Science  
**Course added, existing**  
 Marketing 21, Digital Marketing  
**Courses revised**  
 Business Administration 33, Human Relations in the Workplace  
 Marketing 10, Principles of Marketing  
 Marketing 12, Advertising and Promotion  
 Marketing 14, Retailing  
 Marketing 19, Work Experience (Cooperative), Occupational  
**Course deleted (from program only)**  
 Business Administration 18, Business and the Legal Environment
51. **MARKETING #2110 (voc)**  
 Certificate of Achievement  
**Course added, existing**  
 Business Administration 33, Human Relations in the Workplace  
 Marketing 21, Digital Marketing  
**Courses revised**  
 Marketing 10, Principles of Marketing

Marketing 12, Advertising and Promotion  
Marketing 14, Retailing  
Marketing 19, Work Experience (Cooperative), Occupational  
**Courses deleted (from program only)**  
Business & Technology 23, Job Search and Workplace Skills  
Business & Technology 131, Applied Accounting

52. **MARKETING, FASHION MERCHANDISING #2152 (voc)**

Associate in Science and Certificate of Achievement

**Course added, existing**

Marketing 21, Digital Marketing

**Courses revised**

Business Administration 51, Business Planning and New Venture Launch

Marketing 10, Principles of Marketing

Marketing 12, Advertising and Promotion

Marketing 14, Retailing

**Courses deleted (from program only)**

Applied Technology 10, Technical Computer Applications

Theatre Arts 36, Costume Design

53. **MARKETING, RETAIL MANAGEMENT #2055 (voc)**

Associate in Science and Certificate of Achievement

**Course added, existing revised**

Business Administration 31, Human Resource Management

Business Administration 43, Principles of Management

**Courses revised**

Business Administration 5, Workplace Communication

Business Administration 33, Human Relations in the Workplace

Marketing 10, Principles of Marketing

Marketing 14, Retailing

**Courses deleted (from program only)**

Business Administration 10, Introduction to Business

Business Administration 10H, Honors Introduction to Business

Business & Technology 115, Refresher Math

Communications 1, Introduction to Public Speaking

Marketing 11, Selling and Sales Management

Marketing 12, Advertising and Promotion

54. **NURSING, REGISTERED #4520 (voc)**

Associate in Science

**Courses revised**

Nursing, Registered 31, Foundations and Introduction to Medical-Surgical Nursing

Nursing, Registered 32, Foundations and Introduction to Medical-Surgical Nursing Clinical

Nursing, Registered 32A, Foundations and Introduction to Medical-Surgical Nursing Skills

Nursing, Registered 33, Transcultural Health Care

Nursing, Registered 35A, Pharmacology A: Introduction to Pharmacology

Nursing, Registered 35B, Pharmacology B: Nursing Pharmacological Applications

Nursing, Registered 41, Nursing Care of the Adult with Common Health Problems

Nursing, Registered 42, Nursing Care of the Adult with Common Health Problems Clinical

Nursing, Registered 42A, Nursing Care of the Adult with Common Health Problems Skills

Nursing, Registered 45, Nursing Care of the Childbearing Family Theory

Nursing, Registered 46, Nursing Care of the Childbearing Family Clinical

Nursing, Registered 51, Nursing Care of the Adult with Complex Health Problems

Nursing, Registered 52, Nursing Care of the Adult and Older Adult with Complex Health Problems Clinical

Nursing, Registered 52A, Nursing Care of the Adult and Older Adult with Complex Health Problems Skills

Nursing, Registered 53, Nursing Care of the Older Adult

Nursing, Registered 55, Nursing Care of Infants and Children

Nursing, Registered 56, Nursing Care of Infants and Children Clinical

Nursing, Registered 61, Nursing Care of the Critically Ill Adult and Coordinator of Care

Nursing, Registered 62, Nursing Care of the Critically Ill Adult and Coordinator of Care Clinical

Nursing, Registered 62A, Nursing Care of the Critically Ill Adult Skills  
Nursing, Registered 65, Nursing Care of the Client with Behavioral and Emotional Disorders  
Nursing, Registered 66, Nursing Care of the Client with Behavioral and Emotional Disorders Clinical

55. **PERSONAL FINANCE AND INVESTMENTS #2032 (voc)**

Certificate

**Courses revised**

Business Administration 30, Personal Finance  
Business Administration 34, Fundamentals of Investing

56. **PERSONAL SALES #2114 (voc)**

Certificate

**Courses revised**

Business Administration 33, Human Relations in the Workplace  
Marketing 10, Principles of Marketing

57. **POWERTRAIN TECHNICIAN #8055 (voc)**

Certificate

**Courses revised**

Automotive Technology 281A, Automotive Power Trains I  
Automotive Technology 281B, Automotive Power Trains II  
Automotive Technology 283A, Engine Performance and Diagnosis  
Automotive Technology 283B, Electrical Systems  
Automotive Technology 285, Automotive Engines

58. **PROBATION CORE COURSE #8942 (voc)**

Certificate

**Course revised**

Administration of Justice 285, Probation Core Course

59. **PUBLIC SAFETY DISPATCHER #8970 (voc)**

Certificate

**Course revised**

Administration of Justice 278, Public Safety Dispatcher

60. **REQUALIFICATION – BASIC COURSE #8925 (voc)**

Certificate

**Course revised**

Administration of Justice 219, Requalification – Basic Course

61. **RETAILING #2116 (voc)**

Certificate

**Courses revised**

Business Administration 33, Human Relations in the Workplace  
Marketing 10, Principles of Marketing  
Marketing 14, Retailing

62. **SMALL BUSINESS MANAGEMENT #2030 (voc)**

Certificate

**Courses revised**

Business Administration 38, Operation of the Small Business

63. **VISUAL COMMUNICATIONS #8510 (voc)**

Certificate

**Courses revised**

Graphic Communications 20, Intro to Applied Graphics

64. **WEB DESIGN #8502 (voc)**

Certificate of Achievement

**Courses revised**

Graphic Communications 15, Web Page Construction 1

Graphic Communications 16, Web Design Techniques

Graphic Communications 25, CMS Web Design

***Program description or non-course changes made to the following degrees and certificates:***

Entrepreneur Ventures #2041, Certificate (voc)

# ***Fresno City College***

Office of Instruction

## **PROPOSED DELETED PROGRAMS**

Effective Fall 2016

Approved and Recommended by the Curriculum Committee

**To ECPC November 12, 2015**

1. **EDUCATIONAL AIDE: SPECIAL EDUCATION #5981 (voc)**  
Certificate  
This certificate has been replaced with one that has more depth and is more in line with industry needs.
2. **TEACHER AIDE #5910 (voc)**  
Associate in Science  
This degree has been replaced by the Associate Degree for Transfer.

# Fresno City College

Office of Instruction

## PROPOSED NEW COURSES

Effective Fall 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

### CREDIT, DEGREE APPLICABLE, TRANSFERABLE

- 1. Business Administration 49, Business Protocol for Entrepreneurs, 2 units, 2 lecture hours. Advisory: Eligibility for English 1A recommended.**  
Provides skill building application of business protocol required for entrepreneurs and those involved in business start-ups. **(unique) (voc)**
- 2. Chicano-Latino Studies 17B, Beginning Intermediate Mexican Folk Dance, 3.5 units, 3 lecture hours, 2 lab hours. Prerequisite: Chicano-Latino Studies 17A. Demonstrated experience and skills at the beginning level as assessed by instructor. Advisory: Eligibility for English 1A recommended.**  
History and origin of Mexican dance, from the pre-Columbian era through the arrival of the Spaniards. Analysis of the form, function, and symbolism of the music, musical instruments, movements, and choreography. Examination of the role of gender in this art form. Dances practiced and performed at the pre-intermediate level. **(unique)**
- 3. Chicano-Latino Studies 27A, Intermediate Mexican Folk Dance, 3.5 units, 3 lecture hours, 2 lab hours. Prerequisite: Chicano-Latino Studies 17B. Demonstrated experience and skills at the beginning level as assessed by instructor. Advisory: Eligibility for English 1A recommended.**  
History of the origin of Mexican dance, from the arrival of the Spaniards to the present time. Analysis of the form, function, and symbolism of the music, musical instruments, movements, and choreographies. Dances practiced and performed at the intermediate level. **(unique)**
- 4. Child Development 60, Introduction to Child Welfare, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A recommended.**  
Introduction to the child welfare system. Exploration of the goals of child welfare including safety, a permanent family and well-being of every child. Emphasis on the practice of preventing, remedying, or ameliorating child maltreatment. **(unique) (voc)**

### CREDIT, DEGREE APPLICABLE, NON TRANSFERABLE

- 1. Automotive Collision Repair Technology 151A, Basic ACR, 4.5 units, 2 lecture hours, 8 lab hours. Advisory: Welding Technology 2A and eligibility for English 125 and 126 or English for Multi-Lingual Students 67 and 68 and Mathematics 201 recommended.**  
Theory and practice in minor auto body repair. Principles of auto construction and design. Correct use and application of body shop hand tools, power tools and equipment. Diagnosis and repair of minor/major collision damage and body alignment. Emphasis on automotive safety procedures and shop safety. **(unique) (voc)**
- 2. Automotive Collision Repair Technology 151B, Basic ACR, 4.5 units, 2 lecture hours, 8 lab hours. Prerequisite: Automotive Collision Repair Technology 151A.**  
Theory and practice in minor auto body repair. Principles of auto construction and design. Correct use and application of body shop hand tools, power tools and equipment. Diagnosis and repair of minor/major collision damage and body alignment. Emphasis on automotive safety procedures and shop safety. **(unique) (voc)**

3. **Automotive Collision Repair Technology 153A, Advanced ACR, 4.5 units, 2 lecture hours, 8 lab hours. Advisory: Welding Technology 2A and eligibility for English 125 and 126 or English for Multi-Lingual Students 67 and 68 and Mathematics 201 recommended.**  
Estimation of body repair and refinishing, analysis of mechanical components, repair of auto plastics, auto body panel replacement and adjustment, restoration of corrosion protection, application of materials for spot repair and complete repairs, surface preparation on all types of substrates, paint materials used in refinishing, refinishing equipment, and other body shop repairs such as glass and trim removal and replacement. Emphasis on automotive safety procedures and shop safety. **(unique) (voc)**
4. **Automotive Collision Repair Technology 153B, Advanced ACR, 4.5 units, 2 lecture hours, 8 lab hours, 18 weeks. Prerequisite: Automotive Collision Repair 153A. Advisory: Welding Technology 2A and eligibility for English 125 and 126 or English for Multi-Lingual Students 67 and 68 and Mathematics 201 and Applied Technology 130 recommended.**  
Estimation of body repair and refinishing, analysis of mechanical components, repair of auto plastics, auto body panel replacement and adjustment, restoration of corrosion protection, application of materials for spot repair and complete repairs, surface preparation on all types of substrates, paint materials used in refinishing, refinishing equipment, and other body shop repairs such as glass and trim removal and replacement. Emphasis on automotive safety procedures and shop safety. **(unique) (voc)**

#### **CREDIT, NONDEGREE APPLICABLE**

1. **Administration of Justice 222, Internal Affairs Investigator, 1.5 units, 33.6 lecture hours, (1 week), (Pass/No Pass). Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter.**  
Ethical issues, legal considerations, investigative tools and procedures concerning public safety internal investigations. Procedures under California Government Code sections 3300 to 3311 and case law. Materials fee will be charged. **(unique) (voc)**
2. **Administration of Justice 223, Basic Tactical Communication, 0.4 units, 8.4 lecture hours, (1 week), (Pass/No Pass). Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter.**  
Development, practice and delivery of effective conflict management of communication skills required for public safety personnel. Materials fee will be charged. **(unique) (voc)**
3. **Administration of Justice 224, Interview and Interrogation, 1.5 units, 25.2 lecture hours, (1 week), (Pass/No Pass). Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter.**  
Assist patrol officers in interviewing and interrogating persons involved in criminal investigations using behavioral analysis, observation skills, legal aspects, interview preparation, documentation and trial follow-up. Materials fee will be charge. **(unique) (voc)**
4. **Administration of Justice 284, Communications Training Officer, 2 units, 42 lecture hours, (1 week), (Pass/No Pass). Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter.**  
Prepare experienced public safety dispatchers to serve as trainers for new employees, covers the role and duties of the Communications Training Officer (CTO), adult learning concepts, mentoring, evaluating, and documentation of training. **(unique) (voc)**
5. **Administration of Justice 291A, FTO Update, 1 unit, 25.2 lecture hours, (1 week), (Pass/No Pass). Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter.** Reviews the concept and structure of a Field Training Program in law enforcement, include: Goals of a FTO program, Ethics, Coaching, Teaching/Training demonstrations, Evaluations, Driver Safety Issues, Intervention Techniques, Remediation, Documentations and other issues related to the FTO environment. **(unique) (voc)**

## NON-CREDIT

**Mathematics 312, Advanced Arithmetic for Pre STEM Students, 3 lecture hours. Prerequisite: None.**

Designed as an alternative preparatory path for students who want to pursue careers in STEM related areas. Will focus on the four advanced arithmetic topics that are extensively used in allied health, science, technology, and other STEM related programs. Introductory level, contextualized applications will be emphasized. **(unique)**

# Fresno City College

Office of Instruction

## PROPOSED REVISED COURSES

Effective Fall 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

### CREDIT, DEGREE APPLICABLE, TRANSFERABLE

1. **Air Conditioning 51, Electrical Systems, 7 units, 5 lecture hours, 5 lab hours.** Revised course units to **6.5 units. (unique) (voc)**
2. **Air Conditioning 52, Heating Systems, 7 units, 5 lecture hours, 5 lab hours.** Revised course units to **6.5 units. (unique) (voc)**
3. **Air Conditioning 53, Measurements and Diagnosis, 7 units, 5 lecture hours, 5 lab hours.** Revised course units to **6.5 units. (unique) (voc)**
4. **Air Conditioning 54, Commercial Systems, 7 units, 5 lecture hours, 5 lab hours.** Revised course units to **6.5 units. (unique) (voc)**
5. **Anthropology 1, Biological Anthropology, 3 units, 3 lecture hours.** Revised course objectives, content, and student learning outcomes. **(in lieu of RC's and CCC's ANTHRO 1)**
6. **Anthropology 1L, Biological Anthropology Laboratory, 1 unit, 3 lab hours.** Revised course objectives, content, and student learning outcomes. **(unique)**
7. **Anthropology 3, Archaeology and World Prehistory, 3 units, 3 lecture hours.** Revised course objectives, texts, content, and student learning outcomes. **(in lieu of RC's and CCC's ANTHRO 3)**
8. **Anthropology 4, Introduction to Archaeology, 3 units, 3 lecture hours.** Revised course description, objectives, texts, content, and methods of instruction. **(unique)**
9. **Anthropology 15, Laboratory Methods in Archaeology, 3 units, 1.5 lecture hours, 4.5 lab hours.** Revised course units to **4 units.** Revised course hours to **3 lecture hours, 3 lab hours.** Revised course prerequisite to read: **Prerequisite: Anthropology 1, 2, 2H, 3 or 4.** Revised course objectives, texts, and content. **(unique)**
10. **Anthropology 16A, Field Archaeology I, 2 units, 1 lecture hour, 3 lab hours.** Revised course content. **(unique)**
11. **Anthropology 24, Doing Archaeology: Hands-On!, 1 unit, 3 lab hours.** Revised course units to **1.5 units.** Revised course hours to **1 lecture hour, 2 lab hours.** Revised course content. **(unique)**
12. **Applied Technology 10, Technical Computer Applications, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **2.5 lecture hours, 1.5 lab hours.** Revised course description, texts, and content. **(unique) (voc)**
13. **Architecture 10, Architectural Design and Visualization I, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **2 lecture hours, 3 lab hours.** Revised course texts. **(unique) (voc)**
14. **Architecture 24, Building Information Modeling, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **2 lecture hours, 3 lab hours.** **(unique) (voc)**
15. **Architecture 34, Digital Rendering, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **2 lecture hours, 3 lab hours.** **(unique) (voc)**

16. **Architecture 42, Timber and Steel Structures, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **3 lecture hours.** Revised course content and methods of instruction. **(unique) (voc)**
17. **Astronomy 10, Basic Astronomy, 3 units, 2 lecture hours, 2 lab hours.** Revised course out-of-class assignments, methods of evaluation, and methods of instruction. **(in lieu of RC's ASTRO10)**
18. **Automotive Technology 9, Automotive Essentials, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A and Mathematics 201 recommended.** Revised course texts, content, and methods of instruction. **(in lieu of RC's AUTOT 9) (voc)**
19. **Automotive Technology 51, Principles of Engine Theory and Service, 3 units, 3 lecture hours.** Revised course texts and content. **(unique) (voc)**
20. **Automotive Technology 51L, Automotive Engine Laboratory, 2 units, 7 lab hours.** Revised course texts and content. **(unique) (voc)**
21. **Automotive Technology 52, Automotive Electrical Systems, 5 units, 4 lecture hours, 16 lab hours.** Revised course hours to **5 lecture hours, 16 lab hours.** Revised course texts. **(unique) (voc)**
22. **Automotive Technology 53, Engine Performance, 5 units, 4 lecture hours, 16 lab hours.** Revised course hours to **5 lecture hours, 16 lab hours.** Revised course texts. **(unique) (voc)**
23. **Automotive Technology 54, Suspension, Steering, and Wheel Alignment, 5 units, 4 lecture hours, 16 lab hours.** Revised course hours to **5 lecture hours, 16 lab hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A and Mathematics 201 recommended.** Revised course texts. **(unique) (voc)**
24. **Automotive Technology 55, Power Trains: Transmission/Transaxles, Differentials, and Driveaxles, 6 units, 5 lecture hours, 20 lab hours.** Revised course hours to **6 lecture hours, 20 lab hours.** Revised course texts. **(unique) (voc)**
25. **Automotive Technology 56, Automotive Braking Systems, 5 units, 4 lecture hours, 16 lab hours.** Revised course hours to **5 lecture hours, and 16 lab hours.** Revised course texts. **(unique) (voc)**
26. **Automotive Technology 57, Automotive Heating, Ventilation, Air Conditioning, and Advanced Electronics, 5 units, 2 lecture hours, 8 lab hours.** Revised course hours to **2.5 lecture hours, 8 lab hours.** Revised course texts. **(unique) (voc)**
27. **Automotive Technology-GM 51, Principles of Engine Theory and Service, 3 units, 3 lecture hours.** Revised course texts and content. **(unique) (voc)**
28. **Automotive Technology-GM 51L, Automotive Engine Laboratory, 2 units, 7 lab hours.** Revised course texts and content. **(unique) (voc)**
29. **Automotive Technology-GM 52, Automotive Electrical Systems, 5 units, 4 lecture hours, 16 lab hours.** Revised course hours to **5 lecture hours, 16 lab hours.** Revised course texts. **(unique) (voc)**
30. **Automotive Technology-GM 53, Engine Performance, 5 units, 4 lecture hours, 16 lab hours.** Revised course hours to **5 lecture hours, 16 lab hours.** Revised course texts. **(unique) (voc)**
31. **Automotive Technology-GM 54, Suspension, Steering, and Wheel Alignment, 5 units, 4 lecture hours, 16 lab hours.** Revised course hours to **5 lecture hours, 16 lab hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A and Mathematics 201 recommended.** Revised course texts. **(unique) (voc)**
32. **Automotive Technology-GM 55, Power Trains: Transmission/Transaxles, Differentials, and Driveaxles, 6 units, 5 lecture hours, 20 lab hours.** Revised course hours to **6 lecture hours, 20 lab hours.** Revised course texts. **(unique) (voc)**
33. **Automotive Technology-GM 56, Automotive Braking Systems, 5 units, 4 lecture hours, 16 lab hours.** Revised course hours to **5 lecture hours, and 16 lab hours.** Revised course texts. **(unique) (voc)**

34. **Automotive Technology-GM 57, Automotive Heating, Ventilation, Air Conditioning, and Advanced Electronics, 5 units, 2 lecture hours, 8 lab hours.** Revised course hours to **2.5 lecture hours, 8 lab hours.** Revised course texts. **(unique) (voc)**
35. **Biology 3, Introduction to Life Science, 4 units, 3 lecture hours, 2 lab hours.** Revised course units to **3.5 units.** **(in lieu of RC's and CCC's BIOL 3)**
36. **Biology 3H, Honors Introduction to Life Science, 4 units, 3 lecture hours, 2 lab hours.** Revised course units to **3.5 units.** **(in lieu of RC's and CCC's BIOL 3)**
37. **Biology 5, Human Biology, 4 units, 3 lecture hours, 2 lab hours.** Revised course units to **3.5 units.** **(in lieu of RC's and CCC's BIOL 5)**
38. **Biology 31, Microbiology, 5 units, 3 lecture hours, 5 lab hours.** Revised course units to **4.5 units.** **(in lieu of RC's and CCC's BIOL 31)**
39. **Biology 46, Elementary Horticulture, 4 units, 3 lecture hours, 2 lab hours.** Revised course units to **3.5 units.** **(unique)**
40. **Business Administration 5, Workplace Communication, 3 units, 3 lecture hours.** Revised course objectives, texts, and student learning outcomes. **(in lieu of RC's BA5) (voc)**
41. **Business Administration 10, Introduction to Business, 3 units, 3 lecture hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, and student learning outcomes. **(in lieu of RC's and CCC's BA 10). (voc)**
42. **Business Administration 10H, Honors Introduction to Business, 3 units, 3 lecture hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, and student learning outcomes. **(in lieu of RC's and CCC's BA 10) (voc)**
43. **Business Administration 28, E-Law and Ethics, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Computer Information Technology 15. Eligibility for English 1A recommended.** Revised course texts. **(unique) (voc)**
44. **Business Administration 30, Personal Finance, 4 units, 4 lecture hours.** Revised course advisory to read: **Advisory: Business Administration 10. Eligibility for English 1A recommended. Eligibility for Mathematics 201 recommended.** Revised course description, objectives, texts, methods of evaluation, and student learning outcomes. **(in lieu of RC's BA 30) (voc)**
45. **Business Administration 33, Human Relations in the Workplace, 3 units, 3 lecture hours.** Revised course objectives, texts, and methods of instruction. **(in lieu of RC's BA 33) (voc)**
46. **Business Administration 34, Fundamentals of Investing, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Business Administration 10 and 30 recommended. Eligibility for English 1A recommended. Eligibility for Mathematics 201 recommended.** Revised course texts, out-of-class assignments, content, and student learning outcomes. **(in lieu of RC's BA 34) (voc)**
47. **Business Administration 35, Financial Management for Entrepreneurs and Small Business, 3 units, 3 lecture hours.** Revised course texts, out-of-class assignments, and methods of evaluation. **(unique) (voc)**
48. **Business Administration 38, Operation of the Small Business, 3 units, 3 lecture hours.** Revised course objectives, texts, out-of-class assignments, and methods of evaluation. **(in lieu of RC's and CCC's BA 38) (voc)**
49. **Business Administration 43, Principles of Management, 3 units, 3 lecture hours.** Revised course objectives and texts. **(unique) (voc)**
50. **Business Administration 58, Business Morality and Ethics, 1.5 units, 1.5 lecture hours.** Revised course texts, methods of evaluation, and student learning outcomes. **(unique) (voc)**

51. **Business & Technology 18, Spreadsheet Fundamentals, 2 units, 3 lecture hours, 1 lab hours.** Revised course hours to **4 lecture hours, 1 lab hour. (unique) (voc)**
52. **Business & Technology 24, Beginning Excel, 1 unit, 1 lecture hour, 2 lab hours, 9 weeks.** Revised course hours **1 lecture hour, 1 lab hour.** Revised course weeks to **18 weeks.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, and content. **(unique) (voc)**
53. **Business & Technology 26, Database Fundamentals, 2 units, 3 lecture hours, 1 lab hour.** Revised course hours to **4 lecture hours, 1 lab hour.** Revised course texts. **(unique) (voc)**
54. **Business & Technology 28, Microsoft Word I, 2 units, 1.5 lecture hours, 1 lab hour.** Revised course hours to **1.5 lecture hours, 1.5 lab hours. (unique) (voc)**
55. **Business & Technology 29, Microsoft Word II, 2 units, 1.5 lecture hours, 1 lab hour.** Revised course hours to **1.5 lecture hours, 1.5 lab hours. (unique) (voc)**
56. **Business & Technology 33, Social Media and Emerging Technologies in the Workplace, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **2 lecture hours, 3 hours. (unique) (voc)**
57. **Chicano-Latino Studies 17, Beginning Mexican Folk Dance, 4 units, 3 lecture hours, 2 lab hours.** Revised course number to **17A.** Revised course units to **3.5 units.** Revised course description, objectives, out-of-class assignments, content, methods of instruction, and student learning outcomes. **(unique)**
58. **Chicano Latino Studies 27, Advanced Mexican Folk Dance, 4 units, 3 lecture hours, 2 lab hours.** Revised course number to **27B.** Revised course units to **3.5 units.** Revised course prerequisite to read: **Prerequisite: Chicano-Latino Studies 27A. (unique)**
59. **Child Development 1, Principles and Practices of Teaching Young Children, 3 units, 3 lecture hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, and content. **(in lieu of RC's and CCC's CHDEV 1) (voc)**
60. **Child Development 3, Introduction to Curriculum, 3 units, 3 lecture hours, 1 lab hour.** Revised course description, objectives, texts, out-of-class assignments, content, and student learning outcomes. **(in lieu of RC's CHDEV and CCC's 3) (voc)**
61. **Child Development 5, Parent Education, 3 units, 3 lecture hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(in lieu of RC's CHDEV and CCC's 5) (voc)**
62. **Child Development 6, Health, Safety and Nutrition in Early Childhood, 3 units, 3 lecture hours.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(in lieu of RC's and CCC's CHDEV 6) (voc)**
63. **Child Development 9, Music, Movement and Drama for Young Children, 3 units, 3 lecture hours.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique) (voc)**
64. **Child Development 10, Science and Math for Young Children, 3 units, 3 lecture hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique) (voc)**
65. **Child Development 11, The Young Child with Special Needs, 3 units, 3 lecture hours.** Revised course prerequisite to read: **Prerequisite: Child Development 39.** Revised course texts, content, and student learning outcomes. **(in lieu of RC's and CCC's CHDEV 11) (voc)**
66. **Child Development 12, Child Abuse, 3 units, 3 lecture hours.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(in lieu of RC's and CCC's CHDEV 12). (voc)**

67. **Child Development 15, Diversity and Culture in Early Care and Education Programs, 3 units, 3 lecture hours.** Revised course title to **Diversity and Culture in Early Childhood Education Programs.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(in lieu of RC's and CCC's CHDEV 15) (voc)**
68. **Child Development 16, Introduction to Early Intervention, 3 units, 2 lecture hours, 3 lab hours.** Revised course texts, out-of-class assignments, and methods of instruction. **(in lieu of RC's CHDEV 16) (voc)**
69. **Child Development 17A, Infant and Toddler Practicum, 3 units, 2 lecture hours, 3 lab hours.** Revised course texts, out-of-class assignments, and methods of evaluation. **(in lieu of RC's and CCC's CHDEV 17A) (voc)**
70. **Child Development 19, Work Experience (Cooperative), Occupational, 1-8 units, 1 lecture hour.** Revised course texts and content. **(in lieu of RC's and CCC's CHDEV 19V) (voc)**
71. **Child Development 20, Observation and Assessment, 3 units, 3 lecture hours.** 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 and CCC's CHDEV 20) (voc)**
72. **Child Development 30, Child, Family and Community, 3 units, 3 lecture hours.** 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 and CCC's CHDEV 30) (voc)**
73. **Child Development 37A, Early Childhood Practicum, 3 units, 2 lecture hours, 3 lab hours.** Revised course prerequisite to read: **Prerequisite: Child Development 1 and Child Development 3 and Child Development 39/Psychology 39. Verification of freedom from tuberculosis.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(in lieu of RC's and CCC's CHDEV 37A) (voc)**
74. **Child Development 37B, Advanced Practicum in Early Childhood Education, 3 units, 2 lecture hours, 3 lab hours.** Revised course description, objectives, texts, methods of evaluation, content, methods of instruction, and student learning outcomes. **(in lieu of RC's and CCC's CHDEV 37B) (voc)**
75. **Child Development 38, Lifespan Development, 3 units, 3 lecture hours.** Revised course texts and methods of evaluation. **(in lieu of RC's and CCC's CHDEV 38) (voc)**
76. **Child Development 39, Child Growth and Development, 3 units, 3 lecture hours.** Revised course objectives, texts, out-of-class assignments, content, and student learning outcomes. **(in lieu of RC's and CCC's CHDEV 39) (voc)**
77. **Child Development 40A, Administration I: Programs in Early Childhood, 3 units, 3 lecture hours.** Revised course out-of-class assignments. **(in lieu of RC's and CCC's CHDEV 40A) (voc)**
78. **Child Development 40B, Administration II: Personnel and Leadership in Early Childhood Education, 3 units, 3 lecture hours.** Revised course texts and out-of-class assignments. **(in lieu of RC's and CCC's CHDEV 40B) (voc)**
79. **Child Development 43, Children's Literature, 3 units, 3 lecture hours.** Revised course description, objectives, texts, methods of evaluation, content, and student learning outcomes. **(unique) (voc)**
80. **Child Development 45, Adult Supervision and Mentoring in Early Care and Education, 3 units, 3 lecture hours.** Revised course description, texts, and content. **(in lieu of RC's and CCC's CHDEV 45) (voc)**
81. **Child Development 47, Emergent Literacy, 3 units, 3 lecture hours.** Revised course description, objectives, texts, methods of evaluation, methods of instruction, and student learning outcomes. **(in lieu of RC's and CCC's CHDEV 47) (voc)**
82. **Child Development 48, Understanding Children's Behavior, 3 units, 3 lecture hours.** Revised course title to read: **Children with Challenging Behaviors.** Revised course description, texts, methods of evaluation, content, and methods of instruction. **(unique) (voc)**

83. **Child Development 53, Family Child Care Programs, 3 units, 3 lecture hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique) (voc)**
84. **Computer Aided Manufacturing 10, CNC Mill Programming & Operation I, 7 units, 5 lecture hours, 5 lab hours.** Revised course units to **6.5 units.** **(unique) (voc)**
85. **Computer Aided Manufacturing 20, CNC Mill Programming & Operation II, 7 units, 5 lecture hours, 5 lab hours.** Revised course units to **6.5 units.** **(unique) (voc)**
86. **Computer Information Technology 23, Spreadsheet Fundamentals, 2 units, 3 lecture hours, 1 lab hours.** Revised course hours to **4 lecture hours, 1 lab hour.** **(unique) (voc)**
87. **Computer Information Technology 24, Advanced Spreadsheets, 2 units, 3 lecture hours, 1 lab hour.** Revised course hours to **4 lecture hours, 1 lab hour.** **(unique) (voc)**
88. **Computer Information Technology 26, Database Fundamentals, 2 units, 3 lecture hours, 1 lab hour.** Revised course hours to **4 lecture hours, 1 lab hour.** Revised course texts. **(unique) (voc)**
89. **Computer Information Technology 31, Beginning Excel, 1 unit, 1 lecture hour, 2 lab hours, 9 weeks.** Revised course hours **1 lecture hour, 1 lab hour.** Revised course weeks to **18 weeks.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, and content. **(unique) (voc)**
90. **Computer Information Technology 40, Computer Operating Systems, 4 units, 3 lecture hours, 2 lab hours.** Revised course hours to **3.5 lecture hours, 2 lab hours.** Revised course texts. **(unique) (voc)**
91. **Computer Information Technology 60, Beginning Visual Basic, 4 units, 3.5 lecture hours, 1 lab hour.** Revised course hours to **4 lecture hours, 1 lab hour.** **(in lieu of RC's and CCC's IS 47) (voc)**
92. **Computer Information Technology 62, Beginning Objective C Programming, 4 units. 3.5 lecture hours, 1 lab hour.** Revised course hours to **4 lecture hours, 1 lab hour.** Revised course texts. **(unique) (voc)**
93. **Computer Information Technology 63, Beginning Java Programming, 4 units, 3.5 lecture hours, 1 lab hour.** Revised course hours to **4 lecture hours, 1 lab hour.** **(in lieu of RC's and CCC's IS 33) (voc)**
94. **Computer Information Technology 65, Android Programming Applications, 4 units, 3.5 lecture hours, 1 lab hour.** Revised course hours to **4 lecture hours, 1 lab hour.** **(unique) (voc)**
95. **Computer Information Technology 66, Beginning C++ Programming, 4 units, 3.5 lecture hours, 1 lab hour.** Revised course hours to **4 lecture hours, 1 lab hour.** Revised course texts. **(unique) (voc)**
96. **Computer Information Technology 68, Advanced Programming Applications. 4 units, 3.5 lecture hours, 1 lab hour.** Revised course hours to **4 lecture hours, 1 lab hour.** **(unique) (voc)**
97. **Computer Information Technology 69, iOS Programming Applications, 4 units, 3.5 lecture hours, 1 lab hour.** Revised course hours to **4 lecture hours, 1 lab hour.** **(unique) (voc)**
98. **Computer Information Technology 80, Internet Basics, 2 units, 3 lecture hours, 1 lab.** Revised course hours to **4 lecture hours, 1 lab hour.** **(unique) (voc)**
99. **Computer Information Technology 81, World Wide Web Research, 2 units, 3 lecture hours, 1 lab.** Revised course hours to **4 lecture hours, 1 lab hour.** **(unique) (voc)**
100. **Computer Information Technology 90, Data Driven Websites, 4 units, 3.5 lecture hours, 1 lab.** Revised course hours to **4 lecture hours, 1 lab hour.** **(unique) (voc)**
101. **Computer Information Technology 95, Introduction to Python Programming, 4 units, 3.5 lecture hours, 1 lab.** Revised course hours to **4 lecture hours, 1 lab hour.** **(unique) (voc)**

102. **Computer Science 26, Discrete Mathematics for Computer Science, 4 units, 3 lecture hours, 2 lab hours.** Revised course hours to **3.5 lecture hours, 2 lab hours.** Revised course objectives, content, and methods of instruction. **(in lieu of RC's and CCC's CSCI 26)**
103. **Computer Science 40, Programming Concepts & Methodology I, 4 units, 3 lecture hours, 2 lab hours.** Revised course hours to **3.5 lecture hours, 2 lab hours.** Revised course content. **(in lieu of RC's and CCC's CSCI 40)**
104. **Computer Science 41, Programming Concepts & Methodology II, 4 units, 3 lecture hours, 2 lab hours.** Revised course hours to **3.5 lecture hours, 2 lab hours.** Revised course texts and content. **(in lieu of RC's and CCC's CSCI 41)**
105. **Construction 55, Roof Framing Systems, 3 units, 1 lecture hour, 5 lab hours.** Revised course units to **2.5 units. (unique) (voc)**
106. **Dance 13A, Intermediate Ballet Technique, 2 units, 1 lecture hour, 2 lab hours.** Revised course units to **1.5 units. (unique)**
107. **Dance 13B, Pre-Advanced Ballet Technique, 2 units, 1 lecture hour, 2 lab hours.** Revised course units to **1.5 units. (unique)**
108. **Dance 16, Beginning Tap Dance, 1 unit, 0 lecture hours, 2 lab hours.** Revised course units to **0.5 units. (unique)**
109. **Dance 17, Beginning Mexican Folk Dance, 4 units, 3 lecture hours, 2 lab hours.** Revised course units to **3.5 units. (unique)**
110. **Dance 18, Intermediate Tap Dance, 1 unit, 0 lecture hours, 2 lab hours.** Revised course units to **0.5 units. (unique)**
111. **Dance 26, American College Dance Festival, 2 units, 2 lecture hours, 5 lab hours.** Revised course units to **1.5 units. (unique)**
112. **Dance 27, Advanced Mexican Folk Dance, 4 units, 3 lecture hours, 2 lab hours.** Revised course units to **3.5 units. (unique)**
113. **Dance 28, Intermediate Dance Technique, 2 units, 1 lecture hour, 2 lab hours.** Revised course units to **1.5 units. (in lieu of RC's and CCC's DANCE 28)**
114. **Dental Hygiene 5A, Clinical Dental Hygiene, 3 units, 0 lecture hours, 8 lab hours.** Revised course units to **2.5 units. (unique) (voc)**
115. **Dental Hygiene 10, Head and Neck Anatomy, 2 units, 1 lecture hour, 2 lab hours.** Revised course hours to **2 lecture hours, 1 lab hour.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, and content. **(unique) (voc)**
116. **Educational Aide 6, Survey of Special Education, 3 units, 3 lecture hours.** Revised course subject to: **Education.** Revised course title to read: **Introduction to Special Education.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
117. **Educational Aide 7, Educational Aide Training: Learning Disabilities, 3 units, 3 lecture hours.** Revised course subject to: **Education.** Revised course title to read: **Exceptional Learners.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
118. **Education 19, Work Experience (Cooperative), Occupational, 1-8 units.** Revised course objectives, out-of-class assignments, and content. **(unique) (voc)**

119. **Education 30, Introduction to Teaching, 3 units, 3 lecture hours.** Revised course texts and methods of evaluation. **(in lieu of RC's and CCC's EDUC 10) (voc)**
120. **Electrical Systems Technology 51, 3 units, 3 lecture hours, 1 lab hour.** Revised course advisory to read: **Advisory: Electrical Systems Technology 53 and Applied Technology 130. Eligibility for English 1A recommended.** Revised course objectives, texts, methods of evaluation, and content. **(unique) (voc)**
121. **Electrical Systems Technology 82A, Introduction to Robotics, 4 units, 3 lecture hours, 2 lab hours.** Revised course units to **3.5 units. (unique) (voc)**
122. **Electrical Systems Technology 82B, Robotic Applications, 4 units, 3 lecture hours, 2 lab hours.** Revised course units to **3.5 units. (unique) (voc)**
123. **Fashion Merchandising 27, Introduction to Fashion Merchandising, 3 units, 3 lecture hours.** Revised course texts and methods of evaluation. **(unique) (voc)**
124. **Fashion Merchandising 28, Visual Merchandising, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **3 lecture hours.** Revised course description and texts. **(unique)**
125. **Film 1, Introduction to Film Studies, 3 units, 3 lecture hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(in lieu of RC's and CCC's FILM 1)**
126. **Film 2A, History of Cinema 1895-1960, 3 units, 3 lecture hours.** Revised course texts, out-of-class assignments, methods of evaluation, and student learning outcomes. **(in lieu of RC's and CCC's FILM 2A)**
127. **Film 2B, History of Cinema 1960-Present, 3 units, 3 lecture hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, and student learning outcomes. **(in lieu of RC's and CCC's FILM 2B)**
128. **Film 3, Film and Culture, 3 units, 3 lecture hours.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, and student learning outcomes. **(unique)**
129. **Film 5, Digital Filmmaking, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Film 1A or Film 2B recommended.** Revised course texts and out-of-class assignments. **(unique)**
130. **Film 6, Film Genres, 3 units, 3 lecture hours.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique)**
131. **Geography 7, Physical Geography: Earth's Surface, 4 units, 3 lecture hours, 2 lab hours.** Revised course out-of-class assignments, methods of evaluation, and methods of instruction. **(unique)**
132. **Geography 8, Physical Geography: Weather and Climate, 4 units, 3 lecture hours, 2 lab hours.** Revised course out-of-class assignments, methods of evaluation, and methods of instruction. **(unique)**
133. **Geology 1, Physical Geology, 4 units, 3 lecture hours, 2 lab hours.** Revised course out-of-class assignments, methods of evaluation, and methods of instruction. **(in lieu of CCC's GEOL 1)**
134. **Geology 1H, Honors Physical Geology, 4 units, 3 lecture hours, 2 lab hours.** Revised course out-of-class assignments, methods of evaluation, and methods of instruction. **(in lieu of CCC's GEOL 1)**
135. **Geology 3, Geology Field Studies, 1 unit, 0.5 lecture hours, 1 lab hours.** Revised course out-of-class assignments, methods of evaluation, and methods of instruction. **(unique)**
136. **Geology 9, Introduction to Earth Science, 4 units, 3 lecture hours, 2 lab hours.** Revised course out-of-class assignments, methods of evaluation, and methods of instruction. **(in lieu of RC's and CCC's GEOL 9)**
137. **Graphic Communications 15, Web Page Construction 1, 4 units, 3 lecture hours, 3 lab hours.** Revised course description, objectives, content, methods of instruction, and student learning outcomes. **(unique) (voc)**

138. **Graphic Communications 16, Web Design, 4 units, 3 lecture hours, 3 lab hours.** Revised course title to **Web Design Techniques**. Revised course advisory to read: **Advisory: Eligibility for English 1A recommended. Graphic Communications 15 recommended.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. **(unique) (voc)**
139. **Graphic Communications 18, Production Methods, 3 units, 2 lecture hours, 3 lab hours.** Revised course title to **Intro to Production Methods**. Revised course description, objectives, content, and student learning outcomes. **(unique) (voc)**
140. **Graphic Communications 20, Applied Graphics, 3 units, 2 lecture hours, 3 lab hours.** Revised course title to **Intro to Applied Graphics**. Revised course description and texts. **(unique) (voc)**
141. **Graphic Communications 22, Digital Media, 4 units, 3 lecture hours, 3 lab hours.** Revised course description. **(unique) (voc)**
142. **Graphic Communications 25, Specialized Web Techniques, 3 units, 2 lecture hours, 3 lab hours.** Revised course title to **CMS Web Design**. Revised course description, objectives, texts, content, and student learning outcomes. **(unique) (voc)**
143. **Graphic Communications 30, Adobe InDesign/Professional Publishing, 3 units, 2 lecture hours, 3 lab hours.** Revised course description and texts. **(unique) (voc)**
144. **Graphic Communications 32, Video Techniques, 4 units, 3 lecture hours, 3 lab hours.** Revised course description. **(unique) (voc)**
145. **Graphic Communications 39A, Graphic Design I, 3 units, 2 lecture hours, 3 lab hours.** Revised course title to **Introduction to Graphic Design**. Revised corequisite to read: **Corequisite: Graphic Communications 20 or permission of instructor.** Revised course texts. **(unique) (voc)**
146. **Graphic Communications 40A, Graphic Design II, 3 units, 2 lecture hours, 3 lab hours.** Revised course title to **Intermediate Graphic Design**. Revised course prerequisite to read: **Prerequisite: Graphic Communications 39A or permission of instruction.** Revised course texts. **(unique) (voc)**
147. **Graphic Communications 52, Adobe Lightroom, 2 units, 2 lecture hours.** Revised course units to **3 units**. Revised course hours to **2 lecture hours, 3 lab hours**. Revised course texts, out-of-class assignments, and content. **(unique) (voc)**
148. **Marketing 10, 3 units, 3 lecture hours.** Revised course description, objectives, out-of-class assignments, methods of evaluation, and student learning outcomes. **(in lieu of RC's and CCC's MKTG10) (voc)**
149. **Marketing 12, Advertising and Promotion, 3 units, 3 lecture hours.** Revised course out-of-class assignments. **(in lieu of RC's and CCC's MKTG 12) (voc)**
150. **Marketing 14, Retailing, 3 units, 3 lecture hours.** Revised course out-of-class assignments. **(unique) (voc)**
151. **Marketing 17, Visual Merchandising, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **3 lecture hours**. Revised course description and texts. **(unique) (voc)**
152. **Marketing 19, Work Experience (Cooperative), Occupational, 1-8 units, 1 lecture hour.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course objectives. **(unique) (voc)**
153. **Marketing 21, Digital Marketing, 3 units, 3 lecture hours.** Revised course advisory to read: **Advisory: Eligibility for English 1A recommended.** Revised course texts. **(unique) (voc)**
154. **Music 24, Elementary Voice: Level 1, 2 units, 1 lecture hour, 2 lab hours.** Revised course units to **1.5 units**. **(in lieu of RC's MUS24)**

155. **Music 27, Beginning Guitar: Level I, 2 units, 1 lecture hour, 2 lab hours.** Revised course units to **1.5 units.** (in lieu of RC's MUS27)
156. **Music 28, Beginning Guitar: Level II, 2 units, 1 lecture hour, 2 lab hours.** Revised course units to **1.5 units.** (in lieu of RC's MUS28)
157. **Music 35, City Singers, 2 units, 6 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. (unique)
158. **Music 40, Concert Band, 1-2 units, 4-6 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. (in lieu of RC's MUS 40)
159. **Music 41, Jazz Ensemble, 1-2 units, 4-6 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. (in lieu of RC's MUS 41)
160. **Music 46, Symphony Orchestra, 1-2 units, 4-6 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. (unique)
161. **Music 90, Jazz Composers Workshop, 2 units, 1 lecture hour, 4 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. (unique)
162. **Music 91, Jazz Composers Ensemble, 2 units, 1 lecture hour, 4 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. (unique)
163. **Music 92, Vocal Jazz Ensemble, 2 units, 1 lecture hour, 4 lab hours.** Revised course description, objectives, out-of-class assignments, content, and student learning outcomes. (unique)
164. **Nursing, Registered 31, Foundations and Introduction to Medical-Surgical Nursing, 4 units, 4 lecture hours.** Revised course texts, out-of-class assignments, methods of evaluation, and methods of instruction. (unique) (voc)
165. **Nursing, Registered 32, Foundations and Introduction to Medical-Surgical Nursing Clinical, 2 units, 12 lab hours, (9 weeks).** Revised course texts, out-of-class assignments, methods of evaluation, and methods of instruction. (unique) (voc)
166. **Nursing, Registered 32A, Foundations and Introduction to Medical-Surgical Nursing Skills, 2 units, 12 lab hours, (9 weeks).** Revised course texts, out-of-class assignments, and methods of instruction. (unique) (voc)
167. **Nursing, Registered 33I, Transcultural Healthcare, International, 1 unit, 1 lecture hour.** Revised course out-of-class assignments. (unique) (voc)
168. **Nursing, Registered 35A, Pharmacology A: Introduction to Pharmacology, 1 unit, 1 lecture hour.** Revised course texts and methods of instruction. (unique) (voc)
169. **Nursing, Registered 35B, Nursing Pharmacological Applications, 2 units, 2 lecture hours.** Revised course texts, out-of-class assignments, and methods of instruction. (unique) (voc)
170. **Nursing, Registered 41, Nursing Care of the Adult with Common Health Problems, 2.5 units, 2.5 lecture hours.** Revised course texts, out-of-class assignments, and content. (unique) (voc)
171. **Nursing, Registered 42, Nursing Care of the Adult with Common Health Problems Clinical, 2 units, 6 lab hours.** Revised course texts and student learning outcomes. (unique) (voc)
172. **Nursing, Registered 42A, Nursing Care of the Adult with Common Health Problems Skills, 1 unit, 3 lab hours.** Revised course texts and methods of instruction. (unique) (voc)
173. **Nursing, Registered 46, Nursing Care of the Child Bearing Family Clinical, 2 units, 6 lab hours.** Revised out-of-class assignments. (unique) (voc)

174. **Nursing, Registered 52, Nursing Care of the Adult and Older Adult with Complex Health Problems Clinical, 2 units, 6 lab hours.** Revised course texts and methods of evaluation. **(unique) (voc)**
175. **Nursing, Registered 52A, Nursing Care of the Adult and Older Adult with Complex Health Problems Skills, 0.5 units, 1.5 lab hours.** Revised course texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique) (voc)**
176. **Nursing, Registered 53, Nursing Care of the Older Adult, 1 unit, 1 lecture hour.** Revised course out-of-class assignments and methods of evaluation. **(unique) (voc)**
177. **Nursing, Registered 55, Nursing Care of Infants and Children, 2 units, 2 lecture hours.** Revised course texts and methods of evaluation. **(unique) (voc)**
178. **Nursing, Registered 56, Nursing Care of Infants and Children Clinical, 2 units, 6 lab hours.** Revised out-of-class assignments and methods of evaluation. **(unique) (voc)**
179. **Nursing, Registered 61, Nursing Care of the Critically Ill Adult and Coordinator of Care, 2.5 units. 2.5 lecture hours.** Revised course texts, out-of-class assignments, methods of evaluation, and student learning outcomes. **(unique) (voc)**
180. **Nursing, Registered 62A, Nursing Care of the Critically Ill Adult Skills, 0.5 units, 1.5 lab hours.** Revised course texts and methods of evaluation. **(unique) (voc)**
181. **Physical Education 3, Archery, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** Revised course texts. **(unique)**
182. **Physical Education 4, Badminton, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** **(in lieu of RC's PE 4)**
183. **Physical Education 5, Basketball, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** Revised course texts. **(in lieu of RC's PE 5)**
184. **Physical Education 6, Fitness and Health, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** **(in lieu of RC's and CCC's PE 6)**
185. **Physical Education 7, Golf, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** Revised course texts. **(in lieu of RC's and CCC's PE 7)**
186. **Physical Education 12, Swimming, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** **(in lieu of RC's and CCC's PE 12)**
187. **Physical Education 13, Tennis, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** **(in lieu of RC's and CCC's PE 13)**
188. **Physical Education 14, Volleyball, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** **(in lieu of RC's and CCC's PE14)**
189. **Physical Education 15A, Weight Training (Women), 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** **(unique)**
190. **Physical Education 15B, Weight Training (Men), 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** **(unique)**
191. **Physical Education 15C, Weight Training (Coed), 1-2 units, 2-5 lab hours.** Revised course hours to **3-6 lab hours.** **(in lieu of RC's and CCC's PE 15)**
192. **Physical Education 17, Hatha Yoga, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours.** Revised course texts. **(unique)**

193. **Physical Education 20, Athletic Training, 4 units, 3 lecture hours, 2 lab hours.** Revised course hours to **3 lecture hours, 3 lab hours. (in lieu of RC's and CCC's KINES 20)**
194. **Physical Education 23, Lifeguard Training, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **2 lecture hours, 3 lab hours. (unique)**
195. **Physical Education 27, Cardio Interval Training, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours. (unique)**
196. **Physical Education 45, Performance Training and Conditioning Techniques for Intercollegiate Athletics, 1-2 units, 2-5 lab hours.** Revised course hours to **3-6 lab hours. (in lieu of RC's and CCC's PE 45)**
197. **Psychology 12, Child Abuse, 3 units, 3 lecture hours.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(in lieu of RC's and CCC's CHDEV 12). (voc)**
198. **Psychology 38, Lifespan Development, 3 units, 3 lecture hours.** Revised course texts and methods of evaluation. **(in lieu of RC's and CCC's CHDEV 38) (voc)**
199. **Psychology 39, Child Growth and Development, 3 units, 3 lecture hours.** Revised course objectives, texts, out-of-class assignments, content, and student learning outcomes. **(in lieu of RC's and CCC's CHDEV 39) (voc)**
200. **Radiologic Technology 5C, Fluoroscopy, 2 units, 2 lecture hours, 1 lab hour.** Revised course units to **1.5 units. (unique) (voc)**
201. **Recreation 21, Recreational Leadership, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **2 lecture hours, 3 lab hours. (unique) (voc)**
202. **Respiratory Care 21, Applications and Procedures in Respiratory Care, 11 units, 8 lecture hours, 8 lab hours.** Revised course units to **10.5 units. (unique) (voc)**
203. **Theatre Arts 35, Costume Crafts, 3 units, 3 lecture hours.** Revised course objectives. **(unique)**
204. **Theatre Arts 36, Costume Design, 3 units, 3 lecture hours.** Revised course objectives. **(unique)**
205. **Theatre Arts 48A, Teasers I, 1 unit, 0.25 lecture hours, 2 lab hours.** Revised course units to **0.5 units. (unique)**
206. **Theatre Arts 48B, Teasers II, 1 unit, 0.25 lecture hours, 2 lab hours.** Revised course units to **0.5 units. (unique)**

#### **CREDIT, DEGREE APPLICABLE, NONTRANSFERABLE**

1. **Automotive Collision Repair Technology 151, Basic ACR, 9 units, 4 lecture hours, 16 lab hours.** Revised course description, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
2. **Automotive Collision Repair Technology 153, Advanced ACR, 9 units, 4 lecture hours, 16 lab hours.** Revised course description, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
3. **Automotive Collision Repair Technology 155, Spray Refinishing, 2 units, 1 lecture hour, 3 lab hours.** Revised course description, texts, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique) (voc)**
4. **Automotive Technology 109L, Automotive Essentials Laboratory, 1 unit, 2 lab hours.** Revised course hours to **3 lab hours. (unique) (voc)**

5. **Automotive Technology 110A, Automobile Express Service Technician, 2 units, 1 lecture hour, 2 lab hours.** Revised course hours to **1 lecture hour, 3 lab hours. (unique) (voc)**
6. **Automotive Technology 110B, Automobile Service Consultant, 2 units, 1 lecture hour, 2 lab hours.** Revised course hours to **1 lecture hour, 3 lab hours. (unique) (voc)**
7. **Automotive Technology 110C, Automobile Parts Specialist, 2 units, 1 lecture hour, 2 lab hours.** Revised course hours to **1 lecture hour, 3 lab hours. (unique) (voc)**
8. **Automotive Technology 161A, Level 1 – Engine and Emission Control Fundamentals, 4 units, 3 lecture hours, 3 lab hours.** Revised course units to **3 units.** Revised course hours to **2 lecture hours, 3 lab hours.** Revised course texts. **(unique) (voc)**
9. **Automotive Technology 162A, Beginning Performance Tuning, 2.5 units, 2 lecture hours, 2 lab hours.** Revised course units to **3 units.** Revised course hours to **2.5 lecture hours, 2 lab hours. (unique) (voc)**
10. **Automotive Technology 162B, Advanced Performance Tuning, 2.5 units, 2 lecture hours, 2 lab hours.** Revised course units to **3 units.** Revised course hours to **2.5 lecture hours, 2 lab hours. (unique) (voc)**
11. **Automotive Technology 170B, Service and Maintenance to Hybrid Electric Vehicles (HEVs), 2 units, 1 lecture hour, 2 lab hours.** Revised course hours to **1 lecture hours, 3 lab hours. (unique) (voc)**
12. **Automotive Technology 171B, Service and Maintenance to Alternative Fueled Vehicles (AFVs), 2 units, 2 lecture hours, 1 lab hour.** Revised course hours to **1 lecture hours, 3 lab hours. (unique) (voc)**
13. **Business & Technology 131, Applied Accounting, 4 units, 3 lecture hours, 2 lab hours.** Revised course units to **3.5 units. (unique) (voc)**
14. **Business & Technology 134, Exploration of Careers in Business, 2 units, 1 lecture hour, 2 lab hours.** Revised course units to **1 unit.** Revised course hours to **1 lecture hour, 1 lab hour. (unique) (voc)**
15. **Business & Technology 140, Legal Document Processing, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **2 lecture hours, 3 lab hours. (unique) (voc)**
16. **Business & Technology 144, Medical Administrative Assistant, 3 units, 2 lecture hours, 2 lab hours.** Revised course units to **2.5 units. (unique) (voc)**
17. **Business & Technology 148, Medical Insurance & Billing Concepts, 3 units, 2 lecture hours, 2 lab hours.** Revised course units to **2.5 units. (unique) (voc)**
18. **Fire Technology 130B, Basic Fire Academy – Part 2, 13 units, 10.1 lecture hours, 16.5 lab hours.** Revised course units to **12.5 units. (unique) (voc)**
19. **Fire Technology 131, Emergency Medical Technician I, 10 units, 8 lecture hours, 5.33 lab hours.** Revised course units to **9.5 units. (unique) (voc)**
20. **Fire Technology 135, Emergency Medical Technician-Paramedic-Field Internship, 9 units, 32 lab hours.** Revised course units to **8.5 units. (unique) (voc)**
21. **Nursing, Registered 102, Transition to Fresno City College Registered Nursing Program Skills, 1-2 units, 3-6 lab hours.** Revised course objectives and texts. **(unique) (voc)**
22. **Nursing, Registered 105, Medication Math, 0.5 units, 0.5 lecture hours.** Revised course texts and content. **(unique) (voc)**
23. **Paralegal 156, Legal Document Processing, 3 units, 2 lecture hours, 2 lab hours.** Revised course hours to **2 lecture hours, 3 lab hours. (unique) (voc)**

## CREDIT, NONDEGREE APPLICABLE

1. **Administration of Justice 204, Instructor Training, 1 unit, 25.2 lecture hours, 8.4 lab hours, 1 week.** Revise course title to **Instructor Training/Academy Instructor Certification Course**. Revised course units to **1.5 units**. Revised course hours to **1.55 lecture hours, 0.32 lab hour**. Revised course weeks to **18 weeks**. Revised course prerequisite to read: **Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter**. Revised course objectives, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
2. **Administration of Justice 211, Expandable Straight Baton Instructor, 0.5 units, 6.4 lecture hours, 10.6 lab hours.** Revised course units to **0.4 units**. Revised course hours to **8.5 lecture hours, 8.5 lab hours**. Revised course prerequisite to read: **Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter**. Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
3. **Administration of Justice 217, Background Investigation, 1 unit, 28.2 lecture hours, 5.4 lab hours.** Revised course units to **1.5 units**. Revised course hours to **33.6 lecture hours**. Revised course prerequisite to read: **Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter**. Revised course description, texts, out-of-class assignments, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
4. **Administration of Justice 219, Requalification – Basic Course, 3 units, 11.4 lecture hours, 5.4 lab hours.** Revised course units to **6 units**. Revised course prerequisite to read: **Prerequisite: Administration of Justice 270B or equivalent or, for out-of-state, a letter of recommendation from POST. No criminal record that disqualifies an individual under 12021 California Penal Code**. Revised course description, objectives, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
5. **Administration of Justice 220, Radar Operator, 0.5 units, 21 lecture hours, 4.2 lab hours.** Revised course units to **1 unit**. Revised course hours to **25.2 lecture hours**. Revised course prerequisite to read: **Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter**. Revised course description, objectives, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
6. **Administration of Justice 268, Pre-Police Academy Physical Conditioning, 1 unit, 0.5 lecture hours, 3.5 lab hours, 10 weeks.** Revised course title to **Pre-Police Academy Course**. Revised course hours to **4.2 lecture hours**. Revised course weeks to **6 weeks**. Revised course prerequisite to read: **Prerequisite: None**. Revised course advisory to read: **Advisory: In good physical condition to perform physical training**. Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
7. **Administration of Justice 269A, Advanced Officer Topics #2, 0.1-2 units, 0.1-2.33 lecture hours, 0.1-2.33 lab hours.** Revised course units to **0.2-4 units**. Revised course title to **Advanced Officer Topics**. Revised course prerequisite to read: **Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter**. Revised course description, out-of-class assignments, methods of evaluation, content, and methods of instruction. **(unique) (voc)**
8. **Administration of Justice 270A, Basic Police Academy – Part 1, 10 units, 20.3 lecture hours, 8.8 lab hours.** Revised course units to **24 units**. Revised course prerequisite to read: **Prerequisite: Successful completion of post: (1) POST Standardized Reading Comprehension and Writing Skills Test; (2) POST Physical Agility Test; and (3) Physical Exam. Possess a valid Class C California Driver’s License. Proof of a Department of Justice criminal history clearance to possess a firearm (PC13511.5), or be sponsored by a law enforcement agency**. Removed pass/no pass option. Revised course description, out-of-class assignments, and content. **(unique) (voc)**
9. **Administration of Justice 270B, Basic Police Academy – Part 2, 13 units, 18 lecture hours, 11.1 lab hours.** Revised course units to **27.5 units**. Removed pass/no pass option. Revised course objectives, content, and student learning outcomes. **(unique) (voc)**

10. **Administration of Justice 271A, PC 832 Laws of Arrest/Arrest & Control, 1 unit, 31.5 lecture hours, 10.5 lab hours.** Revised course units to **1.5 units**. Revised course description, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
11. **Administration of Justice 271B, PC 832 Firearms, 0.5 units, 4.2 lecture hours, 21 lab hours.** Revised course units to **1 unit**. Revised course description, texts, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
12. **Administration of Justice 272, Regular Basic Course – Modular Format – Module III, 4 units, 9 lecture hours, 3.4 lab hours.** Revised course units to **10 units**. Revised course methods of evaluation, content, and methods of instruction. **(unique) (voc)**
13. **Administration of Justice 273, Regular Basic Course – Modular Format – Module II, 5.5 units, 11.1 lecture hours, 6.1 lab hours.** Revised course units to **13 units**. Revised course out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
14. **Administration of Justice 274, Regular Basic Course – Modular Format – Module I, 11 units, 18 lecture hours, 8.7 lab hours.** Revised course units to **25.5 units**. Revised course objectives, methods of evaluation, content, and methods of instruction. **(unique) (voc)**
15. **Administration of Justice 276, Basic Supervisors, 2 units, 21 lecture hours, 21 lab hours.** Revised course units to **4.5 units**. Revised course hours to **42 lecture hours**. Revised course prerequisite to read: **Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter**. Revised course out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
16. **Administration of Justice 278, Public Safety Dispatcher, 3 units, 7.2 lecture hours, 1.2 lab hours.** Revised course units to **7 units**. Revised course hours to **8.4 lecture hours**. Revised course description, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
17. **Administration of Justice 279, Citizens' Police Academy, 1 unit, 3.2 lecture hours.** Revised course units to **0.5 unit**. Revised course hours to **3.15 lab hours**. Revised course description, texts, out-of-class assignments, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
18. **Administration of Justice 280, Adult Correctional Officer Core, 4 units, 33.6 lecture hours, 8.4 lab hours.** Revised course units to **10 units**. Revised course description, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
19. **Administration of Justice 285, Probation Core Course, 4 units, 33.6 lecture hours, 8.4 lab hours.** Revised course units to **10 units**. Revised course hours to **35.6 lecture hours, 6.4 lab hours**. Revised course texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
20. **Administration of Justice 286, Juvenile Correctional Officer Core, 3 units, 27.3 lecture hours, 14.7 lab hours.** Revised course units to **7 units**. Revised course out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
21. **Administration of Justice 290, Firearms Instructors Course, 1 unit, 22 lecture hours, 20 lab hours.** Revised course units **1.5 units**. Revised course prerequisite to read: **Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter**. Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
22. **Administration of Justice 291, Field Training Officer, 1 unit, 33.4 lecture hours, 8.6 lab hours.** Revised course units to **2 units**. Revised course hours to **42 lecture hours**. Revised course prerequisite to read: **Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter**. Revised course description, objectives, out-of-class assignments, methods of evaluation, content, and student learning outcomes. **(unique) (voc)**

23. **Administration of Justice 293, Drug Influence – H&S 11550, 1 unit, 29.4 lecture hours, 4.2 lab hours.** Revised course units to **1.5 units**. Revised course hours to **33.6 lecture hours**. Revised course prerequisite to read: **Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter.** Revised course description, objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
24. **Administration of Justice 295, Traffic Collision Investigation, 1 unit, 33.6 lecture hours, 8.4 lab hours.** Revised course units to **2 units**. Revised course hours to **37.8 lecture hours, 4.2 lab hours**. Revised course prerequisite to read: **Prerequisite: Employed by a Public Safety Agency or successful completion of an entrance test related to the subject matter.** Revised course objectives, texts, out-of-class assignments, methods of evaluation, content, methods of instruction, and student learning outcomes. **(unique) (voc)**
25. **Air Conditioning 251, Digital VAV Controls, 1 unit, 0.75 lecture hours, 0.75 lab hours.** Revised course units to **0.5 units**. **(unique) (voc)**
26. **Automotive Technology 261, BAR Specified Diagnosis and Repair Training, 5 units, 4 lecture hours, 2 lab hours.** Revised course units to **3 units**. Revised course hours to **2 lecture hours, 3 lab hours**. **(unique) (voc)**
27. **Automotive Technology 281A, Automotive Power Trains I, 3 units, 3 lecture hours.** Revised course texts and methods of instruction. **(unique) (voc)**
28. **Automotive Technology 281B, Automotive Power Trains II, 3 units, 3 lecture hours.** Revised course texts and methods of instruction. **(unique) (voc)**
29. **Automotive Technology 282A, Suspension and Wheel Alignment, 3 units, 3 lecture hours.** Revised course texts and methods of instruction. **(unique) (voc)**
30. **Automotive Technology 282B, Automotive Braking Systems, 3 units, 3 lecture hours.** Revised course texts and methods of instruction. **(unique) (voc)**
31. **Automotive Technology 283A, Engine Performance and Diagnosis, 3 units, 3 lecture hours.** Revised course texts and methods of instruction. **(unique) (voc)**
32. **Automotive Technology 283B, Electrical Systems, 3 units, 3 lecture hours.** Revised course texts and methods of instruction. **(unique) (voc)**
33. **Automotive Technology 284, Automotive Air Conditioning, 3 units, 3 lecture hours.** Revised course texts and methods of instruction. **(unique) (voc)**
34. **Automotive Technology 285, Automotive Engines, 3 units, 3 lecture hours.** Revised course methods of instruction. **(unique) (voc)**
35. **Automotive Technology 286, Automotive Information Systems, 3 units, 3 lecture hours.** Revised course methods of instruction. **(unique) (voc)**
36. **Automotive Technology 287, Street Rod Technology, 4 units, 2 lecture hours, 7 lab hours.** Revised course texts and methods of instruction. **(unique) (voc)**
37. **Automotive Technology 292, ASE Certification Preparatory, 2 units, 4 lecture hours, 9 weeks.** Revised course title to: **ASE Certification Preparation.** Revised course hours to **2 lecture hours**. Revised course weeks to **18 weeks**. Revised course advisory to read: **Advisory: None.** Revised course texts, out-of-class assignments, methods of instruction and student learning outcomes. **(unique) (voc)**
38. **Automotive Technology 294, Lamp and Brake Adjustment/Certification Preparation, 1.5 units, 3 lecture hours, 9 weeks.** Revised course title to: **Brake and Lamp Adjustment/Certification Preparation.** Revised course units to **2 units**. Revised course hours to **2 lecture hours, 0.5 lab hours**. Revised course weeks to **18 weeks**. Revised course advisory to read: **Advisory: None.** Revised course description, out-of-class assignments, and methods of instruction. **(unique) (voc)**

39. **Computer Information Technology 205, 2 units, 2 lecture hours, 1 lab hour.** Revised course hours to **3 lecture hours, 1 lab hour.** Revised course texts. **(unique) (voc)**
40. **Electrical Systems Technology 271, Electrical Line/Utility Worker, 12 units, 20.9 lecture hours, 10 lab hours.** Revised course units to **11.5 units.** **(unique) (voc)**
41. **English 277, Reading Skills, 3 units, 2 lecture hours, 2 lab hours.** Revised course units to **2.5 units.** **(unique)**
42. **English 278, Reading Comprehension, 3 units, 2 lecture hours, 2 lab hours.** Revised course units to **2.5 units.** **(unique)**
43. **English 281, Grammar and Sentence Writing, 3 units, 2 lecture hours, 2 lab hours.** Revised course units to **2.5 units.** **(unique)**
44. **English 282, Paragraph Writing, 3 units, 2 lecture hours, 2 lab hours.** Revised course units to **2.5 units.** **(unique)**
45. **Nursing, Registered 201, NCLEX-RN Review, 2 units, 2 lecture hours.** Revised course texts, out-of-class assignments, methods of evaluation, methods of instruction, and student learning outcomes. **(unique) (voc)**
46. **Nursing, Registered 202, Success Strategies for RN Students, 1 unit, 1 lecture hour.** Revised course texts and out-of-class assignments. **(unique) (voc)**
47. **Nursing, Registered 205, Care of the Childbearing and Parenting Family Theory, 0.5-1.5 units, 0.5-1.5 lecture hours.** Revised corequisite to read: **Corequisite: Registered Nursing 206.** Revised course texts. **(unique) (voc)**
48. **Nursing, Registered 206, Care of the Childbearing and Parenting Family Simulation, 0.5-1.5 units, 1.5-4.5 lab hours.** Revised corequisite to read: **Corequisite: Registered Nursing 205.** Revised course texts. **(unique) (voc)**

#### **NONCREDIT**

**Administration of Justice 369A, Advanced Officer Topics, 0-1.17 lecture hours, 0-1.17 lab hours.** Revised course hours to **1-1.17 lecture hours, 1-1.17 lab hours.** Revised course repeats to **zero.** Revised course to open entry/open exit. Revised course prerequisite to read: **Prerequisite: Administration of Justice 270B or equivalent and currently employed by a Public Safety Agency.** Revised course texts, out-of-class assignments, and content. **(unique) (voc)**

# Fresno City College

Office of Instruction

## PROPOSED DELETED COURSES

Effective Fall 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

### CREDIT, DEGREE APPLICABLE, TRANSFERABLE

1. **Child Development 8A, School Age Child: Growth and Development, 3 units, 3 lecture hours.**  
This course no longer serves the need of the community. **(unique) (voc)**
2. **Child Development 8B, Programs for School-Age Child Care, 3 units, 3 lecture hours.**  
This course no longer serves the need of the community. **(in lieu of RC's and CCC's CHDEV 8B) (voc)**
3. **Graphic Communications 5, Introduction to Macintosh Computer Use, 1 unit, 2 lecture hours.**  
Update program during 5 year review. **(unique) (voc)**
4. **Graphic Communications 10, Introduction to Graphic Communications, 2 units, 2 lecture hours.**  
Infusing half of content into GRC 18 and GRC 20 in order to offer a deeper initial experience for students and eliminate initial redundancy **(unique) (voc)**
5. **Graphic Communications 33, Flash for Interactive Media, 3 units, 2 lecture hours, 3 lab hours.**  
Five year review. **(unique) (voc)**

### CREDIT, DEGREE APPLICABLE NON-TRANSFERABLE

1. **Child Development 161, Introduction to Foster Parenting, 1 unit, 1 lecture hour.**  
This course does not meet the needs of students or the workforce. **(unique) (voc)**
2. **Child Development 162, Independent Living Skills, 1 unit, 1 lecture hour.**  
This course does not meet the needs of students or the workforce. **(unique) (voc)**

### CREDIT NONDEGREE APPLICABLE

1. **Administration of Justice 279A, Citizens on Patrol, 0.5 units, 4 lecture hours, 2.4 lab hours.**  
Course has not been taught in past three years. **(unique) (voc)**
2. **Administration of Justice 281, Advanced Correctional Officer Academy, 1 unit, 25.2 lecture hours, 8.4 lab hours.**  
Course now being taught by local agencies and FCC has not presented it for past two years. **(unique) (voc)**
3. **Automotive Technology 262A, (A6) Electrical/Electronic Training 1 unit, 6 lecture hours, 2 lab hours.**  
Course is no longer required by BAR. **(unique) (voc)**

# **Fresno City College**

Office of Instruction

## **SPECIAL STUDIES**

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

### **CREDIT, NONDEGREE APPLICABLE**

1. **Special Studies Theatre Arts 277C, Movements for Mulan, 1 unit, 3 lab hours. Corequisite: Theatre Arts 40.**  
Prepare students for stylized Chinese movement and dance for the production of "Mulan." (**unique**)

# **Fresno City College**

Office of Instruction

## **SPECIAL STUDIES**

Effective Fall 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

### **CREDIT, DEGREE APPLICABLE, TRANSFERABLE**

**Special Studies History 47A, Rails, Water, and Power: History of California's Infrastructure, 2 units, 2 lecture hours, 18 weeks. Advisory: English 1A.**

History of California's major infrastructure projects in rail, water, and power since the 1850s. The political, social, technological and environmental history of the building, placement, and control of these projects. Major topics include: the rise of the Southern Pacific, the building of the major urban and agricultural water systems, and the development of PG&E, SCE, and other electric power producers and distributors. **(unique)**

# Fresno City College

Office of Instruction

## PROPOSED DISTANCE EDUCATION

Effective Spring 2016 and Fall 2016

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

### 1. New, 100% Internet, new

#### a. Effective Fall 2016

- i. Accounting 4A, Financial Accounting
- ii. Accounting 4B, Managerial Accounting
- iii. Child Development/Psychology 12, Child Abuse
- iv. Child Development 40A, Administration I: Programs in Early Childhood Education
- v. Child Development 40B, Administration II: Personnel and Leadership in Early Childhood Education
- vi. Child Development 60, Introduction to Child Welfare
- vii. Education 6, Introduction to Special Education
- viii. Education 7, Exceptional Learners
- ix. Education 19, Work Experience (Cooperative), Occupational
- x. Music 112, Introduction to Finale

### 2. Internet and Face-to-Face, new

#### a. Effective Spring 2016

- i. Linguistics 10H, Honors Introduction to Language (67% Internet, 33% Face-to-Face)

#### b. Effective Fall 2016

- i. Applied Technology 19, Work Experience (Cooperative), Occupational (90% Internet, 10% Face-to-Face)
- ii. Automotive Technology 161B, Smog Check Procedures Training (20% Internet, 80% Face-to-Face)
- iii. Business & Technology 9, Computer Applications I (49% Internet, 51% Face-to-Face)
- iv. Graphic Communications 14, Adobe Acrobat Professional (60% Internet, 40% Face-to-Face)
- v. Graphic Communications 15, Web Page Construction 1 (60% Internet, 40% Face-to-Face)
- vi. Graphic Communications 16, Web Design Techniques (60% Internet, 40% Face-to-Face)
- vii. Graphic Communications 17, Adobe Illustrator (60% Internet, 40% Face-to-Face)
- viii. Graphic Communications 18, Intro to Production Methods (60% Internet, 40% Face-to-Face)
- ix. Graphic Communications 20, Intro to Applied Graphics (60% Internet, 40% Face-to-Face)
- x. Graphic Communications 22, Digital Media (60% Internet, 40% Face-to-Face)
- xi. Graphic Communications 23, Digital Media 2 (60% Internet, 40% Face-to-Face)
- xii. Graphic Communications 24, Flash Animation (60% Internet, 40% Face-to-Face)
- xiii. Graphic Communications 25, CMS Web Design (60% Internet, 40% Face-to-Face)
- xiv. Graphic Communications 27, Digital Video Production (60% Internet, 40% Face-to-Face)
- xv. Graphic Communications 28, Independent Study (60% Internet, 40% Face-to-Face)
- xvi. Graphic Communications 31, Photoshop for Graphics (60% Internet, 40% Face-to-Face)
- xvii. Graphic Communications 32, Video Techniques (60% Internet, 40% Face-to-Face)
- xviii. Graphic Communications 34, Introduction to 3-D Animation (60% Internet, 40% Face-to-Face)
- xix. Graphic Communications 35, Adobe InDesign/Professional Publishing (60% Internet, 40% Face-to-Face)
- xx. Graphic Communications 39A, Introduction to Graphic Design (60% Internet, 40% Face-to-Face)
- xxi. Graphic Communications 40A, Intermediate Graphic Design (60% Internet, 40% Face-to-Face)
- xxii. Graphic Communications 41, Visual Communication (90% Internet, 10% Internet)

- xxiii. Graphic Communications 51, Storyboarding (60% Internet, 40% Face-to-Face)
- xxiv. Graphic Communications 52, Adobe Lightroom (60% Internet, 40% Face-to-Face)
- xxv. Graphic Communications 53, Adobe After Effects (60% Internet, 40% Face-to-Face)
- xxvi. Marketing 17, Visual Merchandising (50% Internet, 50% Face-to-Face)
- xxvii. Nursing, Registered 201, NCLEX-RN Review (80% Internet, 20% Face-to-Face)
- xxviii. Physical Education 6, Fitness and Health (90% Internet, 10% Face-to-Face)

# Fresno City College

Office of Instruction

## FIVE-YEAR CURRICULUM REVIEW

Approved and Recommended by the Curriculum Committee

To ECPC November 12, 2015

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

1. **Anthropology**  
Anthropology 2, Cultural Anthropology (in lieu of RC's ANTHRO 2)  
Anthropology 2H, Honors Cultural Anthropology  
Anthropology 8, Language and Culture  
Anthropology 13, Anthropology of Magic, Witchcraft, and Religion  
Anthropology 16B, Field Archaeology II  
Anthropology/Chicano-Latino Studies 28, Ancient Mexico  
Anthropology 30, Topics in Anthropology
2. **Automotive Collision Repair**  
Automotive Collision Repair 151, Basic ACR  
Automotive Collision Repair 153, Advanced ACR  
Automotive Collision Repair 155, Spray Refinishing
3. **Automotive Technology**  
Automotive Technology 19, Work Experience (Cooperative), Occupational  
Automotive Technology 58, Individualized Skills Training (IST) Chassis System I Laboratory  
Automotive Technology 58A, Individualized Skills Training (IST) Chassis System II Laboratory  
Automotive Technology 58B, Individualized Skills Training (IST) Engine/Propulsion Systems Laboratory  
Automotive Technology 58C, Individualized Skills Training (IST) Power Train Systems Laboratory  
Automotive Technology 161B, Level 2 – Smog Check Procedures Training  
Automotive Technology 161C, BAR Update Training  
Automotive Technology 170A, Introduction to Hybrid Electric Vehicles (HEVs)  
Automotive Technology 170C, Diagnosis and Repair to Hybrid Electric Vehicles (HEVs)  
Automotive Technology 171A, Introduction to Alternative Fueled Vehicles (AFVs)  
Automotive Technology 171C, Diagnosis and Repair to Alternative Fueled Vehicles (AFVs)
4. **Automotive Technology GM**
5. **Business Administration**  
Business Administration 18, Business and the Legal Environment  
Business Administration 19, Work Experience (Cooperative), Occupational  
Business Administration 20, Law and the Legal System  
Business Administration 31, Human Resource Management  
Business Administration 40, Supervision and Leadership  
Business Administration 44, Women in Management  
Business Administration 48, E-Business  
Business Administration 51, Business Planning and New Venture Launch  
Business Administration 52, Introduction to Entrepreneurship
6. **Child Development**  
Child Development 17B, Advanced Infant and Toddler Development
7. **Education**
8. **Fashion Merchandising**  
Fashion Merchandising 19, Work Experience (Cooperative), Occupational

- 9. **Film**
- 10. **Graphic Communications**
  - Graphic Communications 14, Adobe Acrobat Professional
  - Graphic Communications 17, Adobe Illustrator
  - Graphic Communications 23, Digital Media
  - Graphic Communications 24, Flash Animation
  - Graphic Communications 27, Digital Video Production
  - Graphic Communications 28, Independent Study – Graphics
  - Graphic Communications 31, Photoshop for Graphics
  - Graphic Communications 34, Introduction to 3-D Animation
  - Graphic Communications 41, Visual Communications
  - Graphic Communications 51, Storyboarding
  - Graphic Communications 53, Adobe After Effects
- 11. **Marketing**
  - Marketing 11, Selling and Sales Management
  - Marketing 22, Introduction to Fashion Merchandising
- 12. **Nursing, Registered**
  - Nursing, Registered 19, Work Experience (Cooperative), Occupational
  - Nursing, Registered 33, Transcultural Health Care
  - Nursing, Registered 45, Nursing Care of the Childbearing Family Theory
  - Nursing, Registered 51, Nursing Care of the Adult with Complex Health Problems
  - Nursing, Registered 62, Nursing Care of the Critically Ill Adult and Coordinator of Care Clinical
  - Nursing, Registered 65, Nursing Care of the Client with Behavioral and Emotional Disorders
  - Nursing, Registered 66, Nursing Care of the Client with Behavioral and Emotional Disorders Clinical
  - Nursing, Registered 101, Transition to Fresno City College Registered Nursing Program
  - Nursing, Registered 107, Introduction to Nursing Process
  - Nursing, Registered 203, RN Refresher Course
  - Nursing, Registered 204, Introduction to the Nursing Profession
- 13. **Real Estate**
  - Real Estate 40, Real Estate Principles
  - Real Estate 41, Real Estate Practice

# **Fresno City College**

Office of Instruction

## **PROGRAM REVIEW FALL 2015**

To ECPC November 12, 2015

### **INSTRUCTIONAL PROGRAMS**

1. Accounting
2. American Sign Language
3. Apprenticeship
4. Architecture
5. Computer Aided Drafting and Design
6. Computer Aided Manufacturing
7. Computer Information Technology
8. Dental Hygiene
9. DS
10. Food Service Management
11. Journalism
12. Library Technology
13. Music
14. Paralegal
15. Physical Education/Health Education
16. Radiologic Technology
17. Respiratory Care
18. Electrical Systems Technology

### **NON-INSTRUCTIONAL PROGRAMS**

1. Admissions & Records
2. Assessment Center
3. Associated Student Government
4. College Relations
5. Counseling
6. CTC Workforce Development
7. International Students
8. Transfer
9. Veterans

**PROPOSED COURSE MODIFICATIONS  
EFFECTIVE FALL 2015**

Approved and Recommended by the Curriculum Committee

**To Board of Trustees December 8, 2015**

**DEGREE APPLICABLE TRANSFER**

**Journalism 7 Writing by Design: Introduction to Publication and Production of the School Newspaper Publication, 3 units, 2 lecture hours, 3 lab hours, pass/no pass option.**

**Advisories: Eligibility for English 1A.** Revised objectives, content outline, and sample homework assignments. (unique) (voc)

**PROPOSED COURSE DELETIONS  
EFFECTIVE SPRING 2016**

Approved and Recommended by the Curriculum Committee

**To Board of Trustees December 8, 2015**

**DEGREE APPLICABLE TRANSFER**

**Physics 10 Conceptual Physics**

This course will not be taught in the future.

**PROPOSED COURSE MODIFICATIONS  
EFFECTIVE SPRING 2016**

Approved and Recommended by the Curriculum Committee

**To Board of Trustees December 8, 2015**

**DEGREE APPLICABLE TRANSFER**

- 1. Art 6H Honors Art History 2, 3 units, 3 lecture hours. Advisories: Completion of English 125 and 126 or eligibility for English 1A. Enrollment in Honors Program.** Revised advisories to *Completion of English 125 and 126 or eligibility for English 1A*, prerequisites to *Enrollment in Honors Program*. (in-lieu FCC's ART 6, ART 6H; CCC's ART 6, ART 6H)
- 2. Business Administration 39 Finite Mathematics for Business, 3 units, 3 lecture hours, pass/no pass option. Prerequisites: Mathematics 103 or 2 years high school algebra to include Intermediate Algebra or equivalent. Advisories: Eligibility for English 126.** Revised catalog description, advisories to *none*, objectives, content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu CCC's BA 39) (voc)
- 3. Chemistry 3A Introductory General Chemistry, 4 units, 3 lecture hours, 3 lab hours, pass/no pass option. Prerequisites: Mathematics 103. Advisories: English 1A and Chemistry 10 or high school chemistry.** Revised content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's CHEM 3A, CCC's CHEM 3A)
- 4. Chemistry 29A Organic Chemistry Laboratory I, 2 units, 6 lab hours, pass/no pass option. Corequisites: Chemistry 28A. Advisories: English 1A.** Revised catalog description, student learning outcomes, objectives, content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's CHEM 29A, CCC's CHEM 29A)
- 5. Chemistry 29B Organic Chemistry Laboratory II, 2 units, 6 lab hours, pass/no pass option. Prerequisites: Chemistry 29A. Corequisites: Chemistry 28B. Advisories: English 1A.** Revised catalog description, student learning outcomes, objectives, content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's CHEM 29B, CCC's CHEM 29B)
- 6. Counseling 1 Tutor Training, 1 unit, 9 lecture hours, 27 lab hours, pass/no pas option. Advisories: Eligibility for English 125 and 126.** Revised course to *Learning Assistance I*, catalog description, advisories to *Eligibility for English 1A*, objectives, content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's LA 1)

7. **Counseling 34 Career Awareness, 2 units, 2 lecture hours, pass/no pass option.** Advisories: Eligibility for English 125 and 126. Revised catalog description, advisories to *Eligibility for English 1A recommended*, student learning outcomes, objectives, content outline, sample homework assignments, methods of evaluation/grading and textbooks. (in-lieu FCC's COUN 48)
8. **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 *prerequisites English 125 and 126 or English 130 and English 126 or placement through college assessment process and acceptance into the Honors Program*. (in-lieu FCC's ENGL 1A, ENGL 1AH; CCC's ENGL 1A, ENGL 1AH)
9. **English 1BH Honors Introduction to the Study of Literature, 3 units, 3 lecture hours.** Prerequisites: English 1A or 1AH. Revised prerequisites to *English 1A or 1AH; acceptance into the Honors Program*. (in-lieu FCC's ENGL 1B, ENGL 1BH; CCC's ENGL 1B, ENGL 1BH)
10. **English 3H Honors Critical Reading and Writing, 3 units, 3 lecture hours.** Prerequisites: English 1A or 1AH. Revised prerequisites to *English 1A or 1AH and acceptance into the Honors Program*. (in-lieu FCC's ENGL 3, ENGL 3H; CCC's ENGL 3, ENGL 3H)
11. **Information Systems 15 Computer Concepts, 3 units, 3 lecture hours, 1 lab hour, pass/no pass option.** Advisories: Eligibility for English 126, and Mathematics 201. Revised catalog description, student learning outcomes, content outline, sample homework assignments, methods of evaluation/grading and textbooks. (in-lieu FCC's CIT 15, CCC's IS 15) (voc)
12. **Mathematics 17 Differential Equations and Linear Algebra, 5 units, 5 lecture hours, pass/no pass option.** Prerequisites: Mathematics 6. Revised grading basis to *graded only*, advisories to *English 125 and 126*, catalog description, student learning outcomes, objectives, lecture content outline, methods of evaluation/grading, and textbooks. (in-lieu CCC's MATH 17)
13. **Plant Science 9 Biometrics, 3 units, 3 lecture hours, pass/no pass option.** Advisories: Eligibility for English 125 and 126. Revised catalog description, student learning outcomes, objectives, and content outline. (unique) (voc)
14. **Science 1A Introductory Chemical and Physical Science, 4 units, 3 lecture hours, 3 lab hours, pass/no pass option.** Prerequisites: Satisfaction of the CSU system General Education Quantitative Reasoning Requirement (CSU-GE Area B4). Advisories: Eligibility for English 1A or 1AH. Revised advisories to *Eligibility for English 1A or 1AH and Mathematics 103*, content outline, and sample homework assignments.

## DEGREE APPLICABLE, NON TRANSFER

**English 126 Reading Skills for College, 4 units, 4 lecture hours, pass/no pass option.**

**Prerequisites:** English 262 or 262B or English as a Second Language 226R or placement by the college assessment process. Revised catalog description, prerequisites to *English 262 or English as a Second Language 226R or placement by the college assessment process (at least eighth-grade reading level)*, student learning outcomes, objectives, content outline, homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's ENGL 126, CCC's ENGL 126)

## NON DEGREE APPLICABLE, NON TRANSFER

- 1. Counseling 281 Life Strategies for Success, 1 unit, 1 lecture hour, pass/no pass option.** Revised student learning outcomes, objectives, lecture content outline, out of class assignments, methods of evaluation/grading, and textbooks. (unique)
- 2. Counseling 282 Practical Money Skills for Life, 1 unit, 1 lecture hour, pass/no pass option.** Revised catalog description, student learning outcomes, objectives, lecture content outline, out of class assignments, methods of evaluation/grading, and textbooks. (unique)
- 3. Counseling 283 Parenting Strategies and Family Relationships, 1 unit, 1 lecture hour, pass/no pass option.** Revised student learning outcomes, objectives, lecture content outline, out of class assignments, methods of evaluation/grading, and textbooks. (unique)
- 4. English 260 Basic Reading, 4 units, 3 lecture hours, 2 lab hours (pass/no pass only).** **Prerequisites:** Placement by college assessment process. Revised catalog description, units to 5, lecture hours to 5, lab hours to 0, student learning outcomes, objectives content outline, homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's ENGL 260)
- 5. English 262 Reading Improvement, 4 units, 3 lecture hours, 2 lab hours, pass/no pass option.** **Prerequisites:** English 260 or English as a Second Language 266R or placement by college placement process. Revised catalog description, units to 5, lecture hours to 5, lab hours to 0, student learning outcomes, objectives, content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's ENGL 262, CCC's ENGL 262)
- 6. Mathematics 250 College Arithmetic, 3 units, 3 lecture hours.** Revised catalog description, grading basis to *pass/no pass option*, methods of evaluation/grading, and textbooks. (in-lieu FCC's MATH 250, CCC's MATH 250)

**NEW COURSE PROPOSALS  
EFFECTIVE SPRING 2016**

Approved and Recommended by the Curriculum Committee

**To Board of Trustees December 8, 2015**

**DEGREE APPLICABLE, TRANSFER**

**Animal Science 23 Introductory Farrier Science, 3 units, 2 lecture hours, 3 lab hours.**

**Advisories: Eligibility for English 1A.** This course covers fundamental horseshoeing principles and practices, basic anatomy and physiology of the horse's limbs and feet, horseshoeing terminology, and guidelines for assessing a proper horseshoeing job. The causes, treatment, and prevention of common lameness problems are also included. (unique) (voc)

**NON DEGREE APPLICABLE, NON TRANSFER**

- 1. Flight 111 Instrument Pilot Ground School, 3 units, 3 lecture hours. Prerequisites: Flight 101. Advisories: English 125 or 130 and 126 and Mathematics 201.** The Instrument Pilot Ground School lecture course provides classroom training for individuals seeking an instrument rating. Some of the topics covered will include principles of instrument flight, flight instruments, instrument navigation systems, IFR departure-enroute-arrival procedures, analyzing weather information and conditions, IFR flight planning, and IFR emergency procedures. (unique) (voc)
- 2. Flight 112 Advanced Navigation, 2 units, 2 lecture hours. Prerequisites: Flight 101. Advisories: English 125 or 130 and 126 and Mathematics 201.** Advanced Navigation provides classroom training for individuals seeking a greater understanding of navigation concepts and techniques. Some topics covered during the course are flight planning, radio aids, radar navigation, and celestial navigation. (unique) (voc)
- 3. Flight 113 Advanced Meteorology, 2 units, 2 lecture hours. Prerequisites: Flight 101. Advisories: English 125 or 130 and 126 and Mathematics 201.** Advanced Meteorology is designed to provide an in depth look at weather and how weather relates to aviation. Some topics of discussion will be weather basics, circulation systems, weather hazards, and applying weather knowledge. This course will prepare the student for more advanced levels of aviation training. (unique) (voc)
- 4. Flight 115 Instrument Pilot Flight Lab, 1 unit, 3 lab hours. Prerequisites: Flight 101 and Flight 105. Corequisites: Flight 111. Advisories: English 125 or 130 and 126 and Mathematics 201.** This laboratory course provides flight training for individuals seeking an Instrument Pilot Rating. Some of the topics covered will include principles of instrument flight, flight instruments, instrument navigation systems, IFR departure-en route-arrival procedures, analysis of weather information and conditions, IFR flight planning, and IFR emergency procedures. The issuance of FAA 3rd. Class or higher medical certificate, Airport Identification Card from Fresno Yosemite International Airport,

and proof of Flight Training Eligibility will be required. Substantial laboratory fees for aircraft rental and operational costs are also required. (unique) (voc)

5. **Flight 116 Advanced Instrument Pilot Flight Lab, 1 unit 3 lab hours, pass/no pass only. Prerequisites: Flight 101 and Flight 105 and Flight 115. Corequisites: Flight 111. Advisories: English 125 or 130 and 126 and Mathematics 201.** This laboratory course provides advanced flight training for individuals seeking an Instrument Rating. Some of the topics covered will include principles of instrument flight, flight instruments, instrument navigation systems, IFR departure-en route-arrival procedures, analyze weather information and conditions, IFR flight planning, and IFR emergency procedures. The Issuance of an FAA 3rd. Class or higher medical certificate, Airport Identification Card from Fresno Yosemite International Airport, and proof of Flight Training Eligibility will be required. Substantial laboratory fees for aircraft rental and operational costs are also required. (unique) (voc)
6. **Flight 121 Commercial Pilot Ground School, 3 units, 3 lecture hours. Prerequisites: Flight 101 and Flight 111. Advisories: English 125 or 130 and 126 and Mathematics 201.** The Commercial Pilot Ground School lecture course provides classroom training for individuals seeking a commercial pilot's license. Some of the topics covered will include high performance powerplants, environmental and ice control systems, complex aircraft systems, advanced aerodynamics, predicting performance, controlling weight and balance, and Federal Aviation Regulations applicable to beginning pilots flying under visual flight rules. (unique) (voc)
7. **Flight 122 Fundamentals of Air Traffic Control, 2 units, 2 lecture hours. Advisories: English 125 or 130 and 126 and Mathematics 201.** Fundamentals of air traffic control provides a good working knowledge of how and why the air traffic control system works. Fundamentals of air traffic control discusses the history of air traffic control, emphasizing the logic that has guided its development. It also provides current, in-depth information on navigational systems, the air traffic control system structure, control tower procedures, radar separation, national airspace system operation and the FAA's restructured hiring procedures. (unique) (voc)
8. **Flight 123 Human Factors & Crew Resource Management, 2 units, 2 lecture hours. Advisories: English 125 or 130 and 126 and Mathematics 201.** The Human Factors and Crew Resource Management course provides classroom instruction on the various aspects of the human body as it pertains to aviation, along with concepts in Crew Resource Management. Some topics covered will include human anatomy, flight physiology, and crew resource management. (unique) (voc)
9. **Flight 126 Advanced Commercial Pilot Flight Lab, 1 unit, 3 lab hours, pass/no pass only. Prerequisites: Flight 125. Advisories: English 125 or 130 and 126 and Mathematics 201.** This laboratory course provides advanced flight training for individuals seeking Commercial Pilot Certification. Some of the topics covered will be commercial flight maneuvers, advanced performance maneuvers, use of navigation aids, long distance cross country flying, and development of advanced aeronautical decision making skills.

Issuance of FAA 3rd. Class or higher medical certificate, Airport Identification Card from Fresno Yosemite International Airport, and proof of Flight Training Eligibility will be required. Substantial laboratory fees for aircraft rental and operational costs are also required. (unique) (voc)

- 10. Flight 131 Flight Instructor Ground School, 3 units, 3 lecture hours. Advisories: English 125 or 130 and 126 and Mathematics 201.** Course provides ground training for individuals seeking Flight Instructor Certification. Some of the topics covered will be fundamentals of instructing and areas of operations for a private and commercial pilot. (unique) (voc)
- 11. Flight 132 Advanced Aircraft Systems & Propulsion, 2 units, 2 lecture hours. Advisories: English 125 or 130 and 126 and Mathematics 201.** Advanced Aircraft Systems and Propulsion provides knowledge of aircraft engines and related systems, fundamentals of an electrical system, hydraulic and pneumatic aircraft systems, along with aircraft instruments. This course is designed to prepare the student for advanced occupations within the aviation field. (unique) (voc)
- 12. Flight 133 Federal Aviation Regulations, 2 units, 2 lecture hours. Advisories: English 125 or 130 and 126 and Mathematics 201.** This course is designed to provide an in depth understanding of the Federal Aviation Regulations and use of the Aeronautical Information Manual. Topics will include pilot certification, operating rules, and the national airspace system. (unique) (voc)
- 13. Flight 135 Flight Instructor Flight Lab, 1 unit, 3 lab hours, pass/no pass only. Prerequisites: Flight 125. Advisories: English 125 or 130 and 126 and Mathematics 201.** This laboratory course provides flight training for individuals seeking Flight Instructor Certification. Some of the topics covered will be fundamentals of instructing and areas of operations for a private and commercial pilot. Issuance of FAA 3rd. Class or higher medical certificate, Airport Identification Card from Fresno Yosemite International Airport, and proof of Flight Training Eligibility will be required. Substantial laboratory fees for aircraft rental and operational costs are also required. (unique) (voc)
- 14. Flight 145 Multi-Engine Pilot Flight Lab, 1 unit, 3 lab hours, pass/no pass only. Prerequisites: Flight 105. Advisories: English 125 or 130 and 126 and Mathematics 201.** This laboratory course provides flight training for individuals seeking Commercial Multi-Engine Pilot Certification. Some of the topics covered will be commercial flight maneuvers, advanced performance maneuvers, use of navigation aids, long distance cross country flying, and development of advanced aeronautical decision making skills. Issuance of FAA 3rd. Class or higher medical certificate, Airport Identification Card from Fresno Yosemite International Airport, and proof of Flight Training Eligibility will be required. Substantial laboratory fees for aircraft rental and operational costs are also required. (unique) (voc)

**PROPOSED PROGRAM MODIFICATIONS  
EFFECTIVE SPRING 2016**

Approved and Recommended by the Curriculum Committee

**To Board of Trustees December 8, 2015**

- 1. Academic and Vocational English as a Second Language Certificate of Competency**  
*Certificate of Completion*  
**Courses added, existing**  
English as a Second Language 327G High-Intermediate Academic Grammar  
English as a Second Language 366G Intermediate Academic Grammar  
English as a Second Language 366R Intermediate Academic Reading and Vocabulary
  
- 2. Basic English as a Second Language Certificate of Competency**  
*Certificate of Completion*  
**Courses added, existing**  
English as a Second Language 360LS Low-Beginning Listening and Speaking  
English as a Second Language 361LS Beginning Listening and Speaking
  
- 3. Computer Science**  
*Associate in Science Degree*  
**Courses deleted (from curriculum and program)**  
Computer Science 15 Introduction to Unix
  
- 4. Intermediate Academic and Vocational English as a Second Language Certificate of Competency**  
*Certificate of Completion*  
**Courses deleted (from program only)**  
English as a Second Language 365 Low-Intermediate Reading, Writing and Grammar  
**Courses added, existing**  
English as a Second Language 365RE Low-Intermediate Academic Reading  
English as a Second Language 365WR Low-Intermediate Academic Writing  
English as a Second Language 364LS High-Beginning Listening and Speaking  
English as a Second Language 365G Low-Intermediate Academic Grammar  
English as a Second Language 365LS Low-Intermediate Listening and Speaking

**NEW PROGRAM PROPOSALS  
EFFECTIVE SPRING 2016**

Approved and Recommended by the Curriculum Committee

**To Board of Trustees December 8, 2015**

**1. Flight Science (voc)**

*Associate in Science Degree*

**Courses added, existing**

Flight 101 Private Pilot Ground School

Flight 102 Aviation History

Flight 103 Careers in Aviation

Flight 105 Private Pilot Flight Lab

Flight 106 Advanced Private Pilot Flight Lab

Flight 125 Commercial Pilot Flight Lab

**Courses added, new**

Flight 111 Instrument Pilot Ground School

Flight 112 Advanced Navigation

Flight 113 Advanced Meteorology

Flight 115 Instrument Pilot Flight Lab

Flight 116 Advanced Instrument Pilot Flight Lab

Flight 121 Commercial Pilot Ground School

Flight 122 Fundamentals of Air Traffic Control

Flight 123 Human Factors & Crew Resource Management

Flight 126 Advanced Commercial Pilot Flight Lab

Flight 131 Flight Instructor Ground School

Flight 132 Advanced Aircraft Systems & Propulsion

Flight 133 Federal Aviation Regulations

Flight 135 Flight Instructor Flight Lab

Flight 145 Multi-Engine Pilot Flight Lab

**2. Flight Science (voc)**

*Certificate of Achievement*

**Courses added, existing**

Flight 101 Private Pilot Ground School

Flight 102 Aviation History

Flight 103 Careers in Aviation

Flight 105 Private Pilot Flight Lab

Flight 106 Advanced Private Pilot Flight Lab

Flight 125 Commercial Pilot Flight Lab

**Courses added, new**

Flight 111 Instrument Pilot Ground School

Flight 112 Advanced Navigation

Flight 113 Advanced Meteorology

Flight 115 Instrument Pilot Flight Lab

Flight 116 Advanced Instrument Pilot Flight Lab  
Flight 121 Commercial Pilot Ground School  
Flight 122 Fundamentals of Air Traffic Control  
Flight 123 Human Factors & Crew Resource Management  
Flight 126 Advanced Commercial Pilot Flight Lab  
Flight 131 Flight Instructor Ground School  
Flight 132 Advanced Aircraft Systems & Propulsion  
Flight 133 Federal Aviation Regulations  
Flight 135 Flight Instructor Flight Lab  
Flight 145 Multi-Engine Pilot Flight Lab

### **3. Working Horsemanship (voc)**

*Certificate of Achievement*

#### **Courses added, new**

Animal Science 23 Introductory Farrier Science

#### **Courses added, existing**

Agriculture 9 Introduction to Agriculture Business

Animal Science 21 Equine Science

Animal Science 24 Equitation

Animal Science 26 Western Riding & Horsemanship

Animal Science 27 Introduction to Horse Training

Animal Science 25 Basic Equine Handling

Natural Resources 31 Animal Packing

**PROPOSED COURSE DELETIONS  
EFFECTIVE FALL 2016**

Approved and Recommended by the Curriculum Committee

**To Board of Trustees December 8, 2015**

**DEGREE APPLICABLE TRANSFER**

**1. Computer Science 15 Introduction to Unix (voc)**

This course was last offered in spring 2005.

**2. Engineering 1 The Engineering Profession (voc)**

ENGR 1 is no longer being taught at Reedley College or anywhere in the district. It has been replaced by ENGR 10 (Introduction to Engineering). ENGR 1 is a one-unit introductory engineering course. However, the new C-ID descriptor ENGR-110 requires a two-unit course.

**PROPOSED COURSE MODIFICATIONS  
EFFECTIVE FALL 2016**

Approved and Recommended by the Curriculum Committee

**To Board of Trustees December 8, 2015**

**DEGREE APPLICABLE, TRANSFER**

- 1. Astronomy 10 Introduction to Astronomy, 4 units, 3 lecture hours, 2 lab hours, pass/no pass option. Advisories: Eligibility for English 125 or 126 and Mathematics 201.** Revised grading basis to *graded only*, advisories to *English 1A and Mathematics 103*, student learning outcomes, objectives, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's ASTRO 10, CCC's ASTRO 10)
- 2. Chemistry 1B General Chemistry and Qualitative Analysis 5 units, 3 lecture hours, 6 lab hours, pass/no pass option. Prerequisites: Chemistry 1A and Mathematics 103. Advisories: English 1A.** Revised objectives, content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's CHEM 1B, CCC's CHEM 1B)
- 3. Chemistry 10 Elementary Chemistry, 4 units, 3 lecture hours, 3 lab hours, pass/no pass option. Advisories: English 1A and Mathematics 103.** Revised sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu CCC's CHEM 10)
- 4. Computer Science 1 Introduction to Computer Science, 3 units, 2 lecture hours, 2 lab hours. Pass/no pass option. Prerequisites: Mathematics 103.** Revised catalog description, advisories to *Eligibility for English 1A*, objectives, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu CCC's CSCI 1) (voc)
- 5. Computer Science 5 Java Programming, 3 units, 2 lecture hours, 3 lab hours, pass/no pass option. Prerequisites: Mathematics 103. Advisories: Eligibility for English 125 and 126.** Revised catalog description, advisories to *Eligibility for English 1A*, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu CCC's CSCI 5) (voc)
- 6. Computer Science 26 Discrete Mathematics for Computer Science, 4 units, 3 lecture hours, 2 lab hours, pass/no pass option. Prerequisites: Computer Science 40. Advisories: Eligibility for English 125 and 126.** Revised lecture hours to 3.5, catalog description, advisories to *Eligibility for English 1A*, student learning outcomes, content outline, sample homework assignments, and textbooks. (in-lieu FCC's CSCI 26, CCC's CSCI 26) (voc)
- 7. Computer Science 40 Programming Concepts and Methodology I, 4 units, 3 lecture hours, 2 lab hours, pass/no pass option. Prerequisites: Mathematics 4A or 4C. Advisories: Eligibility for English 125 and 126.** Revised lecture hours to 3.5, advisories to *Eligibility for English 1A*, prerequisites to *Mathematics 4A*, objectives, lab content

outline sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's CSCI 40, CCC's CSCI 40) (voc)

8. **Computer Science 41 Programming Concepts and Methodology II, 4 units, 3 lecture hours, 2 lab hours, pass/no pass option. Prerequisites: Computer Science 40 or Engineering 40. Advisories Eligibility for English 125 and 126.** Revised lecture hours to 3.5, catalog description, advisories to *Eligibility for English 1A*, content outline, sample homework assignments, and textbooks. (in-lieu FCC's CSCI 41, CCC's CSCI 41) (voc)
9. **Computer Science 45 Computer Organization and Assembly Language Programming, 4 units, 3 lecture hours, 2 lab hours, pass/no pass option. Prerequisites: Computer Science 41.** Revised lecture hours to 4, lab hours to 1, advisories to *Eligibility for English 1A*, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu CCC's CSCI 45) (voc)
10. **Geography 6 World Regional Geography, 3 units, 3 lecture hours. Advisories: Eligibility for English 1A.** Revised catalog description, grading basis to *pass/no pass option*, advisories to *English 1A*, objectives, content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu CCC's GEOG 6)
11. **Linguistics 10 Introduction to Language, 3 units, 3 lecture hours pass/no pass option. Prerequisites: English 1A or 1AH.** Revised student learning outcomes, objectives, content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's LING 10, CCC's LING 10)
12. **Linguistics 11 Introduction to Language for Teachers, 3 units, 3 lecture hours, pass/no pass option. Prerequisites: English 1A or 1AH.** Revised student learning outcomes, objectives, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's LING 11, CCC's LING 11)
13. **Mathematics 4A Trigonometry, 4 units, 4 lecture hours, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 102 and 103 or equivalent.** Revised catalog description, grading basis to *graded only*, advisories to *English 125 and 126*, course objectives, content outline, methods of evaluation/grading, and textbooks. (in-lieu FCC's MATH 4A, CCC's MATH 4A)
14. **Mathematics 4B Precalculus, 4 units, 4 lecture hours, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 4A.** Revised catalog description, grading basis to *graded only*, advisories to *English 125 and 126*, course objectives, content outline, methods of evaluation/grading, and textbooks. (in-lieu FCC's MATH 4B, CCC's MATH 4B)
15. **Mathematics 5A Math Analysis I, 5 units, 5 lecture hours, pass/no pass option. Advisories: English 125 and 126. Prerequisites: Mathematics 4B or equivalent.** Revised grading basis to *graded only*. (in-lieu FCC's MATH 5A, CCC's MATH 5A)

16. **Mathematics 5B Math Analysis II, 4 units, 4 lecture hours, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 5A.** Revised grading basis to *graded only*, advisories to *English 125 and 126*, course objectives, content outline, and textbooks. (in-lieu FCC's MATH 5B, CCC's MATH 5B)
17. **Mathematics 6 Math Analysis III, 5 units, 5 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 5B.** Revised grading basis to *graded only*, advisories to *English 125 and 126*, course objectives, sample homework assignments, and methods of evaluation/grading. (in-lieu FCC's MATH 6, CCC's MATH 6)
18. **Mathematics 10A Structure and Concepts in Mathematics I, 3 units, 3 lecture hours, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 103.** Revised catalog description, grading basis to *graded only*, student learning outcomes, course objectives, content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's MATH 10A, CCC's MATH 10A)
19. **Mathematics 10B Structure and Concepts in Mathematics II, 3 units, 3 lecture hours, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 10A and 102 (one year high school geometry).** Revised grading basis to *graded only*, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's MATH 10B, CCC's MATH 10B)
20. **Mathematics 11 Elementary Statistics, 4 units, 4 lecture hours, pass/no pass option. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 103.** Revised grading basis to *graded only*, advisories to *English 125 and 126*. (in-lieu FCC's MATH 11, CCC's MATH 11)
21. **Mathematics 45 Contemporary Mathematics, 3 units, 3 lecture hours, pass/no pass option. Prerequisites: Mathematics 103. Advisories: Eligibility for English 125 and 126.** Revised grading basis to *graded only*, advisories to *Eligibility for English 1A*, objectives, homework assignments, methods of evaluation/grading, and textbook. (in-lieu FCC's MATH 45, CCC's MATH 45)
22. **Physics 2A General Physics I, 4 units, 4 lecture hours, 2 lab hours. Prerequisites: Mathematics 4A, Mathematics 4C, or equivalent.** Revised advisories to *English 1A* and *Mathematics 103*, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's PHYS 2A, CCC's PHYS 2A)
23. **Physics 2B General Physics II, 4 units, 4 lecture hours, 2 lab hours. Prerequisites: Physics 2A. Advisories: Eligibility for English 1A.** Revised sample homework assignments and textbooks. (in-lieu FCC's PHYS 2B, CCC's PHYS 2B)
24. **Physics 4A Physics for Scientists and Engineers, 4 units, 4 lecture hours, 3 lab hours, pass/no pass option. Corequisites: Mathematics 5B. Advisories: Eligibility for English**

1A. Revised grading basis to *graded only*, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's PHYS 4A, CCC's PHYS 4A)

25. **Physics 4B Physics for Scientists and Engineers, 4 units, 4 lecture hours, 2 lab hours, pass/no pass option. Prerequisites: Physics 4A. Corequisites: Mathematics 6. Advisories: English 1A.** Revised grading basis to *graded only*, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's PHYS 4B, CCC's PHYS 4B)
26. **Physics 4C Physics for Scientists and Engineers, 4 units, 4 lecture hours, 2 lab hours, pass/no pass option. Prerequisites: Physics 4B. Advisories: Mathematics 7, eligibility for English 1A.** Revised grading basis to *graded only*, advisories to *Mathematics 17 and English 1A*, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu FCC's PHYS 4C, CCC's PHYS 4C)

#### DEGREE APPLICABLE, NON TRANSFER

1. **Mathematics 102 Plane Geometry, 3 units, 3 lecture hours, pass/no pass option. Prerequisites: Mathematics 201. Advisories: Eligibility for English 126.** Revised grading basis to *graded only*, advisories to *English 126*, methods of evaluation/grading and textbooks. (in-lieu FCC's MATH 102)
2. **Mathematics 103 Intermediate Algebra, 5 units, 5 lecture hours, pass/no pass option. Prerequisites: Mathematics 201 or equivalent. Advisories: Eligibility for English 126.** Revised catalog description, grading basis to *graded only*, methods of evaluation/grading, and textbooks. (in-lieu FCC's MATH 103, CCC's MATH 103)

#### NON DEGREE APPLICABLE, NON TRANSFER

1. **Mathematics 201 Elementary Algebra, 5 units, 5 lecture hours, pass/no pass option. Prerequisites: Mathematics 250 or equivalent. Advisories Mathematics 256 and eligibility for English 126.** Revised catalog description, methods of evaluation/grading and textbooks. (in-lieu FCC's MATH 201, CCC's MATH 201)
2. **Mathematics 256 Topics Before Algebra, 3 units, 3 lecture hours, pass/no pass option. Prerequisites: Mathematics 250 or by college assessment process that would qualify the student to place out of Mathematics 250.** Revised catalog description, content outline, sample homework assignments, methods of evaluation/grading, and textbooks. (in-lieu CCC's MATH 256)
3. **Mathematics 272 Assistance in College Mathematics, .5-1 unit, 1.33-2.67 lab hours, pass/no pass only.** Revised hours to *1.5-3* lab hours, objectives, methods of evaluation, and textbooks. (in-lieu CCC's MATH 272)

**NEW COURES PROPOSALS  
EFFECTIVE FALL 2016**

Approved and Recommended by the Curriculum Committee

**To Board of Trustees December 8, 2015**

**DEGREE APPLICABLE, TRANSFER**

- 1. Art 33 Introduction to Computer Art & Design, 3 units, 2 lecture hours, 4 lab hours. Advisories: English 1A. Fulfills Computer Familiarity Degree Requirement and RC General Education Area C.** Students study the history of design from the 1960s to the present. Corel Painter® computer software is introduced with studio projects integrating historical design references and the elements and principles of design. (unique)
- 2. Business Administration 30 Personal Finance, 3 units, 3 lecture hours. Advisories: BA 10 - Introduction to Business, English 1A, and Math 201. Fulfills RC General Education Area B2.** Examines the integration of personal financial management with physiological and psychological well-being and the life-long impact financial decisions have on individuals, families and society. Topics include time value of money, opportunity cost and marginal analysis; tax strategies; financial planning strategies; financial monitoring and reporting; money & credit management; purchasing strategies and large asset acquisition; risk management through home, health, auto and disability insurance; saving and investing; and retirement and estate planning. (in-lieu FCC's BA 30) (voc)
- 3. Business Administration 48 E-business, 3 units, 3 lecture hours. Advisories: Completion of Information Systems 15, English 1A and Mathematics 201. Fulfills RC Computer Familiarity Degree Requirement.** A study of the nature and environment of electronic commerce and its strategic implications including: information technology infrastructure; marketing and business models; ethical, financial, legal and global strategic implications; the value chain and enterprise resource planning. (in-lieu FCC's BA 48) (voc)

**PROPOSED PROGRAM MODIFICATIONS  
EFFECTIVE FALL 2016**

Approved and Recommended by the Curriculum Committee

**To Board of Trustees December 8, 2015**

- 1. Art Option 1: Two Dimensional Program**  
*Associate in Arts Degree*  
**Courses added, new**  
Art 33 Introduction to Computer Art & Design
  
- 2. Engineering**  
*Associate in Science Degree*  
**Courses deleted (from curriculum and program)**  
Engineering 1 The Engineering Profession

## PROPOSED DISTANCE EDUCATION

Approved and Recommended by the Curriculum Committee

To Board of Trustees December 8, 2015

### EFFECTIVE FALL 2015

#### *Live Interactive TV (2-way)*

Physics 2A General Physics I

### EFFECTIVE SPRING 2016

#### *Hybrid*

Counseling 34 Career Awareness

#### *Internet with 0%-99% on-campus meetings*

Counseling 34 Career Awareness

### EFFECTIVE FALL 2016

#### *Live Interactive TV (2-way)*

1. Science 1A Introductory Chemical and Physical Science
2. Astronomy 10 Introduction to Astronomy
3. English 47 Shakespeare
4. Physics 2B General Physics II
5. Physics 4A Physics for Scientists and Engineers
6. Physics 4B Physics for Scientists and Engineers
7. Physics 4C Physics for Scientists and Engineers
8. Political Science 3 Introduction to Political Theory and Thought
9. Political Science 5 Comparative Government
10. Political Science 24 International Relations

#### *Hybrid (voc)*

1. Business Administration 30 Personal Finance
2. Business Administration 48 E-business

#### *Internet with 0%-99% on-campus meetings (voc)*

1. Business Administration 30 Personal Finance
2. Business Administration 48 E-business

#### *100% Internet (voc)*

1. Business Administration 30 Personal Finance
2. Business Administration 48 E-business

**PROPOSED CORRECTION TO PROGRAMS**

Effective Fall 2015

Approved and Recommended by the Curriculum Committee

**1. INFORMATION SYSTEMS, WEB DESIGN***Certificate of Achievement***Courses added, existing**

Information Systems 15, Computer Concepts

Information Systems 19V, Cooperative Work Experience, Information Systems

Information Systems 40A, Web Development with HTML

Information Systems 40B, Advanced Internet Concepts and Design

Information Systems 42A, Graphic Design for the Web

Information Systems 42B, Flash Designs

To ECPC November 16, 2015

**PROPOSED CORRECTED COURSES**

Effective Fall 2015

Approved and Recommended by the Curriculum Committee

1. **Communication 1, Public Speaking, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A or 1AH.** Corrected advisory justification. (In-lieu FCC's COMM-1 & RC COMM-1)
2. **Communication 1H, Honors Public Speaking, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A or 1AH.** Corrected advisory justification. (In-lieu FCC's COMM-1H & RC COMM-1H)
3. **Communication 2, Interpersonal Communication, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A or 1AH.** Corrected advisory justification. (In-lieu FCC's COMM-2 & RC COMM-2)
4. **Communication 4, Persuasion, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A or 1AH.** Corrected advisory justification. (In-lieu FCC's COMM-4 & RC COMM-4)
5. **Communication 8, Group Communication, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A or 1AH.** Corrected advisory justification. (In-lieu FCC's COMM-8 & RC COMM-8)
6. **Communication 10, Intercultural Communication, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A or 1AH.** Corrected advisory justification. (In-lieu RC COMM-10)
7. **Communication 12, Fundamentals of Interpretation, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A or 1AH.** Corrected advisory justification. (In-lieu FCC's COMM-12 & RC COMM-12)
8. **Communication 15, Computer-Mediated Communication, 3 units, 3 lecture hours. Advisory: Eligibility for English 1A or 1AH.** Corrected advisory justification. (In-lieu RC COMM-15)

# Clovis Community College

Office of Instruction

To ECPC November 16, 2015

## PROPOSED NEW PROGRAMS

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

### 2. **DRINKING WATER TREATMENT AND DISTRIBUTION (WTD)**

*Certificate of Achievement*

#### **Courses added, new**

Water Treatment and Distribution 101, Basic Drinking Water Treatment

Water Treatment and Distribution 102, Advanced Drinking Water Treatment

Water Treatment and Distribution 112, Water Distribution

Water Treatment and Distribution 115, Drinking Water Math

#### **Courses added, existing**

Counseling 47, Learning Strategies

English 125, Writing Skills for College OR English 1A, Reading and Composition

Office Technology 17, Job Retention and Responsibilities

To ECPC November 16, 2015

**PROPOSED REVISED PROGRAMS**

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

1. **BIOLOGICAL SCIENCES**  
*Associate in Science Degree*  
**Course deleted**  
Biology 1, Principles of Biology
2. **HISTORY**  
*Associate in Arts for Transfer Degree*  
**Courses added, new**  
History 23, World History II, Since 1600
3. **LIBERAL ARTS AND SCIENCES**  
**NATURAL SCIENCES**  
*Associate in Arts Degree*  
**Course deleted**  
Biology 1, Principles of Biology
4. **PSYCHOLOGY**  
*Associate in Arts for Transfer Degree*  
**Course deleted**  
Biology 1, Principles of Biology

To ECPC November 16, 2015

**PROPOSED NEW COURSES**

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

**CREDIT, DEGREE APPLICABLE, TRANSFERABLE****1. Physical Education 36C, Off-Season Conditioning for Soccer, 1 unit, 3 lab hours.**

This course is for off-season conditioning for soccer players. This class is designed 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 RC's PE-36C and FCC's PE-36C).

**2. Water Treatment and Distribution 101, Basic Drinking Water Treatment, 3 units, 3 lecture hours.**

**Advisories: English 125/126 and Mathematics 201. Co-requisite: Water Treatment and Distribution 115, Drinking Water Math.**

This course will provide water treatment operators with the knowledge and skills required to effectively operate and maintain water treatment facilities and prepare students to take the State Water Resources Control Board (SWRCB) test for Water Treatment Operators Certification, Grade T1 or T2. (In-lieu FCC's WTD-101) (voc)

**3. Water Treatment and Distribution 102, Advanced Drinking Water Treatment, 3 units, 3 lecture hours. Prerequisite: Water Treatment and Distribution 101.**

This course will cover concepts of various scientific disciplines to the science of water treatment and provide water treatment operators with advanced knowledge and skills required to effectively and maintain water treatment facilities; prepare students to take the State Water Resources Control Board (SWRCB) test for Water Treatment Operators Certification, Grade T3 or T4. (In-lieu FCC's WTD-102) (voc)

**4. Water Treatment and Distribution 112, Water Distribution, 3 units, 3 lecture hours. Advisories: Water Treatment and Distribution 115, Drinking Water Math, English 125/126, and Mathematics 201.**

This course will cover the field of water distribution, including the configuration, operation and maintenance of a water distribution system, and the Expected Range of Knowledge (ERK) required for State Water Resources Control Board (SWRCB) water distribution exam series D1 to D4. Successful completion fulfills the requirements for specialized training covering fundamentals of water supply principles required to apply for SWRCB D1 to D4 examination. (voc)

**5. Water Treatment and Distribution 115, Drinking Water Math, 3 units, 3 lecture hours. Advisories: Mathematics 201.**

This course is recommended for current enrollees in water technology course(s); Covers math required to solve problems commonly encountered in water technology, including Water Treatment, and Water Distribution. State regulations require that water treatment plants be operated by certified operators who have passed the Water Treatment Operator certification exam. There are different levels of water treatment operator certification and the exams are weighted heavily with water math. (voc)

To ECPC November 16, 2015

**PROPOSED REVISED COURSES**

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

**CREDIT, DEGREE APPLICABLE, TRANSFERABLE**

- 1. Anthropology 1, Biological Anthropology, 3 units, 3 lecture hours. Advisories: Eligibility for English 125 and 126.**  
Added this course to CSU GE-breadth area B2. (In-lieu FCC's ANTHRO-1 and RC's ANTHRO-1).
- 2. Biology 20, Human Anatomy, 4 units, 3 lecture hours, 3 lab hours. Advisories: Eligibility for English 125 and 126, and Mathematics 101. Prerequisites: Biology 5 or 11A.**  
Revised prerequisites, course outcomes, course objectives, lecture content, lab content, textbooks, and required assignments. Added C-ID (BIOL 110B). (In-lieu FCC's BIOL 20 & RC BIOL-20)
- 3. Education 10, Introduction to Teaching, 3 units, 2 lecture hours, 3 lab hours. Advisories: Eligibility for English 125 and 126.**  
Revised catalog description and lab content. (In-lieu RC's EDUC-10)
- 4. Engineering 2, Engineering Graphics, 4 units, 2 lecture hours, 6 lab hours. Advisory: English 125 and 126. Prerequisite: Mathematics 4A.**  
Revised catalog description, advisories, prerequisites, lecture content, lab content, textbooks, methods to measure student achievement and determine grades, and methods of delivery. Corrected prerequisite and corequisite justification. (In-lieu FCC's ENGR-2 & RC ENGR-2)
- 5. Engineering 4, Engineering Materials, 3 units, 3 lecture hours. Advisory: English 125 and 126. Prerequisite: Chemistry 1A and Physics 4A.**  
Revised prerequisites, corequisites, objectives, lecture content, methods of delivery, and textbooks. Corrected prerequisite and corequisite justification. (In-lieu FCC's ENGR-4 & RC ENGR-4)
- 6. Engineering 6, Electric Circuit Analysis with Lab, 4 units, 3 lecture hours, 3 lab hours. Advisory: English 125 and 126. Prerequisite: Physics 4B. Corequisite: Mathematics 17.**  
Revised catalog description, objectives, lecture content, lab content, methods of instruction, methods of delivery, and textbooks. (In-lieu FCC's ENGR-6 & RC ENGR-6)
- 7. Engineering 8, Statics, 3 units, 3 lecture hours. Advisory: English 125 and 126. Prerequisite: Physics 4A. Corequisite: Mathematics 6.**  
Revised catalog description, lecture content, methods of delivery, and textbooks. Corrected prerequisite and corequisite justification. (In-lieu FCC's ENGR-8 & RC ENGR-8)
- 8. Engineering 10, Introduction to Engineering, 2 units, 2 lecture hours. Advisory: English 125 and 126, and eligibility for Mathematics 201.**  
Revised catalog description, objectives, lecture content, textbooks, and methods of delivery. Added advisories justification. (In-lieu FCC's ENGR-10 & RC ENGR-10)
- 9. Engineering 40, Programming for Scientists and Engineers, 4 units, 3 lecture hours, 3 lab hours. Advisory: English 125 and 126. Prerequisite: Mathematics 4B.**  
Revised catalog description, lab hours, prerequisites, student learning outcomes, objectives, lecture content, lab content, textbooks, methods to measure student achievement and determine grades, methods of delivery, and prerequisite and corequisite justification. (In-lieu RC ENGR-40)

To ECPC November 16, 2015

**PROPOSED REVISED COURSES**

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

- 10. Mathematics 4A, Trigonometry, 4 units, 4 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 103 or equivalent, and geometry.**  
Revised prerequisites, course objectives, lecture content, textbooks, corrected computation level, and added C-ID (Math 851). (In-lieu FCC's MATH-4A & RC's MATH-4A)
- 11. Mathematics 10B, Structure and Concepts in Mathematics II, 3 units, 3 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 10A and geometry.**  
Revised prerequisites and textbooks. (In-lieu FCC's MATH-10B & RC's MATH-10B)
- 12. Water Treatment and Distribution 114, Waste Water Math, 3 units, 3 lecture hours. Advisory: Mathematics 201.**  
Revised course lecture content. (In-lieu FCC's WTD-114) (voc)

**PROPOSED DELETED COURSES**

Effective Spring 2016

Approved and Recommended by the Curriculum Committee

**CREDIT, DEGREE APPLICABLE, TRANSFERABLE**

1. **Biology 1, Principles of Biology.**

To ECPC November 16, 2015

**PROPOSED NEW COURSES**

Effective Fall 2016

Approved and Recommended by the Curriculum Committee

**CREDIT, DEGREE APPLICABLE, TRANSFERABLE****1. Biology 10, Introduction to Life Science Lecture. 3 units, 3 lecture hours. Advisory: Eligibility for English 1A.**

This lecture course is recommended for the non-biological science and pre-education majors. This is an introductory course using biological concepts. The organismal structure, function, inheritance, evolution, and ecology are covered. Field trips may be required. Not open to students with credit in Biology 3. (In-lieu RC's BIOL-10).

**2. Biology 10L, Introduction to Life Science Lab. 0.5 unit, 2 lab hours. Advisory: Eligibility for English 1A. Corequisite: Biology 10.**

This lab course is recommended for the non-biological science and pre-education majors. This is an introductory course using biological concepts. The organismal structure, function, inheritance, evolution, and ecology are covered. Field trips may be required. Not open to students with credit in Biology 3. (In-lieu RC's BIOL-10L).

**3. History 23, World History II, Since 1500. 3 units, 3 lecture hours. Advisories: Education 10 recommended for K-8 teachers and eligibility for English 125 and 126.**

This course examines economic, political, and social development in world history from around 1500 to the present. (In-lieu FCC's HIST-23).

**4. Physical Education 36B, Competitive Soccer, 3 units, 9.5 lab hours.**

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 soccer coach before enrollment. A minimum of 9.5 hours participation per week during the season of the sport is required. (In lieu RC's PE-36B and FCC's PE-36B).

To ECPC November 16, 2015

**PROPOSED REVISED COURSES**

Effective Fall 2016

Approved and Recommended by the Curriculum Committee

**CREDIT, DEGREE APPLICABLE, TRANSFERABLE**

- 1. American Sign Language 1, Beginning American Sign Language, 4 units, 4 lecture hours. Advisories: Eligibility for English 125 and 126.**  
Revised objectives, textbooks and grading policy. (In-lieu FCC's ASL-1 and RC's ASL-1).
- 2. American Sign Language 2, High-Beginning American Sign Language, 4 units, 4 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: American Sign Language 1 or equivalent skills as determined by an instructor of American Sign Language.**  
Revised outcomes, objectives, textbooks and grading policy. (In-lieu FCC's ASL-1 and RC's ASL-1).
- 3. Biology 3, Introduction to Life Science, 3.5 units, 3 lecture hours, 2 lab hours. Advisories: Eligibility for English 125 and 126.**  
Revised units, course outcomes, course objectives, lecture content, lab content, textbooks, and required assignments. (In-lieu FCC's BIOL 3 & RC BIOL-3)
- 4. Biology 5, Human Biology, 3.5 units, 3 lecture hours, 2 lab hours. Advisories: English 1A and Eligibility for Mathematics 101.**  
Revised units, course outcomes, course objectives, lab content, and textbooks. (In-lieu FCC's BIOL 5 & RC BIOL-5)
- 5. Biology 11A Biology for Science Majors I, 5 units, 4 lecture hours, 3 lab hours. Advisories: Eligibility for English 1A, Biology 3 or high school biology. Prerequisites: Chemistry 1A and Mathematics 103.**  
Revised textbooks (In-lieu FCC's BIOL 11A & RC BIOL-11A)
- 6. Biology 11B, Biology for Science Majors II, 5 units, 4 lecture hours, 3 lab hours. Advisories: Eligibility for English 1A. Prerequisites: Biology 11A and Mathematics 103.**  
Revised methods of evaluation/grading and textbooks. (In-lieu FCC's BIOL-11B & RC BIOL-11B)
- 7. Biology 31, Microbiology, 5 units, 3 lecture hours, 6 lab hours. Advisories: Eligibility for English 125, 126, and Mathematics 201. Prerequisite: Biology 5, or Chemistry 3A or 1A.**  
Corrected advisory. Revised prerequisites, course outcomes, course objectives, and textbooks. (In-lieu FCC's BIOL 31 & RC BIOL-31)
- 8. Child Development 37A, Early Childhood Practicum, 3 units, 2 lecture hours, 3 lab hours. Advisory: Eligibility for English 1A. Prerequisites: Child Development 1, 3, 20 and 39.**  
Revised prerequisites and textbooks. (In-lieu FCC's CHDEV-37A & RC CHDEV-37A)
- 9. Mathematics 4B, Precalculus, 4 units, 4 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 4A.**  
Revised student learning outcomes, course objectives, and lecture content.  
(In-lieu FCC's MATH-4B & RC's MATH-4B)
- 10. Mathematics 5A, Math Analysis I, 5 units, 5 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 4B or equivalent.**  
Revised prerequisites, course objectives, lecture content, and textbooks.  
(In-lieu FCC's MATH-5A & RC's MATH-5A)

To ECPC November 16, 2015

**PROPOSED REVISED COURSES**

Effective Fall 2016

Approved and Recommended by the Curriculum Committee

- 11. Mathematics 5B, Math Analysis II, 4 units, 4 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 5A.**  
Revised course objectives, lecture content, and textbooks.  
(In-lieu FCC's MATH-5B & RC's MATH-5B)
- 12. Mathematics 6, Math Analysis III, 5 units, 5 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 5B.**  
Revised course outcomes, course objectives, lecture content, types of objective examinations, textbooks, corrected computation level, and added C-ID (Math 230). (In-lieu FCC's MATH-6 & RC's MATH-6)
- 13. Mathematics 10A, Structure and Concepts in Mathematics I, 3 units, 3 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 103.**  
Revised course outcomes, course objectives, lecture content, types of objective examinations, textbooks, and added C-ID (Math 120). (In-lieu FCC's MATH-10A & RC's MATH-10A)
- 14. Mathematics 11, Elementary Statistics, 4 units, 4 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 103.**  
Revised course outcomes, course objectives, lecture content, textbooks, types of objective examinations, corrected computation level, and added C-ID (Math 110). (In-lieu FCC's MATH-11 & RC's MATH-11)
- 15. Mathematics 45, Contemporary Mathematics, 3 units, 3 lecture hours. Advisories: Eligibility for English 125 and 126. Prerequisites: Mathematics 103.**  
Revised course outcomes and textbooks. (In-lieu FCC's MATH-45 & RC's MATH-45)
- 16. Mathematics 103, Intermediate Algebra, 5 units, 5 lecture hours. Advisories: Eligibility for English 126. Prerequisites: Mathematics 201 or equivalent.**  
Corrected prerequisites, revised course objectives, lecture content, types of objective examinations, and textbooks. (In-lieu FCC's MATH-103 & RC's MATH-103)
- 17. Mathematics 201, Elementary Algebra, 5 units, 5 lecture hours. Advisories: Mathematics 256 and eligibility for English 126. Prerequisites: Mathematics 250 or equivalent.**  
Revised textbooks and types of objective examinations. (In-lieu FCC's MATH-201 & RC's MATH-201)
- 18. Mathematics 250, College Arithmetic, 3 units, 3 lecture hours.**  
Corrected catalog description, revised course outcomes, lecture content, textbooks and types of objective examinations. (In-lieu FCC's MATH-250)
- 19. Mathematics 256, Topics Before Algebra, 3 units, 3 lecture hours. Prerequisites: Mathematics 250 or placement by college process that would qualify the student to place out of Mathematics 250.**  
Corrected catalog description, revised prerequisites, course outcomes, textbooks and types of objective examinations. (In-lieu RC's MATH-256)
- 20. Mathematics 272, Assistance in College Mathematics, 0.5-1 unit, 1.5-3.0 lab hours.**  
Revised course objectives, textbooks and types of objective examinations. (In-lieu RC's MATH-272)

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Consideration to Approve Offering of Field  
Archaeology Class in Utah, Summer 2016

ITEM NO. 15-136G

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EXHIBIT: None

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Background

A field archaeology class is required for students to graduate with a Certificate of Achievement in Archaeological Technician. Though students may attend any field school, many are very expensive and our students cannot afford to participate in them. FCC is fortunate to have the opportunity to hold its field course at the Milford Archaeological Research Institute (MARI) in Milford, Utah. MARI maintains an ongoing archaeological research project focusing on the Fremont culture of southwestern Utah, where students are able to learn excavation, survey, and laboratory methods. By holding this course at MARI, costs to students are minimized, with them only paying their FCC tuition, travel costs, and food. MARI has camping facilities for students very close to the site, which provides an inexpensive place for students to stay during the program.

The college is seeking permission for Anthropology 16 A/B (Field Archaeology I & II) to be held at MARI in Milford, Utah, during summer 2016 (June 20 – July 2). The instructor at the Utah site has taught for FCC several times, both on and off campus. The course will begin and end in Utah. Students will travel independently to and from Utah and will not leave from Fresno City College or travel to the site as a class. Dr. Jill Minar will hold an orientation for the students prior to their travel to Utah. The students will be responsible for their own travel and expenses. Neither college nor district funds will be expended to support student travel.

Recommendation

It is recommended that the Board of Trustees approve FCC offering Anthropology 16 A/B at MARI in Milford, Utah, during summer 2016. No district funds will be expended to support the student travel.

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Review of District Warrants and Checks

ITEM NO. 15-137G

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EXHIBIT: None

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Recommendation:

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

<u>Account:</u>	<u>Amount:</u>	<u>For the Period:</u>
District	\$15,812,393.20	10/14/15 to 11/09/15
Fresno City College Bookstore	136,985.86	10/14/15 to 11/10/15
Reedley College Bookstore	168,853.14	10/14/15 to 11/10/15
Fresno City College Co-Curricular	139,062.16	10/13/15 to 11/09/15
Reedley College Co-Curricular	104,407.58	10/10/15 to 11/06/15
Total:	<u>\$ 16,361,701.94</u>	

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Consideration of Report of Investments

ITEM NO. 15-138G

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EXHIBIT: Quarterly Investment Report

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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, 2015. Review of the Quarterly Investment Report is recommended by Government Code Section 53646. The Fresno County Treasurer's Investment Pool is in full compliance with all applicable government codes. 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, 2015.

# County of Fresno Treasury Investment Pool

As of September 30, 2015

## Portfolio Statistics

	September 2015	June 2015	March 2015	December 2014	September 2014
<b>Market Value</b> \$(000)	2,446,473	2,629,997	2,607,343	2,747,939	2,364,621
<b>Amortized Cost Value</b> \$(000)	2,424,778	2,614,016	2,581,636	2,734,749	2,353,240
<b>Unrealized Gain/Loss</b> % on cost	0.9	0.6	1.0	0.5	0.5
<b>Yield</b> weighted on cost value	1.37	1.32	1.38	1.33	1.35
<b>Years to Maturity</b> weighted on cost value	2.1	2.2	2.2	2.2	2.3

## 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 9/30/15, 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 9/30/2015, the portfolio had a market value of \$2.45 billion with an average dollar-weighted quality of "AA+". Approximately 76.1% 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 2.1 years; 12.6% of the portfolio at cost matures within 30 days, 20.5% matures between 1 and 12 months, 39.5% between 1 and 3 years, and 27.4% 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

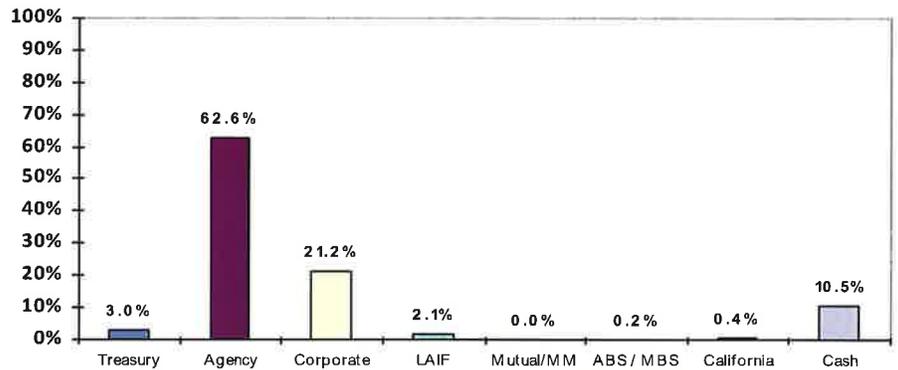
as of September 30, 2015

## Portfolio Holdings Breakdown

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

	\$(000)	%
8.1 US Treasury (b)	73,867	3.0
8.2 US Agency (f)	1,517,552	62.6
8.8 Corporate Note (k)	513,039	21.2
8.9 LAIF	50,000	2.1
8.10 Mutual / MM Funds (l)	28	0.0
8.11 ABS / MBS (o)	4,599	0.2
8.14 California (c) (e)	10,039	0.4
Cash	255,654	10.5
	<b>2,424,778</b>	<b>100.0</b>

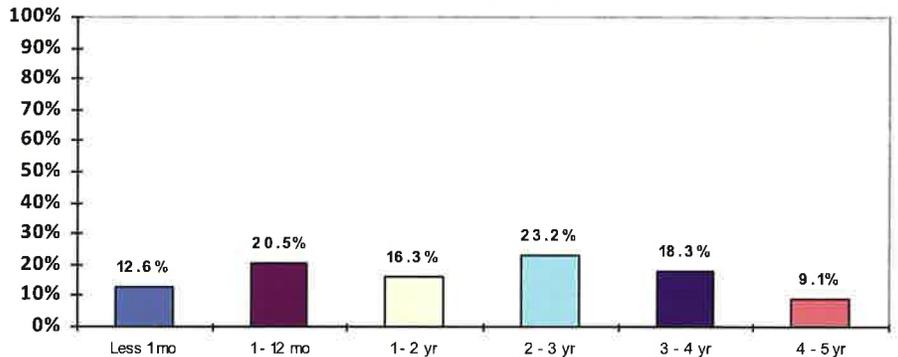
**Portfolio Type**



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

	\$(000)	%
Less than 1 month	306,432	12.6
1 - 12 months	498,290	20.5
1 - 2 years	395,760	16.3
2 - 3 years	562,056	23.2
3 - 4 years	442,612	18.3
4 - 5 years	219,628	9.1
	<b>2,424,778</b>	<b>100.0</b>

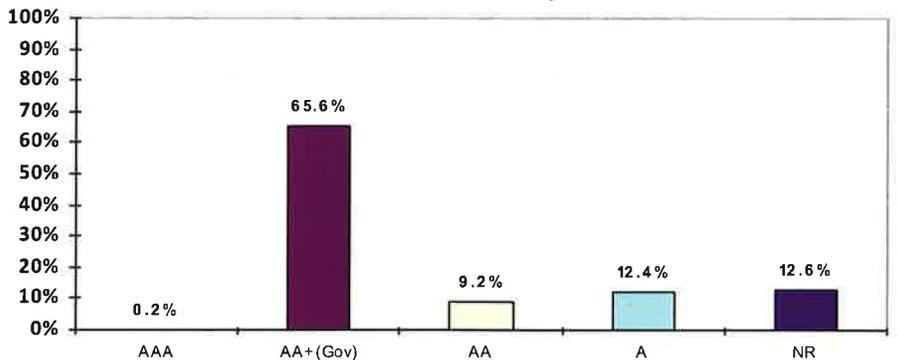
**Portfolio Maturity**



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

	\$(000)	%
S&P AAA	4,627	0.2
S&P AA+ (Government)	1,591,419	65.6
S&P AA	223,564	9.2
S&P A	299,514	12.4
Not Rated & Cash	305,654	12.6
	<b>2,424,778</b>	<b>100.0</b>

**Portfolio Quality**



# County of Fresno Treasury Investment Pool

## as of September 30, 2015

### 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
<b>8.1 US Treasury (b)</b>													
912828P53	US TREAS NTS	01/31/16	2.00%	200	AA+	100.63	201	0.0%	201	0.0%	0	0.1%	0.4%
912828P53	US TREAS NTS	01/31/16	2.00%	650	AA+	100.63	654	0.0%	653	0.0%	1	0.1%	0.4%
912828KS8	US TREAS NTS	02/29/16	2.63%	200	AA+	101.02	202	0.0%	202	0.0%	0	0.1%	0.4%
912828KS8	US TREAS NTS	02/29/16	2.63%	650	AA+	101.02	657	0.0%	656	0.0%	1	0.1%	0.5%
912828QR4	US TREAS NTS	06/30/16	1.50%	200	AA+	100.91	202	0.0%	201	0.0%	0	0.2%	0.6%
912828QR4	US TREAS NTS	06/30/16	1.50%	675	AA+	100.91	681	0.0%	678	0.0%	3	0.4%	0.8%
912828SY7	US TREAS NTS	05/31/17	0.63%	675	AA+	100.07	675	0.0%	670	0.0%	5	0.7%	1.0%
912828SY7	US TREAS NTS	05/31/17	0.63%	3,105	AA+	100.07	3,107	0.1%	3,103	0.1%	4	0.1%	0.7%
912828F54	US TREAS NTS	10/15/17	0.88%	30,000	AA+	100.41	30,124	1.2%	30,209	1.2%	-85	-0.3%	0.7%
912828TW0	US TREAS	10/31/17	0.75%	1,000	AA+	100.15	1,002	0.0%	1,000	0.0%	1	0.1%	0.7%
912828UA6	US TREAS	11/30/17	0.63%	550	AA+	99.82	549	0.0%	549	0.0%	0	0.1%	0.7%
912828UJ7	US TREAS NTS	01/31/18	0.88%	1,100	AA+	100.27	1,103	0.0%	1,100	0.0%	3	0.3%	0.9%
912828UZ1	US TREAS	04/30/18	0.63%	650	AA+	99.49	647	0.0%	644	0.0%	3	0.4%	1.0%
912828VQ0	US TREAS NTS	07/31/18	1.38%	490	AA+	101.34	497	0.0%	490	0.0%	7	1.4%	1.4%
912828VQ0	US TREAS NTS	07/31/18	1.38%	650	AA+	101.34	659	0.0%	646	0.0%	12	1.9%	1.6%
912828RE2	US TREAS NTS	08/31/18	1.50%	650	AA+	101.70	661	0.0%	649	0.0%	12	1.9%	1.6%
912828WD8	US TREAS NTS	10/31/18	1.25%	650	AA+	100.85	656	0.0%	643	0.0%	13	2.0%	1.6%
912828A75	US TREAS NTS	12/31/18	1.50%	650	AA+	101.54	660	0.0%	647	0.0%	13	2.1%	1.7%
912828B33	US TREAS NTS	01/31/19	1.50%	20,000	AA+	101.50	20,301	0.8%	20,010	0.8%	291	1.5%	1.5%
912828SD3	US TREAS NTS	01/31/19	1.25%	10,000	AA+	100.66	10,066	0.4%	9,923	0.4%	144	1.4%	1.5%
912828C24	US TREAS NTS	02/28/19	1.50%	1,000	AA+	101.45	1,014	0.0%	993	0.0%	22	2.2%	1.7%
		<b>04/23/18</b>	<b>1.15%</b>	<b>73,745</b>	<b>AA+</b>	<b>100.78</b>	<b>74,317</b>	<b>3.0%</b>	<b>73,867</b>	<b>3.0%</b>	<b>450</b>	<b>0.6%</b>	<b>1.1%</b>

### 8.2 US Agency (f)

3136FPAS6	FNMA	02/25/16	2.15%	5,450	AA+	100.80	5,493	0.2%	5,456	0.2%	37	0.7%	1.9%
3136FFCF2	FNMA	02/25/16	2.00%	5,000	AA+	100.74	5,037	0.2%	5,000	0.2%	37	0.7%	2.0%
3136FFCF2	FNMA	02/25/16	2.00%	20,000	AA+	100.74	20,148	0.8%	20,063	0.8%	85	0.4%	1.2%
313375RN9	FHLB	03/11/16	1.00%	1,000	AA+	100.35	1,003	0.0%	1,002	0.0%	1	0.1%	0.5%
31359MH89	FNMA	03/15/16	5.00%	225	AA+	102.17	230	0.0%	229	0.0%	1	0.3%	0.9%
31359MH89	FNMA	03/15/16	5.00%	375	AA+	102.17	383	0.0%	382	0.0%	1	0.4%	1.0%
3137EAAD1	FHLMC	04/18/16	5.25%	575	AA+	102.72	591	0.0%	588	0.0%	2	0.4%	1.0%
313373K50	FHLB	05/10/16	2.40%	8,000	AA+	101.22	8,097	0.3%	8,057	0.3%	41	0.5%	1.2%
3137EACT4	FHLMC	05/27/16	2.50%	650	AA+	101.42	659	0.0%	656	0.0%	3	0.4%	1.0%
3137EACT4	FHLMC	05/27/16	2.50%	10,000	AA+	101.42	10,142	0.4%	10,042	0.4%	100	1.0%	1.8%
3137EACT4	FHLMC	05/27/16	2.50%	10,000	AA+	101.42	10,142	0.4%	10,047	0.4%	95	0.9%	1.7%
3137EACT4	FHLMC	05/27/16	2.50%	20,000	AA+	101.42	20,284	0.8%	20,073	0.8%	211	1.1%	1.9%
3137EACT4	FHLMC	05/27/16	2.50%	25,000	AA+	101.42	25,355	1.0%	25,100	1.0%	255	1.0%	1.9%
31331KNM8	FFCB	06/10/16	1.88%	4,115	AA+	101.08	4,159	0.2%	4,116	0.2%	44	1.1%	1.9%
31331KNM8	FFCB	06/10/16	1.88%	10,000	AA+	101.08	10,108	0.4%	10,007	0.4%	101	1.0%	1.8%
313373S26	FHLB	06/10/16	2.13%	2,345	AA+	101.18	2,373	0.1%	2,359	0.1%	13	0.6%	1.2%
313373S26	FHLB	06/10/16	2.13%	14,370	AA+	101.18	14,540	0.6%	14,458	0.6%	82	0.6%	1.2%
313373S26	FHLB	06/10/16	2.13%	24,600	AA+	101.18	24,891	1.0%	24,651	1.0%	240	1.0%	1.8%
313373S26	FHLB	06/10/16	2.13%	25,000	AA+	101.18	25,295	1.0%	25,048	1.0%	247	1.0%	1.8%
313373S26	FHLB	06/10/16	2.13%	30,000	AA+	101.18	30,354	1.2%	30,043	1.2%	311	1.0%	1.9%
313373S26	FHLB	06/10/16	2.13%	30,000	AA+	101.18	30,354	1.2%	30,029	1.2%	325	1.1%	2.0%
313373S26	FHLB	06/10/16	2.13%	50,000	AA+	101.18	50,590	2.1%	50,053	2.1%	538	1.1%	2.0%
3133XFPFR1	FHLB	06/10/16	5.38%	4,310	AA+	103.46	4,459	0.2%	4,430	0.2%	29	0.7%	1.2%
3135G0XP3	FNMA	07/05/16	0.38%	700	AA+	100.00	700	0.0%	698	0.0%	2	0.3%	0.8%
31359MS61	FNMA	07/15/16	5.38%	575	AA+	103.91	597	0.0%	594	0.0%	3	0.5%	1.0%
31359MS61	FNMA	07/15/16	5.38%	25,000	AA+	103.91	25,978	1.1%	25,844	1.1%	134	0.5%	1.0%
3137EAAAG4	FHLMC	07/18/16	5.50%	20,000	AA+	104.05	20,810	0.9%	20,632	0.9%	179	0.9%	1.4%
3137EACW7	FHLMC	08/25/16	2.00%	675	AA+	101.43	685	0.0%	681	0.0%	4	0.6%	1.0%
3137EACW7	FHLMC	08/25/16	2.00%	20,000	AA+	101.43	20,285	0.8%	20,132	0.8%	153	0.8%	1.2%
3137EACW7	FHLMC	08/25/16	2.00%	20,000	AA+	101.43	20,285	0.8%	20,098	0.8%	187	0.9%	1.4%
3135G0YE7	FNMA	08/26/16	0.63%	500	AA+	100.17	501	0.0%	499	0.0%	2	0.4%	0.9%
3136FPDR5	FNMA	09/15/16	2.17%	11,500	AA+	101.62	11,686	0.5%	11,591	0.5%	95	0.8%	1.3%
3135G0CM3	FNMA	09/28/16	1.25%	700	AA+	100.80	706	0.0%	701	0.0%	4	0.6%	1.1%
3135G0CM3	FNMA	09/28/16	1.25%	30,000	AA+	100.80	30,240	1.2%	29,943	1.2%	297	1.0%	1.4%
3137EAAJ8	FHLMC	10/18/16	5.13%	575	AA+	104.87	603	0.0%	599	0.0%	4	0.7%	1.1%
3135G0E58	FNMA	11/15/16	1.38%	700	AA+	100.97	707	0.0%	702	0.0%	5	0.6%	1.1%
31359M2D4	FNMA	12/15/16	4.88%	575	AA+	105.66	608	0.0%	601	0.0%	7	1.2%	1.1%
3135G0GY3	FNMA	01/30/17	1.25%	700	AA+	100.96	707	0.0%	701	0.0%	6	0.8%	1.1%
3135G0GY3	FNMA	01/30/17	1.25%	3,750	AA+	100.96	3,786	0.2%	3,755	0.2%	31	0.8%	1.2%
3135G0GY3	FNMA	01/30/17	1.25%	50,000	AA+	100.96	50,478	2.1%	50,015	2.1%	462	0.9%	1.2%
3137EAAAM1	FHLMC	02/16/17	5.00%	575	AA+	106.11	610	0.0%	604	0.0%	6	0.9%	1.2%

# County of Fresno Treasury Investment Pool

## as of September 30, 2015

### 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
<b>8.2 US Agency (f) continued</b>													
3137EADCO	FHLMC	03/08/17	1.00%	700	AA+	100.64	704	0.0%	698	0.0%	6	0.9%	1.2%
3135G0JA2	FNMA	04/27/17	1.13%	675	AA+	100.83	681	0.0%	676	0.0%	4	0.7%	1.0%
3137EADF3	FHLMC	05/12/17	1.25%	675	AA+	101.07	682	0.0%	677	0.0%	5	0.7%	1.0%
3137EADF3	FHLMC	05/12/17	1.25%	20,000	AA+	101.07	20,213	0.8%	20,119	0.8%	94	0.5%	0.9%
31398ADM1	FNMA	06/12/17	5.38%	555	AA+	107.94	599	0.0%	595	0.0%	4	0.6%	1.0%
3137EADH9	FHLMC	06/29/17	1.00%	50,000	AA+	100.68	50,341	2.1%	50,218	2.1%	123	0.2%	0.7%
3137EADH9	FHLMC	06/29/17	1.00%	50,000	AA+	100.68	50,341	2.1%	50,202	2.1%	139	0.3%	0.8%
3137EADJ5	FHLMC	07/28/17	1.00%	675	AA+	100.68	680	0.0%	677	0.0%	3	0.4%	0.8%
3137EADJ5	FHLMC	07/28/17	1.00%	25,000	AA+	100.68	25,169	1.0%	25,036	1.0%	133	0.5%	0.9%
3137EADJ5	FHLMC	07/28/17	1.00%	30,000	AA+	100.68	30,203	1.2%	30,114	1.2%	89	0.3%	0.8%
3134G3B90	FHLMC	08/15/17	0.88%	50,000	AA+	100.38	50,188	2.1%	49,958	2.1%	230	0.5%	0.9%
3135G0MZ3	FNMA	08/28/17	0.88%	175	AA+	100.14	175	0.0%	175	0.0%	0	0.0%	0.8%
3135G0MZ3	FNMA	08/28/17	0.88%	500	AA+	100.14	501	0.0%	500	0.0%	0	0.1%	0.8%
3135G0MZ3	FNMA	08/28/17	0.88%	950	AA+	100.14	951	0.0%	951	0.0%	0	0.0%	0.8%
3130A6GG6	FHLB	09/22/17	0.88%	10,000	AA+	100.38	10,038	0.4%	10,013	0.4%	25	0.3%	0.8%
3137EADL0	FHLMC	09/29/17	1.00%	175	AA+	100.61	176	0.0%	176	0.0%	0	0.3%	0.8%
3137EADL0	FHLMC	09/29/17	1.00%	500	AA+	100.61	503	0.0%	501	0.0%	2	0.4%	0.9%
3137EADL0	FHLMC	09/29/17	1.00%	1,000	AA+	100.61	1,006	0.0%	1,005	0.0%	1	0.1%	0.8%
3135G0PQ0	FNMA	10/26/17	0.88%	700	AA+	100.30	702	0.0%	700	0.0%	2	0.2%	0.8%
3137EABA6	FHLMC	11/17/17	5.13%	550	AA+	109.07	600	0.0%	600	0.0%	0	0.0%	0.8%
3135G0RT2	FNMA	12/20/17	0.88%	675	AA+	100.25	677	0.0%	675	0.0%	2	0.3%	0.9%
3137EADN6	FHLMC	01/12/18	0.75%	675	AA+	99.92	674	0.0%	673	0.0%	2	0.2%	0.9%
3137EADN6	FHLMC	01/12/18	0.75%	20,000	AA+	99.92	19,983	0.8%	19,692	0.8%	291	1.5%	1.4%
3137EADN6	FHLMC	01/12/18	0.75%	20,000	AA+	99.92	19,983	0.8%	19,963	0.8%	20	0.1%	0.9%
3135G0TG8	FNMA	02/08/18	0.88%	500	AA+	100.15	501	0.0%	500	0.0%	1	0.2%	0.9%
3135G0TG8	FNMA	02/08/18	0.88%	675	AA+	100.15	676	0.0%	673	0.0%	3	0.4%	1.0%
3135G0TG8	FNMA	02/08/18	0.88%	20,000	AA+	100.15	20,031	0.8%	19,766	0.8%	265	1.3%	1.4%
3137EADP1	FHLMC	03/07/18	0.88%	675	AA+	100.09	676	0.0%	674	0.0%	2	0.3%	1.0%
3137EADP1	FHLMC	03/07/18	0.88%	1,000	AA+	100.09	1,001	0.0%	999	0.0%	1	0.1%	0.9%
3135G0WJ8	FNMA	05/21/18	0.88%	500	AA+	99.94	500	0.0%	489	0.0%	11	2.2%	1.7%
3135G0WJ8	FNMA	05/21/18	0.88%	675	AA+	99.94	675	0.0%	669	0.0%	5	0.8%	1.2%
3135G0WJ8	FNMA	05/21/18	0.88%	800	AA+	99.94	800	0.0%	793	0.0%	6	0.8%	1.2%
3135G0WJ8	FNMA	05/21/18	0.88%	30,000	AA+	99.94	29,982	1.2%	29,563	1.2%	419	1.4%	1.4%
3135G0WJ8	FNMA	05/21/18	0.88%	40,000	AA+	99.94	39,976	1.6%	39,443	1.6%	533	1.4%	1.4%
31331KNA4	FFCB	06/08/18	2.58%	1,000	AA+	104.17	1,042	0.0%	1,029	0.0%	13	1.3%	1.5%
313373UU4	FHLB	06/08/18	2.75%	3,940	AA+	104.53	4,118	0.2%	4,076	0.2%	42	1.0%	1.4%
313373UU4	FHLB	06/08/18	2.75%	30,000	AA+	104.53	31,358	1.3%	30,887	1.3%	471	1.5%	1.6%
313373UU4	FHLB	06/08/18	2.75%	50,000	AA+	104.53	52,263	2.1%	51,424	2.1%	839	1.6%	1.6%
313373UU4	FHLB	06/08/18	2.75%	61,150	AA+	104.53	63,917	2.6%	62,953	2.6%	964	1.5%	1.6%
313379DT3	FHLB	06/08/18	1.25%	6,135	AA+	100.64	6,174	0.3%	6,108	0.3%	67	1.1%	1.4%
3133XRFZ8	FHLB	06/08/18	4.75%	2,000	AA+	110.00	2,200	0.1%	2,170	0.1%	30	1.4%	1.5%
3137EABP3	FHLMC	06/13/18	4.88%	575	AA+	110.48	635	0.0%	628	0.0%	7	1.2%	1.3%
3135G0YM9	FNMA	09/18/18	1.88%	165	AA+	102.56	169	0.0%	167	0.0%	2	1.3%	1.5%
3135G0YM9	FNMA	09/18/18	1.88%	600	AA+	102.56	615	0.0%	604	0.0%	11	1.9%	1.6%
3135G0YM9	FNMA	09/18/18	1.88%	1,000	AA+	102.56	1,026	0.0%	1,011	0.0%	15	1.5%	1.5%
3135G0YT4	FNMA	11/27/18	1.63%	600	AA+	101.79	611	0.0%	599	0.0%	11	1.9%	1.7%
3135G0YT4	FNMA	11/27/18	1.63%	600	AA+	101.79	611	0.0%	597	0.0%	13	2.2%	1.8%
313376BR5	FHLB	12/14/18	1.75%	40,000	AA+	102.03	40,813	1.7%	39,907	1.6%	906	2.3%	1.8%
3136FTZ25	FNMA	01/30/19	1.75%	10,000	AA+	102.00	10,200	0.4%	10,051	0.4%	149	1.5%	1.6%
3135G0ZA4	FNMA	02/19/19	1.88%	600	AA+	102.31	614	0.0%	600	0.0%	13	2.2%	1.9%
3135G0ZA4	FNMA	02/19/19	1.88%	5,000	AA+	102.31	5,116	0.2%	5,022	0.2%	94	1.9%	1.7%
3135G0ZA4	FNMA	02/19/19	1.88%	10,000	AA+	102.31	10,231	0.4%	10,047	0.4%	184	1.8%	1.7%
3135G0ZA4	FNMA	02/19/19	1.88%	10,000	AA+	102.31	10,231	0.4%	10,067	0.4%	165	1.6%	1.7%
3135G0ZA4	FNMA	02/19/19	1.88%	25,000	AA+	102.31	25,578	1.0%	25,165	1.0%	413	1.6%	1.7%
3133EDLR1	FFCB	05/15/19	1.65%	5,000	AA+	101.63	5,081	0.2%	5,006	0.2%	76	1.5%	1.6%
3133X72S2	FHLB	05/15/19	5.38%	10,000	AA+	114.46	11,446	0.5%	11,275	0.5%	171	1.5%	1.7%
3133X72S2	FHLB	05/15/19	5.38%	20,500	AA+	114.46	23,464	1.0%	23,138	1.0%	326	1.4%	1.7%
3130A2FH4	FHLB	06/14/19	1.75%	10,000	AA+	101.58	10,158	0.4%	9,966	0.4%	192	1.9%	1.8%
3130A2FH4	FHLB	06/14/19	1.75%	20,000	AA+	101.58	20,315	0.8%	20,006	0.8%	309	1.5%	1.7%
313379EE5	FHLB	06/14/19	1.63%	5,000	AA+	101.37	5,068	0.2%	4,959	0.2%	109	2.2%	1.9%
313379EE5	FHLB	06/14/19	1.63%	10,000	AA+	101.37	10,137	0.4%	9,921	0.4%	215	2.2%	1.8%
3135G0ZE6	FNMA	06/20/19	1.75%	5,000	AA+	101.96	5,098	0.2%	4,981	0.2%	117	2.3%	1.9%
3135G0ZE6	FNMA	06/20/19	1.75%	10,000	AA+	101.96	10,196	0.4%	10,054	0.4%	143	1.4%	1.6%
3135G0ZE6	FNMA	06/20/19	1.75%	26,000	AA+	101.96	26,510	1.1%	26,084	1.1%	427	1.6%	1.7%
3135G0ZE6	FNMA	06/20/19	1.75%	30,000	AA+	101.96	30,589	1.3%	29,897	1.2%	692	2.3%	1.8%
3137EADK2	FHLMC	08/01/19	1.25%	15,000	AA+	99.94	14,991	0.6%	14,783	0.6%	209	1.4%	1.6%

# County of Fresno Treasury Investment Pool

## as of September 30, 2015

### 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
<b>8.2 US Agency (f) continued</b>													
3137EADK2	FHLMC	08/01/19	1.25%	20,000	AA+	99.94	19,988	0.8%	19,713	0.8%	275	1.4%	1.6%
3137EADM8	FHLMC	10/02/19	1.25%	10,000	AA+	99.80	9,980	0.4%	9,809	0.4%	170	1.7%	1.7%
3137EADM8	FHLMC	10/02/19	1.25%	20,000	AA+	99.80	19,959	0.8%	19,617	0.8%	342	1.7%	1.8%
3137EADM8	FHLMC	10/02/19	1.25%	20,000	AA+	99.80	19,959	0.8%	19,619	0.8%	340	1.7%	1.7%
3135G0A78	FNMA	01/21/20	1.63%	10,000	AA+	101.03	10,103	0.4%	10,001	0.4%	102	1.0%	1.6%
3135G0A78	FNMA	01/21/20	1.63%	10,000	AA+	101.03	10,103	0.4%	10,002	0.4%	101	1.0%	1.6%
3135G0A78	FNMA	01/21/20	1.63%	15,000	AA+	101.03	15,155	0.6%	14,994	0.6%	161	1.1%	1.6%
3135G0A78	FNMA	01/21/20	1.63%	20,000	AA+	101.03	20,206	0.8%	19,936	0.8%	270	1.4%	1.7%
3135G0A78	FNMA	01/21/20	1.63%	30,000	AA+	101.03	30,309	1.2%	29,922	1.2%	387	1.3%	1.7%
3137EADR7	FHLMC	05/01/20	1.38%	10,000	AA+	99.91	9,991	0.4%	9,889	0.4%	102	1.0%	1.6%
3137EADR7	FHLMC	05/01/20	1.38%	10,000	AA+	99.91	9,991	0.4%	9,883	0.4%	107	1.1%	1.6%
313383HU8	FHLB	06/12/20	1.75%	12,615	AA+	101.25	12,773	0.5%	12,581	0.5%	192	1.5%	1.8%
313383HU8	FHLB	06/12/20	1.75%	20,000	AA+	101.25	20,250	0.8%	19,999	0.8%	251	1.3%	1.8%
3133EEW55	FFCB	06/15/20	1.80%	10,000	AA+	101.29	10,129	0.4%	9,961	0.4%	168	1.7%	1.9%
		<b>01/17/18</b>	<b>1.90%</b>	<b>1,509,025</b>	<b>AA+</b>	<b>101.70</b>	<b>1,534,716</b>	<b>62.7%</b>	<b>1,517,552</b>	<b>62.6%</b>	<b>17,164</b>	<b>1.1%</b>	<b>1.5%</b>
<b>8.8 Corporate Note (k)</b>													
369604BE2	GENERAL ELECTRIC	10/09/15	0.85%	750	AA+	100.01	750	0.0%	750	0.0%	0	0.0%	0.6%
637432ML6	NATL RURAL UTILS	11/01/15	1.90%	250	A	100.11	250	0.0%	250	0.0%	0	0.0%	0.6%
14912L5H0	CATERPILLAR FIN	11/06/15	0.70%	725	A	100.04	725	0.0%	725	0.0%	0	0.0%	0.7%
084664BN0	BERKSHIRE HATHAWAY	12/15/15	2.45%	800	AA	100.36	803	0.0%	803	0.0%	0	0.0%	0.6%
459200GU9	INTL BUSINESS	01/05/16	2.00%	750	AA-	100.41	753	0.0%	752	0.0%	1	0.1%	0.8%
06406HBS7	BK NEW YORK G	01/15/16	2.50%	80	A+	100.59	80	0.0%	80	0.0%	0	0.1%	0.8%
06406HBS7	BK NEW YORK G	01/15/16	2.50%	90	A+	100.59	91	0.0%	90	0.0%	0	0.1%	0.7%
06406HBS7	BK NEW YORK G	01/15/16	2.50%	600	A+	100.59	604	0.0%	603	0.0%	0	0.1%	0.7%
58933YAB1	MERCK	01/15/16	2.25%	800	AA	100.53	804	0.0%	804	0.0%	0	0.1%	0.6%
14912L5N7	CATERPILLAR FINL	02/26/16	0.70%	9,610	A	100.13	9,622	0.4%	9,621	0.4%	1	0.0%	0.4%
46623EJU4	JPM CHASE	02/26/16	1.13%	1,649	A	100.18	1,652	0.1%	1,651	0.1%	1	0.1%	0.8%
46623EJU4	JPM CHASE	02/26/16	1.13%	5,000	A	100.18	5,009	0.2%	5,005	0.2%	4	0.1%	0.9%
713448CE6	PEPSICO	02/26/16	0.70%	700	A	100.10	701	0.0%	700	0.0%	0	0.1%	0.6%
437076AP7	HOME DEPOT	03/01/16	5.40%	700	A	101.99	714	0.0%	714	0.0%	0	0.0%	0.5%
46625HHX1	JP MORGAN CHASE	03/01/16	3.45%	20,000	A	101.10	20,220	0.8%	20,222	0.8%	-2	0.0%	0.8%
037833AH3	APPLE INC NT	05/03/16	0.45%	625	AA+	100.03	625	0.0%	625	0.0%	0	0.1%	0.5%
36962G5C4	GE CAP	05/09/16	2.95%	750	AA+	101.44	761	0.0%	757	0.0%	4	0.5%	1.4%
69371RL46	PACCAR FINANCIAL	05/16/16	0.75%	750	A+	100.15	751	0.0%	750	0.0%	1	0.2%	0.8%
949746QU8	WELLS FARGO	06/15/16	3.68%	10,000	A+	102.10	10,210	0.4%	10,181	0.4%	28	0.3%	1.1%
166764AC4	CHEVRON	06/24/16	0.89%	160	AA	100.36	161	0.0%	160	0.0%	1	0.4%	0.9%
46625HJA9	JPMORGAN CHASE	07/05/16	3.15%	5,000	A	101.69	5,085	0.2%	5,084	0.2%	0	0.0%	0.9%
0258MODG1	AMERICAN EXP CR	07/29/16	1.30%	500	A2*	100.39	502	0.0%	500	0.0%	2	0.4%	1.3%
084664BX8	BERKSHIRE HATHAWAY	08/15/16	0.95%	150	AA	100.32	150	0.0%	150	0.0%	1	0.4%	1.0%
084664BX8	BERKSHIRE HATHAWAY	08/15/16	0.95%	225	AA	100.32	226	0.0%	225	0.0%	1	0.4%	1.0%
084664BX8	BERKSHIRE HATHAWAY	08/15/16	0.95%	375	AA	100.32	376	0.0%	375	0.0%	1	0.3%	1.0%
191216AU4	COCA COLA	09/01/16	1.80%	756	AA	101.09	764	0.0%	762	0.0%	2	0.3%	0.9%
89233P5E2	TOYOTA MOTOR CR	09/15/16	2.00%	800	AA-	101.17	809	0.0%	806	0.0%	3	0.4%	1.2%
24422ESD2	JOHN DEERE CAP	10/11/16	1.05%	700	A	100.34	702	0.0%	700	0.0%	3	0.4%	1.1%
69349LAP3	PNC BK NA	11/01/16	1.15%	610	A	100.15	611	0.0%	610	0.0%	1	0.2%	1.2%
06050TLR1	BOFA NA	11/14/16	1.13%	500	A	99.94	500	0.0%	500	0.0%	0	0.0%	1.2%
69353RCG1	PNC BANK NA	01/27/17	1.13%	250	A	100.06	250	0.0%	250	0.0%	0	0.1%	1.2%
90331HMC4	US BK NA CINCINNATI	01/30/17	1.10%	300	AA-	100.16	300	0.0%	300	0.0%	0	0.0%	1.0%
084670BD9	BERKSHIRE HATHAWAY	01/31/17	1.90%	21,000	AA	101.34	21,282	0.9%	21,219	0.9%	63	0.3%	1.1%
46623EJU6	JPM CHASE	02/15/17	1.35%	750	A	100.13	751	0.0%	750	0.0%	1	0.2%	1.4%
46623EJU6	JPM CHASE	02/15/17	1.35%	5,000	A	100.13	5,007	0.2%	5,011	0.2%	-4	-0.1%	1.2%
17275RAT9	CISCO SYS INC SR NT	03/03/17	1.10%	750	AA-	100.33	752	0.0%	750	0.0%	2	0.3%	1.1%
24422ERN1	DEERE JOHN CAP	03/15/17	1.40%	1,001	A	100.77	1,009	0.0%	1,006	0.0%	3	0.3%	1.1%
07330NAH8	BRANCH BKG & TRUST	04/03/17	1.00%	700	A	99.68	698	0.0%	699	0.0%	-1	-0.2%	1.1%
949748FD7	WELLS FARGO	05/08/17	2.10%	10,000	A+	101.40	10,140	0.4%	10,169	0.4%	-29	-0.3%	1.0%
36962G7J7	GECC	05/15/17	1.25%	2,040	AA+	100.55	2,051	0.1%	2,045	0.1%	6	0.3%	1.1%
14912L5E7	CATERPILLAR FINL SVC	06/01/17	1.63%	5,000	A	100.90	5,045	0.2%	5,050	0.2%	-5	-0.1%	1.0%
949748FW5	WELLS FARGO	06/02/17	1.15%	1,635	A+	100.05	1,636	0.1%	1,636	0.1%	0	0.0%	1.1%
949748FW5	WELLS FARGO	06/02/17	1.15%	20,000	A+	100.05	20,009	0.8%	20,021	0.8%	-12	-0.1%	1.1%
929903DT6	WELLS FARGO	06/15/17	5.75%	1,870	A+	107.46	2,009	0.1%	2,014	0.1%	-5	-0.2%	1.2%
064058AA8	BK OF NY SR	06/20/17	1.97%	2,385	A+	101.32	2,416	0.1%	2,419	0.1%	-3	-0.1%	1.1%
064058AA8	BK OF NY SR	06/20/17	1.97%	5,000	A+	101.32	5,066	0.2%	5,059	0.2%	7	0.1%	1.3%
14912L3K5	CATERP FIN SERV	09/01/17	5.85%	11,000	A	108.56	11,942	0.5%	11,990	0.5%	-48	-0.4%	1.3%
89233P6S0	TOYOTA MOTOR CR	10/05/17	1.25%	5,000	AA-	100.12	5,006	0.2%	4,937	0.2%	70	1.4%	1.9%
36962G6K5	GECC	11/20/17	1.60%	5,000	AA+	101.31	5,065	0.2%	5,003	0.2%	62	1.2%	1.6%

# County of Fresno Treasury Investment Pool

as of September 30, 2015

## 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
<b>8.8 Corporate Note (k) continued</b>													
89236TCA1	TOYOTA MOTOR CR	01/12/18	1.45%	10,000	AA-	100.12	10,012	0.4%	10,039	0.4%	-27	-0.3%	1.4%
94974BFG0	WELLS FARGO	01/16/18	1.50%	5,000	A+	99.91	4,995	0.2%	4,952	0.2%	43	0.9%	1.9%
94974BFG0	WELLS FARGO	01/16/18	1.50%	10,000	A+	99.91	9,991	0.4%	9,885	0.4%	105	1.1%	2.0%
92976WBH8	WELLS FARGO	02/01/18	5.75%	7,000	A+	109.43	7,660	0.3%	7,635	0.3%	25	0.3%	1.7%
92976WBH8	WELLS FARGO	02/01/18	5.75%	10,000	A+	109.43	10,943	0.4%	10,907	0.4%	36	0.3%	1.7%
084670BH0	BERKSHIRE HATHAWAY	02/09/18	1.55%	10,000	AA	100.81	10,081	0.4%	9,934	0.4%	147	1.5%	1.8%
06406HCJ6	BK OF NY MELLON	03/06/18	1.35%	4,481	A+	99.77	4,471	0.2%	4,458	0.2%	13	0.3%	1.6%
24422ESB6	DEERE JOHN CAP	03/12/18	1.30%	1,925	A	99.82	1,922	0.1%	1,898	0.1%	23	1.2%	1.9%
36962G3U6	GECC	05/01/18	5.63%	5,000	AA+	110.71	5,535	0.2%	5,423	0.2%	112	2.1%	2.2%
36962G3U6	GECC	05/01/18	5.63%	10,000	AA+	110.71	11,071	0.5%	10,723	0.4%	347	3.2%	2.6%
36962G3U6	GECC	05/01/18	5.63%	10,000	AA+	110.71	11,071	0.5%	10,946	0.5%	125	1.1%	1.8%
037833AJ9	APPLE INC BDS	05/03/18	1.00%	6,265	AA+	99.53	6,236	0.3%	6,130	0.3%	106	1.7%	1.9%
037833AJ9	APPLE INC BDS	05/03/18	1.00%	6,579	AA+	99.53	6,548	0.3%	6,442	0.3%	107	1.7%	1.8%
037833AJ9	APPLE INC BDS	05/03/18	1.00%	7,000	AA+	99.53	6,967	0.3%	6,812	0.3%	156	2.3%	2.1%
037833AJ9	APPLE INC BDS	05/03/18	1.00%	9,164	AA+	99.53	9,121	0.4%	9,120	0.4%	1	0.0%	1.3%
037833AJ9	APPLE INC BDS	05/03/18	1.00%	10,000	AA+	99.53	9,953	0.4%	9,697	0.4%	256	2.6%	2.2%
037833AJ9	APPLE INC BDS	05/03/18	1.00%	11,000	AA+	99.53	10,949	0.4%	10,795	0.4%	153	1.4%	1.8%
084664BE0	BERKSHIRE HATHAWAY	05/15/18	5.40%	5,124	AA	110.18	5,645	0.2%	5,541	0.2%	104	1.9%	2.1%
166764AE0	CHEVRON	06/24/18	1.72%	3,320	AA	100.78	3,346	0.1%	3,290	0.1%	56	1.7%	2.1%
166764AE0	CHEVRON	06/24/18	1.72%	10,000	AA	100.78	10,078	0.4%	9,975	0.4%	103	1.0%	1.8%
166764AE0	CHEVRON	06/24/18	1.72%	10,000	AA	100.78	10,078	0.4%	10,028	0.4%	50	0.5%	1.6%
89236TCP8	TOYOTA MOTOR CR	07/13/18	1.55%	6,000	AA-	100.46	6,027	0.2%	6,015	0.2%	13	0.2%	1.6%
06406HCL1	BANK NEW YORK	08/01/18	2.10%	5,000	A+	101.14	5,057	0.2%	4,986	0.2%	70	1.4%	2.2%
06406HCL1	BANK NEW YORK	08/01/18	2.10%	10,000	A+	101.14	10,114	0.4%	10,060	0.4%	54	0.5%	1.9%
084664BY6	BERKSHIRE HATHAWAY	08/15/18	2.00%	1,000	AA	101.76	1,018	0.0%	993	0.0%	25	2.5%	2.3%
084664BY6	BERKSHIRE HATHAWAY	08/15/18	2.00%	10,000	AA	101.76	10,176	0.4%	10,010	0.4%	166	1.7%	2.0%
14912L5T4	CATERPLR FIN	09/06/18	2.45%	2,500	A	102.48	2,562	0.1%	2,529	0.1%	33	1.3%	2.0%
14912L5T4	CATERPLR FIN	09/06/18	2.45%	5,000	A	102.48	5,124	0.2%	4,992	0.2%	132	2.6%	2.5%
14912L5T4	CATERPLR FIN	09/06/18	2.45%	7,675	A	102.48	7,865	0.3%	7,799	0.3%	66	0.9%	1.9%
24422EQV4	DEERE JOHN CAP	09/10/18	5.75%	3,500	A	111.56	3,904	0.2%	3,809	0.2%	95	2.5%	2.5%
24422ESF7	DEERE JOHN CAP	12/13/18	1.95%	20,000	A	100.98	20,196	0.8%	19,938	0.8%	258	1.3%	2.1%
94974BFG8	WELLS FARGO	01/15/19	2.15%	15,000	A+	100.79	15,118	0.6%	14,964	0.6%	154	1.0%	2.2%
46625HJR2	JPMORGAN CHASE	01/28/19	2.35%	5,000	A	100.79	5,039	0.2%	4,999	0.2%	41	0.8%	2.4%
46625HJR2	JPMORGAN CHASE	01/28/19	2.35%	5,000	A	100.79	5,039	0.2%	5,019	0.2%	21	0.4%	2.2%
46625HJR2	JPMORGAN CHASE	01/28/19	2.35%	10,000	A	100.79	10,079	0.4%	10,042	0.4%	37	0.4%	2.2%
24422ESK6	DEERE JOHN	03/04/19	1.95%	10,000	A	100.54	10,054	0.4%	10,007	0.4%	46	0.5%	1.9%
46625HHL7	JPMORGAN CHASE	04/23/19	6.30%	6,740	A	113.70	7,664	0.3%	7,644	0.3%	20	0.3%	2.3%
06406HCU1	BK NEW YORK	05/15/19	2.20%	2,500	A+	100.84	2,521	0.1%	2,498	0.1%	23	0.9%	2.2%
06406HCU1	BK NEW YORK	05/15/19	2.20%	5,000	A+	100.84	5,042	0.2%	4,999	0.2%	43	0.9%	2.2%
89236TBP9	TOYOTA MOTOR CR	07/18/19	2.13%	10,000	AA-	100.33	10,033	0.4%	9,974	0.4%	59	0.6%	2.2%
084670BL1	BERKSHIRE HATHAWAY	08/14/19	2.10%	10,000	AA	101.75	10,175	0.4%	9,973	0.4%	202	2.0%	2.2%
06406HCW7	BK NEW YORK	09/11/19	2.30%	8,501	A+	100.99	8,585	0.4%	8,466	0.3%	120	1.4%	2.4%
36962G7M0	GE CAP	01/09/20	2.20%	10,350	AA+	101.39	10,494	0.4%	10,445	0.4%	49	0.5%	2.0%
46625HKA7	JPM CHASE	01/23/20	2.25%	10,000	A	99.17	9,917	0.4%	9,961	0.4%	-44	-0.4%	2.3%
06406HCZ0	BK OF NY MELLON	02/24/20	2.15%	3,000	A+	100.09	3,003	0.1%	3,008	0.1%	-5	-0.2%	2.1%
		<b>02/28/18</b>	<b>2.45%</b>	<b>506,710</b>	<b>A+</b>	<b>102.02</b>	<b>516,923</b>	<b>21.1%</b>	<b>513,039</b>	<b>21.2%</b>	<b>3,883</b>	<b>0.8%</b>	<b>1.7%</b>
<b>8.9 LAIF</b>													
	LAIF	10/01/15	0.34%	50,000	NR	100.00	50,000	2.0%	50,000	2.1%	0	0.0%	0.3%
<b>8.10 Mutual and Money Market Funds (l)</b>													
09248U718	BLACKROCK TFUND	10/01/15	0.01%	28	AAA	100.00	28	0.0%	28	0.0%	0	0.0%	0.0%
<b>8.11 ABS / MBS (o)</b>													
06052YAD1	BAAT 2012-1 A4	12/15/16	1.03%	45	AAA	100.03	45	0.0%	45	0.0%	0	-0.3%	0.8%
06052YAD1	BAAT 2012-1 A4	12/15/16	1.03%	190	AAA	100.03	190	0.0%	191	0.0%	0	-0.2%	0.8%
12617AAE7	AEPTC 2001-1 A5	01/15/17	6.25%	144	AAA	101.65	147	0.0%	149	0.0%	-3	-1.8%	3.4%
02006JAB4	ALLYA 2013-1 A3	05/15/17	0.63%	137	AAA	99.98	137	0.0%	137	0.0%	0	0.0%	0.6%
14313LAC0	CARMX 2013-1 A3	10/16/17	0.60%	257	AAA	99.97	257	0.0%	257	0.0%	0	-0.1%	0.6%
65477LAC4	NAROT 2013-B A3	11/15/17	0.84%	304	AAA	100.03	304	0.0%	304	0.0%	0	0.0%	0.8%
43813JAC9	HAROT 2014-1 A3	11/21/17	0.67%	850	AAA	99.87	849	0.0%	850	0.0%	-1	-0.1%	0.7%
05578XAC2	BMWOT 2013-A A3	11/27/17	0.67%	287	AAA	99.91	287	0.0%	287	0.0%	0	-0.1%	0.7%
69361YAH6	PEGTF 2001-1 A8	12/15/17	6.89%	101	AAA	101.32	103	0.0%	108	0.0%	-5	-4.6%	3.8%
83190CAD1	SAUT 2014-1US A-3A	02/14/18	0.95%	798	AAA	99.94	798	0.0%	798	0.0%	0	-0.1%	1.0%
15200WAA3	CNP 2012-1 A1	04/15/18	0.90%	244	AAA	100.09	244	0.0%	245	0.0%	-1	-0.2%	0.8%

# County of Fresno Treasury Investment Pool

## as of September 30, 2015

### 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
<b>8.11 ABS / MBS (o)</b> <i>continued</i>													
92867PAC7	VAE 2013-2 A-3	04/20/18	0.70%	428	AAA	99.79	427	0.0%	428	0.0%	-1	-0.2%	0.7%
17305EFE0	CCCIT 2013-A6 A6	09/07/18	1.32%	800	AAA	100.49	804	0.0%	800	0.0%	4	0.5%	1.3%
		<b>01/12/18</b>	<b>1.20%</b>	<b>4,587</b>	<b>AAA</b>	<b>100.11</b>	<b>4,592</b>	<b>0.2%</b>	<b>4,599</b>	<b>0.2%</b>	<b>-7</b>	<b>-0.2%</b>	<b>1.0%</b>
<b>8.14 State of California Debt (c,e)</b>													
13063CKL3	CA STATE	05/01/19	2.25%	10,000	AA-	102.43	10,243	0.4%	10,039	0.4%	204	2.0%	2.1%
<b>Cash</b>													
	VAULT	10/01/15	0.00%	1,085	NR	100.00	1,085	0.0%	1,085	0.0%	0	0.0%	0.0%
	BANK OF THE WEST	10/01/15	0.45%	34,537	NR	100.00	34,537	1.4%	34,537	1.4%	0	0.0%	0.4%
	BANK OF THE WEST MM	10/01/15	0.28%	220,032	NR	100.00	220,032	9.0%	220,032	9.1%	0	0.0%	0.3%
		<b>10/01/15</b>	<b>0.30%</b>	<b>255,654</b>	<b>NR</b>	<b>100.00</b>	<b>255,654</b>	<b>10.4%</b>	<b>255,654</b>	<b>10.5%</b>	<b>0</b>	<b>0.0%</b>	<b>0.3%</b>
<b>PORTFOLIO TOTALS</b>		<b>10/17/17</b>	<b>1.79%</b>	<b>2,409,749</b>		<b>101.52</b>	<b>2,446,473</b>	<b>100.0%</b>	<b>2,424,778</b>	<b>100.0%</b>	<b>21,695</b>	<b>0.9%</b>	<b>1.4%</b>

\*Moody's

# County of Fresno Treasury Investment Pool

as of September 30, 2015

## California Government Code and County Investment Policy Authorized Investments

Investment Type	Fresno's Policy				Government Code				Fresno's Holding		
	Maximum Maturity	Authorized % Limit	Quality	Code 53601	Maximum Maturity	Authorized % Limit	Quality	Maturity	Holdings %	Quality	
US Treasury	8.1	5 years	No Limit	NA	B	5 years	No Limit	NA	2.6 years	3.0%	SP AA+ Moody's Aaa
US Agency	8.2	5 years	No Limit	NA	F	5 years	No Limit	NA	2.3 years	62.6%	SP AA+ Moody's 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	2.4 years	21.2%	A+
LAIF	8.9	5 years	\$50 mil	NA	16429.1 (B)	5 years	No Limit	NA	1 day	2.1%/\$50m	NA
Mutual & Money Market Funds	8.10	5 years	20%	AAA & Aaa	L		20%	Highest by 2 firms	1 Day	0.0%	SP AAA Moody's Aaa
Mutual Fund Assets		Per Code		Per Code		5 years		Per Code	---	---	---
ABS / MBS	8.11	5 years	10%	AA or Aa Corp: A	O	5 years	20%	AA	2.3 years	0.2%	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	3.6 years	0.4%	AA-
Cash									1 day	10.5%	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)
<b>Beginning Balance (2)</b>					304.6		
10/15	399.0	430.2	-31.2	--	273.4	0.8	
11/15	442.6	322.4	120.2	--	393.6	1.0	
12/15	621.9	327.6	294.3	--	687.9	0.8	
01/16	313.7	456.3	-142.6	--	545.3	3.2	
02/16	301.5	376.3	-74.8	--	470.5	48.3	
03/16	440.6	369.6	71.0	--	541.5	22.3	
<b>Sum</b>	<b>2,519.3</b>	<b>2,282.4</b>	<b>236.9</b>	<b>0%</b>		<b>76.4</b>	<b>76.4</b>
						<b>100%</b>	<b>100%</b>

- 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.
  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 8, 2015

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SUBJECT: Consideration to Authorize Licensing  
Agreement for Virtual Instructional Software,  
Districtwide

ITEM NO. 15-139G

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EXHIBIT: None

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Background:

The technology directors across the District have been researching solutions to provide virtual instructional software for computer labs and individual users. Virtualization provides a method to remotely deploy instructional software across all locations to give students access to applications and allow students and instructors to focus on learning about the technologies rather than struggling to access them. Virtualization frees-up instructor time for teaching rather than dealing with application access.

This agreement provides virtual instructional software licensing for Citrix Suite to all computers/users on the Fresno City College, Reedley College, and Clovis Community College campuses. The instructional software suite components provide virtualization strategies for individualized user desktops (VDI); streaming operating systems and application software to lab classrooms (Provisioning Services); and mobile and off-campus access to desktops and virtual applications for students, staff, and faculty (Netscaler). In addition to reducing administrative overhead, this technology also reduces risk by providing a fast and simple rollback strategy, and increases responsiveness and agility by enabling capacity on-demand through the ability to repurpose any server to do any job. This agreement will enable the campuses to extend the life of existing hardware and provide increased access to resources for our students from off-campus.

Licensing under this agreement is provided by Entisys Solutions, Inc., a nationally recognized provider of virtual instructional software for higher education institutions. The annual contract amount with Entisys is \$186,241.78 per year for a three-year commitment and includes licensing, maintenance, and support services. This purchase has the support of all campus locations and is the first step in expanding this technology across all district locations.

Fiscal Impact:

\$186,241.78 – Annually from General Fund monies at Fresno City College, Reedley College, and Clovis Community College

Recommendation:

It is recommended that the Board of Trustees:

- a) authorize a three-year licensing agreement with Entisys Solutions, Inc., for Citrix Virtual Instructional Software at Fresno City College, Reedley College, and Clovis Community College;
- b) authorize future renewals of this licensing agreement with similar terms and conditions; and
- c) authorize the Interim Chancellor or Vice Chancellor of Finance and Administration, to sign the licensing agreement on behalf of the District.

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Consideration to Authorize Agreement for  
Data Analytics Software, Districtwide

ITEM NO. 15-140G

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EXHIBIT: None

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Background:

The District Institutional Research office has used Tableau software for the last few years to perform data analytics to quickly analyze, visualize, and share information. With newly available funding, Fresno City College is requesting expansion to an unlimited server license to use Tableau software to assist in institutional research and student assessment at Fresno City College. A benefit of moving to an unlimited, enterprise server license allows this technology to be used at all sites across the District. Tableau software is used by a large number of California Community Colleges, and is available under a piggyback contract with Software House International (SHI) utilizing the Western States Contracting Alliance (WSCA) agreement #7-12-70-19. The District has used SHI in the past under contract with the California Community College Foundation with excellent results.

This agreement provides data analytics software to support the research and evaluation of core Student Success and Support Program (SSSP) and Student Equity issues and services. By capturing data fields from all available data sources, Tableau allows for the creation of visual analysis that yields new insight to make critical and informed decisions. Tableau will be used extensively to review the impact of multiple measures as part of the assessment process, including placement test cut scores and placement test validation; Reg-To-Go services; and enrollment results, special counseling programs, enrollment management, program reviews, and other multiple measures and outcomes.

This agreement includes a perpetual one-time core license fee that is reduced in cost by the current existing District Office licensing. The overall cost for the Tableau software is \$137,342.00 through SHI, including \$29,984.00 in annual support. This purchase has the support of administration and is an appropriate use of state funding for Equity and SSSP programs across all District sites.

Fiscal Impact:

\$68,671.00 – Student Equity Funds for Fresno City College

\$68,671.00 – Student Success and Support Program Funds for Fresno City College

Recommendation:

It is recommended that the Board of Trustees:

- a) authorize a perpetual licensing agreement with Software House International, for Tableau Data Analytics Software, districtwide;
- b) authorize future renewals of annual support for this agreement under similar terms and conditions; and
- c) authorize the Interim Chancellor or Vice Chancellor of Finance and Administration to sign the licensing agreement on behalf of the District.

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Election of Officers, Appointment of  
Representatives and Adoption of Board  
Calendar

ITEM NO. 15-70

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EXHIBIT: None

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Background:

At its meeting on November 3, 2015, the Board of Trustees established the December 8, 2015, 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 2016  
(2015 representative was Trustee Eric Payne)
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.  
(2015 alternate was Trustee Richard Caglia)

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.  
(2015 representative was Trustee Bobby Kahn and the alternate was Trustee Miguel Arias)
7. Board Representative, State Center Community College District Retirement Board (1 year)  
The SCCCDC Retirement Board consists of the Vice Chancellor of Finance and Administration, the Director of Finance and one Trustee selected at the annual SCCCDC 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.  
(2015 representative was Trustee Richard Caglia)
8. 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 representative was Trustee John Leal)
9. Fresno City School Liaison Subcommittee (2 Year)  
The subcommittee is a partnership between the Fresno City Council and local school districts. The purpose is to facilitate solutions to overlapping issues such as integrating General Plan growth and planning, coordinating public transportation needs, improving school safety through coordination with city fire and police departments. Meetings will be held twice a year or as needed. Up to three representatives may serve.

The following are for two year terms and do not require an appointment until 2016:

10. 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.  
(Trustee John Leal will continue as FASBO representative through 2016)
11. 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.  
(Trustees Ron Nishinaka and Pat Patterson will continue as Foundation Board representatives through 2016)

12. Director, Valley Insurance Program Joint Powers Agency (VIPJPA) Board (2 years)

The Board of Directors of the Valley Insurance Program Joint Powers Agency consists of three appointees from each member district: one Trustee and the Vice Chancellor of Finance and Administration, with the Director of Finance serving as an 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 is for two years from 2015 through 2016.

(Trustee Pat Patterson will continue as VIPJPA representative through 2016)

2016 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. The proposed calendar is as follows, with the starting time recommended to remain at 4:30 p.m. for regular meetings.

<u>DATE</u>	<u>MEETING</u>	<u>LOCATION</u>
January 12, 2016	Regular Meeting	SCCCD
February 2, 2016	Regular Meeting	SCCCD
February 16, 2016	Budget Study Session	SCCCD
March 1, 2016	Regular Meeting	Reedley College
April 22-23, 2016 (tentative)	Board Retreat	TBD
April 5, 2016	Regular Meeting	SCCCD
May 3, 2016	Regular Meeting	Oakhurst Center
June 7, 2016	Regular Meeting: Tentative Budget	SCCCD
July 5, 2016	Regular Meeting	SCCCD
August 2, 2016	Regular Meeting	CCC
September 6, 2016	Regular Meeting: Public Hearing and Budget Adoption	SCCCD
October 4, 2016	Regular Meeting	Madera Center
November 1, 2016	Regular Meeting	SCCCD
December 13, 2016	Regular Meeting and Organizational Meeting	SCCCD

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Consideration to Adopt Resolution  
In Support of the Kindergarten through  
Community College Public Education  
Facilities Bond Act of 2016

ITEM NO. 15-71

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EXHIBIT: Resolution No. 2015.29

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Background:

The Community College Facility Coalition (CCFC) qualified to place a \$9 billion state school bond measure on the November 2016 ballot. If approved by voters, the bond will provide \$2 billion for community colleges under the state capital outlay program. Momentum is building in support of the school bond, which received endorsement from State Superintendent of Public Instruction Tom Torlakson.

The California Community College Chancellor's Office estimates unmet community college facilities needs of approximately \$29.2 billion through 2020-2021. It is estimated that 13,000 middle class jobs are created for each \$1 billion in school facility infrastructure investment. This would help the Central Valley whose unemployment rate is greater than the national unemployment rate.

Passage of the Kindergarten through Community College Public Education Facilities Bond Act of 2016 would provide State Center Community College District with \$51 million to be used to build a state-of-the-art Career Technical Center, which would include police and fire academies.

Recommendation:

It is recommended the Board of Trustees adopt Resolution No. 2015.29 and send a letter of support to the CCFC for the Kindergarten through Community College Public Education Facilities Bond Act of 2016.

STATE CENTER COMMUNITY COLLEGE DISTRICT  
RESOLUTION NO. 2015.29

BEFORE THE BOARD OF TRUSTEES IN SUPPORT OF THE  
KINDERGARTEN THROUGH COMMUNITY COLLEGE PUBLIC EDUCATION  
FACILITIES BOND ACT OF 2016

WHEREAS, the California Community College system is the largest postsecondary system of education in the world, enrolling approximately 2.1 million students each year at 72 districts; and

WHEREAS, Article 1, Section 28 of the California Constitution states that public schools, including community colleges, shall be safe, secure and peaceful; and

WHEREAS, the primary mission of the California Community Colleges is to offer academic and vocational instruction and colleges may grant Associate in Arts degrees, Associate in Science degrees, and select Baccalaureate degrees; and

WHEREAS, California Community Colleges also perform essential functions in the State's interest by providing workforce training and improvement services, remedial instruction, English as a Second Language courses, adult noncredit instruction, and community service courses; and

WHEREAS, the State has met its historic policy of access to higher education by providing consistent State bond capital outlay resources; and

WHEREAS, the California Community College Chancellor's Office estimates unmet community college facilities needs of approximately \$29.2 billion through 2020-2021; and

WHEREAS, the State is out of community college capital outlay bond funds and is unable to provide \$478 million for 21 projects approved by the Board of Governors; and

WHEREAS, the Kindergarten Through Community College Public Education Facilities Bond Act of 2016 provides \$2 billion to community colleges for construction of new classrooms to accommodate enrollment growth, repair of health and safety issues, equipping classrooms with essential technology, and renovation of facilities; and

WHEREAS, State Center Community College District is considering a \$485 million facility improvement bond that could be enhanced by State bonds; and

WHEREAS, passage of the Kindergarten Through Community College Public Education Facilities Bond Act of 2016 would provide the State Center Community College District with \$51 million to be used to build a state-of-the-art Career Technical Center which includes police and fire academies; and

WHEREAS, the Central Valley unemployment rate is greater than the national unemployment rate; and

WHEREAS, 13,000 middle class jobs are created for each \$1 billion in school facility infrastructure investment; and

WHEREAS, these jobs will be created throughout California and will include almost all building trades; and

WHEREAS, quality community college facilities enhance the education and training of a skilled 21<sup>st</sup> Century workforce, in furtherance of the State's academic and economic goals; and

WHEREAS, the Kindergarten Through Community College Public Education Facilities Bond Act of 2016 will not raise State taxes; and

WHEREAS, the Kindergarten Through Community College Public Education Facilities Bond Act of 2016 State funds will reduce the need for additional local property taxes for school facilities.

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees of the State Center Community College District supports the Kindergarten Through Community College Public Education Facilities Bond Act of 2016.

PASSED AND ADOPTED on this 8<sup>th</sup> day of December 2015, by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_

\_\_\_\_\_  
President or Clerk of the Board (Signature)

\_\_\_\_\_  
Print Name and Title

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT:	Second Reading and Consideration to Approve Student Equity Plans for Fresno City College, Reedley College and Clovis Community College	ITEM NO.	15-72
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EXHIBIT:	Student Equity Plans for Fresno City College, Reedley College and Clovis Community College
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Background:

The California Community College Student Success Act of 2012 (SB 1456) reaffirmed the need for all colleges to focus on student equity. The student equity specifications and funding were subsequently mandated in SB 860, which required all colleges develop a Student Equity Plan that identifies strategies to address and monitor equity issues as well as to mitigate disproportionate impact on student access and achievement.

In December 2014, Fresno City College and Reedley College, inclusive of Clovis Community College Center, submitted their respective Student Equity Plans to the California Community College Chancellor's Office, as required. These plans were approved in June 2015. Subsequently, the state revised the plan template and expanded the populations to address within the plan. Additionally, Clovis Community College must submit a separate Student Equity Plan as an independently accredited institution. The new plan template was released to the colleges at the end of August 2015. Further instruction and clarification were provided in late September 2015.

Fresno City College, Reedley College, and Clovis Community College have each significantly revised their previously approved Student Equity Plans in order to meet the requirements of the new plan template, incorporate the recommendations from the previous plans, and address the existing and new target populations identified within the plan template. Student success committees, with specially focused workgroups at each of the colleges, worked on the plans to get them completed within the designated timeframe. Each plan has completed the constituency review process and was approved at each of the colleges as required by the state for plan submission.

The Student Equity Plans focus on increasing access and completion of courses, ESL and basic skills, completion, 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 in which some student population groups may be impacted by issues of equitable opportunity. The plans are prepared with three- to five-year timeframes for planned activities and improvements to align with multiple other efforts designed to also target student groups for additional support such as the Student Success and Support Program Plan (SSSP), Basic Skills Initiative, EOPS, DSPS, Foster Youth grants, Title V, and Veterans. These activities, however, must be updated annually. The plans are due in the California Community College Chancellor's Office by December 18, 2015.

The first reading of the student equity plans was presented for review by the Board of Trustees at their meeting on November 3, 2015. The final Student Equity Plans are being presented to the Board of Trustees for consideration to approve.

Recommendation:

It is recommended that the Board of Trustees approve the Fresno City College, Reedley College, and Clovis Community College Student Equity Plans.



## **Student Equity Plan**

**November 15, 2015**

# FRESNO CITY COLLEGE STUDENT EQUITY PLAN

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## Table of Contents

<b>Signature Page</b> .....	4
<b>Executive Summary</b> .....	6
<b>Planning Committee and Collaboration</b> .....	12
<b>Access</b> .....	15
<i>Campus-Based Research</i> .....	16
<i>Goals, Activities, Funding and Evaluation</i> .....	18
<b>Course Completion</b> .....	<u>22</u>
<i>Campus-Based Research</i> .....	23
<i>Goals, Activities, Funding and Evaluation</i> .....	26
<b>ESL and Basic Skills Completion</b> .....	<u>33</u>
<i>Campus-Based Research</i> .....	34
<i>Goals, Activities, Funding and Evaluation</i> .....	41
<b>Degree and Certificate Completion</b> .....	56
<i>Campus-Based Research</i> .....	57
<i>Goals, Activities, Funding and Evaluation</i> .....	62
<b>Transfer</b> .....	70
<i>Campus-Based Research</i> .....	71
<i>Goals, Activities, Funding and Evaluation</i> .....	74
<b>Other College- or District-wide Initiatives Affecting Several Indicators</b> .....	83
<i>Goals, Activities, Funding and Evaluation</i> .....	84
<b>Summary Budget</b> .....	88
<b>Summary Evaluation Plan</b> .....	89
Summary Evaluation Schedule and Process.....	92
<b>References</b> .....	95

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# Signature Page

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# **Fresno City College**

## **Student Equity Plan Signature Page**

**District:** State Center Community College District    **Board of Trustees Approval Date:** 12/8/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[cynthia.azari@fresnocitycollege.edu](mailto:cynthia.azari@fresnocitycollege.edu)

---

College (Interim)President: Dr. Cynthia Azari                      Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

[cheryl.sullivan@fresnocitycollege.edu](mailto:cheryl.sullivan@fresnocitycollege.edu)

---

College Chief Business Officer: Cheryl Sullivan                      Email

[ed.eng@scccd.edu](mailto:ed.eng@scccd.edu)

---

District Chief Business Officer<sup>1</sup>: Ed Eng                      Email

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[chris.villa@fresnocitycollege.edu](mailto:chris.villa@fresnocitycollege.edu)

---

Chief Student Services Officer: Dr. Chris Villa                      Email

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[don.lopez@fresnocitycollege.edu](mailto:don.lopez@fresnocitycollege.edu)

---

Chief Instructional (Acting) Officer: Don Lopez                      Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[wendell.stephenson@fresnocitycollege.edu](mailto:wendell.stephenson@fresnocitycollege.edu)

---

Academic Senate President: Dr. Wendell Stephenson                      Email

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<sup>1</sup> If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[susi.nitzel@fresnocitycollege.edu](mailto:susi.nitzel@fresnocitycollege.edu)

---

Classified Senate President: Susi Nitzel      Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[MLee196@MY.SCCCD.EDU](mailto:MLee196@MY.SCCCD.EDU)

---

Associated Student Body President: Maizie Lee      Email

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[raymond.ramirez@fresnocitycollege.edu](mailto:raymond.ramirez@fresnocitycollege.edu)      559-442-8200 8779

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Student Equity Coordinator: Ray Ramírez      Email      Phone

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# Executive Summary

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## EXECUTIVE SUMMARY

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### **About Fresno City College**

Established in 1910, Fresno City College (FCC) is the first community college in California and the second in the nation. FCC is one of three colleges in the State Center Community College District (SCCCD), the others being Reedley College and Clovis Community College. FCC strives to be a premier learning community whose students, graduates, and staff will be among the best prepared citizens to meet the challenges of an increasingly complex environment. FCC is located in the center of Fresno and in the heart of the San Joaquin Valley, which is one of the most racial and ethnically diverse regions in the State. The college community service area faces challenges of unemployment, endemic poverty, and low levels of educational attainment. These demographic characteristics underline the importance of Fresno City College as a viable pathway to better lives for those who attend.

### **Introduction**

At FCC, every student is valued. The mission of FCC is to “provide quality, innovative educational programs and support services directed toward the enhancement of student success, lifelong learning and the economic, social, and cultural development of our students and region.”

In order to promote success for all students, the SCCC Board of Trustees is required by the California State Legislature to adopt a Student Equity Plan for each college in the district. The purpose of Student Equity is to close achievement gaps in access and success in underrepresented student groups, as identified in the FCC Student Equity Plan. Accordingly, the purpose of the FCC Student Equity Plan is to ensure that the college has identified strategies to monitor and address equity issues and attempt to mitigate any disproportionate impacts on student access and achievement, as identified in the following success indicators: Access, Course Completion, ESL (EMLS)<sup>2</sup> and Basic Skills Completion, Degree and Certificate Completion and Transfer (Board of Governors, 2001).

The FCC Student Equity Plan focuses on increasing access, course completion, EMLS and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the California Community Colleges Student Success Scorecard, and other measures developed in consultation with the FCC Institutional Research, Assessment, and Planning Office.

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<sup>2</sup> FCC has recently changed to the use of English for Multi-Language Speakers (EMLS) when referencing student populations previously referred to as ESL.

## Campus-Based Research

The five success indicators are used to identify and measure areas for which various population groups may be impacted by issues of equal opportunity and disproportionate impact. The California Community Colleges Chancellor’s Office (CCCCO) provides three allowable methods for calculating student equity gaps (disproportionate impact): 1) Proportionality methodology, 2) 80% Rule methodology, and 3) Percentage Point Gap methodology.

Careful consideration was used in choosing the methodology to assist us in defining and measuring disproportionate impact. The CCCCCO encourages the use of Percentage Point Gap methodology. The Percentage Point Gap methodology was developed by the Center for Urban Education (CUE) at the University of Southern California (USC) for calculating and displaying the results of research that better lends itself to equity-minded goal setting. Equity-minded goal setting is synonymous with (Bensimon 2007) creating activities that are responsive to making student inequality concrete and solvable. According to Bensimon (2007), “equity-minded individuals reflect on their own and their colleagues’ role in and responsibility for student success.” After consulting with the FCC Institutional Research, Assessment, and Planning Office who reviewed the three methodologies, the percentage point gap methodology was selected as an approach to calculate disproportionate impact.

### Targeted Student Groups and Goals

The following table lists the top three gaps for each of the indicators, but not necessarily the top number of students affected. The table also indicates the goal and expected year that the goal will be achieved. Consequently, the student equity committee will continue to monitor the gaps and the number of students affected to better prioritize activities based on their effectiveness and appropriateness.

Indicator	Target Groups	Current Gap	Goal	Year
Access	White	-10.60%	-8.60%	2016
	Male	-5.60%	-3.60%	2020
	DSPS	-5.60%	-3.60%	2020
Course Completion	Foster Youth	-20.60%	-18.60%	2016
	African American	-11.60%	-9.60%	2016
	First Generation College Students	-4.20%	-0.20%	2016
Basic Skills – EMLS	DSPS	-16.10%	-14.10%	2020
	White	-7.30%	-5.30%	2020
	Male	-2.20%	-0.20%	2020
Basic Skills – English	Foster Youth	-15.10%	-13.10%	2020
	African American	-9.70%	-7.70%	2020
	DSPS	-7.10%	-5.10%	2020

Indicator	Target Groups	Current Gap	Goal	Year
Basic Skills – Math	Foster Youth	-13.60%	-11.60%	2020
	African American	-11.10%	-9.10%	2020
	DSPS	-9.30%	-7.30%	2020
Degree/Certificate Completion	DSPS	-9.30%	No Gap	2020
	First Generation College Students	-3.70%	No Gap	2020
	Veterans	-3.60%	No Gap	2020
Transfer	DSPS	-7.20%	No Gap	2020
	Hispanic	-4.90%	No Gap	2020
	Low-Income	-2.30%	No Gap	2020

Targeted Student Groups and Activities

The following table summarizes targeted student groups and activity type as identified in the Goals and Activities sections for each indicator. Specific details for the goals and activities are outlined in the corresponding indicator sections of the document. The student equity committee will continue to monitor the gaps and the number of students affected to better prioritize activities based on their effectiveness and appropriateness.

Indicator	Target Groups	Activity Types
<b>Access</b>	<b>Gender:</b> Male <b>Ethnicity:</b> American Indian/Alaska Native Hispanic White <b>Special Groups:</b> First Generation College Students DSPS Veterans	Outreach Student Services or other Categorical Program Research and Evaluation
<b>Course Completion</b>	<b>Ethnicity:</b> American Indian/Alaska Native Black or African American Hispanic <b>Special Groups:</b> Foster Youth First Generation College Students	Student Equity Coordination/Planning Student Services or other Categorical Program Curriculum/Course Development or Adaptation Research and Evaluation Professional Development
<b>EMLS &amp; Basic Skills</b>	<b>Gender:</b> Males	Outreach Student Equity Coordination/Planning

Indicator	Target Groups	Activity Types
	<b>Ethnicity:</b> American Indian/Alaska Native Black or African American Hispanic Southeast Asian White <b>Special Groups:</b> Foster Youth DSPS Low Income	Instructional Support Activities Student Services or other Categorical Program Curriculum/Course Development or Adaptation Research and Evaluation Professional Development
<b>Degree &amp; Certificate</b>	<b>Gender:</b> Males <b>Ethnicity:</b> Black or African American Hispanic <b>Special Groups:</b> Foster Youth DSPS Low Income Veterans	Outreach Student Equity Coordination/Planning Student Services or other Categorical Program Research and Evaluation Professional Development
<b>Transfer</b>	<b>Gender:</b> Females <b>Ethnicity:</b> Black or African American Hispanic Southeast Asian <b>Special Groups:</b> Foster Youth DSPS Low Income Veterans First Generation College Students	Outreach Student Equity Coordination/Planning Instructional Support Activities Student Services or other Categorical Program Curriculum/Course Development or Adaptation Direct Student Support Research and Evaluation Professional Development
<b>Other Activities</b>	All	Student Equity Coordination/Planning Research and Evaluation

## **Resources Budgeted**

The Student Equity Plan funds have been allocated based on the disproportionate impact study in order to address identified equity gaps in each of the indicators following the funding guidelines provided by the CCCCCO in August 2015. In addition to the activities supported by Student Equity Plan funding, there are several ongoing institutional activities that address equity gaps in academic achievement for target group students that are supported by the general fund, grants such as Title V, SSSP, Foster Youth Grant, and other categorical funds. Equity resources received as part of this plan, therefore, will be distributed throughout all areas contributing to increasing equity outcomes at FCC. Specific needs required to accomplish the goals and objectives detailed within the FCC Student Equity Plan were first identified. Next, financial resources required to accomplish the goals and objectives were projected.

To help facilitate this process, FCC has added the position of Student Equity Coordinator to oversee the implementation of the FCC Student Equity Plan (research, inquiry, intervention, and evaluation), chair the Student Equity Committee and serve as the contact for equity reporting purposes.

While this plan represents an estimation of how the college will distribute Equity resources, the Student Equity Committee will continue to work through the spring 2016 semester to create a more nuanced, integrated, and comprehensive spending plan.

FCC stakeholders who are interested utilizing funding for equity related activities will complete funding requests in which detailed spending plans will be outlined and integration to other college plans will be clearly demonstrated.

## **Contact Person/Student Equity Coordinator**

Mr. Ray Ramírez, M.A.  
Student Equity Coordinator  
Library and Student Learning Support Services  
Fresno City College  
1101 E. University Ave.  
Fresno, CA 93741  
(559) 442-8200 ext. 8779  
(559) 499-6048 (fax)

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# Planning Committee and Collaboration

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## PLANNING COMMITTEE AND COLLABORATION

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This year's Equity Plan was a revision of the 2014 plan that was developed by the Student Equity Taskforce. Thereafter, a Technical Review Team was created to expeditiously update the 2014 plan according to the feedback from the CCCCCO, and provide a draft document to the Student Equity Committee. Members of the Technical Review team were appointed by our interim president, Dr. Cynthia Azari, because of their specific function and role as it related to the specific feedback from the CCCCCO.

The Equity Planning process involved collecting and analyzing student success data disaggregated by ethnicity, gender, and disability, foster youth status, veteran status, and low-income status in order to identify areas of strength and need. From these data, a work plan was created that leverages areas of strength and addresses areas of need.

Strong collaboration exists between the Student Equity Coordinator, Student Success and Support Program (SSSP) (formerly Matriculation) Coordinator and the Basic Skills Initiative (BSI) Coordinator. The three coordinators meet regularly to discuss alignment of goals and funding. The SSSP and BSI Coordinators are standing members of the newly formed Student Equity Committee and have been intimately involved in the planning and writing of the Student Equity Plan. The college now shares the funding of a full-time BSI Coordinator with Equity and BSI funding. The goals and activities of the Student Equity, SSSP and BSI plans are developed through collaborative and consultative processes and are designed to complement each other.

The Fresno City College Student Equity Committee is responsible for the development, implementation and evaluation of the Student Equity Plan. This committee is composed of 13 faculty, two administrators, two students, and four classified professionals. Campus constituent groups, including the Academic Senate, Classified Senate, Associated Student Government (ASG), and Strategic Planning Council (SPC) 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 were developed to address disparities in student outcomes.

### Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Alex Adams	<i>Institutional Research Coordinator</i>	Institutional Research
Eleanor Bruce	<i>Accounting Clerk III</i>	California State Employees Association (CSEA)
David Yang	<i>Faculty, Mathematics</i>	Academic Senate
Donna Cooper	<i>Faculty, Basic Skills Coordinator</i>	Basic Skills
Ernie Garcia	<i>EOPS/CARE Educational Advisor</i>	Classified Senate
Evie Contreras	<i>Counselor</i>	Foster Youth
Jamie Duran	<i>Counselor/Co-Coordinator, PUENTE</i>	Puente
Jennifer Johnson	<i>Dean of Humanities</i>	Instruction/Administration
Juan Guzman	<i>Faculty, Composition, Preparatory English</i>	Academic Senate
Julie Preston-Smith	<i>Faculty, Student Success and Support Program Coordinator</i>	Student Success and Support Program
Mikki Johnson	<i>Financial Aid Assistant II</i>	Financial Aid
Leticia Canales	<i>Faculty, Transfer Center Coordinator</i>	Transfer
Mario Reposo	<i>Counselor, Veterans</i>	Veterans
Matthew Scott	<i>Associated Student Government</i>	Student Government
Ray Sanchez	<i>Faculty, Tutorial Center Coordinator</i>	Academic Senate
Ray Ramirez	<i>Faculty, Student Equity Coordinator</i>	Student Equity Coordinator
Renee Craig-Marius	<i>Dean of Instruction, Student Success and Learning</i>	Instruction/Administration
Rodney Murphy	<i>Counselor, IDILE &amp; SYMBAA</i>	Idile/SYMBAA
Ryan Blodgett	<i>Counselor, Disabled Student Program &amp; Services</i>	Disabled Student Program & Services
Sylvie Huneault-Schultz	<i>Faculty, English as a Second Language/Linguistics (EMLS)</i>	Academic Senate
Victor Yang	<i>Counselor, United Southeast Asian-Americans (USEAA)</i>	USEAA

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# Access

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**CAMPUS-BASED RESEARCH: ACCESS**

**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.

Table A.1

Target Population(s)	# of your college's total headcount in Fall 2013 (unduplicated)	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)*
Males	10,062	46.1%	51.7%	-5.6%
Females	11,542	52.8%	48.3%	4.5%
Unknown	235	1.1%	0.0%	1.1%
<b>Total of 3 cells above (Orange cells should = 100%)</b>		<b>100%</b>	<b>100%</b>	
American Indian / Alaska Native	289	1.3%	1.0%	0.3%
Asian	3,497	16.0%	12.8%	3.2%
Black or African American	1,677	7.7%	7.6%	0.1%
Hispanic or Latino	10,856	49.7%	43.4%	6.3%
Native Hawaiian or other Pacific Islander	47	0.2%	0.2%	0.0%
White	5,059	23.2%	33.8%	-10.6%
Some other race	414	1.9%	1.2%	0.7%
<b>Total of 7 cells above (Orange cells should = 100%)</b>		<b>100%</b>	<b>100%</b>	
Current or former foster youth	114	0.5%	NA	NA
Individuals with disabilities	1,403	6.4%	12.0%	-5.6%
Low-income students	16,362	74.9%	25.6%	49.3%
Veterans	562	2.6%	5.9%	-3.3%
First Generation College Student	3,493	16.0%	NA	NA

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

FCC utilized fall 2013 unduplicated headcount information and data from the 2011-2013 American Community Survey for those aged eighteen and over in Fresno City to calculate the participation rate for Fresno City College. The population estimate for foster youth was obtained from the California Child Welfare Indicators Project report (retrieved 11/9/2015, from University of California at Berkeley California Child Welfare Indicators Project website. URL: [http://cssr.berkeley.edu/ucb\\_childwelfare](http://cssr.berkeley.edu/ucb_childwelfare)). In the next year, we will work with the SCCC EOPS Foster Youth Initiative group to better understand the foster youth population in the service area. Finally, we were unable to find a population estimate for first generation students, so we are unable to calculate the participation rate for this group.<sup>3</sup>

Table A.1 above shows that Whites display the largest participation rate gap (-10.6%). This large gap indicates a need for additional research, including whether or not certain sub-groups of whites (e.g., low-income, first generation college students, etc.) are more impacted than others or if whites are underrepresented in the college because they are going to other higher education institutions. The next two largest gaps, Individuals with Disabilities and Males are both -5.6%. We also find that Veterans display a participation gap of 3.3%. Finally, research in the 2014 FCC Student Equity Plan provided evidence that American Indian/Native Alaskan and Hispanics may be disproportionately impacted. While there is no evidence of these gaps in this analysis, we plan to continue to monitor these two groups for disproportionate impact.

Per the CCCCO, Disproportionality Impact (gaps) in Access is determined by comparing the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served. Current data suggests that there are more American Indian/Native Alaskan (1.3%) and Hispanics (49.7%) students enrolled at FCC in contrast to the adult population within the FCC service area for each group (1% and 43.4%), respectively. We believe that this may not be the best indicator of disproportionality impacted groups of students and Access. To come to a fuller understanding of inequities related to access, we seek to comprehend a more holistic view of issues related to student equity and access at FCC. It is our intent to foster a more holistic view of equity gaps related to access through deeper inquiry into the root cause(s).

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<sup>3</sup> There are plans to disaggregate Asian students by national origin, but are not in this plan due to concerns about the reliability of the data because Hmong students were unable to indicate their national origin in CCCApply.org until recently. The institutional researcher will work with the Student Equity Committee to better understand these data issues and determine a reliable and valid way to disaggregate Asian students by national origin in future research.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**GOAL A.**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
White	-10.6%, fall 2013	Reduce gap by two percentage points	2016
Male	-5.6%, fall 2013	Reduce gap by two percentage points	2020
Individuals with disabilities	-5.6%, fall 2013	Reduce gap by two percentage points	2020
Veterans	-3.3%, fall 2013	Reduce gap by 1.5% percentage points	2020
American Indian/Alaskan Native and Hispanic	Below percentages in community, 2012	Continue to monitor group's access and support efforts to ensure that gap does not reappear	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: A. ACCESS**

**A.1**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.1	White	2,322
A.1	Male	1,228
A.1	Individuals with disabilities	1,217
A.1	Veterans	727
A.1	First generation college students	Unknown

• **Activity Implementation Plan**

Work with the Institutional Research Coordinator for Student Equity to better understand why access gaps are occurring and identify the best activities/practices for closing the gaps. Specifically, the research coordinator will more closely examine the finding that whites are disproportionately impacted in Access, including disaggregating by other group statuses (low-income, first generation college student, individuals with disabilities, etc.) so that the college can more effectively work to close this gap. Additionally, the research coordinator will utilize contacts gained by working with the FCC Extended Opportunity Programs and Services (EOPS) Foster Youth Initiative to estimate the population of current or former foster youth in the community so as to be able to assess whether they are disproportionately impacted in Access. Finally, a research agenda focused on students' experiences with college admission, assessment/placement process, counseling, and follow-up services will be developed to identify possible barriers.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	7/1/2015-6/30/2016	\$28,000 – % of time for Research and Counseling	SSSP-Office Asst. III Foster Youth Initiative

• **Link to Goal**

The research will inform the decision-making process regarding identifying and selecting strategies to reduce disproportionate impact in Access.

• **Evaluation**

- Ongoing institutional data analysis, surveys, and/or focus groups will be developed to be administered to the target groups.

- Data will be collected by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why access gaps are occurring and identify the best activities/practices for closing the gaps

## A.2

- **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.2	White	2,322
A.2	Male	1,228
A.2	Individuals with disabilities	1,217
A.2	Veterans	727

- **Activity Implementation Plan**

Using information gained from research, recruitment materials will be developed that specifically addresses the target groups. This process will include working collaboratively with the Director of Campus Outreach and with the ongoing outreach activities of current programs, including, Puente, IDILE, SYMBAA, USEAA, EOPS, Cal WORKS, and TRIO. Additionally, a coordinated master calendar of events will be developed so that it is clear when, where and how these materials will distributed.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	7/1/2015-6/30/2016	\$74,000 for outreach and % time for special program counselors	\$10,000 SSSP Marketing materials for matriculation steps \$165,000 SSSP Salary and benefits for Director of College Relations & Outreach

			\$190,000 SSSP Salary and Benefits for Director of Special Programs \$465,000 SSSP Salary and Benefits for other Outreach and Orientation staff through College Relations Office Other XX0 funds for College Relations and PIO services
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- **Link to Goal**

Outreach and recruitment is an important tool for increasing the number of admissions. Explicitly including the targeted groups into this process is associated with achieving the goal of improving access for these groups.

- **Evaluation**

- Over the course of the year, quantitative data including the number of new materials created, number of materials distributed and the number of additional outreach activities will be collected to document what has been done. Semi-structured interviews will be conducted to assess strengths and weaknesses of the outreach and recruitment. Methods will be developed during these initial data collection to better understand the impact of the activity on the goal.

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## Course Completion *(Retention<sup>4</sup>)*

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<sup>4</sup> Although title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.

**CAMPUS-BASED RESEARCH: COURSE COMPLETION**

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

The Fresno City College Institution Research Office reviewed three methods for calculating student equity gaps (disproportionate impact) for course completion: 1) proportionality methodology, 2) 80% rule methodology, and 3) percentage point gap methodology. The percentage point gap methodology was selected as an approach to calculate the disproportionate impact groups for course completion because the results were easier to interpret. The percentage point gap methodology compares the course completion rate for disaggregated subgroups to the course completion rate for all students.

One of the advantages of the percentage point gap measurement is that it allows users to calculate and communicate the number of students ‘lost’ relative to the all student (or another group’s) average. Since Fresno City College is a Hispanic Serving Institution (HSI), Hispanics/Latinos make up the largest number of course enrollments, followed by White and Asian students.

Table B.1 below shows the findings from the Percentage Point Gap analysis. The course completion rate for all students was 68.2% and both Whites (75.3%) and Asians (71.5%) were above the average respectively. Oppositely, Foster Youth (47.6%), Black or African American (56.6%), and First-generation College Students (64.2%) have the lowest rates of course completion. These data indicate that FCC is doing much better with White and Asian students than with American Indian/Alaska Native, Black or African American, Native Hawaiian or other Pacific Islander, Foster youth, Low-income, and First Generation students.

Rate	Denominator	Numerator
<b>Rate of Course Completion</b>	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Table B.1

Target Population(s) – Fall 2013 Duplicated Enrollment	the # of courses students enrolled in & were present in on census day – Fall 2013	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in Fall 2013	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<b>All Students – Fall 2013</b>	62,595	42,694	68.2%	68.2%	
Gender					
Males	28,077	18,471	65.8%	68.2%	-2.4%
Females	33,870	23,782	70.2%	68.2%	2.0%
Unknown	648	441	68.1%	68.2%	-0.2%
Ethnicity					
American Indian / Alaska Native	854	557	65.2%	68.2%	-3.0%
Asian	9,519	6,808	71.5%	68.2%	3.3%
Black or African American	5,095	2,882	56.6%	68.2%	-11.6%
Filipino	940	751	79.9%	68.2%	11.7%
Hispanic or Latino	30,985	20,268	65.4%	68.2%	-2.8%
Native Hawaiian or other Pacific Islander	131	84	64.1%	68.2%	-4.1%
White	14,173	10,668	75.3%	68.2%	7.1%
Some other race	898	676	75.3%	68.2%	7.1%
Special Groups					
Foster youth	361	172	47.6%	68.2%	-20.6%
Individuals with disabilities	4,271	2,751	64.4%	68.2%	-3.8%
Low-income students	50,519	33,585	66.5%	68.2%	-1.7%
Veterans	1,797	1,242	69.1%	68.2%	0.9%
First Generation Student	9,746	6,237	64.0%	68.2%	-4.2%

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right)

Table B.2 below shows the three student groups that are experiencing the greatest equity gaps in course completion and the number of students “lost”. If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest course completion equity gaps are:

- 1) Foster Youth students with a -20.6% percentage point gap
- 2) Black or African American students with a -11.6% percentage point gap
- 3) First Generation College Students with a -4.2% percentage point gap

In the Activities Section, discussions on implementing services to increase success rates for all disproportionate groups will be addressed.

Table B.2

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students “Lost”
Largest Gap	<b>Foster Youth</b>	<b>-20.6%</b>	<u>0.206</u>	<b>x</b>	<b>361</b>	<b>= 75</b>
Second Largest	<b>Black or African American</b>	<b>-11.6%</b>	<u>0.116</u>	<b>x</b>	<b>5,095</b>	<b>= 594</b>
Third Largest	<b>First Generation College Students</b>	<b>-4.2%</b>	<u>0.042</u>	<b>x</b>	<b>9,746</b>	<b>= 411</b>

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**

**GOAL B.**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Black or African American	-11.6 fall 2013	-9.6	2020

\*Expressed as either a percentage or number.

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: B. COURSE COMPLETION**

**B.1**

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
B.1	Black or African American	594

• **Activity Implementation Plan**

Research and Planning: Further research is needed to understand the African American students’ college experience and to identify best practices to meet the needs of this population group. We want to gain a better understanding of the underlying campus social and academic factors that impact their success. The information will be collected via surveys, interviews and focus groups among African American students attending Fresno City College to determine needs and barriers. Additional research will include collegial discussions with teaching faculty,

counselors and administrators to determine how they can assist in improving successful course completion among African American students. The research will identify where students feel they are valued and appreciated, and/or severely disadvantaged.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Fall 2015 – Spring 2016	\$73,000 for Coordination, Counseling \$1000 Focus Groups	General Funds SYMBAA/Idile Counselors Basic Skills Counselor

• **Link to Goal**

In order to develop and implement practices that will improve course completion, the college needs to understand the variables effecting students’ completion rates. Gathering additional data to inform the interventions or practices will ensure that the needs of the students are being met.

• **Evaluation**

- Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in course completion.

**B.2**

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
B.2	Black or African American	594

• **Activity Implementation Plan**

FCC has two learning communities that are designed to meet the needs of Black or African American students. These are Strengthening Young Men by Academic Achievement (SYMBAA) and Idile. We would like to extend these two programs to provide comprehensive services for up to three years (i.e. counseling, transfer assistance, etc.). This activity is also part of Indicator C since both SYMBAA and Idile programs begin with students placed below transfer in math and English. In order to maximize resources and coordinate efforts the counselors and coordinators of all the special programs at FCC will meet to collaborate on what the extension of these programs will look like. The success of each individual program has varied over the years and further research is needed to determine what components of each program contribute the most to success and what barriers exist in providing services.

In order to maximize and align extended services the special program coordinators will meet in fall 2015 to do the following:

- Analyze the data on existing programs
- Review the literature on learning communities, FYEs and other focused student success programs to identify effective practices
- Identify other colleges with extended programs and engage in a dialogue with them about logistics and effective practices
- Draft a template for years 2 and 3 of the learning community. Services may include but not be limited to, book stipends; field trips; required counseling sessions; workshops (choosing a major, transfer requirements, education planning, job placement, financial literacy, mentoring, etc.).
- Based on the research, determine the staffing needed to implement extended services
- 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

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	7/1/2015-6/30/2016	\$21,000 for % time for coordination and research efforts and meetings \$15,000 field trips/direct student support Food for student meetings	Basic Skills – counselor, coordinator (50%) XX0 – Special programs counselors

• **Link to Goal**

Research indicates that the protective factors, such as pro-active counseling, tutoring and accountability, that are present during the one or two semesters that a student is in a special program last for an additional semester but then fall off in subsequent semesters. Providing additional support for students who are disproportionately impacted will help ensure continued success through transfer level courses. However, more research is needed in order to determine the most effective interventions during the second and third years of a learning community program.

• **Evaluation**

- Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in course completion.

**B.3**

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
B.3	Black or African American	594
B.3	Foster Youth	75
B.3	First Generation College Students	411
B.3	American Indian/Alaskan Native	26
B.3	Hispanic or Latino	866

• **Activity Implementation Plan**

Fresno City College recently implemented a Summer Bridge Program that was launched with a Title V Grant. The program was expanded in the summer of 2015 to include students enrolled in special learning community programs on campus. We would like to continue the expansion of the 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 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. Summer Bridge participants who successfully complete English and/or math courses in Summer will be enrolled in the subsequent level of English and/or math in fall.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.3	1 fiscal year 15/16	\$32,000 for % of time for coordination of program/academic support \$145,000 Academic support \$100,000 services and direct student support \$15,000 field trips	XX0, EOPS, DSPS, Special programs counselors BSI Counselor General Fund: Teaching faculty

• **Link to Goal**

Summer Bridge programs have been shown to improve student course completion. Scaling up the FCC Summer Bridge Program will provide students with the support needed to complete their courses. Providing an opportunity with wrap around support for students to start their educational journey in the fall will help students achieve success early on in their college career.

• **Evaluation**

- Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in course completion.

**B.4**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
B.4	Black or African American	594
B.4	Foster Youth	75
B.4	First Generation College Students	411
B.4	American Indian/Alaskan Native	26
B.4	Hispanic or Latino	866

• **Activity Implementation Plan**

Research and Evaluation: Currently the vast majority of course offerings at FCC are on an 18-week semester basis. We would like to research course completion rates for different types of course offerings such as accelerated, compressed, etc. Our campus data show that many students including Black and African American are more successful in summer school courses which are compressed, highly accelerated classes. This raises questions about the reasons behind the higher success rates for summer school. We would like to 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. This data will inform decisions about offering compressed, accelerated courses throughout the academic year.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.4	1 fiscal year 15/16	\$34,000 Tableau Software (% allocated in indicator F.1 also) \$15,000 professional development \$16,000 for coordination	Tableau Software SSSP \$34,000

• **Link to Goal**

Exploring all avenues of interventions to determine the most effective for the targeted population is important. If the data indicate that compressed, accelerated courses are more beneficial to disproportionately impacted groups, then the college can use the data to inform course development and scheduling.

• **Evaluation**

- Conduct focus groups and/or semi-structured interviews with African American students who have successfully completed transfer level courses to determine activities and interventions that assisted students in completing their courses

- Conduct semi-structured interviews with community partners to gain insight into reasons African American students might be more successful in compressed courses.

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## **ESL and Basic Skills Completion**

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**CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION**

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- C. ESL AND BASIC SKILLS COMPLETION.** The 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 ESL or basic skills course.

The FCC Institution Research Office reviewed three methods for calculating student equity gaps (disproportionate impact) for ESL and Basic Skills completion: 1) proportionality methodology, 2) 80% rule methodology, and 3) percentage point gap methodology. The percentage point gap methodology was selected as an approach to calculate the disproportionate impact groups for both degree completion and certificate completion because the results were easier to interpret.

The percentage point gap compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome. One of the advantages of the percentage point gap measurement is that it allows users to calculate and communicate the number of students ‘lost’ relative to the all student (or another group’s) average. Since Fresno City College is a Hispanic Serving Institution (HSI), Hispanics/Latinos make up the largest number of degree and certificate completion rates, followed by White, Asian, Black or African American students.

Basic Skills – EMLS

It should be reiterated that FCC has recently changed to the use of English for Multi-Language Speakers (EMLS) when referencing student populations previously referred to as ESL.

Table C.1 below shows the findings from the Percentage Point Gap analysis for EMLS completion. The completion rate for all EMLS students is 33.1%. Students identified as some other race (51.3%), Black or African American (40%), First Generation (37.7%) and females (35.1%) were above the total average. Although the completion rate for Native Hawaiian/Pacific Islander and Veterans is also above the average, it is important to consider their total size compared to all students. Conversely, individuals with disabilities (17.1%), White (25.8%); Males (31%) and Asians (31.3) are below the average for completion of the EMLS sequence. While Foster Youth show 0% completion it is important to consider the size of the population.

Rate	Denominator	Numerator
<b>Rate of ESL and Basic Skills Completion</b>	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Table C.1

Target Population(s) – Scorecard Cohort (2008-2009)	The # of students who complete a final ESL with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL to degree-applicable course completion	Total (college average) ESL completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<b>2008-2009 ESL Cohort</b>	664	220	33.1%	33.1%	
Gender					
Males	326	101	31.0%	33.1%	-2.1%
Females	336	118	35.1%	33.1%	2.0%
Unknown	2	1	50.0%	33.1%	16.9%
Ethnicity					
American Indian / Alaska Native	NA	NA	NA	NA	NA
Asian	150	47	31.3%	33.1%	-1.8%
Black or African American	10	4	40.0%	33.1%	6.9%
Filipino	6	2	33.3%	33.1%	0.2%
Hispanic or Latino	427	138	32.3%	33.1%	-0.8%
Native Hawaiian or other Pacific Islander	1	1	100.0%	33.1%	66.9%
White	31	8	25.8%	33.1%	-7.3%
Some other race	39	20	51.3%	33.1%	18.2%
Special Groups					
Foster youth	1	0	0.0%	33.1%	-33.1%
Individuals with disabilities	41	7	17.1%	33.1%	-16.0%
Low-income students	664	220	33.1%	33.1%	0.0%
Veterans	1	1	100.0%	33.1%	66.9%
First Generation Student	53	20	37.7%	33.1%	4.6%

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table C.2 below shows the three student groups that are experiencing the greatest equity gaps in EMLS completion and the number of students “lost”. If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest equity gaps are:

- 1) Individuals with disabilities with a -16.0 percentage point gap
- 2) Whites with a -7.3 percentage point gap
- 3) Males with a -2.1 percentage point gap

In the Activities Section, discussions on implementing services to increase completion rates for all disproportionate groups will be addressed.

Table C.2

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"
Largest Gap	<b>Individuals with Disabilities</b>	<b>16.1%</b>	<u>0.161</u>	x	<b>41</b>	= <b>7</b>
Second Largest	<b>White</b>	<b>7.3%</b>	0.073	x	<b>31</b>	= <b>3</b>
Third Largest	<b>Male</b>	<b>2.2</b>	<u>0.022</u>	x	<b>326</b>	= <b>7</b>

### Basic Skills – English

Table C.3 below shows the findings from the Percentage Point Gap analysis for Basic Skills English completion. The average completion rate of the basic skills English sequence is 35.1%. Most disaggregated student groups are above the average and include Native Hawaiian or other Pacific Islander (58.3%); Asian (49.8%); American Indian/Alaskan Native (42%); Veterans (45.2%); some other race (40.2%); Whites (38.2%); Females (37.8%); and Filipino (36.7%). Disaggregated groups that are below the average completion rate include First Generation (34.5%); Low-Income (33.9%); Males (31.8%); Individuals with disabilities (28%); Black or African American (25.3%); and Foster Youth (20%).

### **Remedial English Course Completion (2008-2009 Cohort Year)**

Rate	Denominator	Numerator
<b>Rate of Remedial English and Basic Skills Completion</b>	The # of students who complete a final remedial English course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Table C.3

Target Population(s): Scorecard Cohort (2008-2009)	The # of students who complete a final remedial English course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (college average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<b>2008-2009 English Cohort</b>	2,792	979	35.1%	35.1%	
Gender					
Males	1,281	407	31.8%	35.1%	-3.3%
Females	1,504	569	37.8%	35.1%	2.8%
Unknown	7	3	42.9%	35.1%	7.8%
Ethnicity					
American Indian / Alaska Native	49	21	42.9%	35.1%	7.8%
Asian	201	100	49.8%	35.1%	14.7%
Black or African American	300	76	25.3%	35.1%	-9.7%
Filipino	30	11	36.7%	35.1%	1.6%
Hispanic or Latino	1,439	469	32.6%	35.1%	-2.5%
Native Hawaiian or other Pacific Islander	12	7	58.3%	35.1%	23.3%
White	537	205	38.2%	35.1%	3.1%
Some other race	224	90	40.2%	35.1%	5.1%
Special Groups					
Foster youth	15	3	20.0%	35.1%	-15.1%
Individuals with disabilities	261	73	28.0%	35.1%	-7.1%
Low-income students	2,146	728	33.9%	35.1%	-1.1%
Veterans	73	33	45.2%	35.1%	10.1%
First Generation Student	258	89	34.5%	35.1%	-0.6%

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table C.4 below shows the three student groups that are experiencing the greatest equity gaps in basic skills English completion and the number of students “lost”. If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest equity gaps are:

- 1) Foster Youth with a -15.1 percentage point gap
- 2) Black or African American with a -9.7 percentage point gap
- 3) Individuals with disabilities with a -7.1 percentage point gap

In the Activities Section, discussions on implementing services to increase completion rates for all disproportionate groups will be addressed.

Table C.4

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"
Largest Gap	Foster Youth	15.1%	<u>0.151</u>	x	15	= 3
Second Largest	Black or African American	9.7%	<u>0.097</u>	x	300	= 30
Third Largest	Individuals with Disabilities	7.1%	<u>0.071</u>	x	261	= 19

Basic Skills – Math

Table C.5 below shows the findings from the Percentage Point Gap analysis for basic skills math completion. The average completion rate of the basic skills math sequence is 33.6%. The disaggregated groups above the average with large numbers are Veterans (47.7%); Asian (42.8%); Whites (41.3%); Filipino (40.7%); some other race (39.9%); Females (35.8%); and First Generation (34.9%). The disaggregated groups below the average include Low-income (32.7%); Males (30.8%); Hispanic or Latino (30.4%); American Indian/Alaska Native (29.3%); Individuals with disabilities (24.3%); Black or African American (22.5%); Foster Youth (20%). While Native Hawaiian or other Pacific Islander students are also below the average, it is important to consider the size of the population.

**Remedial Math Course Completion (2008-2009 Cohort Year)**

Rate	Denominator	Numerator
<b>Rate of Remedial Math and Basic Skills Completion</b>	The # of students who complete a final remedial Math course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Table C.5

Target Population(s) : Scorecard Cohort (2008-2009)	The # of students who complete a final remedial math course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from remedial math to degree-applicable course completion	Total (college average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<b>2008-2009 Math Cohort</b>	2,499	840	33.6%	33.6%	
Gender					
Males	1,138	351	30.8%	33.6%	-2.8%
Females	1,351	484	35.8%	33.6%	2.2%
Unknown	10	5	50.0%	33.6%	16.4%
Ethnicity					
American Indian / Alaska Native	41	12	29.3%	33.6%	-4.3%
Asian	201	86	42.8%	33.6%	9.2%
Black or African American	262	59	22.5%	33.6%	-11.1%
Filipino	27	11	40.7%	33.6%	7.1%
Hispanic or Latino	1,231	374	30.4%	33.6%	-3.2%
Native Hawaiian or other Pacific Islander	11	1	9.1%	33.6%	-24.5%
White	513	212	41.3%	33.6%	7.7%
Some other race	213	85	39.9%	33.6%	6.3%
Special Groups					
Foster youth	15	3	20.0%	33.6%	-13.6%
Individuals with disabilities	251	61	24.3%	33.6%	-9.3%
Low-income students	1,966	642	32.7%	33.6%	-1.0%
Veterans	65	31	47.7%	33.6%	14.1%
First Generation Student	229	80	34.9%	33.6%	1.3%

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table C.6 below shows the three student groups that are experiencing the greatest equity gaps in basic skills math completion and the number of students “lost”. If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest equity gaps are:

- 1) Foster Youth with a -13.6 percentage point gap
- 2) Black or African American with a -11.1 percentage point gap
- 3) Individuals with disabilities with a -9.3 percentage point gap

In the Activities Section, discussions on implementing services to increase completion rates for all disproportionate groups will be addressed.

Table C.6

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"
Largest Gap	<b>Foster Youth</b>	<b>13.6%</b>	<u>0.136</u>	x	<b>15</b>	= <b>2</b>
Second Largest	<b>Black or African American</b>	<b>11.1%</b>	<u>0.111</u>	x	<b>262</b>	= <b>30</b>
Third Largest	<b>Individuals with Disabilities</b>	<b>9.3%</b>	<u>0.093</u>	x	<b>251</b>	= <b>24</b>

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**

**GOAL C.**

The goal is to improve EMLS and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

**EMLS**

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
Individuals with disabilities	-16.0%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020
Whites	-7.3%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020
Males	-2.1%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**ENGLISH**

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
Foster Youth	-15.1%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020
Black or African American	-9.7%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020
Individuals with disabilities	-7.1%, 2014 (Six-year rate)	Reduce gap by two percentage points	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**MATH**

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	-13.6%, 2014	Reduce gap by two percentage points	2020
Black or African American	-11.1%, 2014	Reduce gap by two percentage points	2020
Individuals with disabilities	-9.3%, 2014	Reduce gap by two percentage points	2020
Hispanic/Latino	-3.2%, 2014	Reduce gap by two percentage points	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1**

- Pilot a *Math and English First* initiative with existing special programs that serve students who have been assessed into Basic Skills courses, particularly those focused on disproportionately impacted groups such as, SYMBAA, Idile, USEAA, Foster Youth, Camino and EOPS. These could be modeled after the Network Scholars First Year Experience that has built math and English into the pathway.

● **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

● **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.1	First time basic skills students in fall 2015	3,500

● **Activity Implementation Plan**

Currently, only one of the special programs at FCC requires math and English in the first three semesters of college. The Network Scholars First Year Experience (FYE) learning community provides a clear pathway for students to complete the basic skills sequence in reading/writing or EMLS and math. The initial data on this special program has shown promise, but this is only the fourth cohort in fall 2015. We would like to complete additional research to inform our decision to implement ME First in other special programs, particularly those that are designed for students who are disproportionately impacted. We believe that students should focus on those courses that will help them be successful in college in their first year. The implementation of this activity will require the completion of a study on requiring first-time degree/transfer seeking students who place in basic skills courses to complete math and English or English for Multi-Language Speakers (EMLS) in their first year of college (ME First).

In addition, the college implemented a large scale Summer Bridge program in summer 2015 designed to assist students in completing their first basic skills math or English/English for Multilanguage Language Speakers (EMLS) courses prior to fall 2015. Since this intervention is relatively new we would like to spend time analyzing the data and to determine links to special programs and the implementation of ME First.

### Research and Evaluation

The following questions will guide our inquiry in fall of 2015 and spring 2016:

- Do students in the Network Scholars program have increased retention, completion and persistence rates as compared to other basic skills students? Can this be attributed to taking math and English/EMLS first?
- Do students in the Network Scholars have increased retention, completion and persistence as compared to other special programs during the last 2 years? (the Network Scholars is a new program with only 3 years of completion data)
- Are there courses in the basic skills sequence that consistently have a higher rate of non-completers?
- Are there courses in the basic skills sequence that consistently have a higher rate of completers?

FCC will conduct the following research in 2015-2016 to implement a *ME First* initiative:

- Review student assessment trends and course taking patterns for select special programs to determine the number of sections and times of offerings
- Review course scheduling procedures and processes to determine how to provide enough courses to meet demand
- Review campus-wide student assessment trends and course taking patterns—with a focus on students beginning their math sequence in basic skills— to determine the number of sections and times of offerings
- Survey current first year students to determine barriers to taking math or English in the first year of college and how students make decision on course taking.

- Collect and analyze the data on the Network Scholars program, a 3 semester FYE for basic skills and EMLS students to determine student success rates through the basic skills sequence and English 1A in a three-semester period. Compare this data with other special programs whose cohorts have completed ENGL 1A or another transfer course.
- Analyze placement data on current first year students to determine placement levels and how placement was determined (i.e. placement test, multiple measures, other).
- Use the data to develop the fall 2016 schedule to reflect changes in course offerings, student expectations, advising and recruitment.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	September 2015 – June 30, 2016	\$9,000 % time on research and coordination \$15,000 for professional development	BSI – coordinator salary and adjunct counselor salary General Fund (for FT faculty paid out of general fund \$\$) Other special program funds that already pay for counselor/coordinators Assessment Center and research costs for Multiple Measures evaluations (XX0 and SSSP – maybe 20% of \$300,00 expenses for SSSP = \$60,000

• **Link to Goal**

FCC has a significant number of students requiring one or more remediation classes. We believe that students need a more structured and accelerated pathway through the basic skills sequence and on to transfer level courses. In addition, research indicates that students who successfully complete a math course in their first year of college are 67% more likely to complete their stated educational goal and students who successfully complete an English class in their first year of college are 31% more likely to complete their stated educational goal (Research & Planning Group, March 2010). We also know that many students put off taking math in particular and the longer they wait the less likely they are to finish the sequence. Further, research shows that providing students with a clear pathway through the sequence improves student success. Mining the data to show how this can be implemented on a large scale will help us to provide the support and courses needed to help students be successful and complete the basic skills sequence so that students can take transfer level classes and be successful in those classes. Developing a ME First initiative on campus is supported by the Basic Skills Initiative through funding of faculty participation in Leading from the

Middle (LFM) a state wide leadership project. BSI monies fund three-to-four faculty each year to participate in LFM. Two of the LFM faculty cohorts are actively working on the ME First Initiative in two ways; 1) Create an awareness campaign for existing students and returning students of the need for Math and English in their first year of college; 2) Create an awareness campaign with faculty and administration to support the focus of Math and English First for first-time entering students.

• **Evaluation**

- Completion of research data collection in spring 2016
- Number of additional basic skills and ESL courses offered in fall 2016 and spring 2017
- Number of students enrolled in Math, English or EMLS in their first year of college beginning in fall 2016 compared to baseline data
- Focus groups with students in *ME First* special programs
- Collect student retention, persistence and success data within the basic skills sequence
- Long-term college retention, persistence and success data in the first transfer level course after completion of the basic skills sequence

**C.2**

- Establish on-going professional learning that focuses on effective critical pedagogy and learner centered classrooms to improve ESL and Basic Skills sequence completion. Include faculty, counselors, tutors and student leaders in training.

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.2	Individuals with disabilities	49
C.2	White	3
C.2	Male	81
C.2	Foster Youth	5
C.2	Black or African American	79
C.2	Low-Income	43

• **Activity Implementation Plan**

Creating on-going meaningful and effective professional development is an important aspect of improving student outcomes. Studies show that when faculty, counselors and staff are exposed to critical pedagogy and are supported in implementing new strategies student outcomes improve. In collaboration with the campus wide professional development committee, we want to create a comprehensive, varied and on-going program for faculty and staff. Further, we want to develop a safe environment to explore current practices and their contribution to equity gaps.

The following steps will be implemented to complete this activity:

- 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 disproportionately impacted groups.
- Provide training for faculty and Extending the Class (ETC) and Peer Assisted Study Sessions (PASS) Leaders on the effective use of supplemental instruction including recruiting peer leaders. There will be a focus on recruiting from disproportionately impacted groups within basic skills courses, particularly African Americans. Pass Leaders will have a focus on disproportionately impacted groups within English and EMLS courses.
- Provide professional learning opportunities for faculty and counselors to increase cultural competency and to integrate culturally responsive pedagogy in basic skills and EMLS courses and counseling practices with disproportionately impacted groups. Examples of potential workshops include Leonard Geddes with the LearnWell Project, On Course, 3CSN and Habits of Mind and Reading Apprenticeship.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	July 1, 2015 – June 30, 2016	\$23,000 for research, coordination, admin support \$15,000 professional development \$7000 Learn Well project \$1000 focus groups \$6000 workshops	Basic Skills Funds, XX0 (travel and conference from Academic Senate), other

• **Link to Goal**

Professional development is necessary in order for faculty to increase their effectiveness in developing and implementing equity-minded pedagogy. The design and implementation of culturally relevant teaching strategies will improve student retention, persistence and completion of the basic skills course sequence.

• **Evaluation**

- Participants will complete a questionnaire at the end of each professional development opportunity to assess knowledge gained and intent to implement learned strategies.
- A follow-up survey will be administered to participants at three months and six months after participating in professional development activities to measure the degree of implementation of new strategies learned and assess any barriers that need to be addressed.
- Collect data on the retention, successful completion and persistence of disproportionately impacted groups in basic skills and EMLS courses to monitor effectiveness of professional development activities.

**C.3**

- Provide supplemental instruction through ETC Leaders in basic skills math courses and Peer Assisted Study Sessions (PASS) leaders in all basic skills English and EMLS courses. ETC and PASS leaders are students who serve as embedded tutors who have successfully completed the designated class (i.e. Math 201 or ENGL 125). The student attends the class with the students and conducts study sessions outside of class. ETC and PASS leaders are trained through the Tutorial and Reading & Writing Center.

• **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.3	Individuals with disabilities	49
C.3	White	3
C.3	Male	81

C.3	Foster Youth	5
C.3	Black or African American	79
C.3	Low-Income	43

• **Activity Implementation Plan**

In the first few years of the Basic Skills Initiative, the FCC Tutorial Center requested funding to launch Supplemental Instruction as a way to meet the needs of basic skills students. Supplemental Instruction is an academic assistance program that utilizes peer-assisted study sessions. In this model, a student who has taken the course previously becomes the tutor in the same course, with the same instructor the next semester or year (Martin & Arendale, 1990). Funding was provided for an adjunct faculty coordinator in 2007. Over the years, as FCC has assessed and evaluated the program, changes were made to better meet the needs of our students and faculty. We renamed our program ETC to reflect those changes and the program was continuously funded through the BSI even as the program grew and changed. Our ETC program was highlighted in the 2014 Basics Skills Completion: The Key to Student Success in California Community Colleges – Effective Practices for Faculty, Staff and Administrators Guide. The BSI has struggled to maintain the funding for this program and has sought to make it a full-time position funded with other monies in order to expand to meet the needs of more students. Due to the success of ETC with basic skills students the college decided to incorporate the ETC faculty coordinator into the Equity Plan to target disproportionately impacted students. A full-time faculty coordinator was hired in August 2015. Further, all tutors are supported through the general fund budget and most recently the Office of Instruction committed additional general fund monies to support additional tutors for this highly successful program. ETC services continue to expand and scale up in order to include more course sections not only in basic skills courses but also transfer courses with traditionally high failure rates for disproportionately impacted student groups.

In spring 2014 the campus Academic Success Committee, that oversees the BSI, approved the addition of an adjunct Math Faculty Tutor to focus specifically on basic skills math courses. An adjunct was hired in January 2015 and was paid for out of BSI monies. However, the BSI budget is relatively small and needs to be available to support other innovative projects, therefore the math faculty tutor position was approved as a full-time position using Equity funds in September 2015. This position will focus on basic skills math courses as well as transfer level courses with disproportionately impacted students as identified in both Indicator B and C.

The campus Writing and Reading Center (WRC) launched a modified form of SI called PASS. Initially, funding was provided through Basic Skills to provide embedded tutors in our Basic Skills First Year Experience, the Network Scholars. The support of the Network Scholars tutors continues, but due to the increased success of those targeted students, the Office of Instruction committed new general fund monies to imbed PASS tutors in all developmental writing classes. Further, the part-time PASS Faculty Coordinator was recently moved to a full-time position

now funded out of the Equity Plan. This decision was based on data that shows student participation in PASS addresses equity gaps and improves student GPA.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	July 1, 2015 – June 30, 2020 (this in an ongoing activity and the costs reflect only 2015-16)	\$70,000 for % of coordination of PASS Coordinator, ETC Coordinator Math Tutoring Coordinator \$145,000 for instructional support	General funds for coordination and instructional support

• **Link to Goal**

Supplemental Instruction (SI) is a research based strategy that improves student grades and course completion. The Tutoring Center at FCC has implemented this effective instructional strategy through ETC and the Writing and Reading Center has implemented SI through PASS. Utilizing ETC and PASS in Basic Skills math, English and EMLS courses will assist the college in improving student completion of the basic skills sequence and persistence to transfer level courses.

• **Evaluation**

- Quantitative data such as GPA, course completion and persistence to the next level in the basic skills sequence will be measured. Students who participate in ETC or PASS will be compared to similar students who do participate in the services to compare success rates.
- Students who participate in ETC and PASS will also be tracked to compare their success rate in transfer level classes after completing the basic skills sequence.
- Participating students will be asked to provide their feedback on the services through a survey in order to evaluate and improve the services.
- ETC and PASS leaders will be asked to provide feedback through a survey each semester and through continual feedback with supervisors.
- Participating faculty will be asked to provide feedback through a survey each semester as well as through on-going collaboration with ETC and PASS Coordinators and other faculty participants.
- ETC and PASS are part of the Program Review process for their respective departments and as such robust evaluation and review is conducted on an on-going process.

**C.4**

- Create a First Year Experience (FYE) for Black or African American students. Determine how to scale up existing efforts or create a new program to meet the needs of African American students

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.4	African American Students	58

• **Activity Implementation Plan**

Faculty and staff at FCC believe and research supports the idea that structured pathways are an effective way to improve student outcomes. This activity proposes to research the possibility of providing either a new structured FYE pathway for Black or African American students or determining if existing structures supporting African American students can be scaled up effectively. The following steps will be implemented to achieve this activity.

- Conduct a research study to examine African American perceptions of the college and how the college can help meet their educational needs. Include focus groups and interviews with African American students to identify barriers, interventions and strategies for improving progress and completion.
- Conduct research on effective Black or African American First Year Experience programs at colleges similar to FCC. This will include multiple discussions with faculty, counselors and administrators at selected colleges; analysis of data and success rates; and a site visit to determine the implementation plan at FCC. The Student Equity Coordinator will lead this effort in collaboration with the Basic Skills Coordinator, Idile/SYMBAA Counselor, faculty and counselors.
- Evaluate current learning communities on campus that target Black or African American students to determine if they can be scaled up as a FYE based on the research.
- Engage African American faculty in discussions on the needs of Black or African American students and the course sequence and support services necessary for development of the FYE.
- Provide professional learning for faculty, staff and administrators

ID	Timeline(s)	Student Equity Funds	Other Funds
C.4	October 1, 2015 – December 2016	\$78,000 for % time for coordination/admin support and professional development \$3,600 % time for research \$1000 focus groups	BSI Funds SSSP General Fund

• **Link to Goal**

FYE is an effective way to improve student outcomes and research shows that structured pathways improve student outcomes. Our Black or African American students are disproportionately represented in the lack of completion in the basic skills sequence both in math and English as well as completing a transfer level course after completing the sequence. We believe that providing a comprehensive FYE for our Black or African American students will improve basic skills sequence course completion. In addition, other ways to offer remediation will be explored and considered for implementation. However, further research needs to be done to identify the specific needs of this group and to design an evidenced based program. It is imperative to seek input from all stakeholders in order to have a comprehensive program.

• **Evaluation**

- Gather and monitor retention, persistence and successful completion data of African American students.
- Students who participate in the FYE will be tracked to compare their success rate in transfer level classes after completing the basic skills sequence.
- Participating students will be asked to provide their feedback on the services through a survey in order to evaluate and improve the services at least once each academic year.

**C.5**

- Extend the *USEAA*, *SYMBAA*, *IDILE*, *PUENTE*, *Camino* and *The Network Scholars* learning community programs to provide comprehensive services for up to three years (i.e. academic support, counseling, etc.).

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.5	Individuals with disabilities	49
C.5	White	3
C.5	Male	81
C.5	Foster Youth	5
C.5	Black or African American	79
C.5	Low-Income	43
C.5	Southeast Asian	Unknown (see footnote 3)

• **Activity Implementation Plan**

FCC has provided special programs through Student Services for many years. These programs target specific racial, ethnic or learning needs groups who are disproportionately impacted in the basic skills sequence. Each learning community or FYE has several components in common such as 1) a designated counselor; 2) linked classes for at least one semester for first time entering students; 3) field trips to a university; 4) student education planning. Some of our special programs also include mentors and book stipends based on the funding source. We are interested in expanding the special programs for up to three years to continue to provide comprehensive wrap around services to improve students’ success in the basic skills and EMLS sequence and on to transfer courses. The success of each individual program has varied over the years and further research is needed to determine what components of each program contribute to the most success and what barriers exist in providing services.

In order to maximize and align extended services the special program coordinators will meet in fall 2015 and spring 2016 to do the following:

- Analyze the data on existing programs
- Review the literature on learning communities, FYEs and other focused student success programs to identify effective practices
- Identify other colleges with extended programs and engage in a dialogue with them about logistics and effective practices

- Draft a template for years 2 and 3 of the learning community. Services may include but not be limited to, book stipends; field trips; required counseling sessions; workshops (choosing a major, transfer requirements, education planning, job placement, financial literacy, mentoring, etc.).
- Based on the research, determine the staffing needed to implement extended services

In order to maximize and align extended services the special program coordinators will meet in fall 2015 to do the following:

ID	Timeline(s)	Student Equity Funds	Other Funds
C.5	Fall 2015 – Spring 2020	\$25,000 % time for student services/equity coordination and research \$15,000 field trips \$6000 workshops	BSI - Basic Skills Counselor General Fund Counselor/program coordinators Special program funds for counselor/coordinators

• **Link to Goal**

Research indicates that the protective factors that are present during the one or two semesters that a student is in a special program last for an additional semester but then fall off in subsequent semesters. Providing additional support for students who are disproportionately impacted will help ensure continued success through the basic skills sequence and transfer level courses. However, more research is needed in order to determine the most effective interventions during the second and third years of a learning community program.

• **Evaluation**

- Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in EMLS and Basic Skills course completion.

**C.6**

- Explore the development of a learning community program for American Indian/Alaskan Native students to provide resources and support to improve student outcomes.

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.6	Black or African American	79

• **Activity Implementation Plan**

The American Indian/Alaskan Native student group is not one of our top three DI groups however, they do show disproportionate impact in basic skills math. Further we do have a number of American Indian students and a large Native American population in our service area. These students have historically had low completion and transfer rates. We would like to explore the American Indian student experience at Fresno City College to determine the best intervention to meet their stated needs.

This activity will include a research study to examine American Indian’s perceptions of college and how college faculty and staff can help meet their educational needs. The study will include focus groups and interviews with students and the community to identify barriers for students’ lack of progress and completion as well as to identify interventions and strategies for improving progress and completion.

We will also conduct research on effective American Indian/Native Alaskan FYE programs at colleges similar to FCC. This will include multiple discussions with faculty, counselors and administrators at selected colleges; analysis of data and success rates; and potentially a site visit. The Student Equity Coordinator will lead this effort in collaboration with the Basic Skills Coordinator, faculty and counselors.

ID	Timeline(s)	Student Equity Funds	Other Funds
C.6	July 1, 2015 – June 30, 2016	\$10,000 % time on coordination/research \$1000 focus groups \$1000 direct student support \$6000 % time adjunct counseling	BSI General Fund SSSP funds

• **Link to Goal**

Research indicates that structured pathways are an effective way to improve student outcomes, however we do not know what type of structured pathway would best meet the needs of our American Indian students. This activity proposes to provide a new structured FYE pathway for American Indian students. Equity gaps for our American Indian population in the basic skills sequence have not been addressed on our campus before and while research indicates that structured pathways are an effective way to improve student outcomes we do not know what type of structured pathway would best meet the needs of this student population. The American Indian student population is small but has significant equity gaps on our campus, particularly in basic skills math. This activity will provide time and resource for us to investigate the needs of this population and will inform the development of interventions to address those needs. Asking the students and the American Indian community for their input will provide us with data that will help us focus interventions and to ensure that we are addressing the greatest need.

• **Evaluation**

- Data that will be collected includes a significant amount of qualitative data at the beginning to listen to student voices from the American Indian student group. This will include focus groups and individual interviews with students as well as with members of the American Indian community. This data will help inform the creation of effective interventions to meet students’ needs.
- Quantitative data collection will include the following:
  - Analyzing American Indian enrollment patterns
  - Collecting and analyzing retention, persistence and successful completion data and establishing a benchmark for American Indians

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## Degree and Certificate Completion

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**CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION**

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**D. DEGREE AND CERTIFICATE COMPLETION.** The 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 as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

The Fresno City College Institution Research Office reviewed three methods for calculating student equity gaps (disproportionate impact) for degree completion and certificate completion: 1) proportionality methodology, 2) 80% rule methodology, and 3) percentage point gap methodology. The percentage point gap methodology was selected as an approach to calculate the disproportionate impact groups for both degree completion and certificate completion because the results were easier to interpret.

The percentage point gap compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome. One of the advantages of the percentage point gap measurement is that it allows users to calculate and communicate the number of students ‘lost’ relative to the all student (or another group’s) average. Since Fresno City College is a Hispanic Serving Institution (HSI), Hispanics/Latinos make up the largest number of degree and certificate completion rates, followed by White, Asian, Black or African American students.

Degree Completion (2008-2009 Cohort Year)

Table D1. below shows the findings from the Percentage Point Gap analysis for degree completion. For the degree completion rate, the total student average for all student yield 9.3% and Native Hawaiian/Pacific Islander (16.7%), Foster Youth (14.3%) and Asians (11%) were above the total average respectively. Although the percentage is above the total average for Native Hawaiian/Pacific Islander and Foster Youth, it is important to consider their total size compared to all students.

Rate	Denominator	Numerator
<b>Degree and Certificate Completion</b>	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Table D.1

Target Population(s): 2008-2009 Scorecard Cohort	The # of first-time students who enrolled in the base year with the goal of obtaining a degree or certificate	The number of students out of ← (the denominator) who earned a degree within one or more years.	The rate of degree completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<b>2008-2009 Cohort</b>	3,438	319	9.3%	9.3%	
Gender					
Males	1,614	135	8.4%	9.3%	-0.9%
Females	1,805	184	10.2%	9.3%	0.9%
Unknown	19	0	0.0%	9.3%	-9.3%
Ethnicity					
American Indian / Alaska Native	45	4	8.9%	9.3%	-0.4%
Asian	327	36	11.0%	9.3%	1.7%
Black or African American	261	21	8.0%	9.3%	-1.2%
Filipino	46	5	10.9%	9.3%	1.6%
Hispanic or Latino	1,676	145	8.7%	9.3%	-0.6%
Native Hawaiian or other Pacific Islander	18	3	16.7%	9.3%	7.4%
White	756	75	9.9%	9.3%	0.6%
Some other race	309	30	9.7%	9.3%	0.4%
Special Groups					
Foster youth	14	2	14.3%	9.3%	5.0%
Individuals with disabilities	17	0	0.0%	9.3%	-9.3%
Low-income students	2,812	266	9.5%	9.3%	0.2%
Veterans	71	4	5.6%	9.3%	-3.7%
First Generation Student	285	16	5.6%	9.3%	-3.7%

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table D.2 below shows the three student groups that are experiencing the greatest equity gaps in degree completion and the number of students “lost”. If these students that were lost had completed, they would have closed the equity gap. The three student groups experiencing the greatest transfer equity gaps are:

- 1) Individuals with Disabilities with a -9.3% percentage point gap
- 2) First Generation College students with a -3.7% percentage point gap
- 3) Veteran students with a -3.7% percentage point gap

In the Activities Section, discussions on implementing services to increase degree completion rates for all disproportionate groups will be addressed.

Table D.2

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	= Number of Students "Lost"
Largest Gap	Individuals with Disabilities	-9.3%	<u>0.093</u>	x	17	= 2
Second Largest	First Generation College Student	-3.7%	<u>0.037</u>	x	285	= 11
Third Largest	Veterans	-3.7%	<u>0.037</u>	x	71	= 3

Certificate Completion (2008-2009 Cohort Year)

Table D.3 below shows the findings from the Percentage Point Gap analysis for certificate completion. For certificate completion rate, the total student average for all student yield 3.0% and Black/African American (3.8%) and White (3.3%) were above the total average.

Rate	Denominator	Numerator
<b>Certificate Completion</b>	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a certificate within one or more years, as decided by the college.

Table D.3

Target Population(s) 2008-2009 Scorecard Cohort	The # of first-time students who enrolled in the base year with the goal of obtaining a degree or certificate	The number of students out of ← (the denominator) who earned a certificate within one or more years.	The rate of certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*

<b>2008-2009 Cohort</b>	3,438	102	3.0%	3.0%	
Gender					
Males	1,614	53	3.3%	3.0%	0.3%
Females	1,805	49	2.7%	3.0%	-0.3%
Unknown	19	0	0.0%	3.0%	-3.0%
Ethnicity					
American Indian / Alaska Native	45	1	2.2%	3.0%	-0.7%
Asian	327	8	2.4%	3.0%	-0.5%
Black or African American	261	10	3.8%	3.0%	0.9%
Filipino	46	0	0.0%	3.0%	-3.0%
Hispanic or Latino	1,676	47	2.8%	3.0%	-0.2%
Native Hawaiian or other Pacific Islander	18	0	0.0%	3.0%	-3.0%
White	756	25	3.3%	3.0%	0.3%
Some other race	309	11	3.6%	3.0%	0.6%
Special Groups					
Foster youth	14	1	7.1%	3.0%	4.2%
Individuals with disabilities	17	0	0.0%	3.0%	-3.0%
Low-income students	2,812	91	3.2%	3.0%	0.3%
Veterans	71	2	2.8%	3.0%	-0.1%
First Generation Student	285	9	3.2%	3.0%	0.2%

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table D.4 below shows the three student groups that are experiencing the greatest equity gaps in certificate completion and the number of students “lost”. If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest transfer equity gaps are:

- 1) Filipino students with a -3.0% percentage point gap
- 2) Individuals with disabilities with a -3.0% percentage point gap
- 3) Native Hawaiian/Pacific students with a -3.0% percentage point gap

In the Activities Section, discussions on implementing services to increase certificate completion rates for all disproportionate groups will be addressed.

Table D.4

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	= Number of Students “Lost”
Largest Gap	<b>Filipino</b>	<b>-3.0%</b>	<u>0.030</u>	<b>x</b>	<b>46</b>	<b>= 2</b>

Second Largest	<b>Individuals with Disabilities</b>	-3.0%	<u>0.030</u>	x	17	=	1
Third Largest	<b>Native Hawaiian or other Pacific Islander</b>	-3.0%	<u>0.030</u>	x	18	=	1

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Individuals with disabilities	-9.3, 2008/09	No Gap	2020
First generation	-3.7, 2008/09	No Gap	2020
Veterans	-3.6, 2008/09	No Gap	2020
Black or African American	-1.2, 2008/09	No Gap	2020
Male	-.9, 2008/09	No Gap	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1**

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.1	Individuals with disabilities	3
D.1	First generation	11
D.1	Veterans	3
D.1	Black or African American	4
D.1	Male	15

D.1	Hispanic or Latino	14
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• **Activity Implementation Plan**

The activity from last year’s plan was to hire an Institutional Research Coordinator devoted to student equity projects. The position was filled in July of 2015 and funding for the position will need to continue.

Equity projects for this indicator include:

- Evaluate all disproportionate groups and provide data on degree completion rates and certificate completion rates to ensure that the data are representing the institution at large
- Compare data on number of students who received a degree or certificate by population group to those in that group with the same informed matriculation goals as documented in the Student Education Plan (SEP);
- Accurately aggregate and disaggregate 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 SEPs, matriculation goals, and majors in order to more accurately track student progress toward their individual goals;
- Identify students in special programs (Puente, SYMBAA, Idile, USEAA, etc.) in DataTel in order to track effectiveness of these 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 DataTel who are within 30 units of completing a degree; identify which degrees and certificate programs are in highest demand within various population groups

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	2014-2019	\$3,600 % time for research \$60,000 for counseling	XXO and SSSP funded counselors and staff supporting the completion of SEPs

• **Link to Goal**

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

• **Evaluation**

- Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

**D.2**

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.2	Individuals with disabilities	3
D.2	First generation	11
D.2	Veterans	3
D.2	Black or African American	4
D.2	Male	15
D.2	Hispanic or Latino	14

• **Activity Implementation Plan**

The activity from last year’s plan was to hire a Student Equity Coordinator devoted to student equity projects. The position was filled and funding for the position will need to continue.

Research and evaluation:

- Examine and evaluate effectiveness of the FCC/SCCCD matriculation process (including application, assessment, Student Educational Plan (SEP), registration)

- Identify student/alumni surveys especially regarding obstacles (money/employment, personal problems, academic preparedness, comprehension, graduation/fee deadlines, transportation/parking, lack of monitoring progress, misinformation about requirements, availability of classes, irresponsibility, leaving the most challenging classes for the last semester, time management, lack of mentors or peer support, etc.).

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	2014-2019	100% salary for Student Equity Coordinator	SSSP Coordinator costs for matriculation step examination = \$140,000

• **Link to Goal**

Data from prior studies will be used to identify interventions for the target groups.

• **Evaluation**

- Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

**D.3**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.3	Individuals with disabilities	3
D.3	First generation	11

D.3	Veterans	3
D.3	Black or African American	4
D.3	Male	15
D.3	Hispanic or Latino	14

• **Activity Implementation Plan**

Deliver activities to increase both faculty and student awareness of available student services and programs. Activities include FLEX day presentation to faculty to highlight some of the student services and/or special programs available to students, as well as creating a student marketing campaign to highlight student services and/or special programs.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	July 1, 2015 – June 30, 2016	\$15,000 professional development \$1000 outreach	Campus staff development funds; Speakers Forum SSSP outreach

• **Link to Goal**

The activities will increase the number of students utilizing student services and participating in special programs targeting disproportionately impacted groups.

• **Evaluation**

- Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

**D.4**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.4	Individuals with disabilities	3
D.4	First generation	11
D.4	Veterans	3
D.4	Black or African American	4
D.4	Male	15
D.4	Hispanic or Latino	14

• **Activity Implementation Plan**

The college will host events and workshops designed to expose students from target groups to various degree and career options and that bring motivational speakers who are community members representative of target groups.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.4	July 1, 2015 – June 30, 2016	\$6,000 workshops \$20,000 speakers	Speakers Forum; campus staff development funds

• **Link to Goal**

The activities will increase the number of students utilizing student services and participating in special programs targeting disproportionately impacted groups.

• **Evaluation**

- Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

**D.5**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
D.5	Individuals with disabilities	3

• **Activity Implementation Plan**

The college will hire a DSP&S Counselor

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.5	July 1 – June 30	\$22,000 % time of DSPS counselor	DSPS program funding

• **Link to Goal**

An additional DSP&S Counselor will be able to serve more students with disabilities.

• **Evaluation**

- Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

**D.6**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
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X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.6	Individuals with disabilities	3
D.6	First generation	11
D.6	Veterans	3
D.6	Black or African American	4
D.6	Male	15
D.6	Hispanic or Latino	14

• **Activity Implementation Plan**

The college will fund professional development activities to enhance counselor expertise related to FCC AA/AS/ADT options.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.6	July 1 – June 30	\$15,000 professional development \$60,000 % time of counselors	SSSP funding Transfer Center

• **Link to Goal**

Increased counselor expertise will provide better information to target students.

• **Evaluation**

- Data will be collected—both quantitative and qualitative— to measure impact of activity on the goal(s) by the Institutional Researcher and analyzed with the Student Equity Coordinator on a yearly basis to better understand why gaps are occurring and identify best activities/practices for closing the gaps in degree and certificate completion.

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# Transfer

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**CAMPUS-BASED RESEARCH: TRANSFER**

**E. TRANSFER.** The 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. Calculate transfer rates by dividing:

The Fresno City College Institution Research Office reviewed three methods for calculating student equity gaps (disproportionate impact) for Transfer rate: 1) proportionality methodology, 2) 80% rule methodology, and 3) percentage point gap methodology. The percentage point gap methodology was selected as an approach to calculate the disproportionate impact groups because the results were easier to interpret.

The percentage point gap compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome. One of the advantages of the percentage point gap measurement is that it allows users to calculate and communicate the number of students ‘lost’ relative to the all student (or another group’s) average. Since Fresno City College is a Hispanic Serving Institution (HSI), Hispanics/Latinos make up the largest number of transfer rates, followed by White and Asian students.

Table E.1 below shows the findings from the Percentage Point Gap analysis. Using the Data Mart six year transfer velocity (2008-2009 cohort)<sup>5</sup> we found that the total student average transfer rate for all students was 38.1% and both Whites (42.9%) and Asians (43.8%) were above the average respectively.

Rate	Denominator	Numerator
<b>Transfer</b>	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

<sup>5</sup> Unlike the Data on Demand Scorecard data, we are unable to merge FCC data to the Data Mart cohorts. Consequently, we are unable to disaggregate Transfer by Foster Youth, Veterans, and First Generation Students.

Table E.1

Target Population(s): Data Mart – 6 Year Transfer Velocity (2008- 2009 Cohort)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<b>All Students</b>	1,928	734	38.1%	38.1%	
Gender					
Males	868	343	39.5%	38.1%	1.4%
Females	1,051	389	37.0%	38.1%	-1.1%
Unknown	9	2	22.2%	38.1%	-15.8%
Ethnicity					
American Indian / Alaska Native	23	9	39.1%	38.1%	1.1%
Asian	210	92	43.8%	38.1%	5.7%
Black or African American	120	45	37.5%	38.1%	-0.6%
Filipino	32	17	53.1%	38.1%	15.1%
Hispanic or Latino	868	288	33.2%	38.1%	-4.9%
Native Hawaiian or other Pacific Islander	10	4	40.0%	38.1%	1.9%
White	478	205	42.9%	38.1%	4.8%
Some other race	187	74	39.6%	38.1%	1.5%
Special Groups					
Foster youth	NA	NA	NA	NA	NA
Individuals with disabilities	94	29	30.9%	38.1%	-7.2%
Low-income students	1,517	542	35.7%	38.1%	-2.3%
Veterans	NA	NA	NA	NA	NA
First Generation Student	NA	NA	NA	NA	NA

\*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

Table E.2 below shows the three student groups that are experiencing the greatest equity gaps in Transfer and the number of students “lost”. If these students that were lost had succeeded, they would have closed the equity gap.

The three student groups experiencing the greatest transfer equity gaps are:

- 1) Individuals with Disabilities with a -7.2% percentage point gap
- 2) Hispanic or Latino students with a -4.9% percentage point gap
- 3) Low-income students with a -2.3% percentage point gap

In the Activities Section, discussions on implementing services to increase transfer rates for all disproportionate groups will be addressed.

Table E.2

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal. = Number of Students "Lost"
Largest Gap	<b>Individuals with Disabilities</b>	-7.2%	0.072	x	94 = 7
Second Largest	<b>Hispanic or Latino</b>	-4.9%	0.049	x	868 = 43
Third Largest	<b>Low-Income Student</b>	-2.3%	0.023	x	1,517 = 36

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

### GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Individuals with Disabilities	-7.2%, 2008-2009 transfer velocity cohort, 6 year transfer rate	No Gap	2020
Hispanic or Latino	-4.9%, 2008-2009 transfer velocity cohort, 6 year transfer rate	No Gap	2020
Low-income Student	-2.3%, 2008-2009 transfer velocity cohort, 6 year transfer rate	No Gap	2020

\*Expressed as either a percentage or number

\*\*Benchmark goals are to be decided by the institution.

Other student transfer equity gaps identified in the college research as experiencing a disproportionate impact different from the populations with the three greatest gaps are:

- 1) Black or African American students yielded a -0.6% percentage point gap when the data was separated by ethnicity. The total average transfer rates were the reference group with a transfer rate of 38.1% compared to a transfer rate of 37.5% for Black or African American students.
- 2) Female students yielded a -1.1% percentage point gap when the data was separated by gender. The total average transfer rates were the reference group with a transfer rate of 38.1% compared to a transfer rate of 37.0% for females.
- 3) 3) Foster Youth, Veterans, and First generation students had limited transfer data and will be targeted service groups.

The primary goal for FCC is to not only close the gap for all disproportionate groups but to target all students at the institution.

**ACTIVITIES: E. TRANSFER**

**E.1**

• **Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
E.1	DSPS	7

• **Activity Implementation Plan**

Research conducted by the California Community Colleges Chancellor’s Office on Disabled Student Programs and Services (DSPS) revealed that DSPS students were substantially less likely to be transfer prepared than their non-disabled peers and were far less likely to actually transfer to a four-year institution. Since many high-demand, high-skill occupations require a baccalaureate degree and beyond, and given the significant unemployment and underemployment of persons with disabilities, the information regarding fewer transfer prepared students and fewer transfer prepared and lower transfer rates among disabled students needs further study (CCCCO DSPS, 2013).

A report on program effectiveness for DSPS students recommended the following interventions: accommodations to meet the student's needs, provision of an interpreter for a deaf student, use of an audio recorder for a student with a learning disability, note takers or readers for visually impaired students, and/or adaptations for test taking. The report indicated that DSPS students who received specialize counseling services related to their academic goal increased their academic success significantly.

Activities shall include, but not limited to:

- Hire a DSPS Transfer counselor
- Collaborate with instructional faculty for DSPS Transfer students accommodations of transfer related
- Provide classroom presentations and transfer workshops
- Target college and career fairs to DSPS identified students to increase the number of participants

- Arrange visits to four-year universities to increase transfer awareness based on the DSPS students’ recommendations
- Encouraging and participating in campus-wide efforts to identify and remove barriers to the retention and transfer of low-income, disabled and first-generation college students. Assisting in campus-wide efforts to develop strategies to improve the transfer rate for these students
- Transfer resources and materials provided by the DSPS Office that accommodates the DSPS student’s needs
- Research transfer level Math and English completion rates for DSPS students
- Other activities/effective best practices as needed to increase transfer rates

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	July 1, 2015 – June 30, 2016	\$22,000 % time of DSPS Counselor \$15,000 field trips \$6,000 workshops \$11,000 % time of Transfer Counselor	DSPS funds Transfer Center funds SSSP DSPS funds

• **Link to Goal**

The activity will improve transfer rates for DSPS students who are experiencing a disproportionate impact. The collaboration of the DSPS Office and Transfer Center will foster an environment of inclusion and provide students support/resources leading to an increase of transfer rates.

• **Evaluation**

- DSPS Transfer Counselor will implement student satisfaction survey after any transfer related activities
- Data will be collected by the Institutional Researcher on a yearly basis to examine the DSPS transfer rates

**E.2**

• **Activity Type(s)**

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support

X	Research and Evaluation		Professional Development	
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• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.2	Females	12
E.2	Black or African American	1
E.2	Hispanic or Latino	43
E.2	Current or former foster youth	Unknown
E.2	Individuals with disabilities	7
E.2	Low-income students	36
E.2	Veterans	Unknown
E.2	First Generation Student	Unknown

• **Activity Implementation Plan**

Data on transfer rates are not always apparent or easy to uncover within the existing California community college accountability structures. This is due to accountability indicators not specifically targeting the performance of community colleges in relation to their transfer function.

Transfer function is among the most challenging performance outcomes to measure because there is no consensus among practitioners and policymakers about how to effectively calculate transfer rates. When individual colleges and districts report their transfer rates, the data is rarely ever disaggregated by subgroups within a large ethnicity population, socioeconomic statuses, and special populations (Dowd, Chase, Pazich, & Bensimon, 2012).

In activity E.2, the Institutional Researcher that was hired will continue to collect and analyze data of disproportionate students who are not transferring at a successful rate and identify effective strategies to increase transfer rates. The college will plan to collect data to identify:

The Institution Research Office will determine why all disproportionate students are not transferring at a successful rate and identify effective strategies to increase transfer rates. The college will plan to collect data to identify:

- Transfer Volume

- Transfer Prepared
- Transfer Ready
- Transfer students to see whether they are representative of the college at large
- Transfer prepared students who listed “Transfer” as their academic goal to see if they are enrolled in transfer level English and Math courses their first semester
- Effectiveness of degrees awarded, specifically AA-T or AS-T. Students who meet the criteria of the AA-T or AS-T will automatically be granted the degree.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	July 1, 2015 – June 30, 2016	\$3,600 % time for research \$11,000 % time of Transfer Counselor	Transfer Center/general funds

• **Link to Goal**

This activity will help the college collect and examine disaggregated data on an on-going basis. The data collected will be used to implement effective strategies and practices that will increase transfer rates for all students with an emphasis in the following ethnic and special population groups: Hispanic, Black or African American, Native Indian, Southeast Asian (e.g., Hmong, Lao, Cambodian, Thai, Khmer, Filipino), DSPS, foster youth, veteran, low-income students, and first generation students.

• **Evaluation**

- Both quantitative and qualitative data will be collected and continuously assessed to measure impact of activity on the goal.

**E.3**

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.3	First generation	Unknown
E.3	Hispanic	43
E.3	Black or African American	1
E.3	Foster Youth	Unknown
E.3	DSPS	7
E.3	Southeast Asian (Hmong, Lao, Vietnamese, Thai, etc...)	Unknown (see footnote 3)

• **Activity Implementation Plan**

According to Mmeje, (2012), preparing community college students for transfer involves more than providing them with information regarding transfer requirements and application deadlines. Although ensuring that students are aware of the procedural aspects of transfer, studies have shown—particularly for historically underrepresented and first-generation students—that faculty, counselors, administrators, and community members, play an important role in helping students navigate the transfer process (Bensimon et al., 2007; Dowd, Bensimon, Gabbard, Cheslock, Dee, Giles, et al., 2006; Pak, Bensimon, Malcom, Marquez, & Park, 2006). Many community college students lack relationships with institutional personnel who can help them navigate campus policies and procedures, and who can facilitate access to critical information and unique programs or services that often promote transfer to a four-year college or university.

The barriers preventing students from transferring are numerous. They include, but are not limited to: complex transfer requirements, lack of institutional emphasis on transfer, insufficient guidance counseling, limited availability of required transfer courses, limited articulation agreements between community colleges and four-year institutions (Suarez, 2003).

FCC intends to develop a new program focused on increasing transfer rates for specific disproportionately impacted groups. This will be done to address the barriers preventing identified groups from transferring and include but are not limited to, complex transfer requirements; insufficient advising; limited articulation agreements between the community college and four year institutions; lack of understanding financial aid; and academic preparation.

The new transfer program will be a special program at FCC and the State Center Community College District. The mission is to service eligible disproportionate impacted students and fast-track them to transfer to a four-year university. The transfer program will focus on incoming and continuing students that place into basic skills and/or college-level English and math courses and have a transfer goal. Students who successfully complete the transfer program will be guaranteed transfer admission to specific CSUs, UCs, Historically Black Colleges and Universities (HBCU), Hispanic Association of College and Universities (HACU), and other four-year institutions.

Furthermore, the transfer program will prepare students for transfer by providing regular transfer counseling, offering participant's vital information regarding the transfer process, and creating regular opportunities for participants to develop meaningful relationships with individuals (e.g., peers, counselors, administrators, college/university representatives) who will support and guide their transfer goal.

The transfer program will include a variety of components, such as linkage to the FCC Summer Bridge Program that promotes acceleration in English and Math, field trips to colleges and universities, participation in Associate Degree for Transfer (ADT) and Transfer Agreement Guarantee (TAG), participation in a Transfer Club, and graduate/professional school preparation. Services to be provided are more individualized advising, career assessment, peer mentoring, and academic support services such as ETC and tutoring. Program activities will include:

- A comprehensive student educational plan after the student successfully completes 15 semester units and has identified a major
- Working closely with instructional faculty to examine instructional designs to improve transfer for the disproportionate groups
- Working closely with a counselor to identify additional supplemental students services as needed (probation, Early Alert, DSPS, EOPS, CalWorks, etc.)
- Increasing partnerships with CSU/UC/Private and out-of-state
- Academic support services, such as Extending the Class, tutorial, Career and Employment, etc.
- Field trips to four-year universities
- Providing transfer workshops and classroom presentations that include information about university admission requirements, selection criteria, Transfer Admission Agreements, and application processes to baccalaureate-level

campuses. These classes, workshops and presentations should be provided for all students and include special programs that serve low-income, disabled and first-generation college students, veterans and foster youth

- Data on student retention in the subsequent semester, completion course rate, and persistence rates will be examined

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	July 1, 2015 – June 30, 2016	\$70,000 % time for Transfer counselor and adjunct counseling \$15,000 Field trips \$5000 direct student and instructional support	SSSP funds Transfer Center general funds

• **Link to Goal**

Research literature indicates that students, particularly under-represented and first-generation, need more than just information about transfer. Students also need meaningful relationships with college personnel who can help them navigate campus policies and procedures and facilitate access to critical programs and services that promote transfer to four-year colleges or universities. The Transfer Academy will increase the number of disproportionately impacted students who transfer by providing them with the support and direction necessary to prepare them for transfer. Transfer Academy students will be expected to transfer to a four-year college and/or university within three academic years after their first semester of enrollment

• **Evaluation**

- Student satisfaction survey will be distributed after transfer related activities on an on-going basis.
- Data on student retention in the subsequent semester, completion course rate, and persistence rates will be collected and analyzed to inform changes and adjustments to the program.
- The number of students who transfer will be maintained

**E.4**

• **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.4	Females	12
E.4	Black or African American	1
E.4	Hispanic or Latino	43
E.4	Current or former foster youth	Unknown
E.4	Individuals with disabilities	7
E.4	Low-income students	36
E.4	Veterans	Unknown
E.4	First Generation Student	Unknown

• **Activity Implementation Plan**

Continue to develop partnerships between the college and universities that focus on increasing transfer rates for underrepresented populations through the Transfer Center. Partners should include, but not limited to the following:

- UCLA MED-PEP
- Society for Chicanos and Native Americans in the Sciences (SACNAS)
- UC Merced
- Academic Advancement Program-UCLA
- California State University, Fresno

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.4	July 1 – June 30	\$11,000 % time for Transfer Counselor	General Counseling Articulation officer and transfer counselors costs

- ***Link to Goal***

Disproportionately impacted students need clear direction and role-models to assist them with transferring to a college or university. Maintaining and continuing partnerships with organizations and universities that target disproportionately impacted groups provides the linkage necessary to assist students in their transfer choices.

- ***Evaluation***

- The number of partnerships as well as the substance of the partnerships with colleges and universities will be reviewed annually to inform adjustments or changes to the program.
- The number of disproportionately impacted students who utilize the partnerships with colleges/universities or organizations will be tracked and reviewed annually.
- Students will be given a satisfaction survey each year to evaluate the perceived benefit to students of the partnerships.

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## **Other College- or District-wide Initiatives Affecting Several Indicators**

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**

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**ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS**

**F.1**

- *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

- *Target Student Group(s) & # of Each Affected\*:*

ID	Target Group	# of Students Affected
F.1	Males	10,062
F.2	Females	11,542
F.3	American Indian/Alaska Native	289
F.4	Asians	3,497
F.5	Black or African American	1,677
F.6	Hispanic or Latino	10,856
F.7	Native Hawaiian or other Pacific Islander	47
F.8	White	5,059
F.9	Some other race	414

F.10	Former or current Foster youth	114
F.11	Individuals with disabilities	1,403
F.12	Low-Income	16,362
F.13	Veterans	562
F.14	First generation student	3,493

• **Activity Implementation Plan**

One result of the 2014-15 Student Equity Plan is the greatly increased interest in equity related data about FCC students. The demand upon the research staff to keep up with incoming research requests is impeded by the traditional ways of publishing reports. In these reports, data is static and the audience is unable to interact with the data to answer any of their own questions prompted by the analysis, including sub-group analysis needed for researching equity issues. Consequently, the full potential of the FCC data are not currently being realized.

One solution to these “big data” problems is to create information dashboards. Data dashboards provide a powerful method of communicating data and research results (Few 2011). Dashboards allow users to interact with the data and answer their own questions, including equity related questions. Dashboards are dynamic, easily updated or modified, and can be made available to broad constituent groups. Furthermore, with common data requests answered via data dashboards, institutional researchers can focus on in-depth data analysis and conduct inquiry to answer difficult research questions that require more time (e.g., do different equity groups get stuck at different momentum points or which courses display disproportionate impact). Data dashboards increase the efficiency of research and allow researchers the time to conduct in-depth research projects and analysis.

In the fall of 2014 the Fresno City College Institutional Research, Assessment, and Planning Office met with three data dashboard vendors. The office chose Tableau, which is quickly becoming the industry standard for business analytics. The software allows for quick analysis, visualization, and sharing of information. Equity funding was used to purchase a limited user license and since late spring 2015, the Institutional Research office has created seven dashboards, including a Student Equity Course Completion Analysis, and an evaluation of the Summer Bridge program comprising of two tabs, student survey results and student success.

All of the dashboards have been praised for their effectiveness in answering data questions. However, the full potential of the dashboards to impact equity related issues is restricted because of the current limited user Tableau license. The limited number of licenses impedes the ability to widely release the dashboards to a broad constituent group, including all faculty and staff,

students, and the FCC service area. This activity proposes to buy an eight core Tableau server license, which includes a four day Server Rapid Start where Tableau technicians will schedule a time with FCC Technology staff to plan, install, tune, validate and implement the server.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	July 1, 2015 – June 30, 2016	\$34,000 Tableau (% in indicator B.4 as well)	\$34,000 SSSP funds

• **Link to Goal**

All of the activities in the plan include a research component. As the culture of FCC shifts to an equity minded framework, not only the Student Equity Institutional Research Coordinator, but all of the IR staff are receiving requests that include equity related components. The eight core Tableau server will provide a way to publish research that is interactive and dynamic that will satisfy all users. Furthermore, dashboards will be created that address all five indicators/goals. In these ways, the Tableau server will increase the college’s effectiveness in addressing all of the indicators/goals.

• **Evaluation**

- An annual survey of the dashboard users will be fielded to assess user satisfaction and whether the dashboards are fulfilling the users’ needs.
- The results will be presented to the Student Equity Committee for review.

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# Summary Budget

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<b>h2015-16 Student Equity Plan Summary Budget</b>
State Center CCD
Fresno City College

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services &	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries:											
	Student Equity	1.00		\$	\$	\$ -	\$ 29,525	\$ -	\$ -	\$ -	\$ -	29,525
	Basic Skills Coordinator	0.50		\$	\$	\$ -	\$ -	\$ 33,363	\$ -	\$ -	\$ -	33,363
	SYMBAA/IDILE	1.00		\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	62,065
	Veterans Counselor	1.00		\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	38,527
	Extending the Class	1.00		\$	\$	\$ -	\$ -	\$ -	\$ -	\$ 41,590	\$ -	41,590
	Transfer Center Equity	1.00		\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	33,274
	DSPS Equity Counselor	1.00		\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	33,274
	PASS Coordinator	1.00		\$	\$	\$ -	\$ -	\$ -	\$ -	\$ 33,274	\$ -	33,274
	Student Success Math	1.00		\$	\$	\$ -	\$ -	\$ -	\$ -	\$ 33,274	\$ -	33,274
Adjunct	0.50		\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	456,700	
	<b>Subtotal</b>			\$	\$	\$ -	\$ 29,525	\$ 33,363	\$ -	\$ 108,138	\$ -	\$ 794,866
2000	Classified and Other Nonacademic	# of Hours	Activity ID	Outreach	Student Services	Research and	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student	Total
	Institutional Research	1.00		\$	\$	\$ 30,684	\$ -	\$ -	\$ -	\$ -	\$ -	30,684
	Accounting Technician	1.00		\$	\$	\$ -	\$ 31,673	\$ -	\$ -	\$ -	\$ -	31,673
	Office Assistant II	1.00		\$	\$	\$ -	\$ 20,763	\$ -	\$ -	\$ -	\$ -	20,763
	Office Assistant III	1.00		\$	\$	\$ -	\$ 21,803	\$ -	\$ -	\$ -	\$ -	21,803
	Peer Mentors/Tutors	0.50		\$	\$	\$ -	\$ -	\$ -	\$ -	\$ 400,000	\$ -	400,000
	Special Program	0.50		\$	\$	\$ -	\$ -	\$ -	\$ -	\$ 32,000	\$ -	32,000
				\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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				\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$	\$	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>			\$	\$	\$ 30,684	\$ 74,239	\$ -	\$ -	\$ 432,000	\$ -	\$ 536,923

<b>2015-16 Student Equity Plan Summary Budget</b>
State Center CCD
Fresno City College

3000	Employee Benefits	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Student Equity		\$ -	\$ -	\$ -	\$ 11,012	\$ -	\$ -	\$ -	\$ -	11,012
	Basic Skills Coordinator		\$ -	\$ -	\$ -	\$ -	\$ 9,957	\$ -	\$ -	\$ -	9,957
	SYMBAA/IDILE		\$ -	\$ 19,044	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	19,044
	Veterans Counselor		\$ -	\$ 12,294	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	12,294
	Institutional Research		\$ -	\$ -	\$ 12,675	\$ -	\$ -	\$ -	\$ -	\$ -	12,675
	Extending the Class		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,730	\$ -	12,730
	Accounting Technician I		\$ -	\$ -	\$ -	\$ 13,725	\$ -	\$ -	\$ -	\$ -	13,725
	Office Assistant II		\$ -	\$ -	\$ -	\$ 11,372	\$ -	\$ -	\$ -	\$ -	11,372
	Office Assistant III		\$ -	\$ -	\$ -	\$ 11,597	\$ -	\$ -	\$ -	\$ -	11,597
	Peer Mentors/Tutors		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,840	\$ -	26,840
	Special Program		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 642	\$ -	642
	PASS Coordinator		\$ -	\$ 11,635	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11,635
	Student Success Math		\$ -	\$ 11,635	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11,635
	Transfer Center Equity		\$ -	\$ 11,635	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11,635
	DSPS Equity Counselor		\$ -	\$ 11,635	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	11,635
	Adjunct		\$ -	\$ 64,930	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	64,930
	<b>Subtotal</b>		\$ -	\$ 142,808	\$ 12,675	\$ 47,706	\$ 9,957	\$ -	\$ 40,212	\$ -	\$ 253,358
4000	Supplies & Materials	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Student Supplies		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	10,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000
5000	Other Operating Expenses and Services	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Field Trips		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 125,000	125,000



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# Evaluation

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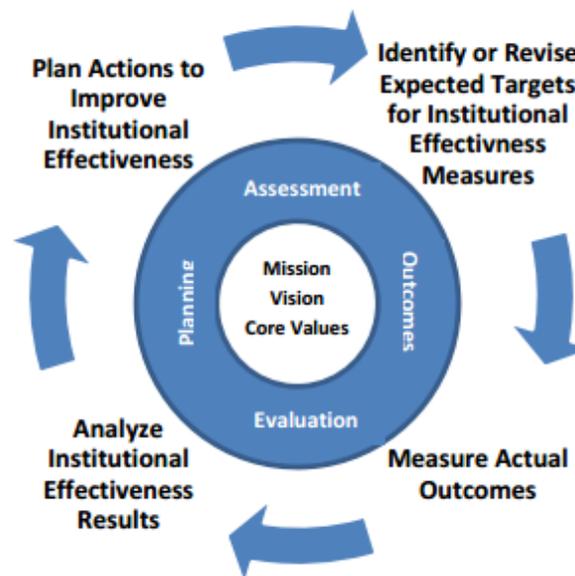
## SUMMARY EVALUATION SCHEDULE AND PROCESS

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Each of the goals 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. It is expected that achievement gaps will be reduced over time and that outcome measures will be assessed and evaluated on an annual basis.

FCC is committed to continuous improvement, the evaluation of institutional effectiveness, and the assessment of student learning. In the fall of 2013, the Institutional Research and Effectiveness (IRE) Committee began the development of the Institutional Effectiveness Index. The index is intended to provide baseline data to inform decision making and assist the college in continuous improvement. As a part of this process the committee developed the institutional effectiveness assessment cycle (shown below). This graph shows that assessment is cyclical and ongoing. The initial cycle begins with the identification of the areas of institutional effectiveness and data collection points. After a review of the data from previous years, expected targets are identified. Then actual outcomes are measured, the results are analyzed, actions are taken (or planned) to improve institutional effectiveness, and the cycle repeats. In subsequent cycles, measures of institutional effectiveness and data collection points are reviewed for relevancy to the college's overall planning process. The Student Equity Committee will work with the IRE Committee to coordinate and integrate the student equity evaluation process into the Institutional Effectiveness Index and the assessment cycle.

### FCC Institutional Effectiveness Assessment Cycle



The Student Equity Committee will be responsible for ensuring that progress is being made toward our goals as stated in the Student Equity Plan. The Student Equity Coordinator and the Student Equity Committee will work collaboratively to ensure the following:

- On-going collaboration and communication with campus committees
- Integration of planning at the campus and district level
- Evaluation results are appropriately and effectively communicated with faculty, staff, administrators, students, and the community (e.g. dashboards, reports, email, open forums, etc.) in a timely manner
- Goal attainment or lack of attainment is clearly identified and time is made available for individuals responsible for implementing activities to reflect upon results and strategically plan next steps (e.g. change in practice, pedagogy, process, policy, etc.)
- Time frames and responsibilities for new actions that result from reflection upon evaluation results will be clearly identified

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# REEDLEY COLLEGE STUDENT EQUITY PLAN

*REEDLEY COLLEGE • MADERA COMMUNITY COLLEGE CENTER • OAKHURST COMMUNITY COLLEGE CENTER*



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# TABLE OF CONTENTS

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<b>TABLE OF CONTENTS.....</b>	<b>2</b>
<b>SIGNATURE PAGE .....</b>	<b>4</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>5</b>
<b>PLANNING COMMITTEE AND COLLABORATION .....</b>	<b>9</b>
PLANNING AND COLLABORATION SUMMARY .....	9
STUDENT EQUITY PLAN COMMITTEE MEMBERSHIP LIST .....	9
<b>ACCESS.....</b>	<b>12</b>
CAMPUS BASED RESEARCH ON ACCESS .....	12
<i>Indicator Definitions and Data .....</i>	<i>12</i>
<i>Conclusions: Disproportionately Impacted Student Groups .....</i>	<i>14</i>
ACCESS GOALS, ACTIVITIES, FUNDING AND EVALUATION .....	15
<i>Goal A. Access .....</i>	<i>15</i>
<i>Activity A.1 Reg-to-Go (RTG).....</i>	<i>16</i>
<i>Activity A.2 Face to Face Orientation: RC/MC Kickstart.....</i>	<i>18</i>
<i>Activity A.3 Online Orientation .....</i>	<i>21</i>
<i>Activity A.4 K16 Bridge: Career Exploration.....</i>	<i>23</i>
<b>COURSE COMPLETION .....</b>	<b>25</b>
CAMPUS-BASED RESEARCH ON COURSE COMPLETION .....	25
<i>Indicator Definitions and Data .....</i>	<i>25</i>
<i>Conclusions: Disproportionately Impacted Student Groups .....</i>	<i>27</i>
COURSE COMPLETION GOALS, ACTIVITIES, FUNDING, AND EVALUATION .....	28
<i>Goal B. Course Completion .....</i>	<i>28</i>
<i>Activity B.1 Early Alert.....</i>	<i>29</i>
<i>Activity B.2 Targeted Interventions.....</i>	<i>31</i>
<b>ESL AND BASIC SKILLS COMPLETION .....</b>	<b>34</b>
CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION .....	34
<i>Indicator Definitions and Data .....</i>	<i>34</i>
<i>Conclusions: Disproportionately Impacted Student Groups .....</i>	<i>36</i>
ESL AND BASIC SKILLS COMPLETION GOALS, ACTIVITIES, FUNDING AND EVALUATION .....	37
<i>GOAL C. ESL and Basic Skills Course Completion .....</i>	<i>37</i>
<i>C.1 Cohort Enrollment / FYE Programs.....</i>	<i>38</i>
<i>C.2 Embedded Counseling .....</i>	<i>40</i>
<i>C.3 Tutoring, including supplemental instruction/embedded tutoring .....</i>	<i>42</i>
<i>C.4 Accelerated Learning .....</i>	<i>45</i>
<b>DEGREE AND CERTIFICATE COMPLETION .....</b>	<b>47</b>
CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION .....	47
<i>Indicator Definitions and Data .....</i>	<i>47</i>
<i>Conclusions: Disproportionately Impacted Student Groups .....</i>	<i>49</i>
DEGREE AND CERTIFICATE COMPLETION GOALS, ACTIVITIES, FUNDING AND EVALUATION .....	50
<i>GOAL D. Degree and Certificate Completion .....</i>	<i>50</i>
<i>D.1 Student Mentor Program.....</i>	<i>51</i>
<i>D.2 Student Engagement Activities .....</i>	<i>53</i>

<i>D.3 Job Developer</i> .....	57
<b>TRANSFER</b> .....	<b>59</b>
CAMPUS-BASED RESEARCH: TRANSFER .....	59
<i>Overview</i> .....	59
<i>Indicator Definitions and Data</i> .....	59
<i>Conclusions: Disproportionately Impacted Student Groups</i> .....	61
TRANSFER GOALS, ACTIVITIES, FUNDING AND EVALUATION .....	62
GOAL E. ....	62
<i>E.1 Counselor Training for Transfer</i> .....	63
<b>OTHER COLLEGE- OR DISTRICT-WIDE INITIATIVES AFFECTING SEVERAL INDICATORS</b> .....	<b>64</b>
ACTIVITIES AFFECTING SEVERAL INDICATORS: GOALS, ACTIVITIES, FUNDING, AND EVALUATION .....	65
<i>F.1 Supplemental Financial Assistance</i> .....	65
<i>F.2 Transit Survey</i> .....	67
<b>SUMMARY BUDGET</b> .....	<b>69</b>
<b>SUMMARY EVALUATION</b> .....	<b>4</b>
EVALUATION MEASURES AND SCHEDULE .....	4
<b>ATTACHMENTS</b> .....	<b>7</b>
REFERENCE PAGE .....	8

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# SIGNATURE PAGE

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**District:** State Center Community College District

**Board of Trustees  
Approval Date:**

December 2, 2015

---

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

*[Signature]*

Dr. Sandra Caldwell

sandra.caldwell@reedleycollege.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCC.

*[Signature]*

Ms. Donna Berry

donna.berry@reedleycollege.edu

*[Signature]*

Mr. Edwin Eng

ed.eng@sccd.edu

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

*[Signature]*

Dr. Claudia Habib

claudia.habib@reedleycollege.edu

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

*[Signature]*

Mr. Jan Dekker

jan.dekker@reedleycollege.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

Ms. Stephanie Curry

stephanie.curry@reedleycollege.edu

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

Ms. Corinna Lemos

corinna.lemos@reedleycollege.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

Mr. Matthew Rodriguez

mattr7200@gmail.com

*[Signature]*

Dr. Darlene Murray

darlene.murray@reedleycollege.edu

559-638-3641

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# EXECUTIVE SUMMARY

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## About Reedley College

Reedley College, Madera and Oakhurst Community College Centers are located in the heart of the Central Valley. Together, these colleges serve some of the state's most rural portions of Madera, Mariposa, Fresno, and Tulare Counties. The college community service areas face challenges of unemployment, endemic poverty, and low levels of educational attainment. These demographic characteristics underline the importance of Reedley College as the pathway to better lives for those who attend.

## Introduction

At Reedley College, we motivate and inspire students to succeed! Reedley College is committed to provide an accessible educational environment with high-quality innovative learning opportunities supported by services for student success.

The development of the Student Equity Plan has been a collaborative process with all key stakeholders. Our college recognizes that in order to create systemic change and support success for all students, we must coordinate equity planning with the educational master plan, strategic plan, and program review process.

## Campus Based Research

The campus-based research indicated that specific ethnic groups have measures of inequity when assessing for disproportionate impact for the five student success indicators. Last year's plan found that Hispanic students were most often experiencing disproportionate impact. It also found that African-American students frequently experienced the largest disproportionate impact.

The methodology suggested by the state and utilized in this plan revealed additional disproportionately impacted groups. However, many of those groups make up a relatively small percentage of the population and institutional research revealed the impact had not been consistent over time. Therefore, we chose to focus our efforts on the four groups experiencing most frequently and consistent disproportionate impact across the indicators. Furthermore, we plan to improve our data collection methods on students who identify as More than One Race, Veterans, Individuals with Disabilities and Foster Youth.

It should be noted that this year's plan did not include Clovis Community College (CCC) data as they have since become a standalone college. Separation of their campus data has presented challenges when conducting trend analysis with longitudinal data. However, the

methodology used in this year’s revision allowed us to delve deeper within the data to uncover outcome gaps between special populations not previously examined. In an effort to develop a clear understanding of our equity gaps, we modified the template and reported the number of students “lost.” Utilizing this methodology allowed us to communicate tangible numbers of students “lost” within disaggregated subgroups relative to the overall population average.

We found that there was a significant overlap between impacted groups (Hispanic/Latino, African American, Males) and low income students. Our population of Hispanic and Black students combined represented more than 79% of all low-income.

**Low-income Students by Ethnicity**

2014-2015, district verified data	Total	Low Income	% Low Income, per row	% Low Income of all low income
African-American/non-Hispanic	418	160	38.3%	2.9%
American Indian/Alaskan Native	190	75	39.5%	1.4%
Asian/Pacific Islander	801	187	23.3%	3.4%
Hispanic	8,600	4,236	49.3%	77.0%
White/non-Hispanic	2,877	780	27.1%	14.2%
Race/ethnicity unknown	157	64	40.8%	1.2%
<b>All Students</b>	<b>13,043</b>	<b>5,502</b>	<b>42.2%</b>	

(2014-2015 Program Review Data-Set)

Reedley College is aware of the importance of critically examining student outcomes, not just through the lens of income or class, but also through the lens of race/ethnicity, gender, and other characteristics. The intersectionality of students’ characteristics ultimately shapes their educational experiences and allows us to tailor services to meet their unique needs (Grant & Zwier, 2011; Wood, 2013). As a result, activities for equity plan focus on developing services that address the overlap and intersection of gender, ethnicity, and low-income status.

The 2014 Reedley College Student Equity Plan identified Hispanic and Latino, African American, and Male students as our target student groups. Findings from this year’s research resulted in the decision to add Low Income students to the target populations.

**The following lists the targeted student groups and goals:**

Student Group	Indicator	Current Gap	Goal	Year
Hispanic or Latino	Access	-3.7%	No Gap	2020
	Course Completion	-1.0%	No Gap	2020
	Basic Skills	-2.7%	No Gap	2020
	Transfer	-2.6%	No Gap	2020
Black or African American	Course Completion	-14.9%	-9.9%	2020

Student Group	Indicator	Current Gap	Goal	Year
	Basic Skills	-4.7%	No Gap	2020
	Degree and Certificate	-7.6%	No Gap	2020
Low-income	Course Completion	-2.0%	No Gap	2020
	Basic Skills	-0.6%	No Gap	2020
	Transfer	-2.2%	No Gap	2020
Male	Access	-10.7%	-5.0%	2020
	Course Completion	-1.6%	No Gap	2020
	Basic Skills	-2.5%	No Gap	2020
	Degree and Certificate	-1.1%	No Gap	2020

The following summarizes targeted student groups and activities:

Indicators	Targeted Student Groups	Activities
<b>Access</b>	Males Hispanic or Latino	Reg-To-Go Face to Face Orientation Online Orientation K-16 Bridge: Career Exploration
<b>Course Completion</b>	Low-income students Hispanic or Latino Males Black or African American	Early Alert Targeted Interventions
<b>Basic Skills</b>	Hispanic or Latino Males Low-income students Black or African American	Cohort Enrollment / FYE Embedded Counseling Tutoring and Embedded Tutoring Accelerated Learning
<b>Degree and Certificate</b>	Males Black or African American	Student Mentor Program Student Engagement Activities Job Developer
<b>Transfer</b>	Low-income students Hispanic or Latino	Counselor Training for Transfer
<b>Other Activities</b>		Supplemental Financial Assistance Transit Survey

The following summarizes the student equity funding and other resources:

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	Fall 2015-Ongoing	\$10,000	SSSP
A.2	Fall 2015-Ongoing	\$7,500	SSSP
A.3	Fall 2014-Ongoing	\$7,500	SSSP
A.4	Fall 2014 - Ongoing	\$15,000	SSSP, Title V, General Fund
B.1	Fall 2014-ongoing	\$5,000	SSSP
B.2	Fall 2014-ongoing	\$75,000	SSSP, Basic Skills, DSPS, TRIO, and General Funds
C.1	2012-ongoing	\$10,000	Basic Skills
C.2	2013-ongoing	\$35,000	Basic Skills and General Fund
C.3	Fall 2014 - ongoing	\$35,000	SSSP, Basic Skills, General Fund
C.4	Spring 2015-Ongoing	\$28,000	Title V
D.1	Fall 2015	\$16,000	N/A
D.2	2015-Ongoing	\$15,000	Foundation Funds
D.3	Fall 2015 - ongoing	\$2,500	N/A
E.1	TBA	\$7,500	N/A
F.1	Fall 2014	\$100,000	Student Equity
F.2	Fall 2015-ongoing	\$15,000*	N/A

**Contact Person/Student Equity Coordinator**

Dr. Darlene Murray  
 Student Equity Coordinator  
 995 N. Reed Ave  
 Reedley, CA 93654  
 559-638-3641 ext. 3177  
 darlene.murray@reedleycollege.edu

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# PLANNING COMMITTEE AND COLLABORATION

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## Planning and Collaboration Summary

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The Reedley College Student Success Committee is responsible for the development and implementation of the Student Equity Plan. This committee is 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 were developed to address disparities in student outcomes.

This year's Equity Plan was a revision of the 2014 plan. The Student Success Committee chose to continue with the original goals and activities. Participants were asked to contribute more detail to the activities and then provide guidance on the direction of activities for our specified target groups.

## Student Equity Plan Committee Membership List

---

<b>Member Name</b>	<b>Title</b>	<b>Organization(s), Program(s) or Role(s) Represented</b>
Melissa Affeldt	Counselor	Disabled Student Programs and Services
Susan Amador, RC*	Coordinator, Title V	Title V
Letty Alvarez, RC*	Admissions and Records Manager	Admissions and Records
Chris Cortes, RC	Director of Financial Aid	Financial Aid
Dr. Todd Davis	Dean of Instruction	Dean of Instruction
Lore Dobusch, RC*	Counselor	Counseling Department
Stephanie Doyle, RC	Classified	Classified Senate
Ruby Duran, RC*	Counselor	Extended Opportunity Program and Services
John Fitzer, MC	Vice President of Madera and Oakhurst Community College Centers	Madera and Oakhurst Community College Centers

Nancy Frampton, MC*	Instructor	English as a Second Language
Sandra Fuentes, RC*	Director of Student Support Services	Director of Student Support Services
Irenio Garza, RC	Instructor	Auto
Mario Gonzales, RC*	Director of Extended Opportunity Program and Services	EOPS
Jim Gilmore, RC*	Instructor	Math
Dr. Claudia Habib, RC*	Vice President of Student Services	Student Success Committee
Shivon Hess	Librarian	Library Services
Kristine Hodges	Career Center Coordinator	Career Center
Shannon Jefferies	Instructor	Health and Physical Education
Michelle Johnson, RC*	Institutional Researcher	Intuitional Research
Carey Karle, RC	Instructor	English
Charles Kralowec, RC	Institutional Researcher	Student Success
Joseph Lin, RC	Instructor	Biology
Jim Mulligan, RC	Tutorial Center Coordinator	Tutorial Center/Student Success Committee
Dr. Darlene Murray, RC	Student Equity Coordinator	Student Success Committee
Marvin Mangana, RC*	Student, Reedley College	Associated Student Government
Sarah Maokosy	Job Developer, Reedley College	Job Developer
Alexis Mynez, RC	Student, Reedley College	Associated Student Government
David Nippoldt, RC*	Instructor	English as a Second Language
Erin Paz, RC*	Student, Reedley College	Associated Student Government
Larry Paredes, RC	Instructor	Manufacturing
Jermain Pipkins, RC	Dean of Students	Student Services
Chelby Rangel, RC	Student, Reedley College	Associated Student Government
Nate Saari, RC	Director of College Relations and Outreach	Matriculation and Outreach
Rebecca Snyder, RC*	Instructor	Writing Center
Griselda Spear, MC*	Counselor	Counseling Department
Michelle Stricker, RC	Coordinator, Outreach and Matriculation	Matriculation and Outreach
Julie Thurber, RC*	Instructor	Reading
Laurie Tidyman-Jones, RC*	Counselor	Counseling Department

Robin Torres, RC	Admissions and Records Manager	Admissions and Records
Samara Trimble, RC*	Counselor/Coordinator	Disabled Student Programs and Services

\*\*Were part of the 2014 process

# ACCESS

## Campus Based Research on Access

### Indicator Definitions and Data

**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.

Access data was based on the top 10 zip codes represented by enrollment for the 2009-2014 academic years. Those 10 zip codes accounted for 60.8% of enrollment by location. These zip code demographics were determined through the 2013 American Community Survey. For this report, these 10 zip codes were summed together and weighted by their relative population sizes to extrapolate the target demographics of the community.

For foster youth, disabilities, low income, and veterans, zip code level data was not available and the Fresno-Madera area was used instead.

Target Population(s)	# of your college's total enrollment in Fall '14 – Spring '15	% of your college's total enrollment Fall '14 – Spring '15 (proportion) (N=13,043)	% of adult population within the community served (proportion)	Comparison with overall student average (Percentage difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
				Percentage	Proportion	
American Indian / Alaska Native	190	1.5%	<0.1%	-	-	
Asian	801	6.1%	5.3%	0.8%	1.16	
Black or African American	418	3.2%	3.0%	0.2%	1.07	
Hispanic or Latino	8,600	65.9%	69.6%	-3.7%	0.95	478
White	2,877	22.1%	21.9%	0.2%	1.01	
Some other race	157	1.2%	0.2%	1.2%	6.02	
More than one race	-	-	-	-	-	
<b>Total of 8 cells above</b>		<b>100%</b>	<b>100%</b>			
Males	5,185	39.8%	50.50%	-10.7%	0.79	1402
Females	7,703	59.1%	49.50%	9.6%	1.19	
Unknown	155	1.2%	-	-	-	

Target Population(s)	# of your college's total enrollment in Fall '14 – Spring '15	% of your college's total enrollment Fall '14 – Spring '15 (proportion) (N=13,043)	% of adult population within the community served (proportion)	Comparison with overall student average (Percentage difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
				Percentage	Proportion	
<b>Total of 3 cells above</b>		<b>100%</b>	<b>100%</b>			
Current or former foster youth	56	0.4%	0.6% (1,996 children/ 317,567 children; Madera/ Fresno Co)	<b>-0.2%</b>	<b>.72</b>	<b>22</b>
Individuals with disabilities	1,373	10.5%	16.8% (111,058/ 662,081 Fresno Co)	<b>-6.3%</b>	<b>.63</b>	<b>818</b>
Low-income students	5,502		22.4%			
Veterans	242	1.9%	7.7% (51,210/ 662,081 Fresno Co)	<b>-5.8%</b>	<b>.24</b>	<b>762</b>
<b>All Students</b>		<b>13,043</b>				

\* Source: Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., King, B., Morris, Z., Sandoval, A., Yee, H., Mason, F., Benton, C., & Pixton, E. (2015). *CCWIP reports*. Retrieved 9/29/2015, from University of California at Berkeley California Child Welfare Indicators Project website. URL: <[http://cssr.berkeley.edu/ucb\\_childwelfare](http://cssr.berkeley.edu/ucb_childwelfare)>

\*\*Source: U.S. Census Bureau, 2013 American Community Survey

\*\*\*Source: U.S. Census Bureau, 2009-2013 5-Year American Community Survey

### **Conclusions: Disproportionately Impacted Student Groups**

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students “lost.” The target populations are highlighted below.

Target Population(s)	# of your college’s total enrollment in Fall ‘14 – Spring ‘15	% of your college’s total enrollment Fall ‘14 – Spring ‘15 (proportion) (N=13,043)	% of adult population within the community served (proportion)	Comparison with overall student average (Percentage difference/ Proportionality)		Students “Lost”
				Percentage	Proportion	
Males	5,185	39.8%	50.50%	-10.7%	0.79	1402
Individuals with disabilities	1,373	10.5%	16.8% (111,058/ 662,081 Fresno Co)	-6.3%	.63	818
Veterans	242	1.9%	7.7% (51,210/ 662,081 Fresno Co)	-5.8%	.24	762
Hispanic or Latino	8,600	65.9%	69.6%	-3.7%	0.95	478
Current or former foster youth	56	0.4%	0.6% (1,996 children/ 317,567 children; Madera/ Fresno Co)	-0.2%	.72	22

## Access Goals, Activities, Funding and Evaluation

---

### **Goal A. Access**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Male	-10.7%	-5%	2020
Hispanic or Latino	-3.7%	No Gap	2020

Data for foster youth, disabilities, and veterans did show disproportionate impact, but that data was not calculated using the same methodology as the target groups, which makes prioritizing difficult. Therefore, we chose to not include these groups in our activities, but we will monitor and attempt to improve data collection and reporting on future plans.

**Activity A.1 Reg-to-Go (RTG)**

**Activity Type(s):**

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

**Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected*
A.1	Male	2,083
A.1	Hispanic or Latino	3,230

\* Data was taken from Data Quest, through the California Department of Education 12<sup>th</sup> grade enrollment by gender and race. It represents 12 of feeder schools that participate in Reg-to-Go. (Alternative and private schools were not included, but they do not represent a large part of our feeder high school network.)

**Activity Implementation Plan**

Reg-to-Go (RTG) is a district-wide program established to collaborate with local feeder high schools to assist students’ successful transition from high school to a community college within the State Center Community College District. The district-wide RTG program generally requires students to complete the following steps in sequential order:

- Online Admission Application (CCC Apply)
- Placement Testing
- Orientation
- Counseling/Advising
- Registration

Student equity efforts are focused on providing additional resources to:

- Improve matriculation services to seniors at the college feeder high schools.
- Better identify students for programs, including cohort and accelerated programs.

Provide transfer information at RTG activities.

Analyze the male vs. female participation and incoming enrollment rates in comparison to exiting senior rates for individual feeder high schools.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
A.1	Fall 2015-Ongoing	\$10,000	SSSP

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

### ***Link to Goal***

In our 2014 gap analysis, Reedley College identified cultural expectations related to gender roles as an obstacle to pursuing higher education. Studies show that men of color in college experience more stress than their White counterparts due to peer pressure, unsupportive relationships and gender role conflict (Ingram & Gonzalez-Matthews, 2013). Furthermore, research shows that males need positive experiences at the first point of contact with higher education professionals (Ingram & Gonzalez-Matthews, 2013).

Our efforts focus on additional counselors so more one-on-one time can improve communication about career pathways and financial aid. This will also better support other programs in the plan by identifying and counseling students to enter programs like accelerated Math and English, cohort, and First Year Experience programs discussed later in this plan.

### ***Evaluation***

Disaggregated feeder school graduating class will be compared to RTG population. Annually.

RTG participants will be compared to access population. Annually.

Qualitative data will be collected, as appropriate. Annually.

See Attachment: Evaluation

**Activity A.2 Face to Face Orientation: RC/MC Kickstart**

**Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

**Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.2	Male	1,208
A.2	Hispanic or Latino	1,554

**Activity Implementation Plan**

After reviewing the findings from the 2014 Student Equity process and the Center for Community College Student Engagement (CCSSE) results, RC/MC Kickstart was identified as one of the initial activities of the 2014 Student Equity Plan. CCSSE best practices identified orientation as a missed opportunity for student engagement (Center for Community College Student Success Engagement, 2014).

RC/MC Kickstart provides students with an introduction to college life. While online orientation (discussed in detail in activity A.3) focuses on introducing students to the basics of *college*, this face to face orientation focuses on introducing students to their *selected campus* while providing information that will help ease them into college life.

In the Fall of 2015, RC piloted the first Kickstart events. Separate Kickstart events were held at both the RC and MC campuses. MC Kickstart also targeted students attending the Oakhurst Center. Students who were enrolled as first time freshmen were targeted for attendance. Both campuses offered a morning and evening session. Activities and presentations focused on surviving the first week of the semester, financial aid, counseling options, clubs and activities, health and psychological services, as well as interactive campus tours. Students were also provided an opportunity to purchase parking permits, student identification cards, and textbooks rather than waiting until the start of the

semester. All attendees were given a “student survival kit” that included a 2015-16 planner, flash drive, folder, notebook, highlighter and pen packaged in a campus branded backpack.

Furthermore, a simultaneous parent orientation was held for parents in both English and Spanish during each Kickstart event. Parents had an opportunity to engage with faculty and staff through interactive panel discussions as well as get a feel for what their student could expect to encounter in college by attending a “How is college different?” session.

The results of this pilot activity were considered successful with over 200 students, and 50 parents attending one of the four sessions. Surveys given at the conclusion of each event were overwhelmingly positive with over 80% of responses selecting “very satisfied” in relation to all areas of the event. Our goal is to collect data at the end of both the FA 15 and SP 16 terms to compare the success rates of students who attended Kickstart against those first time freshman who did not attend.

Plans are in motion to expand this program to include tie-ins with special populations. For example, we will be coordinating future Kickstarts with special programs orientations (e.g. EOPS orientation) to offer both on the same day thereby creating a natural tie-in for students. We are currently securing commitments from stakeholders to expand club, activity, and discipline involvement to improve student engagement. We will also evaluate the possibility of adding a Spring semester Kickstart event at each site.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2015-Ongoing	\$7,500	SSSP

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

***Link to Goal***

Three overarching strategies to establish and foster relationships with men of color include: 1. Positive Messaging, 2. Authentic Care, 3. Intrusive Interventions (Wood, Harris & White, 2015). RC/MC Kickstart is an opportunity for these interventions to begin.

Research shows that Latino students are not accessing college resources (college reps, brochures, websites) to the same extent as other ethnic groups (Martinez & Cervera, 2012) and it is imperative that a comprehensive and seamless transition into college be provided. The family is particularly influential in the Hispanic culture and many of our students are first generation students with parents who often do not know or understand the college system (Pérez & McDonough, 2008). Parental support of educational goals is a key to success. An example of

an identified obstacle would be parents not understanding the reduced class time/increased independent study time and expecting students to fill their free time with paid work. This gap in understanding is the focus of our efforts in our parent's orientation.

Research also suggests that orientation is particularly effective for developmental, at-risk students (Center for Community College Student Success Engagement, 2014). RC/MC Kickstart in that way also helps support some of the Student Equity instructional activities for basic skills students.

### ***Evaluation***

Satisfaction Surveys will be administered to all participants. Annually.

Disaggregated attendee vs. non-attendee success and retention rates. Annually.

See Attachment: Evaluation

**Activity A.3 Online Orientation**

**Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation		Professional Development		

**Target Student Group(s) & # of Each Affected\***

ID	Target Group	# of Students Affected
A.3	Male	1,028
A.3	Hispanic or Latino	1,554

**Activity Implementation Plan**

Students are instructed to complete the comprehensive online orientation. The online orientation provides students information on getting started, academic programs and services, student services, college success, campus life, and student conduct. The online orientation was created by the Outreach and Matriculation Program at Reedley College and was designed to be an initial orientation for new students, as well as an accessible resource for students to continually refer throughout their education with the State Center Community College District.

Student equity efforts are focused on providing additional resources to:

Implement a Spanish option for fulfilling the mandatory orientation requirement. 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.

Continue the SEP campaign “GOT SEP” to promote student development of educational planning and goal setting. 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.

Multiple discussions concerning the Online Orientation were made with Reedley College Educational Partners. During these discussions we were able to identify barriers for students to the current online orientation. The primary concern/barrier reported was the length of our orientation. Stakeholders reported that it often takes 1.5 to 2 hours to complete. Due to this, we decided to create a two part orientation. All mandatory information is provided in the first segment of the orientation and must be completed by all first-time students. Additional resource information has been moved to the second segment of the orientation and is considered optional for students to review information that is specific to their educational needs. The additional resource information is also designed to assist and support the success of continuing students. The information is included as part of the orientation but is not mandatory for new students to complete. The State Center Community College District Matriculation workgroup is working closely with an outside vendor to transfer student success information into interactive engaging videos to encourage the student audience to retain information provided.

State Center Community College District has also been selected as a pilot district for the Portal project currently in progress through the California Community Colleges Chancellors office. Representatives from our district will be working with the Chancellors office to help develop the new statewide orientation platform. We feel that participation in this pilot will significantly help us to better deliver matriculation services to our students thus better ensuring student participation.

<b>ID</b>	<b>Timeline</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.3	Fall 2014-Ongoing	\$7,500	SSSP

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

***Link to Goal***

This year, we are working to enhance the online orientation to be more responsive to the needs of our Hispanic students by developing a Spanish orientation.

We are also working to shorten the orientation so that it is viewable in a single high school class period. This will encourage schools to offer students this opportunity at school, rather than requiring students to complete the process at home. This is particularly important for a rural college where internet access is an obstacle for many students.

***Evaluation***

Orientation participation rate. Annually.  
See Attachment: Evaluation

**Activity A.4 K16 Bridge: Career Exploration**

**Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

**Target Student Group(s) & # of Each Affected\***

ID	Target Group	# of Students Affected
A.4	Male	2,083
A.4	Hispanic or Latino	3,230

\* Data was taken from Data Quest, through the California Department of Education 12<sup>th</sup> grade enrollment by gender and race. It represents 12 of feeder schools that participate in Reg-to-Go. (Alternative and private schools were not included, but they do not represent a large part of our feeder high school network.)

**Activity Implementation Plan**

Findings from the K-16 Bridge program review demonstrated a need for Reedley College to provide continued career exploration opportunities to local feeder high schools and middle schools. The results show that having some form of career development/exploration intervention positively influences students’ college aspirations and knowledge base.

**K-16 Bridge Program:** Continue providing career development curriculum to high schools as many still rely on K-16 Bridge provided by Reedley College to supplement their career exploration curriculum. The MyMentor portal provided by K-16 Bridge gives teachers the curriculum needed to address career development needs. However, new teacher or counselor training is needed as well as follow-up with participating schools to address any technical or logistical issues.

**Eureka:** Purchase Eureka for personality assessments needed for both middle and high schools. Eureka Jr. can be purchased for middle schools at a reduced cost. All schools represented at the Middle School College and Career Readiness Conference will need access to Eureka.

**College and Career Readiness Conference:** Reedley College career counseling staff will provide a three part conference offering 3-hour workshops focused on career development with a focus on middle school implementation. Participants will be invited from feeder middle schools to the Reedley College campus. Participants will be provided with logins to MyMentor for access to Eureka as well as other materials and other career related resources to assist with the implementation within their classroom.

**Parents as Partners Conference:** Parent support of their children’s education aids in student success. The Parents as Partners conference is for parents, middle school students, high school and college students and explains the college-going process and how parents can help their children succeed.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
A.4	Fall 2014 – Ongoing	\$15,000	SSSP, Title V, General Fund

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

***Link to Goal***

Reedley’s K-16 Bridge Career Exploration Program is a great way to introduce the idea of attending college in the future and establish a connection with K-12 students earlier in their academic planning process. Career development programs are an important component of a student’s academic and social-personal development (Rivera & Schaefer, 2009). Career activities and events will help students see the relevance and importance of academic preparation to college and their long term career goals (Strom, Strom, Whitten, & Kraska 2014). Additionally, studies show that participation in pre-college outreach programs has long term positive effects for African American and Latino males on their academic achievement in college (Strayhorn, 2010).

***Evaluation***

Participation rates.  
Enrollment and attendance at Reedley College compared to those who did not participate in the program, disaggregated.

See Attachment: Evaluation

# COURSE COMPLETION

## Campus-Based Research on Course Completion

### Indicator Definitions and Data

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

Rate	Denominator	Numerator
<b>Rate of Course Completion</b>	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)  [Note: All data presented is student duplicated]	the # of courses students enrolled in & were present in on census day in base year  2014-2015	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*  (33,877 / 49,463)	Comparison to the all student average (Percentage difference/ Proportionality)		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	
American Indian / Alaska Native	633	406	64.1%	68.5%	<b>-4.4%</b>	<b>0.94</b>	<b>28</b>
Asian	1,675	1,319	78.7%	68.5%	10.2%	1.15	
Black or African American	1,573	843	53.6%	68.5%	<b>-14.9%</b>	<b>0.78</b>	<b>234</b>
Hispanic or Latino	35,097	23,673	67.5%	68.5%	<b>-1.0%</b>	<b>0.99</b>	<b>351</b>
Native Hawaiian or other Pacific Islander	500	373	74.6%	68.5%	6.1%	1.09	
White	9,901	7,221	72.9%	68.5%	4.4%	1.06	
Some other race	379	265	69.9%	68.5%	1.4%	1.02	

Target Population(s)  [Note: All data presented is student duplicated]	the # of courses students enrolled in & were present in on census day in base year  2014-2015	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*  (33,877 / 49,463)	Comparison to the all student average (Percentage difference/ Proportionality)		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	
More than one race	-	-	-	68.5%			
<b>Males</b>	20,565	13,768	66.9%	68.5%	<b>-1.6%</b>	<b>0.98</b>	<b>329</b>
Females	28,649	19,952	69.6%	68.5%	1.1%	1.02	
Unknown	544	380	69.9%	68.5%	1.4%	1.02	
Current or former foster youth	214	112	52.3%	68.5%	<b>-16.2%</b>	<b>0.76</b>	<b>35</b>
Individuals with disabilities	3,696	2,479	67.1%	68.5%	<b>-1.4%</b>	<b>0.98</b>	<b>52</b>
Low-income students	26,029	17,320	66.5%	68.5%	<b>-2.0%</b>	<b>0.97</b>	<b>521</b>
Veterans	691	486	70.3%	68.5%	1.8%	1.03	
<b>All Students</b>	49,758	34,100	<b>68.5%</b>				

## **Conclusions: Disproportionately Impacted Student Groups**

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of courses “lost.” The target populations are highlighted.

Target Population(s)  [Note: All data presented is student duplicated]	the # of courses students enrolled in & were present in on census day in base year  2014-2015	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*  (33,877 / 49,463)	Comparison to the all student average (Percentage difference/ Proportionality)		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Low-income students	26,029	17,320	66.5%	68.5%	-2.0%	0.97	521
Hispanic or Latino	35,097	23,673	67.5%	68.5%	-1.0%	0.99	351
Males	20,565	13,768	66.9%	68.5%	-1.6%	0.98	329
Black or African American	1,573	843	53.6%	68.5%	-14.9%	0.78	234
Individuals with disabilities	3,696	2,479	67.1%	68.5%	-1.4%	0.98	52
Current or former foster youth	214	112	52.3%	68.5%	-16.2%	0.76	35
American Indian / Alaska Native	633	406	64.1%	68.5%	-4.4%	0.94	28

## Course Completion Goals, Activities, Funding, and Evaluation

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### **Goal B. Course Completion**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Population(s)</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
Low-income students	-2.0%	No Gap	2020
Hispanic or Latino	-1.0%	No Gap	2020
Males	-1.6	No Gap	2020
Black or African American	-14.9%	-9.9%	2020

**Activity B.1 Early Alert**

**Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

**Target Student Group(s) & # of Each Affected**

ID	Target Group(s)	# of Students Affected
B.1	Low-income students	5,502
B.1	Hispanic or Latino	8,600
B.1	Males	5,185
B.1	Black or African American	418

**Activity Implementation Plan**

The Early Alert Referral System helps promote student success and retention. This web-based software program enables faculty and staff to identify students who are having difficulties, connect them with campus services that can provide appropriate interventions, and receive feedback on actions taken. The product currently in use is SARS Alert, but the district is considering new products.

Faculty and staff use Early Alert referral system whenever a student is identified as having a problem in one or more of the following areas:

- Academic (attendance problems, failing course, missed tests or assignments, low quality work products, poor test performance, poor performance on class content, or poor basic reading/writing/math skills)
- Behavioral (poor time management, study skills, or test-taking skills)
- Personal (motivation, adjustment difficulties, learning disability, health issues)
- Enrollment (enrolled but never attended class, or stopped attending without dropping class)

Student equity efforts are focused on providing additional resources to:

Continue to promote Early Alert Referral process to increase faculty participation and improve intervention strategies through counseling  
 Increase student response through utilization of SARS Call (or similar) feature  
 Improved partnership with instructional support programs like tutorial, math, and writing centers

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.1	Fall 2014-ongoing	\$5,000	SSSP

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

***Link to Goal***

Instructors are the ones most able to identify students who are struggling in their courses. Because our target populations are struggling in their classes, they are the students who need to be referred. If this system is fully utilized by faculty, it is our best tool for identifying students to improve course completion. Studies show that participation in an early alert intervention system has positive effects on the specific benchmarks (active and collaborative learning; student effort; academic challenge; student-faculty interaction; support for learners) all of which are proven to be an important predictor of college completion (Center for Community College Engagement, 2013). Faculty participation is the best way to identify students who need interventions.

***Evaluation***

Early Alert participation rate. Annually.  
 Disaggregated Early Alert success and retention rates. Annually.

See Attachment: Evaluation

**Activity B.2 Targeted Interventions**

**Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

**Target Student Group(s) & # of Each Affected\***

ID	Target Group(s)	# of Students Affected
B.2	Low-income students	5,502
B.2	Hispanic or Latino	8,600
B.2	Males	5,185
B.2	Black or African American	418

**Activity Implementation Plan**

Reedley College proposes to create a set of targeted interventions that will meet students where they are at any given stage of their academic journey. In some cases these interventions will augment other services outlined in this plan while in others, they will be in addition to services available to all students.

Orientation, assessment, counseling, and follow-up are all considered core services as outlined by SSSP. Given that we are already analyzing data for the SSSP plan, we propose to further break down this data to coincide with our target populations as identified by SEP.

Reedley College is examining these key intervention points for opportunities to improve student equity. Face-to-Face Orientation is an example of one of these intervention points that has been developed into a specific activity. We will continue to examine the SSSP intervention points. After further analysis, programs will be developed. Examples of interventions associated with other core services may include but are not limited to:

**Assessment:**

- Provide assessment preparation workshops
- Evaluate re-take options for all targeted groups
- Evaluation of multiple-measures
- Identify accommodations needed for students with learning disabilities

**Counseling:**

- Offer counseling workshops for undecided students
- Work with students to create a Student Education Plan (SEP) that clearly delineates what coursework is required to achieve their educational goal(s)
- Add regular evening counseling hours by full-time counselors to better accommodate students who only take evening classes
- Expand counseling services to assist students with disabilities
- Improve counselor training for transfer
- Utilize the Transfer Center by providing evening and weekend services
- Further develop online face-to-face options for students (ex. Adobe Connect, Skype, etc.)

**Follow-Up Services:**

- Expand counseling services to include monitoring student’s academic progress toward completion of educational goals
- Improve the student referral process to direct students to appropriate student support services (tutorial, math/writing centers)
- Expand financial aid literacy workshops to provide financial aid information to economically disadvantaged students
- Offer extended hours in the student services department to meet the needs of all students at all locations
- Continue to offer and expand online student services (Live Help, FAQ’s, Online Probation Workshop, Financial Aid, Online Forms, etc.)
- Continue to assign financial aid staff to provide veteran’s services
- Offer Counseling courses linked to Learning Communities and offered through a first year experience to introduce the transfer process

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Fall 2014-ongoing	\$75,000	SSSP, Basic Skills, DSPS, TRIO, and General Funds

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

***Link to Goal***

Further research is necessary to determine the interventions that best serve the target populations.

***Evaluation***

Much of the assessment will be driven by the SSSP core service data collection points. Once the data is collected it will be further evaluated focusing on the target populations and the appropriate interventions will be implemented.

See Attachment: Evaluation

# ESL AND BASIC SKILLS COMPLETION

## Campus-Based Research: ESL and Basic Skills Completion

### Indicator Definitions and Data

**C. ESL AND BASIC SKILLS COMPLETION.** The 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 ESL or basic skills course.

Calculate progress rates through basic skills by dividing:

Rate	Denominator	Numerator
<b>Rate of ESL and Basic Skills Completion</b>	The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
					Percentage	Proportion	
American Indian / Alaska Native							
Asian	77	41	53%	34.3%	19.0%	1.55	
Black or African American	98	29	30%	34.3%	<b>-4.7%</b>	<b>0.86</b>	<b>5</b>
Hispanic or Latino	1,776	561	32%	34.3%	<b>-2.7%</b>	<b>0.92</b>	<b>48</b>
Pacific Islander	10	2	20%	34.3%	<b>-14.3%</b>	<b>0.58</b>	<b>1</b>
White	532	217	41%	34.3%	6.5%	1.19	

	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students “lost” according to the % deficit between the row and all student average
					Percentage	Proportion	
Some other race	313	112	36%	34.3%	1.5%	1.04	
More than one race							
<b>All Students</b>							
Males	1,149	365	32%	34.3%	<b>-2.5%</b>	<b>0.93</b>	<b>29</b>
Females	1,644	594	36%	34.3%	1.8%	1.05	
Unknown	13	3	23%	34.3%	<b>-11.2%</b>	<b>0.67</b>	<b>1</b>
Current or former foster youth	1	0	0%	34.3%	-34.3%	0.00	<b>0</b>
Individuals with disabilities	190	68	36%	34.3%	1.5%	1.04	
Low-income students	2,127	716	34%	34.3%	<b>-0.6%</b>	<b>0.98</b>	<b>13</b>
Veterans	24	14	58%	34.3%	24.0%	1.70	
<b>All Students</b>	2,806	962	34.3%				

Data from Data on Demand, cohort defined as first time students in 2008-2009, CCCC-only removed, student unduplicated.

### **Conclusions: Disproportionately Impacted Student Groups**

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students “lost.” The target populations are highlighted.

	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Hispanic or Latino	1,776	561	32%	34.3%	<b>-2.7%</b>	<b>0.92</b>	<b>48</b>
Males	1,149	365	32%	34.3%	<b>-2.5%</b>	<b>0.93</b>	<b>29</b>
Low-income students	2,127	716	34%	34.3%	<b>-0.6%</b>	<b>0.98</b>	<b>13</b>
Black or African American	98	29	30%	34.3%	<b>-4.7%</b>	<b>0.86</b>	<b>5</b>
Pacific Islander	10	2	20%	34.3%	<b>-14.3%</b>	<b>0.58</b>	<b>1</b>
Unknown	13	3	23%	34.3%	<b>-11.2%</b>	<b>0.67</b>	<b>1</b>

## ESL and Basic Skills Completion Goals, Activities, Funding and Evaluation

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### **GOAL C. ESL and Basic Skills Course Completion**

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic or Latino	-2.7%	No Gap	2020
Males	-2.5%	No Gap	2020
Low-income students	-0.6%	No Gap	2020
Black or African American	-4.7%	No Gap	2020

## **C.1 Cohort Enrollment / FYE Programs**

### **Activity Type(s)**

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

### **Target Student Group(s) & # of Each Affected\***

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
C.1	Hispanic or Latino	1,554
C.1	Males	1,028
C.1	Low-income students	1,953
C.1	Black or African American	101

### **Activity Implementation Plan**

Reedley College is currently piloting two models of First Year Experience / Cohort Enrollment in the first years. Our First Year Student Success Program examined placement data and identified our largest cohort as students who needed reading one level below transfer, writing one level below transfer, and Algebra 1. Students enroll in these classes and a study skills class as a cohort and complete mandatory study hours; if successful, they are cohort enrolled in the transfer-level classes. The mandatory study time and study skills class assists students in better understanding college expectations and culture (Cornell, 2006). This is particularly good for our first-generation students who struggle to navigate the college environment and who may over-commit to outside employment without a set study schedule.

We are also piloting discipline-specific cohorts in two of our largest majors: Natural Resources and Child Development. These programs were developed through the Basic Skills Committee and the English/discipline departments. This pilot was developed in response to our CCSSEE data and discussions of student engagement. We were encouraged by some preliminary (unpublished) results from UC Riverside's discipline-specific first year experience program that showed a nearly 20% increase in success compared to students who waitlisted for the program. These cohorts are being piloted at the 1 below and transfer levels. We hope to expand cohort programs to additional disciplines; we are exploring integrating service-learning models into these cohorts and first year experience.

Student equity efforts are focused on:

Expanding these programs on campus. Both these models are instructional and pedagogical models, but the logistics of forming these cohorts and providing counseling to students requires additional support from Student Services, including counseling service and admissions and records assisting with matching students to cohorts.

Developing an intrusive case-management program for first year students that engages students in co-curricular events, learning communities, and counseling opportunities.

<b>ID</b>	<b>Planned Start and End Date(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds</b>
C.1	2012-ongoing	\$10,000	Basic Skills

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;  
May not include salaries and benefits of full-time employees.

### ***Link to Goal***

While this program is open to all students, the study skills and engagement strategies target underprepared and first generation students. First Year Experience programs are an effective strategy in increasing student persistence and degree attainment (Miller & Lesik, 2014). The cohort model is especially effective in helping students establish personal bonds with their peers. Once relationship ties are built, students persist due to the commitment they have with their group members and the friendships they have formed in the process (Cornell, 2006).

New to college, first and second semester students at Reedley College have a difficult time transitioning to college and face many obstacles. As a result, their retention and persistence rates are impacted significantly. In an effort to assist these students, a student success all-inclusive case management program will be designed to help students transition to college during their first year.

### ***Evaluation***

Course completion, transfer level course completion, and cohort success and retention.

Participation and retention rate for case management model.

See Attachment: Evaluation

## **C.2 Embedded Counseling**

### ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

### ***Target Student Group(s) & # of Each Affected\****

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
C.2	Hispanic or Latino	1,613
C.2	Males	1,225
C.2	Low-income students	548
C.2	Black or African American	78

Student population determined by 2015 Student Scorecard, disaggregated by our target population groups percentage within the population.

### ***Activity Implementation Plan***

A bilingual, basic skills counselor has been embedded in the Writing Center and Tutorial Center since 2013. Currently, the counselor spends one day each in General Counseling, the Tutorial Center, and the Writing Center. Basic skills students meet to discuss their Student Education Plans (SEP) and update their academic progress without waiting in line at Student Services or making online appointments, which have proved to be a barrier for many students. Physical changes to the Tutorial and Writing Centers to provide a dedicated, semi-private space are underway. The counselor has also been tasked with visiting classrooms to provide counseling information, assisting basic skills students with registration, and monitoring enrollment in instructional programs (like FYE).

Student equity efforts are focused on:

Expanding this service for more hours, more classes, and more areas of campus.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
C.2	2013-ongoing	\$35,000	Basic Skills and General Fund

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

***Link to Goal***

Counselor scheduling via computer/internet access is often a barrier for our low-income, rural students and too often students seek out a counselor or services when an immediate need arises (Butcher & Visher, 2013). Having a counselor embedded in classrooms and study areas allows the counselor to reach out to students to make them aware of education planning and deadlines.

Due to the language barrier, the hiring of a bilingual counselor is especially important for our Hispanic population and ESL program. It is important for students to communicate with counselors in a language they most easily understand.

***Evaluation***

Disaggregated student contact. Annually.

Disaggregated success and retention. Annually.

See Attachment: Evaluation

**C.3 Tutoring, including supplemental instruction/embedded tutoring**

**Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

**Target Student Group(s) & # of Each Affected\***

ID	Target Group(s)	# of Students Affected
C.3	Hispanic or Latino	8,600
C.3	Males	5,185
C.3	Low-income students	5,502
C.3	Black or African American	418

**Activity Implementation Plan**

Reedley College has four Tutoring Centers: a math, a writing, and a tutorial center on the Reedley campus, and a tutorial center on the Madera campus. All four centers are vital to improving student success rates. The Tutorial Center served 1,247 students in 2014-2015. The Writing Center finds that students who participate in small group tutoring have a 12% increase in retention and a 36% increase in success rates. The Math Center, as another example, initially saw a 20% increase in success rates for those utilizing the Math Center. The gap narrowed recently to 4%, but this coincides with an overall success in Math classes increasing by 10% since the opening of the Math Center, suggesting that students retain their skills, and become independent learners. Recently, Speech faculty have developed a Communications Lab to provide students with guided practice. These centers also oversee supplemental instruction and embedded tutoring programs.

The Beyond the Classroom (BTC) program began in 2011. Beyond the Classroom is a supplemental instruction program that is designed to increase student academic performance and retention. It utilized student leaders who have demonstrated academic competency in the subject area and who are trained in facilitated group activities using collaborative learning methods. The BTC program targets traditionally “difficult courses” that have a high percentage of students who earn D or F grades, particularly large group instruction classes with high attrition rates like history, political science, and psychology. In 2014-2015, it served 351 students.

The Embedded Tutor program began in 2008 with funding from the Basic Skills Committee. It places tutors from the Tutorial Center and Writing Center into basic skills classrooms to help increase the success of the students in those classes. Tutors either observe a class so that they can tutor those students from that class later, or they will do a combination of observation/participation in the classroom. Embedding Tutors develop an understanding of class material and basic skills needs and how those needs are addressed by basic skills curriculum. This understanding increases the tutor’s effectiveness in their centers. Embedded Tutors will also bring back information to their peers and coordinators at their respective centers regarding practices in those classes. Lastly, embedding Tutors will increase the likelihood that students from that class will seek tutoring.

Furthermore, the centers support supervised study hours for FYE programs and supplemental instruction for cohort programs. Centers also reach out to students identified through Early Alert. Until recently, this outreach was minimal because tutorial services were so impacted. The hope is that extended hours and increased tutoring will make seats available to these students.

Student Equity efforts focus on:

- Increasing the hours and the capacity of Tutorial, Writing, Math, and Speech Centers
- Hiring full-time coordinators so that hours can be expanded
- Expanding BTC and Embedded Tutoring Program

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
C.3	Fall 2014 – ongoing	\$35,000	SSSP, Basic Skills, General Fund

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;  
 May not include salaries and benefits of full-time employees.

***Link to Goal***

Increasing hours and seats available for tutoring will increase student success for targeted groups by improving the availability of seats. Embedded tutoring allows for seamless access to academic support services. Furthermore, embedding a tutor within classes eliminates the need for students to seek services, often times when it is too late. Furthermore, the effects of stereotypical masculine characteristics can hinder male students’ willingness to engage in help-seeking behaviors such as going to tutoring. Males are more willing to seek help if the action does not make them appear to be weak or feminine (Harris, Wood & Newman, 2015).

***Evaluation***

Disaggregated success and retention rates. Annually.

Disaggregated participation rates. Annually.

Satisfaction Surveys, as administered by each center. Annually.

See Attachment: Evaluation

## **C.4 Accelerated Learning**

### ***Activity Type(s)***

x	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

### ***Target Student Group(s) & # of Each Affected\****

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
C.4	Hispanic or Latino	1,613
C.4	Males	1,225
C.4	Low-income students	548
C.4	Black or African American	78

Student population determined by 2015 Student Scorecard, disaggregated by our target population groups percentage in the population.

### ***Activity Implementation Plan***

Acceleration is one of the strategies used to increase completion by basic skill students. There are three major categories of acceleration being explored by the California Acceleration Project (Hern, 2015):

Changing Placement Policies  
 Implementing Co-Requisite Models  
 Redesigning Remedial Courses

Reedley College currently offers two models of accelerated learning, both are course redesign models. English offers a pedagogically accelerated composition class that takes students from two levels below transfer and accelerates them to transfer level. Math has offered multiple compressed math classes, including 250/256, 201/103, 4A/4B, that are short-term, back-to-courses, reducing drop-out points.

Student equity efforts focus on:

Providing counseling services to better place appropriate students into these programs

Professional development so that offerings can be increased  
 Offering loaner graphing calculators for students to check out at the library

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Spring 2015-Ongoing	\$28,000	Title V

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;  
 May not include salaries and benefits of full-time employees.

***Link to Goal***

Accelerated learning programs have been shown to produce significantly higher graduation rates. An evaluation report on the City University of New York’s Accelerated Study in Associate Programs (ASAP) showed that 55% of students who participated in ASAP graduated in three years compared to 22% for the comparison group. Most participants in ASAP enter the program with developmental needs some of which are one and two levels below basic (Linderman & Kolenovic, 2013).

Students in California Acceleration Project model programs have been shown to complete the English transfer level course at 2.3 times higher rates than their peers (Hern, 2015).

***Evaluation***

Disaggregated success and retention rates. Annually.  
 See Attachment: Evaluation

# DEGREE AND CERTIFICATE COMPLETION

## Campus-Based Research: Degree and Certificate Completion

### Indicator Definitions and Data

**D. DEGREE AND CERTIFICATE COMPLETION.** The 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 as documented in the student educational plan developed with a counselor/advisor.

Rate	Denominator	Numerator
<b>Degree and Certificate Completion</b>	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
American Indian / Alaska Native							
Asian	70	8	11%	19.0%	-7.6%	0.60	5

	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Black or African American	70	8	11%	19.0%	-7.6%	0.60	5
Hispanic or Latino	1,132	241	21%	19.0%	2.3%	1.12	
Pacific Islander	7	0	0%	19.0%	-19.0%	0.00	1
White	440	81	18%	19.0%	-0.6%	0.97	3
Some other race	230	33	14%	19.0%	-4.7%	0.75	11
More than one race							
<b>All Students</b>							
Males	870	156	18%	19.0%	-1.1%	0.94	10
Females	1,073	215	20%	19.0%	1.0%	1.05	
Unknown	6	0	0%	19.0%	-19.0%	0.00	1
Current or former foster youth	0	0					
Individuals with disabilities	143	27	19%	19.0%	-0.2%	0.99	0
Low-income students	1,577	311	20%	19.0%	0.7%	1.04	
Veterans	16	0	0%	19.0%	-19.0%	0.00	3
<b>All Students</b>	1,949	371	19.0%				

\*Data from Data on Demand, starting in '08-'09.

**Conclusions: Disproportionately Impacted Student Groups**

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students “lost.” The target populations are highlighted.

	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Some other race	230	33	14%	19.0%	-4.7%	0.75	11
Males	870	156	18%	19.0%	-1.1%	0.94	10
Asian	70	8	11%	19.0%	-7.6%	0.60	5
Black or African American	70	8	11%	19.0%	-7.6%	0.60	5
White	440	81	18%	19.0%	-0.6%	0.97	3
Veterans	16	0	0%	19.0%	-19.0%	0.00	3
Pacific Islander	7	0	0%	19.0%	-19.0%	0.00	1
Unknown	6	0	0%	19.0%	-19.0%	0.00	1

## Degree and Certificate Completion Goals, Activities, Funding and Evaluation

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### **GOAL D. Degree and Certificate Completion**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Males	-1.1%	No Gap	2020
Black or African American	-7.6%	No Gap	2020

While Some other race and Asian were in the top 3 groups identified as experiencing disproportionate impact, the numbers of students “lost” were small, indicating this is a statistically unstable result. Reedley College chose to remain focused on our four target groups on all elements of the plan rather than dilute efforts and focus.

**D.1 Student Mentor Program**

**Activity Type(s)**

X	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
x	Research and Evaluation	x	Professional Development		

**Target Student Group(s) & # of Each Affected\***

ID	Target Group(s)	# of Students Affected
D.1	Males	40
D.1	Black or African American	35

**Activity Implementation Plan**

Student Mentor Programs are shown to increase student engagement and retention. Mentoring has been shown to increase student’s commitment to the institution, their personal educational goals and persistence (Crisp, 2010).

Currently, Student Equity is supporting one new program on campus, the Education to Empowerment (E2E) Program:

E2E is a male mentor program targets Reedley College Residence Hall male student population that comes from multiple geographical locations. Many young men are from areas of the Central Valley, East Coast, Africa, and Europe. These young men come to Reedley College with the goal of success but often do not come with the personal skills to succeed in a new educational environment. The Reedley College Residence Hall program is currently averaging a 30% decrease of male students per semester. The goal of the Male Student Support Program is to provide these young men a place to empower their voice and promote institutional buy in with face-to-face interaction on a continuous basis. Through discourse the Male Support Program will assist young men in building the tools needed to support their educational goals and navigate through their educational experience towards success. Group topics will address the stages students’ transition through in a college semester. Additionally, the Support Group will provide a safe environment for young men to express their concerns while providing guidance offering alternative positive outlets to address their needs.

Bimonthly workshops are to be held to engage young men interested in attending the Male Student Support Program meetings. The group is a unique opportunity to come together informally to provide support for those males students who are in need of increased face to face interaction. Topics for the 2-hour meetings will be on issues most relevant to their needs. All participants are given the opportunity to discuss concerns or challenges they are dealing with during their time at Reedley College and how we can create ways to become successful. The projected outcome of E2E is to increase the male student retention in the Residence Hall while aligning with The Reedley College and State Center Community College District Strategic plans. With success, the male support group could expand to support the young men campus-wide.

An additional mentor program has been developed by the Latino Faculty Staff Association (LFSA). Twenty Reedley College faculty or staff will be matched with student mentees. Goals of this program are to support students’ successful navigation of the college process as well as acquisition of knowledge and experiences on the journey to becoming life-long learners. The long-term goal of the Mentoring program will be to institutionalize this activity campus wide.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
D.1	Fall 2015	\$16,000	N/A

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;  
May not include salaries and benefits of full-time employees.

***Link to Goal***

Male students have a desire to engage in activities where they can share similar experiences with other male students. It is highly important for colleges to create opportunities for male students to interact with each other, build personal bonds and create networks of support (Ingram & Gonzalez-Matthews, 2013).

***Evaluation***

Mentor/mentee satisfaction surveys. Annually.  
Disaggregated success and retention rates. Annually.

## ***D.2 Student Engagement Activities***

### ***Activity Type(s)***

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

### ***Target Student Group(s) & # of Each Affected\****

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
D.2	African American	418
D.2	Hispanic and Latino	8,600

### ***Activity Implementation Plan***

Reedley College administered the CCSSE survey in 2014. Data was initially shared with the SLO committee and a few campus leaders to develop a plan to involve faculty in student engagement efforts. Results were shared with all faculty and staff on Opening Day Fall 2015. Efforts are underway to improve student engagement. The SLO Committee is responsible for many of these efforts.

**One Book/One College:** One of the first programs to come out of the CCSSE was the One Book/One College project where students, faculty, staff, and administration read one chosen book for the academic year. The SLO Committee, after receiving funds from the Budget Committee supports activities related to this common reading. Other engagement-focused activities include workshops on best practices, such as a “writing effective and engaging writing prompts,” workshop for faculty and effective signage for the College. The book was selected with Equity efforts and topics in mind.

**Student Newspaper:** The newspaper has been suspended due to the lack of a journalism program and faculty member to support the program. A newspaper would foster a sense of community and provide an opportunity to raise awareness about cultural events.

**Professional Development:** Another opportunity that was made possible with Student Equity Funds was professional development by Thomas Brown and Associates. This event focused on how the college could increase persistence among all our students, but particularly rural, low-income, and minority students.

Reedley College will also be joining the Minority Male Community College Collaborative (M2C3) National Consortium on College Men of Color. As a consortium partner, Reedley College will join more than 50 innovative colleges and universities across the U.S. who are implementing cutting edge practices focused on addressing the achievement gap for men of color. M2C3 provides a host of professional development opportunities for faculty, staff and administrators an annual work group meeting.

Other activities being considered are:

**African American Male Educational Network Development (A2MEND):** This is a professional organization comprised of African American male administrators whose aim is to foster institutional change within the community college system and to create an affirming academic environment for African American male students, faculty, staff, and administrators. A2MEND hosts professional development for college administrators, an annual conference, scholarships and mentoring opportunities for students.

**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.

**Cultural Awareness Events:** that raise student engagement and awareness of the target populations. Cultural awareness activities include:

- Mexican Independence Day Celebration
- Day of the Dead celebration
- Hispanic food sampling
- Hispanic guest speaker – lecture series
- Hispanic heritage month film series
- Native American food sampling
- Native American guest speaker – lecture series
- Native American cultural presentation
- Black History Month film series
- Black History month guest speakers – lecture series

Soul food tasting  
Martin Luther King Jr. Readers Theater experience  
Women's history month film screening  
Women's history guest speakers- lecture series  
Cinco de Mayo  
Asian American film series  
Asian American guest speaker -lecture series  
Asian American food sampling  
Chinese New Year celebration  
Jewish cultural displays  
LGBT Awareness Events  
Mental Health Awareness Campaign  
Islamic Cultural Events

**Campus Clubs:** Reedley college campus clubs help promote a culture that fosters learning outside of the academic classroom by creating an educational environment that connects the campus community to the importance of processes that lead to student self-governance. Student Engagement fosters the development of student's civic responsibility, responsible citizenship, leadership, and personal growth. Reedley College clubs connect students of common interests and enhance the learning and experiences of college life. Students are exposed to new ideas and interact with other students to enhance their collegiate experience. Students who are involved in extracurricular activities like clubs, sports, creative productions, and community service report being more satisfied with their college experiences. These experiences provide additional opportunities for learning and networking. They can also serve as a place where likeminded people can come together and students can build professional skills.

Currently, Reedley College is in the process of establishing a Black Student Union (BSU). A number of students have attended several planning meeting to develop the clubs purpose, bylaws, and goals. Future meetings will be held to establish club positions and activities for the year.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	2015-Ongoing	\$15,000	Foundation Funds

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;  
 May not include salaries and benefits of full-time employees.

***Link to Goal***

Student engagement is one of the primary drivers of success. Joint CCSSE/SEP projects will seek to improve student engagement for target populations.

***Evaluation***

TBA

### ***D.3 Job Developer***

#### ***Activity Type(s)***

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
X	Research and Evaluation	X	Professional Development		

#### ***Target Student Group(s) & # of Each Affected\****

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
D.3	African American	418
D.3	Hispanic and Latino	8,600

#### ***Activity Implementation Plan***

The Job Developer provides job development assistance by offering employment information, resources, and tools to students. The Job Developer assists students through the entire employment process, facilitates workshops on writing cover letters and resumes, job search strategies, interviewing techniques, and job retention skills. Workshops and training enhance students' self-belief by giving them control and helping them build confidence. Furthermore, the job developer maintains a list of volunteer, internship and employment opportunities for students, organizes employment related activities such as job fairs, employer recruitments, develops a monthly career newsletter, and coordinates the student job club. The student job club, employer recruitments, and job fairs will enable students to network, engage in active learning and collaboration so that they develop the skills necessary to achieve their personal objectives.

The Job Developer will remain current on hiring trends and industry needs by maintaining contact with local employers, community based organizations, and service groups through chamber activities, committee meetings, and employment events throughout Madera, Fresno, Tulare, and Kings Counties.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	Fall 2015 - ongoing	\$2,500	N/A

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

***Link to Goal***

The job developer helps connect male students with employment opportunities, helping students see their education as a means to an end.

***Evaluation***

Number of students placed in internships and/or jobs, disaggregated.

# TRANSFER

## CAMPUS-BASED RESEARCH: TRANSFER

### Overview

**TRANSFER.** The 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. Calculate transfer rates by dividing:

### Indicator Definitions and Data

Data from Data on Demand, cohort defined as first time students in '08-'09, CCCC-only removed, student unduplicated.

Rate	Denominator	Numerator
<b>Transfer</b>	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer after one or more years.

	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
American Indian / Alaska Native	0	0	-	-	-	-	-
Asian	70	30	43%	24.8%	18.0%	1.73	

	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Black or African American	70	18	26%	24.8%	0.9%	1.04	
Hispanic or Latino	1,132	252	22%	24.8%	<b>-2.6%</b>	<b>0.90</b>	<b>29</b>
Pacific Islander	7	1	14%	24.8%	<b>-10.5%</b>	<b>0.58</b>	<b>1</b>
White	440	129	29%	24.8%	4.5%	1.18	
Some other race	230	54	23%	24.8%	<b>-1.4%</b>	<b>0.95</b>	<b>3</b>
More than one race	-	-	-	-	-	-	-
<b>All Students</b>							
Males	870	226	26%	24.8%	1.1%	1.05	
Females	1,073	257	24%	24.8%	<b>-0.9%</b>	<b>0.96</b>	<b>9</b>
Unknown	6	1	17%	24.8%	<b>-8.2%</b>	<b>0.67</b>	<b>0</b>
Current or former foster youth	0	0	-	-	-	-	-
Individuals with disabilities	143	21	15%	24.8%	<b>-10.1%</b>	<b>0.59</b>	<b>15</b>
Low-income students	1,577	357	23%	24.8%	<b>-2.2%</b>	<b>0.91</b>	<b>35</b>
Veterans	16	6	38%	24.8%	12.7%	1.51	
<b>All Students</b>	1,949	484	24.8%				

### **Conclusions: Disproportionately Impacted Student Groups**

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students “lost.” The target populations are highlighted.

	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
Low-income students	1,577	357	23%	24.8%	-2.2%	0.91	35
Hispanic or Latino	1,132	252	22%	24.8%	-2.6%	0.90	29
Individuals with disabilities	143	21	15%	24.8%	-10.1%	0.59	15
Females	1,073	257	24%	24.8%	-0.9%	0.96	9
Some other race	230	54	23%	24.8%	-1.4%	0.95	3
Pacific Islander	7	1	14%	24.8%	-10.5%	0.58	1

## Transfer Goals, Activities, Funding and Evaluation

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### **GOAL E.**

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal	Goal Year
Low- income students	-2.2%	No Gap	2020
Hispanic or Latino	-2.6%	No Gap	2020

While Students with Disabilities were in the top 3 groups identified as experiencing disproportionate impact, Reedley College chose to remain focused on our four target groups on all elements of the plan rather than dilute efforts and focus.

## **E.1 Counselor Training for Transfer**

### **Activity Type(s)**

	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	x	Professional Development		

### **Target Student Group(s) & # of Each Affected\***

<b>ID</b>	<b>Target Group(s)</b>	<b># of Students Affected</b>
E.1	Low- income students	357
E.1	Hispanic or Latino	252

### **Activity Implementation Plan**

Additional professional development, particularly for new counselors so that they are better prepared to help students with the transfer process.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
E.1	TBA	\$7,500	N/A

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

### **Link to Goal**

Research indicates, that in order to build a transfer culture, especially for Hispanic and Latino students, institutions must implement outreach strategies, adequately address students' developmental needs and financial needs to eliminate barriers to enrollment. Most importantly, institutions must adequately train counselors in evidence based practices which facilitate transfer and properly inform them of articulation agreements between various colleges and universities (Perez & Ceja, 2010).

### **Evaluation**

Number of students who successfully transfer, disaggregated.

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**OTHER COLLEGE- OR DISTRICT-WIDE INITIATIVES  
AFFECTING SEVERAL INDICATORS**

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## Activities Affecting Several Indicators: Goals, Activities, Funding, and Evaluation

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### ***F.1 Supplemental Financial Assistance***

#### ***Indicators/Goals to be affected by the activity***

X	Access	X	Degrees and Certificate Completion
X	Course Completion		Transfer
X	ESL and Basic Skills Course Completion		

#### ***Activity Type(s)***

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
	Research and Evaluation		Professional Development		

#### ***Target Student Group(s) & # of Each Affected\****

<b>ID</b>	<b>Target Group</b>	<b># of Students Affected</b>
F.1	Low-income students	5,502
F.1	Hispanic or Latino	8,600
F.1	Males	5,185
F.1	Black or African American	418

#### ***Activity Implementation Plan***

The book, childcare, transportation and meal vouchers will be available on a semester-by-semester basis, pending funding availability. Equity funding will be used to augment “unmet need” in coordination with the financial aid office. Students to be served are low income and meet the criteria of “at-risk” students since they are part of categorical programs such as: EOPS, SSS-Trio, DSPS, Foster Youth, CalWORKS and Veterans.

**General criteria for expending Student Equity funds:**

Expenditures must:

Be targeted towards the populations, goals and activities prioritized in the college Student Equity Plan as defined in statute and title 5. Targeted populations, goals and activities must be prioritized based on the results of a disproportionate impact study outlined in the Student Equity Plan.

Meet the purpose, and address the target populations and success indicators of Student Equity as defined in statute and title 5.

Be necessary and reasonable. Eligible expenditures include “Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.”

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
F.1	Fall 2014	\$100,000	Student Equity

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

***Link to Goal***

Financial assistance of any kind has a significant positive effect on degree completion (Gross, 2014). Book vouchers provide students with an opportunity to purchase books prior to financial aid being available, which allows them to keep pace in their courses. The lack of books in the first few weeks of the semester is a frequent problem for low-income students.

Food insecurity and transportation are also an issue for low-income, rural students.

***Evaluation***

The number of students served.

**F.2 Transit Survey**

***Indicators/Goals to be affected by the activity***

X	Access		Degrees and Certificate Completion
x	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

***Activity Type(s)***

	Outreach	x	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation		Professional Development		

***Target Student Group(s) & # of Each Affected\****

ID	Target Group	# of Students Affected
F.2	Low-income students	488
F.2	Hispanic or Latino	1,436
F.2	Males	1,101
F.2	Black or African American	70

Population served by planned lines and disaggregated by percentage of target population represented groups at the college.

***Activity Implementation Plan***

This activity impacts both Access and Course Completion as it enables students to attend the college and maintain continuous enrollment.

There is still a significant rural transit service gap through the Selma corridor to Reedley. This impacts the rural communities of Fowler, Kingsburg, Parlier, and Selma. Providing a fixed route linking Kingsburg and Fowler to Selma and from Selma through Parlier to Reedley would open up access to higher education, county agencies, and much needed medical services given that Reedley has Reedley College, Department of Motor Vehicles, and Adventist Medical where primary obstetrics and centralized clinics are operated.

Our service area have higher than average unemployment and college students who have already been identified as disproportionately impacted related to access and success. As such, providing a fixed route would open the door to economic opportunity in these communities by providing access to much needed transfer and career technical education pathways.

There is significant data to support the Kingsburg and Fowler to Selma through Parlier fixed route. Specifically, the current college enrollment for the region (uncertified headcount enrollment) is:

**Needed Linked Fixed Route and # students**

- Selma – 738
- Kingsburg – 472
- Fowler – 112
- Parlier – 499
- Orange Cove – 409

Further, Reedley College has an opportunity to help those students who qualify through recent support from the state for Student Success and Student Equity to help off-set the cost for transit vouchers. Again, this is a community that could benefit from increased access to Reedley in both directions. Many of the Reedley College Orange Cove students may qualify for transit vouchers.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015-ongoing	\$15,000*	N/A

\*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

**Link to Goal**

Availability of transportation and distance from home to college are major indicators in community college students’ decision to enroll (Jepsen, & Montgomery, 2009; Everett, 2015). It is important for our college to address transportation barriers for our students as we serve some of the most rural areas in the Central Valley. Failure to address these issues could be pose a threat to access and certificate and degree completion especially for some our neediest student populations.

**Evaluation**

Survey of students who utilize bus service.  
 Further evaluations TBD.

# SUMMARY BUDGET

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categorical, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title	# of Hours										
	Student Equity Coordinator	1.00	A1, A2, A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3, E1, F1, F2	\$ -	\$ -	\$ -	\$ 68,160	\$ 17,041	\$ -	\$ -	\$ -	\$ 85,201
	Career Counselor	0.40	D3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 33,104	\$ 33,104
	Counselor - MCCC	0.50	B2, C2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,177	\$ 40,177
	Adjunct Counselors	1.00	B2, C2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,064	\$ 60,064
	Coordinator - Math Study	0.50	C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,528	\$ 38,528
	Librarian - MCCC	0.50	B1,B2, C1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 39,289	\$ 39,289
	College & Career Transition	0.50	D3	\$ 19,264	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,264	\$ 38,528
	Tutorial Center Coordinator	0.50	C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,528	\$ -	\$ 38,528
	BTC Coordinators	1.20	C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,064	\$ -	\$ 60,064
	Counselors - RC	1.50	B2, C2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 81,004	\$ 81,004
	<b>Subtotal</b>				\$ 19,264	\$ -	\$ -	\$ 68,160	\$ 17,041	\$ -	\$ 98,592	\$ 311,430
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Institutional Researcher	0.50	A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3, F2	\$ -	\$ -	\$ 30,684	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,684
	Evaluator	0.50	E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,803	\$ 21,803
	Student Tutors		C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 55,000	\$ -	\$ 55,000
	Student Help		A1, A2	\$ 27,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,500
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>				\$ 27,500	\$ -	\$ 30,684	\$ -	\$ -	\$ -	\$ 55,000	\$ 21,803

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Student Equity Coordinator	A1, A2, A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3, E1, F1, F2	\$ -	\$ -	\$ -	\$ 20,810	\$ -	\$ -	\$ -	\$ -	26,012
	Career Counselor	D3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,230	10,230
	Counselor - MCCC	B2, C2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,616	12,616
	Adjunct Counselors	B2, C2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,553	8,553
	Counselors - RC	B2, C2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 32,219	32,219
	Librarian - MCCC	B1,B2, C1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,489	12,489
	College & Career Transition Coordinator	D3	\$ 6,190	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,191	12,381
	Tutorial Center Coordinator	C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,381	\$ -	12,381
	BTC Coordinators	C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,553	\$ -	8,553
	Coordinator - Math Study Center	C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,381	12,381
	Institutional Researcher	A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3, F2	\$ -	\$ -	\$ 13,509	\$ -	\$ -	\$ -	\$ -	\$ -	13,509
	Evaluator	E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,595	11,595
	Student Tutors	C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,106	\$ -	1,106
	Student Help	A1, A2	\$ 553	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	553
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 6,743	\$ -	\$ 13,509	\$ 20,810	\$ -	\$ -	\$ 22,040	\$ 106,274	\$ 174,578
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Event Supplies	A1, A2, C1, D1, D2, D3	\$ -	\$ 688	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -	2,688
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ -	\$ 688	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ 2,688
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Software - (Career Exploration)	A4, B1	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500	15,000
	Marketing Material	A1, A2, A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	5,500
	Travel and Conference	B2, C2, C3, C4, D2, E1,	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 29,500	\$ -	\$ -	29,500
	Transportation	F1, F2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	15,000
	Mentoring for Success Meeting	D1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ 5,000	6,000
	Education 2 Empowerment Meetings	D1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	10,000
	A2MEND Meetings	D2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ 7,500	10,000
	Minority Male Collaborative (M2C3) Meeting	D2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ 2,500	5,000
	Math and English Acceleration	C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	10,000
	Student Engagement Activities	A2, D2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	10,000
	Parents as Partners Conference	A4	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
	<b>Subtotal</b>		\$ 19,000	\$ 1,500	\$ -	\$ -	\$ -	\$ 45,500	\$ 2,500	\$ 52,500	\$ 126,000

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categorical	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Graphing Calculators - Math	C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,000	18,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,000	\$ 18,000
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Book Vouchers	F1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	100,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
<b>Grand Total</b>			\$ 72,507	\$ 2,188	\$ 45,193	\$ 89,970	\$ -	\$ 45,500	\$ 178,132	\$ 610,007	\$ 1,070,740

# SUMMARY EVALUATION

## Evaluation Measures and Schedule

Indicator	Goals/target groups	Activities	Measure	Timeline	Responsible Committee
Access	Males Hispanic or Latino	Reg-To-Go	Feeder school graduating class will be compared to RTG population.	Annually	Student Success
			RTG participants will be compared to access population.	Annually	Student Success
			Qualitative Data will be collected, as appropriate.	Annually	Student Success
		Face to Face Orientation	Satisfaction Surveys will be administered to all participants.	Annually	Student Success
			Disaggregated attendee vs. non attendee success and retention rates.	Annually	Student Success
		Online Orientation	Orientation participation.	Annually	Student Success
		K16 Bridge: Career Exploration	Participation rates.  Enrollment and attendance at Reedley College compared to those who did not participate in the program, disaggregated.	Annually	Student Success

<b>Indicator</b>	<b>Goals/target groups</b>	<b>Activities</b>	<b>Measure</b>	<b>Timeline</b>	<b>Responsible Committee</b>
<b>Course Completion</b>	Low-income students Hispanic or Latino Males	Early Alert	Early Alert participation rate	Annually	Student Success
			Disaggregated Early Alert success and retention rates.	Annually	Student Success
	Black or African American	Targeted Interventions	Assessment is driven by the SSSP data collection points. That data will be disaggregated.	Annually, SSSP timeline	Student Success
<b>Basic Skills</b>	Hispanic or Latino Males Low-income students Black or African American	Cohort Enrollment / FYE	Course completion, transfer level course completion, and cohort success and retention.	Annually	Student Success
			Participation and retention rate for case management model.		
		Embedded Counseling	Disaggregated student contact.	Annually	Student Success
			Disaggregated success and retention.	Annually	Student Success
		Tutoring and Embedded Tutoring	Disaggregated success and retention rates.	Annually	Student Success
			Disaggregated participation rates.	Annually	Student Success
		Satisfaction Surveys, as administered by each center.	Annually	Student Success	
Accelerated Learning	Disaggregated success and retention rates	Annually	Student Success		
<b>Degree and Certificate</b>	Males Black or African American	Student Mentor Program	Mentor/mentee satisfaction surveys.	Annually	Student Success
			Disaggregated success and retention rates.	Annually	Student Success
		Student Engagement Activities	TBA	Annually	Student Success

<b>Indicator</b>	<b>Goals/target groups</b>	<b>Activities</b>	<b>Measure</b>	<b>Timeline</b>	<b>Responsible Committee</b>
		Job Developer	Number of students placed in internships and/or jobs, disaggregated.	Annually	Student Success
<b>Transfer</b>	Low-income students Hispanic or Latino	Counselor Training for Transfer	Number of students who successfully transfer, disaggregated.	Annually	Student Success
<b>Other Activities</b>		Supplemental Financial Assistance	The number of students served.	Annually	Student Success
		Transit Survey	Survey of students who utilize bus service. Further evaluations TBD.	One-time TBD	Student Success

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# ATTACHMENTS

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# **CLOVIS COMMUNITY COLLEGE**

## **Student Equity Plan**

**October 27, 2015**



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# CLOVIS COMMUNITY COLLEGE STUDENT EQUITY PLAN

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## Table of Contents

<b>Signature Page</b>	<b>4</b>
<b>Executive Summary</b>	<b>6</b>
Target Groups	
Goals	
Activities	
Student Equity Funding and Other Resources	
Contact Person/Student Equity Coordinator	
<b>Planning Committee and Collaboration</b>	<b>11</b>
<b>Access</b>	<b>13</b>
<i>Campus-Based Research</i>	
Overview	
Indicator Definitions and Data	
Conclusions: Disproportionately Impacted Student Groups	
<i>Goals, Activities, Funding and Evaluation</i>	
Access Baseline Data and Goals	
Activities to Improve Access for Target Student Groups	
Expected Outcomes for Target Student Groups	
<b>Course Completion</b>	<b>20</b>
<i>Campus-Based Research</i>	
Overview	
Indicator Definitions and Data	
Conclusions: Disproportionately Impacted Student Groups	
<i>Goals, Activities, Funding and Evaluation</i>	
Course Completion Baseline Data and Goals	
Activities to Improve Course Completion for Target Student Groups	
Expected Outcomes for Target Student Groups	
<b>ESL and Basic Skills Completion</b>	<b>28</b>
<i>Campus-Based Research</i>	
Overview	

Indicator Definitions and Data	
Conclusions: Disproportionately Impacted Student Groups	
<i>Goals, Activities, Funding and Evaluation</i>	
ESL and Basic Skills Completion Baseline Data and Goals	
Activities to Improve ESL and Basic Skills Completion for Target Student Groups	
Expected Outcomes for Target Student Groups	
<b>Degree and Certificate Completion</b>	<b>36</b>
<i>Campus-Based Research</i>	
Overview	
Indicator Definitions and Data	
Conclusions: Disproportionately Impacted Student Groups	
<i>Goals, Activities, Funding and Evaluation</i>	
Degree and Certificate Completion Baseline Data and Goals	
Activities to Improve Degree and Certificate Completion for Target Student Groups	
Expected Outcomes for Target Student Groups	
<b>Transfer</b>	<b>42</b>
<i>Campus-Based Research</i>	
Overview	
Indicator Definitions and Data	
Conclusions: Disproportionately Impacted Student Groups	
<i>Goals, Activities, Funding and Evaluation</i>	
Transfer Baseline Data and Goals	
Activities to Improve Transfer for Target Student Groups	
Expected Outcomes for Target Student Groups	
<b>Other College- or District-wide Initiatives Affecting Several Indicators</b>	<b>47</b>
<i>Goals, Activities, Funding and Evaluation</i>	
Goals Addressed by Activities	
Activities, Funding and Evaluation to Improve Outcomes for Target Student Groups	
<b>Summary Budget</b>	<b>49</b>
<i>Summary Budget spreadsheet</i>	
<b>Summary Evaluation Plan</b>	<b>52</b>

# Signature Page

## ***Clovis Community College Student Equity Plan Signature Page***

**District:** State Center Community College      **Board of Trustees Approval Date:** \_\_\_\_\_

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

*[Signature]*

Deborah J. Ikeda

Deborah.ikeda@sccd.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

*[Signature]*

Lorrie Hopper

Lorrie.hopper@sccd.edu

*[Signature]*

Edwin Eng

Ed.eng@sccd.edu

I certify that administration was involved in the development of the plan and supports the research goals, activities, budget, and evaluation it contains.

*[Signature]*

Kelly Fowler

Kelly.fowler@sccd.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget, and evaluation it contains.

*[Signature]*

Elizabeth Romero

Elizabeth.romero@sccd.edu

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget, and evaluation it contains.

*[Signature]*

Dan Hoffman

Email: dan.hoffman@sccd.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget, and evaluation it contains.

*[Signature]*

---

Sergio Perez

Email: Sergio.perez@sccd.edu

*[Signature]*

---

Gurdeep S. Hebert

Email: Gurdeep.hebert@sccd.edu

559-325-5378

Phone

# Executive Summary

On July 20, 2015, Clovis Community College (CCC) was officially recognized by the California Community College Board of Governors as the 113<sup>th</sup> community college in the state of California. With nearly 6,200 students, CCC is also one of the fastest growing community colleges with an increase in enrollment of over 8% just this past year. Student Success and Student Equity are among the top priorities of the college to ensure that along with growth comes great opportunities for all students. Therefore the college has determined that it is most effective to have a combined committee whose charge is to plan and execute both the Student Success and Support Program (SSSP) and Student Equity Plans.

The Clovis Community College Student Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing the achievement gap 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. This 2015-2018 Student Equity Plan is guided by the College's Mission Statement wherein the commitment to student equity is inherent: Creating opportunities one student at a time.

**There are four main goals of the Clovis Community College Student Equity Plan. The specific goals of the Student Equity Plan are:**

1. To provide opportunities for increasing diversity and equity at Clovis Community College.
2. To build institutional capacity to address achievement gaps by engaging in systematic quantitative and qualitative inquiry using a practitioner-researcher model and by implementing interventions and student support services that directly address the identified equity gaps.
3. To establish a Student Equity Taskforce which will monitor progress on the plan, submit required annual reports, develop future plans, determine the performance measures for monitoring progress toward achieving the desired outcomes, and establish target dates for achieving these outcomes.
4. To close performance gaps for targeted groups, thereby improving the overall success of all students at Clovis Community College.

These goals will be accomplished through:

1. Research and inquiry
2. Intervention and student support

These two pathways will culminate in an evaluation process to determine the most successful practices on closing achievement gaps for our target population of students as indicated in the following graph.

Success Indicators	Underserved Target Populations
A. Access	Veterans, male students, and individuals with disabilities
B. Course Completion	Native American, Asian, African American & Hispanic males, low income, individuals with disabilities, and foster youth
C. ESL and Basic Skills Completion	American Indian/Alaska Native, African American, male students, low-income students, and foster youth
D. Degree and Certificate Completion	African American, Hispanic, Asian, and low-income students
E. Transfer	American Indian, African American, Hispanic, Native Hawaiian, Pacific Islander students, individuals with disabilities, low-income students, and foster youth

The Student Success Committee has selected a primary focus for implementation annually; however, activities that address *all* equity indicators are supported in this plan and will continue after implementation. CCC offers Basic Skills courses; however we currently do not offer an ESL program. Due to the changing demographics of the campus, this will be a focus of the institution.

Year 1: Focus on Indicator C, ESL, and Basic Skills Completion.

Year 2: Focus on Course Completion.

Year 3: Focus on Degree and Certificate Completion as well as Transfer.

**The target group students who experience the greatest disproportionate impact across all indicators were African American and Hispanic students, minority male students, and low income students.**

**Research and Inquiry**

*Research and Inquiry:* Research and inquiry about stellar models that focus on the success of minority male community college students. Clovis Community College will target models that will specifically assist male students to excel academically, provide social and cultural awareness, and professional development.

*Research and Inquiry:* Develop an inquiry group comprised of CCC practitioners to deepen the institution's understanding of *why* the equity gaps exist for basic skills metrics with a specific focus on ESL within the context of instructional support services and curriculum delivery. While this inquiry is focused on basic skills students, the lessons learned will inform our approach to improving course creation and completion more generally.

*Equity Research Assistant:* CCC will hire a Research Assistant to assist the institution with identifying baseline data for equity performance measures, determining standards for achievement, and conducting a variety of inquiry projects. The Research Assistant will work with pilot projects to determine efficacy and sustainability of efforts to close identified equity gaps.

### **Intervention and Student Support**

In addition to the many student and instructional support services offered at Clovis Community College, the Student Success/Equity Committee has selected projects that provide new and/or enhanced support services to students to improve course, degree, and certificate completion; transfer achievement; and minimize the equity gaps.

### **Access**

- Improve identification and access to services for Hispanic and African American students.
- Improve identification and access to services for minority male students.

### **Course Completion**

- Assess the overall efficacy of student instructional support services.
- Promote the use of instructional support services among groups experiencing disproportionate impact in course completion.
- Develop a professional development plan for faculty and staff to address the issues contributing to academic underperformance of target groups.
- Support project activities in history, sociology, political science, and other academic disciplines which address cultural, ethnic, and socio-economic issues.
- Enhance awareness and access to Disabled Student Programs and Services (DSPS).
- Expand access to instructional support services such as the Tutorial Center and Library services.
- Evaluate incoming transcripts as students enter the college to determine course completion toward their goal which may include their degree and/or certificate.

### **ESL and Basic Skills Completion**

- Establish a task force made up of faculty, administrators, and support staff who will systematically investigate practices to increase our capacity to address Basic Skills course completion disparities.
- Invest in the creation of pathways from basic skills to college level courses.
- Expand access to instructional support services for all target groups.

### **Degree and Certificate Completion**

- Create experiences for students that promote a connection to their academic goals including research opportunities and attendance at leadership and diversity events and activities.
- Enhance Tutorial and Library services.
- Assess the overall efficacy of our student transfer support services in promoting its services among groups experiencing disproportionate impact.
- Enhance services offered by categorical and other special programs that promote degree and certificate completion among target group students.
- Evaluate incoming transcripts as students enter the college to determine a path toward completion of their degree.

### **Transfer**

- Assess the overall efficacy of our student transfer support services.
- Promote transfer support services for target groups experiencing disproportionate impact.
- Provide professional development for faculty and staff to address the issues contributing to academic underperformance of target groups experiencing disproportionate impact.
- Create experiences for students that promote a connection to their academic goals including research opportunities at universities, attendance at leadership and diversity programs and events, and possibly insurance.
- Enhance services offered by categorical and other special programs that promote transfer among target groups.
- Evaluate incoming transcripts as students enter the college to determine a path toward completion of their degree.

### **SB 860 Requirements**

Foster youth, veterans, and low-income/disadvantaged student data have been included in the “campus-based research” to the extent data are available. In some cases data was not collected

for these student groups until a date later than the cohort specified for the equity plan. In the annual update to the Student Equity Plan, we will disaggregate data by gender within target groups. All revised data requirements included in SB 860 will be reviewed by the Institutional Researcher in order to ensure these are included in our annual update. There was close collaboration with categorical and special support programs on campus that work directly with target group students throughout the planning process.

**Resources Budgeted**

The Student Equity Plan funds have been allocated based on the disproportionate impact study in order to address identified equity gaps in each of the indicators following the funding guidelines provided by the Chancellor’s Office in September 2014. In addition to the activities supported by Student Equity Plan funding, there are many ongoing institutional activities that address equity gaps in academic achievement for target group students that are supported by the general fund, grants such as Title V, SSSP, SSS-STEM, and other categorical funds. Clovis Community College has added the position of Director of Student Success Equity and Outreach to oversee the implementation of the College’s Equity plan (research, intervention, and evaluation) and serve as the contact for equity reporting purposes.

The budget for Clovis Community College has been categorized by object code as follows:

Revenue (2015 – 2016) 8600	State	\$502,284.00
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**Expenditures**

1000	Academic Salaries	\$118,826.00
2000	Non Academic Salaries	\$207,277.00
3000	Employee Benefits	\$97,812.00
4000	Supplies & Materials	\$11,554.00
5000	Other Operating Expenditures	\$56,315.00
6000	Capital Outlay	\$5,000.00
7000	Other Outgoing	\$5,500.00

**College Contact**

The Student Equity Plan contact for Clovis Community College is Ms. Gurdeep S. Hébert. She can be reached at 559-325-5378 or [gurdeep.hebert@sccd.edu](mailto:gurdeep.hebert@sccd.edu).

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## Planning Committee and Collaboration

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The Clovis Community College Student Success Committee is responsible for the development and implementation of the Student Equity Plan and the Student Success and Support Program Plan. This committee is composed of faculty, administration, students, classified professionals and a community member. Campus constituent groups, including the Academic Senate, Associated Student Government, Classified Senate, President's Cabinet, and College Council all provided input as the plan was being developed. The Student Equity Plan focuses on increasing access, course completion, certificate and degree completion, transfer rates, and closing academic achievement gaps for underrepresented students.

## Student Equity Plan Committee Membership List

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Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Kelly Fowler	Vice President Instruction & Student Services	Administration, Co-chair
Gurdeep Hebert	Director of Student Success, Equity, & Outreach	Co-chair
Doris Griffin	Dean of Students	Student Services
Lee Brown	Interim Dean of Instruction	Instruction
Ryen Hirata	Interim Dean of Student Services	Student Services
Michelle Johnson	Institutional Research Coordinator	Research
Carla Stoner-Brito	Counselor	Student Services
Jeff Burdick	Faculty	English
Brandon Huebert	TRIO Counselor	Categorical Representative
Teresa Ishigaki	Faculty	English
Anna Martinez	Faculty	Communication
Sergio Perez	President, Associated Student Government	Student Government
Reynani Hawkins	Student Services Specialist	Admissions and Records
Candy Cannon	Financial Aid Manager	Financial Aid
Cynthia McDonald	Librarian	Library Services
Jennifer Simonson	Faculty	Basic Skills
Ann Brandon	Faculty	Reading
Carole Sullivan	Faculty	Math Department
Galin Dent	Faculty	Reading
Patrick Stumpf	College Center Assistant	Student Activities
Stacy Ross	Tutorial Services Coordinator	Tutorial Services
David Navarro	Outreach Specialist	Outreach
Elizabeth Romero	Academic Senate President	Academic Senate
Leslie Ratá	Classified Senate Past President	Classified Senate
Cindy Walker	Adjunct Psychology Instructor	Adjunct Faculty
Julieanne Nguyen	Student Representative	Student Government
Caeleb Trace	Student Representative	Student Government
Lindsey Perales	Student Representative	Student Government
Alex Markle	Student Representative- Tutor	Tutorial Center
Pam Fobbs	Community Representative	Community

# Access

## CAMPUS-BASED RESEARCH: ACCESS

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- 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.

Access describes the percentage a population subgroup enrolled at the college compared to that subgroup's representation in the adult population of the community served. Clovis Community College (CCC) attracts a large number of student groups from all over Fresno County and is not limited to the City of Clovis service area.

### DATA SOURCE

The CCC population data were obtained from the college's Management Information Systems (SQL) database. The service area demographic data are based on Clovis Unified School District demographics (DataQuest).

### METHODOLOGY

Clovis Community College Equity Committee reviewed the three methods for calculating Equity Gaps (disproportionate impact). We decided to use the Percentage Point Gap approach because we found the results easier to interpret. Using the table provided in the Student Equity Plan template, we examined student population in Fall, 2014.

The data indicates that a little over half of the CCC population (54.8%) is female. Male students (45%) are underrepresented in the CCC population when compared to the percentage of males in the community.

The largest percentage of the CCC student population is White/non-Hispanic (44%), followed by Hispanic (37%), Asian (12%), and African American (4%). When compared with the service area population, White/non-Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native, are more prevalent in the CCC population.

Target Population(s)	# of your college's total enrollment in Fall 2014	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
American Indian / Alaska Native	98	2%	1%	+1
Asian/Pacific Islander	773	12%	13%	-1
Black or African American	233	4%	3%	+1
Hispanic or Latino	2,318	37%	35%	+2
White	2,724	44%	47%	-3
Some other race	67	1%	1%	-
More than one race	N/A			
<b>Total of 7 cells above (Orange cells should = 100%)</b>	<b>6,213</b>	<b>100%</b>	<b>100%</b>	
Males	2,801	45%	51%	-6
Females	3,347	54%	48%	+6
Unknown	65	1%	1%	-
<b>Total of 3 cells above (Orange cells should = 100%)</b>		<b>100%</b>	<b>100%</b>	
Current or former foster youth	111	2%	.5%	+1.5
Individuals with disabilities	391	6%	9%	-3
Low-income students	3,734	59%	38%	+21
Veterans	111	2%	6%	-4

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

### GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap*, year	Goal PPG**	Goal Year
Males	-6, 2014 PPG	Gap no greater than -4 PPG	2020
Veterans	-4, 2014 PPG	Gap no greater than -1 PPG	2020
Individuals with disabilities	-3, 2014 PPG	Gap no greater than -2 PPG	2020

\*Percentage Point Gap (PPG) \*\*Benchmark goals are to be decided by the institution.

***When compared with the service area, males, veterans, and individuals with disabilities are less prevalent in the CCC student population indicating a disparity in enrollment compared to the service area.***

## ACTIVITIES: A. ACCESS

### A.1

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
A.1	Males	168
	Veterans	5
	Individuals with disabilities	12

## Activity Implementation Plan

### Research and Inquiry

Clovis Community College's goal in the access indicator is to maintain a student body that is reflective of the race/ethnicity of its service area and to reach equity for all groups. In addition to access to the college generally, we have conceptualized this indicator to include access to programs and services at the college that offer opportunities for all students.

- Improve identification of and access for male students, specifically minority male students.
- Improve identification of and access for veterans.
- Improve identification of and access for students with disabilities.
- **Males:** Research and inquire stellar models that focus on the success of minority male community college students. Clovis Community College will target models that will specifically assist male students to excel academically, provide social and cultural awareness, and professional development.
- **Equity Research Assistant:** CCC will hire a Research Assistant to assist the Equity Plan Task Force and research/inquiry committees with identifying baseline data for equity performance measures, determining standards for achievement, and conducting a variety of inquiry projects. The Research Assistant will work with pilot projects to determine efficacy and sustainability of efforts to close identified equity gaps.
- **Enrollment Funnel:** Determine the percentage of students in the disproportionate impact groups that are lost from the point of application to the census date.
- **Registration:** Analyze all demographic information and incoming enrollment rates in comparison to exiting senior rates for individual feeder high schools. Specifically target male students.

### Intervention and Student Support

Clovis Community College's (CCC) commitment to creating a supportive environment for ALL students is demonstrated by sponsoring the following ongoing, institution- or categorical/grant-funded outreach efforts:

- **Registration to Go:** Matriculation services to seniors at the college feeder high schools.
- **CTE Pathway Grants:** Development of high school partnerships to connect students to career pathways.
- **Block Schedule Offerings:** Provide block schedules to be able to complete a degree in a two-year span. Current programs include business and psychology.

- **High School Programs:**
  - *High School Articulation Agreements* in various disciplines
  - *Dual Enrollment*
  - *CCCAP*: Collaborative program between CCC and the Clovis Unified School District aimed at improving college-going rates. The program gives high school students the opportunity to participate in college courses at CCC.
- **First Year Experience:** The First Year Experience (FYE) program is a student success program where participating students receive a guaranteed basic skills schedule with specific counseling and tutorial support for one semester. It also serves as an effective way to retain our target groups.

Although the data suggests Clovis Community College is doing a fairly good job of reaching out to students from all target groups, there is an identified need to increase and improve our efforts.

- **Enhance Registration-To-Go and Orientation:** Improve matriculation services to seniors at the college feeder high schools by hiring support staff.
- **DSPS Handbook:** Enhance outreach efforts to individuals with disabilities by giving them a handbook that provides a comprehensive description of CCC's Disabled Student Programs and Services and support available across campus.
- **Veterans Handbook:** Design a handbook to provide a comprehensive description of veterans' program services that create a supportive and understanding environment for veteran students across campus.
- **Enhance Veterans Center Service Expansion:** Increase capacity for connecting veterans at CCC to centralized psychological and counseling services near the Veterans Center.
- **Enhance Outreach Services:** Improve community outreach efforts, brochures, and material that specifically target our underrepresented student groups. Coordinate with the local VA Center to recruit veterans to attend CCC.
- **Financial Aid Outreach:** Increase the awareness of making college affordable so that finances do not become an access issue.
- **Book Vouchers:** Many times finances are a major reason for not enrolling in college. Promote the availability of book vouchers to students in the target population groups that meet the criteria.
- **Transportation:** Provide shuttle service to and from the main campus and the satellite campus (Herndon Campus). Public transportation is only available to the satellite campus. Provide bus passes.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	January 2016	Support Staff- Financial Aid Outreach \$28,916 Support Staff- Outreach \$28,916 Evaluator- \$22,325 Supplies \$2,000 Marketing material \$5000 Shuttle Service \$36,076	BFAP  General Fund  General Fund
	October - December 2015	Veterans Handbook \$1,850	
	November - January 2016	DSPS Handbook \$1,500	
	August - December 2016	Book Vouchers \$5,000	

### Link to Goal

In the state of California, we are an open access college. In reviewing our data through the lens of student equity, we can now focus on sub-groups of students that are underrepresented or that needed additional outreach efforts.

With these activities and inquiries, the lessons learned will improve our approach to closing the gap for our target students. The activities collectively will enable our college to build an intervention framework aimed to close the equity gap through knowledge, new and effective practices, engagement, and research without sacrificing academic excellence. As we review and reflect on our college’s equity data, our campus will engage in those difficult conversations to address both student and campus behaviors that impact course completion. Through this equity plan, we have identified activities that will enable us to focus on student success of all students, thus achieving genuine equity.

- Maintain a student body which reflects the Clovis/Fresno demographics.
- Improve access for veterans, individuals with disabilities, and male students from all demographic areas.
- Strengthen student awareness of and engagement in the diverse opportunities for programmatic support for Veteran, DSPS, Foster Youth, low income, and basic skills students.
- Engage target student groups during our outreach efforts and in support programs before they begin their first year at Clovis Community College.
- Ensure access to all majors and areas of study regardless of a student’s placement level in math and English as long as prerequisites have been fulfilled.

## Evaluation

Evaluation activities will include the following:

- Collect and analyze data in Spring 2016 on student populations within our service area based on additional demographic factors that include age, gender, and socio-economic status. This timeline will specifically assist in marketing and outreach efforts.
- Dissemination of the student equity plan to the marketing director, enrollment management committee, and outreach staff, veteran's coordinator, and DSPS coordinator.

# Success Indicator: Course Completion

## CAMPUS-BASED RESEARCH: COURSE COMPLETION

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

### DATA SOURCE

The course completion data were obtained from the college's Management Information Systems (SQL) database.

### METHODOLOGY

Clovis Community College Equity Committee reviewed the three methods for calculating Equity Gaps (disproportionate impact). The Percentage Point Gap approach was chosen because the results were easier to interpret. Plus it is the preferred method recommended by the USC Center for Urban Education. Using the table provided in the Student Equity Plan template, we examined course completion in Fall, 2014. As expected, given that we are now a Hispanic Serving Institution, it is not surprising that Hispanics/Latinos make up one of the largest number of course enrollments, followed by White and Asian students. The course completion rate for all students is 70%; Whites (73%), Asians (73%), and Native Hawaiian/Pacific Islander (72%) are above the average.

In contrast, African American (62%), Hispanic (65%), and American Indian/Alaska Native students (66%) have the lowest rates of course completion. The data indicates that we have been more successful with White, Asian, and Native Hawaiians/Other Pacific Islander students than with African American, Hispanic, and American Indian/Alaska Native students. In the next table, we show the findings from the Clovis Community College Percentage Point Gap analysis.

Rate	Denominator			Numerator	
<b>Rate of Course Completion</b>	The # of courses students enrolled in and were present in on census day in the base term.			The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.	
Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)**
American Indian / Alaska Native	220	145	66%	70%	-4
Asian	1,398	1,025	73%	70%	+3
Black or African American	526	326	62%	70%	-8
Hispanic or Latino	5,585	3,642	65%	70%	-5
Native Hawaiian or other Pacific Islander	410	297	72%	70%	+2
White	6,933	5,039	73%	70%	+3
Some other race	124	93	75%	70%	+5
More than one race	NA				
<b>All Students</b>	<b>15,196</b>	<b>10,567</b>	<b>*70%</b>		
Males	7,078	4,668	66%	70%	-4
Females	7,965	5,786	73%	70%	+3
Unknown	N/A				
Current or former foster youth	45	31	69%	70%	-1
Individuals with disabilities	970	632	68%	70%	-2
Low-income students	9,015	6,079	67%	70%	-3
Veterans	199	143	72%	70%	+2

\*The all student average is proposed as the comparison point for all groups.

\*\*Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills paying close attention to the +/- designation.

The table below shows that the three groups with the largest equity gaps in course completion are African Americans, Hispanics, and American Indians/Alaska Natives.

One of the advantages of the Percentage Point Gap analysis is that it illustrates the equity gap in actual numbers, which helped us take notice that even though the gap for Hispanics/Latinos (-5) was close to American Indian/Native Alaska (-4) the number of courses not completed by Hispanics/Latinos is significantly greater than the number of courses not completed by American Indian/Native Alaska (279 versus 9). Consequently, we decided that Hispanic/Latinos should be one of our target groups for equity--focused interventions. We also noticed that the number of courses lost by Blacks/African Americans and American Indians/Native Alaskans was relatively small, 42 and 9 respectively. Therefore it would be very easy to identify the courses these two groups of students did not complete.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Course Completions "Lost"
Largest Gap	Black/African American	8%	.08	x	526	= 42
Second Largest	Hispanic/Latino	5%	.05	x	5585	= 279
Third Largest	American Indian/Alaska Native	4%	.04	x	220	= 9

## GOALS, ACTIVITIES, FUNDING, AND EVALUATION: COURSE COMPLETION

### GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year PPG*	Goal**	Goal Year
Black/African American	-8, 2014 PPG	Gap less than -6 PPG	2020
Hispanic/Latino	-5, 2014 PPG	Gap less than -3 PPG	2020
American Indian/Alaska Native	-4, 2014 PPG	Gap less than -2 PPG	2020

\*Percentage Point Gap (PPG)

\*\*Benchmark goals are to be decided by the institution.

Clovis Community College's sustained outreach and recruitment efforts have demonstrated commitment to student access; however, once students arrive, their ability to achieve academic success is highly dependent on their experience at the college. The data illustrates that the greatest disproportionate impact in the student success indicator for course completion was for Black/African American, Hispanic/Latino, and American Indian/Alaska Native students.

Our goal for our Black/African American and Hispanic/Latino students is to close the percentage point gap. Our goal for our American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students is to close the gap entirely given how small the gap is in terms of number of course completions lost.

Beginning Spring 2016 term, our institutional researcher plans to produce a report showing enrollment in credit courses by race and ethnicity. She will provide us with the number of courses that need to be completed for each group in order to make progress toward reaching our goal. Ideally, between 2016 and 2020, we will be able to continuously reduce the equity gap in course completion. While we do not know why these gaps exist, we believe that the first step toward eliminating them is to monitor course completion semester by semester. Our institutional research office plans to make the reporting of course enrollment and course completion by race and ethnicity a standard operating procedure. It is expected that the report will identify courses that seem most vulnerable to non-completion, which will help department chairs and faculty engage in inquiry to learn what is going on. The kind of inquiry we have in mind is described below in our proposed activities.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**

**ACTIVITIES: B. COURSE COMPLETION**

**B.1**

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

ID	Target Group(s)	# of Students Affected
B.1	Black/African American	See note*
	Hispanic/Latino	
	American Indian/Alaskan Native	

\*Data analysis will be conducted during Fall 2016 to determine the number of students affected by the course completion gaps. For example, we do not yet know how many unduplicated Hispanic students were represented in the 279 course completion losses.

**Activity Implementation Plan**

**Research and Inquiry**

- ***Inquiry Group:*** Develop an inquiry group comprised of CCC practitioners to deepen the institution’s understanding of *why* the equity gaps exist for metrics with a specific focus on course completion within the context of instructional support services and curriculum delivery.
- ***Equity Research Assistant:*** CCC will hire a Research Assistant to assist the Equity Plan Task Force and research/inquiry committees with identifying baseline data for equity performance measures, determining standards for achievement, and conducting a variety of inquiry projects. The Research Assistant will work with pilot projects to determine efficacy and sustainability of efforts to close identified equity gaps.
- ***Policies:*** Review enrollment policies related to late registration and withdrawals.

- **Data Collection:** Analyze the usage of the Tutorial Center.

### **Intervention and Student Support**

CCC plans to utilize the institutional equity plan to assess the overall efficacy of student instructional support services and better promote their use among groups experiencing disproportionate impact in course completion.

**Professional Development for Faculty and Staff:** CCC will provide opportunities to learn about working with target group populations through cultural diversity trainings, seminars, and conferences. We will explore issues of pedagogy and practice, exchange ideas, study new approaches, and test innovative strategies for building student skills and understanding. Additionally, we will bring in experts and practitioners in the field of education who will share research-based strategies that increase student success.

### ***Enhancement and Expansion of Tutorial Services***

- Hire Tutorial Center Coordinator to assist with coordinating activities and services of the Tutorial Center.
- Create a Tutorial Center at the Herndon Campus.
- Hire five additional tutors.
- Increase embedded tutoring services.
- Purchase supplies such as two more whiteboard tables for math area in the Tutorial Center.
- Purchase technology such as a printer/copier for student use in the Tutorial Center.

**Enhancement of Library Services:** Currently, there are a number of textbooks on reserve at the Library for students that faculty have made available. However, there is a greater need because there are only one or two books per class that students can use. According to our Librarian, the demand is especially high in math, English, and science.

- Analyze demand and purchase necessary books to put on reserve.
- Having these books available will especially help those students at the beginning of the semester that have not yet received their financial aid or scholarship funds.
- Having books on reserve will also assist those students that may have forgotten their books at home and need to study or complete their homework.

**Student Support Services:**

- **Enhance Clovis 411 Welcome Days:** Specifically design workshops during the Welcome Days that provide information on tips for college success, time management, stress management, and additional college orientation to our target populations.
- **Implement more cultural programming:** Support extra-curricular activities in history, sociology, political science, and other academic disciplines which address cultural, ethnic, and socioeconomic issues.
- **Financial Assistance and Awareness:** Increase the awareness of making college affordable and the services available on campus such as scholarships, book vouchers and emergency book loans, jobs on campus, and books on reserve. Purchase a set of “clickers” that are used for test-taking that can be utilized by multiple students who are unable to afford them.
- **Hire an Evaluator:** Evaluate incoming transcripts as students enter the college to determine course completion toward their degree or goal.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1			
	November 2015	Research and Evaluation Hire Research Assistant \$25,000	Title V
	November 2015- October 2016	Curriculum and Course Development Professional Development \$10,000 Faculty \$5000 Books and Supplies \$5,000	SSSP
		Support Services Financial Aid Support \$30,000 Evaluator \$22,325 Programming \$7,000	BFAP SSSP
	August 2015	Tutorial Center \$90,000	
		Clickers for Science Classes \$3305.00	

## **Link to Goal**

With these activities and inquiries, the lessons learned will improve our approach to closing the gap for course completion for our target students. These activities collectively will enable our college to build an intervention framework aimed to close the equity gap through knowledge, new and effective practices, engagement, and research without sacrificing academic excellence. As we review and reflect on our college's equity data, our campus will engage in those difficult conversations to address both student and campus behaviors that impact course completion. Through this equity plan, we have identified activities that will enable us to focus on the success of all students, thus achieving genuine equity.

## **Evaluation**

Evaluation activities will include the following:

- Collect and analyze data on student enrollment and completion for all students, disaggregated according to the categories delineated in the Student Equity Plan. (each semester)
- Dissemination of this report to department chairs and deans, along with an individualized report that lists the “high-risk” or “vulnerable” courses in their department. (annually)
- Organize student focus groups to get feedback from students regarding course completion. (annually)
- Evaluate the “funded activities” to determine their impact on reducing equity gaps and consider scaling up the most successful activities. (annually)

# Success Indicator: ESL and Basic Skills Completion

## CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

**C. ESL AND BASIC SKILLS COMPLETION.** The 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 ESL or basic skills course.

**NOTE: CCC currently does not offer an ESL program. Therefore the table below only reflects data for Basic Skills.**

### DATA SOURCE

The course completion data was obtained from the college's Management Information Systems (SQL) database.

### METHODOLOGY

The basic skills completion ratios were calculated by dividing the percentage of credit basic skills students who complete a degree applicable course in English or math (Outcome) by the percentage of those students who began their course sequence in basic skills (Cohort).

Target Population(s)	The # of students who complete a final basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	8	0	0%	35%	-35
Asian	20	9	45%	35%	+10
Black or African American	27	3	11%	35%	-24
Hispanic or Latino	187	72	39%	35%	+4
Native Hawaiian or other Pacific Islander	N/A				
White	163	56	34%	35%	-1
Some other race	12	3	42%	35%	+7
More than one race	N/A				

<b>All Students</b>	<b>417</b>	<b>143</b>	<b>*35%</b>		
Males	180	58	32%	35%	-3
Females	237	85	36%	35%	-1
Unknown	N/A				
Current or former foster youth	5	1	20%	35%	-15
Individuals with disabilities	23	7	30%	35%	-5
Low-income students	73	23	32%	35%	-3
Veterans	N/A				

The table below shows that the four groups with the largest equity gaps in Basic Skills completion are American Indian/ Alaska Native, African American/Black, Foster Youth, and males. These will be our target groups for this indicator.

		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final basic skills course with an A, B, C or credit = Number of Students "Lost"
Largest Gap	<b>American Indian/Alaska Native</b>	<b>35%</b>	<u>.35</u>	x	<b>8 = 3</b>
Second Largest	<b>African American/Black</b>	<b>24%</b>	.24	x	<b>27 = 7</b>
Third Largest	<b>Foster Youth</b>	<b>20%</b>	<u>.15</u>	x	<b>5 = 1</b>
Fourth Largest	<b>Males</b>	<b>3%</b>	<u>.03</u>	x	<b>180 = 5.4</b>

In examining our campus-based research it became clear that the most significant disparities were in basic skills English and math completion, and American Indian/Alaska Native, African American/Black, and Foster Youth experience the greatest disproportionate impact followed by our male student population. Although the population of our American Indian/Alaska Native and Foster Youth is fairly small, the intent is that the outcomes of our work will bring about equity in educational outcomes that will benefit these groups as well.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

**GOAL C:** The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

**NOTE: CCC currently does not offer an ESL program. Therefore the table below only reflects data for Basic Skills.**

Target Population(s)	Current PPG, year*	Goal**	Goal Year
American Indian/Alaska Native	-35 PPG, 2014	No Gap for Basic Skills	2020
African American	-24 PPG, 2014	No Gap for Basic Skills	2020
Foster Youth	-20 PPG, 2014	No Gap for Basic Skills	2020
Males	-3 PPG, 2014	No Gap for Basic Skills	2020

\*Percentage Point Gap (PPG) \*\*Benchmark goals are to be decided by the institution.

Clovis Community College’s sustained outreach and recruitment efforts have demonstrated commitment to student access; however, once students arrive, their ability to achieve academic success is highly dependent on their experience in college. The data illustrates that the greatest disproportionate impact in the student success indicator for Basic Skills Course Completion was for American Indian/Alaska Native, African American, Foster Youth, and male students. Our goal is to close the gap entirely for our American Indian/Alaskan Native students.

### ACTIVITIES: ESL AND BASIC SKILLS COURSE COMPLETION

#### **C.1**

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected**

ID	Target Group(s)	# of Students Affected
C.1	American Indian/Alaska Native	8
	African American/Black	24
	Foster Youth	4
	Males	122

• **Activity Implementation Plan**

**Research and Inquiry Group:** This project will entail inviting members of all the major constituencies and instructional faculty in target disciplines to form research inquiry groups to closely examine:

1. The need for ESL Classes and development of curriculum.
2. The institutional and classroom practices and policies that may be lead to inequity in Basic Skills completion. As a first step in developing activities to reach the goal, research/inquiry groups will engage in asking “second level questions” in order to understand the many dimensions of the problem and what types of interventions might have the greatest impact.

**Some of the second level questions to explore in the inquiry group are:**

**Educational Processes and Organizational Structures**

- Does the assessment test place students appropriately and assess for relevant math knowledge? We know that the lower in the math or English sequence that students are placed, the less likely they are to persist to college-level coursework.
- In what ways do faculty members use the Early Alert system? What are the Early Alert messages that students are receiving? Are students referred to appropriate resources to improve outcomes? What type of follow-up is in place to ensure that the student has been provided the appropriate resources and support?

**Curriculum Content and Campus Climate**

- Is the highest-level basic skills course preparing students for the college-level course, or is it making up for what students should have learned before? Are the classes future/college-level oriented? Are the highest level basic skills course “exit skills” aligned with the “entrance skills” required for success at the college level?
- Have the accelerated English courses been successful for our target populations?

- What messages do students perceive from the language and processes outlined in course syllabi?
- At what point in a course do target group students begin to struggle? Is there a specific point in the course where students are particularly challenged?
- What is the experience of underrepresented males at CCC?

### **Student Preparation and CCC Support Services**

- What proportion of students in the target groups took math in their senior year of high school?
- How do target group students perform on the first test or assessment of the course? For those who did not do well, what support or intervention was offered?
- Are tutors and Instructional Assistants given syllabi and other course materials to promote their own understanding of how students can succeed in these courses? What types of training do they receive on teaching study skills?

### **Faculty Development**

- Do faculty members have access to appropriate professional development to improve their teaching to promote the success of the target group students?
- Is culturally responsive pedagogy widely used in Basic Skills courses and do faculty have enough opportunities to exchange best practices in an informal setting?

### **Research and Inquiry:**

- Disaggregate basic skills data by gender in Basic Skills English and in Basic Skills Math.

### ***Activity Implementation Plan***

CCC plans to utilize the institutional equity plan to assess the overall efficacy of student instructional support services and better promote their use among groups experiencing disproportionate impact in course completion.

- **EOP&S:** Support the proposed Extended Opportunity Program & Services (EOPS) program that assists the enrollment, retention, graduation, and transfer of students who are challenged by language, social, economic, and educational disadvantages.
- **Professional Development for faculty and staff:** Opportunities to learn about working with target group populations through cultural diversity trainings, seminars, and conferences. Explore issues of pedagogy and practice, exchange ideas, study new approaches, and test innovative strategies for building student skills and

understanding. Bring in experts and practitioners in the field of education will share research-based strategies that increase student success.

- **Enhancement and Expansion of Tutorial Services**
  - Hire Tutorial Center Coordinator to assist with coordinating activities and services of the Tutorial Center.
  - Create a Tutorial Center at the Herndon Campus.
  - Hire five additional Tutors.
  - Increase embedded tutoring.
  - Purchase two more whiteboard tables for math area in the Tutorial Center.
  - Purchase a printer/copier for student use in the Tutorial Center.
- **Enhancement of Library Services:** Currently there are a number of text books on reserve at the Library for students that faculty have made available. However, there is a greater need because there are only one or two books per class that students can use. According to our Librarian, the demand is especially high in math, English, and science.
  - Analyze demand and purchase necessary books to put on reserve along with other library resources that may be needed by students such as technology and literature.
  - Having books and other library resources available will especially help those students at the beginning of the semester that have not yet received their financial aid or scholarship funds.
  - Having books on reserve will also assist those students that may have forgotten their books at home and need to study or complete their homework.

#### **Student Support Services:**

- ***Enhance Clovis 411 Welcome Days:*** Specifically design workshops during the Welcome Days that provide information on tips for college success, time management, stress management, and additional college orientation to our target populations.
- ***Cultural Programming:*** Support extra-curricular activities in history, sociology, political science and other academic disciplines which address cultural, ethnic and socioeconomic issues.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1			
	November 2015	<i>Research and Evaluation</i> Hire PPT Research Assistant \$25,000	
	November 2015- October 2016	<i>Curriculum and Course Development</i> Professional Development \$10,000 Faculty \$5,000 Books and Supplies \$5,000	
		<i>Support Services</i> Financial Aid Support \$30,000 Evaluator \$22,325 Programming \$7,000	BFAP SSSP
	August 2015	Tutorial Center Coordinator \$90,000	
		Clickers for Science Classes \$3,305	

## Link to Goal

With these activities and inquiries, the lessons learned will guide our approach to closing the gap for Basic Skills completion for our target students. The activities collectively will enable our college to build an intervention framework aimed to close the equity gap through knowledge, new and effective practices, engagement, and research without sacrificing academic excellence. As we review and reflect on our college's equity data, our campus will engage in those difficult conversations to address both student and campus behaviors that impact Basic Skills completion. Through this equity plan, we have identified activities that will enable us to focus on the success of all students, and thus achieving genuine equity.

## Evaluation

Annual Evaluation activities will include the following:

- Collect and analyze data on Basic Skills courses disaggregated according to the category delineated in the SE plan annually.

- Review and discuss the answers to the “second level” research questions with quantitative and qualitative data in practitioner research/inquiry groups.
- Dissemination of the student data to the Basic Skills committee, Department Chairs, and Deans.
- Evaluate the usage and effectiveness of the Tutorial Center with respect to basic skills students.

# Success Indicator: Degree and Certificate Completion

## CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

**D. DEGREE AND CERTIFICATE COMPLETION.** The 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 as documented in the student educational plan developed with a counselor/advisor.

### DATA SOURCE

The degree and certificate data were obtained from the college's Management Information Systems (SQL) database.

### METHODOLOGY

The degree and certificate completion ratio was calculated by dividing the percentage of credit students who received a degree or certificate (Outcome) to the number of students in that group with the same goal of receiving a degree or certificate.

#### Denominator (Cohort %):

Percentage of a population subgroup who met the following criteria:

- First time student Fall 2011.
- Minimum of six units earned.
- Attempted any math or English in the first three years.
- Reported a valid Social Security Number (SSN), which excludes international and AB540 students from the cohort.

#### Numerator (Outcome %):

Percentage of population subgroup in the cohort who achieved one or more of the following outcomes within three years of the initial course:

- Earned a certificate of achievement or associate degree.

Rate	Denominator	Numerator
<b>Degree and Certificate Completion</b>	The # of first-time students who enrolled in the base year and began taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within three years.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	10	4	40%	14%	+26
Asian	85	9	11%	14%	-3
Black or African American	28	2	7%	14%	-7
Hispanic or Latino	334	36	11%	14%	-3
Native Hawaiian or other Pacific Islander	20	6	30%	14%	+16
White	425	70	16%	14%	+2
Some other race	14	3	21%	14%	+7
More than one race	N/A				
<b>All Students</b>	<b>916</b>	<b>130</b>	<b>-</b>		
Males	391	56	14%	14%	-
Females	497	71	14%	14%	-
Unknown	28	3	7%	14%	-7
Current or former foster youth	11	2	18%	14%	+4
Individuals with disabilities	72	11	15%	14%	+1
Low-income students	536	74	14%	14%	-
Veterans	9	3	33%	14%	19

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	Number of Students "Lost"
Largest Gap	African American	7%	.07	X	28	= 2
Second Largest	Hispanic	3%	.03	X	334	= 10
Third Largest	Asian	3%	.03	X	85	= 3

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current PPG, year	Goal**	Goal Year
African American	-7PPG, 2014	Gap less than -5	2020
Hispanic	-3PPG, 2014	No Gap	2020
Asian	-3PPG, 2014	No Gap	2020

\*Percentage Point Gap (PPG)

\*\*Benchmark goals are to be decided by the institution.

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1**

- Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
D.1	African American	26
	Hispanic	298
	Asian	76

## Activity Implementation Plan

Career Technical Education (CTE) departments have created innovative programming that seeks to recruit and retain students from diverse backgrounds by connecting them with professional opportunities. CTE faculty and administrators have successfully created career pathways that combine theory with applied learning experiences. This approach has been especially effective in promoting degree completion for African American, Hispanic, and Asian students.

It will be important to continue the success of CTE programs by closing the equity gap for our target population. We plan to specifically address this disparity in Year 3; however, we believe that focusing on our Basic Skills completion rates in 2015-16 will lay the groundwork for greater degree and certificate completion rates for African American, Hispanic, and Asian students.

## Research and Inquiry

- **Research Assistant:** The research assistant will support ongoing research in the area of degree and certificate completion.
- **“Agree to Degree” Campaign:** Campaign to increase awareness and enthusiasm about obtaining a community college degree.
- **Data:** Review ethnicity data that has not been further disaggregated. For example; Asian: Southeast Asian (Hmong, Cambodian, Vietnamese).

## Intervention and Student Support

### Student Support Services:

- **Enhance SEP Campaign:** Assist with promoting the Student Educational Plan campaign throughout the academic year.
- **Professional Development:** Develop an ongoing professional learning series for faculty, classified staff, administrators and students exploring culturally responsive teaching and learning methods.

- **Partner with TRIO/Student Support Services (SSS) Assist students who want to transfer with an Associate of Arts (or AA) Degree to a four-year college or university to complete a Baccalaureate (bachelor’s or BA) degree by providing:**
  - Early registration, tutoring, counseling, workshops/seminars.
  - Referral to services on campus, assistance with course selection.
  - Financial and Economic Literacy: FAFSA (federal application for financial aid) and finding scholarships.
  - Northern California college and southern California college tours and cultural activities.
- **Increase awareness and outreach of CalWorks:** A program that supports the enrollment, retention, graduation, and transfer of students who have been disadvantaged by social, economic, and educational barriers.
- **Increase awareness of Financial Assistance:** Develop targeted information for the disproportionate impact groups.
- **Hire an Evaluator:** Automatically award certificates in which CCC students have met all the requirements. This will not require a student to apply for the certificate.
- **Expansion of Tutorial Services:**
  - Hire Tutorial Center Coordinator to assist with coordinating activities and services of the Tutorial Center
  - Create a Tutorial Center at the Herndon Campus
  - Hire five additional tutors
  - Increase embedded tutoring
  - Purchase two more whiteboard tables for math area in the Tutorial Center
  - Purchase a printer/copier for student use in the Tutorial Center

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.1		Evaluator	SSSP

### Link to Goal

With these activities and inquiries, the lessons learned will guide our approach to closing the gap for degree and certificate completion for our target students.

- Having the ability to automatically award certificates will show an increase in completion rates.
- Having the ability to evaluate all CCC students toward existing degrees will inform us how many students are near completion for a given degree.

- Implementing and sustaining a degree audit system to measure a students' progress toward completion
- Increasing the number of completed Student Educational Plans will result in increased degree and certificate completion.

## **Evaluation**

Evaluation activities include:

- Development of inquiry groups made up of faculty, administrators, and support staff in year 3.
- Program evaluation on activities that had the greatest impact on reducing equity gaps. Scaling up of most successful equity proposals.
- Evaluate all CCC students to determine if they have met all requirements to be awarded a certificate. (every semester)
- Increased dialogue and collaboration of departments across campus through professional development activities

# Transfer

## CAMPUS-BASED RESEARCH: TRANSFER

- E. TRANSFER.** The 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.

### DATA SOURCE

The transfer completion data were obtained from the college's Management Information Systems (SQL) database and compared to data provided from the National Student Clearinghouse.

### METHODOLOGY

The transfer ratio was calculated by dividing the percentage of first-time students who transferred to a four-year institution (Outcome) by the percentage of those students who showed intent to transfer.

#### Denominator (Cohort %):

Percentage of a population subgroup who met the following criteria:

- First-time freshmen in Fall 2011;
- Completed six or more credit units;
- Attempted a transfer-level Math and/or English course;
- Reported a valid Social Security Number (SSN), which excludes international and AB540 students from the cohort.

#### Numerator (Outcome %):

Percentage of population subgroup in the cohort who transferred to a four-year institution within three years of entry.

Rate	Denominator	Numerator
<b>Transfer</b>	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer within three years.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after three years.	The transfer rate	Total (all student average) pass rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	10	2	20%	36%	-16
Asian	85	34	40%	36%	+4
Black or African American	28	8	29%	36%	-7
Hispanic or Latino	334	100	30%	36%	-6
Native Hawaiian or other Pacific Islander	20	6	30%	36%	-6
White	425	172	40%	36%	+4
Some other race	14	7	50%	36%	+14
More than one race	N/A				
<b>All Students</b>	<b>916</b>	<b>329</b>	<b>*36%</b>		
Males	391	135	35%	36%	-1
Females	497	186	37%	36%	+1
Unknown	28	8	29%	36%	-7
Current or former foster youth	11	3	27%	36%	-9
Individuals with disabilities	72	21	29%	36%	-7
Low-income students	536	153	29%	36%	-7
Veterans	9	6	67%	36%	+31

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	= Number of Students "Lost"
Largest Gap	Foster Youth	9%	.09	x	11	= 1
Second Largest	African American	7%	.07	x	28	= 2
Third Largest	Individuals with disability	7%	.07	x	72	= 5
Fourth	Low income	7%	.07	x	536	= 38
Fifth	Hispanic	6%	.06	x	334	= 20

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

### GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current PPG*, year	Goal**	Goal Year
Foster Youth	-9 PPG, 2014	No Gap	2020
African American/Black	-7 PPG, 2014	No Gap	2020
Individuals with disabilities	-7 PPG, 2014	Gap less than -4	2020
Low Income	-7 PPG, 2014	Gap less than -4	2020
Hispanic	-6 PPG, 2014	Gap less than -4	2020

\*Expressed as either a percentage or number \*\*Benchmark goals are to be decided by the institution.

CCC data shows that the low transfer numbers can be attributed to the proportion of students progressing from the basic skills level through transfer level courses. The college has a number of programs geared towards promoting transfer; however, course completion rates, particularly in the basic skills courses, impact this goal. We plan to learn more about the barriers to student outcomes in basic skills while working on pilot programs targeting acceleration and use of instructional support in year 1.

## ACTIVITIES: E. TRANSFER

### E.1

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
x	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
E.1	Foster Youth	20
	African-American/Black	51
	Individuals with disabilities	51
	Low Income	383
	Hispanic/Latino	234

## Activity Implementation Plan

### Research and Inquiry

- Assess the overall efficacy of our student transfer support services in promoting its services among groups experiencing disproportionate impact.
- Research issues contributing to academic underperformance of target student groups with regards to transfer metrics.

### Intervention and Student Support

- **Hire an adjunct counselor:** This individual will assist with the coordination and implementation of transfer and career counseling activities and services and engage target groups with valuable training and networking experience to enhance their connectedness to CCC and their academic goals.
- **Expand the Transfer and Career Center:** Purchase necessary supplies, resources, and software to properly equip the Transfer and Career Center.
- **Enhance the Transfer Fairs:** Increase the number of HBCU (Historical Black Colleges & Universities and HSI (Hispanic Serving Institute) Colleges and Universities that visit Clovis Community College during transfer days.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	October 2015	Hire Tutorial/Career Center Coordinator Transfer/Outreach Material Professional Development \$2,000	SSSP  General Fund

### Link to Goal

- Expose students to transfer programs and degree offered by CCC.
- Potentially increase the number of students that that declare a major.
- Having the ability to evaluate all CCC students to existing transfer degrees will inform us how many students are near completion for a given transfer degree.
- Implementing and sustaining a degree audit system to measure a students' progress toward completion.

### Evaluation

- Development of transfer inquiry groups made up of faculty, administrators, and support staff in year 4.
- Program evaluation of direct impact activities had on reducing equity gaps with respect to transfer. Scaling up of most successful equity activities (starting in year 1).
- Increased dialogue and collaboration across campus and departments through professional development activities.

## Other College- or District-wide Initiatives Affecting Several Indicators

Clovis Community College is part of State Center Community College District which serves nearly 60,000 students. One of the District-wide initiatives that affects several of the indicators is Extreme Registration. This activity is held twice every academic year before the beginning of each semester. It is designed to be a one stop enrollment event. Through surveys that we have done during the last couple of Extreme Registration events, students have indicated that many times they are not sure about attending college until the last minute due to financial reasons, family issues, confidence, and lack of information. Through this activity we will be able to see how many of our target groups will be impacted in their respective indicators if they participate in Extreme Registration.

### GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

#### ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

##### F.1

- *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion		Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected\*:*

ID	Target Group	# of Students Affected
F.1	African American/Black	Data to be collected
	Hispanic/Latino	Data to be collected
	Low Income	Data to be collected
	Foster Youth	Data to be collected

## Activity Implementation Plan

### Research and Inquiry

Collect participant data during the December 2015 Extreme Registration event to see how many of the target population choose to take part in the event.

- Track their progress to collect course completion.
- Targeted outreach to African American/Black and Hispanic/Latino communities regarding the event.
- Enhanced Financial Aid Outreach- provide additional material, personal follow-ups, and workshops regarding various forms of available financial assistance.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	November–Dec 2015 Nov-Jan 2016	Targeted Outreach \$5,000 Financial Aid Outreach \$3,500	Gen Fund BFAP

### Link to Goal

- Increase the success rate of African American/Black and Hispanic/Latino students in their respective indicators.
- A one stop enrollment event provides students immediate access to all indicators: Access Course Completion Course, Basic Skills, Transfer, and Degree and Certificate Completion.
- Having Extreme Registration closer to the beginning of each semester keeps the students more engaged and excited about going to college.

### *Evaluation*

- Annually examine the data collected during Extreme Registration event to see how many of the target population groups were affected. Track their progress and provide necessary support as needed.
- Work on updating the survey so that it aligns with the data that needs to be collected for the Equity Plan.

# Summary Budget

BAM Codes	Classification	# of Hours	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
<b>1000</b>	<b>Academic Salaries: Position Title(s)</b>											
	Tutorial Center Coordinator	1.00	B,C,E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 83,826	\$ -	83,826
	Adjunct Counselor	1.00	All	\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	35,000
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>			\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ -	\$ 83,826	\$ -	<b>\$ 118,826</b>
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>											
	Student Equity Director	0.50	All	\$ -	\$ -	\$ -	\$ 70,452	\$ -	\$ -	\$ -	\$ -	70,452
	Tutors	1.00	B,C,E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,162	\$ -	30,162
	Educational Advisor	1.00	All	\$ -	\$ 52,025	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	52,025
	Researcher	0.25	All	\$ -	\$ -	\$ 19,909	\$ -	\$ -	\$ -	\$ -	\$ -	19,909
	Van Drivers	1.00	B,C	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,348	11,348
	Evaluator	0.25	D, E	\$ -	\$ -	\$ 10,127	\$ -	\$ -	\$ -	\$ -	\$ -	10,127
	Research Assistant	0.25	All	\$ -	\$ -	\$ 13,254	\$ -	\$ -	\$ -	\$ -	\$ -	13,254
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>			\$ -	\$ 52,025	\$ 43,290	\$ 70,452	\$ -	\$ -	\$ 30,162	\$ 11,348	<b>\$ 207,277</b>



<b>2015-16 Student Equity Plan Summary Budget</b>
State Center CCD
Clovis Community College

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Grants to Students		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,500	5,500
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,500	\$ 5,500
<b>Grand Total</b>			\$ 6,300	\$ 168,247	\$ 62,969	\$ 96,579	\$ -	\$ 30,000	\$ 139,952	\$ 36,891	\$ 502,284

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# Summary Evaluation

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The Clovis Community College Student Equity Plan is aligned with the 2013-2017 CCC Strategic Plan as follows:

**Goal 1: STUDENT SUCCESS-** Clovis Community College (CCC) is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.

**Objective 1.2** Develop strategies to increase student success and transfer rates at Clovis Community College.

**Goal 2. STUDENT ACCESS-**CCC recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.

**Objective 2.3** Utilize the CCC Enrollment Management Committee to implement and modify strategies to enhance student support program coordination and development in areas such as outreach, recruitment, co- curricular, and career awareness activities.

The college will annually assess its progress toward each goal identified in the Student Equity Plan as well as a review of the assessment process. The annual assessment will be completed by the college's institutional researcher in collaboration with the college's Student Equity Committee (which is also the college's Student Success Committee). While the assessment of goals will be included in an annual report, the college will also review progress towards each goal at the beginning of each semester. The results will be used to not only look at the progress made, but to also identify gaps and to consider how the data could help to address those gaps and to make improvements to the strategies described in the plan. In addition, this assessment process will also provide the opportunity to explore options to address the goals in plan.

As part of the assessment process of the plan's goals, the results will be shared campus-wide including the Student Equity Committee, Academic Senate, Classified Senate, Associated Student Government, President's Cabinet, and College Council. This will provide an opportunity for the college to review, reflect, and make improvements as necessary.

An annual assessment will be coordinated with the goals and assessment of other college plans such as the Basic Skills Plan, instructional and non-instructional reviews when applicable, Title V grant activities, and the college's Strategic Plan. Additionally, as the college establishes goals for the Institutional Effectiveness requirements, those goals will be aligned and assessed along with the goals of the Student Equity Plan.

## EVALUATION SCHEDULE

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The evaluation schedule and process for all equity-funded activities will be developed in year 1. Every project will be subject to an annual evaluation.

*Spring 2016*    Implementation, ongoing monitoring of projects

*Summer 2016*    Implementation, ongoing monitoring of projects; begin evaluation

*Fall 2016*        Evaluation reports submitted

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

PRESENTED TO BOARD OF TRUSTEES

DATE: December 8, 2015

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SUBJECT: Consideration for and Appointment of One  
Additional Community Member to the  
Fresno City College President Search  
Advisory Committee

ITEM NO. 15- 73

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EXHIBIT: None

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Background:

The composition of the Fresno City College Search Advisory Committee was approved at the October 6, 2015, Board of Trustee meeting. That original committee composition designated three community members to serve on the Search Advisory Committee. Since that meeting, there has been discussion about the possibility of adding one more member from the community.

Recommendation:

It is recommended the Board of Trustees make a determination as to whether or not to add and appoint an additional community member to the Fresno City College President Search Advisory Committee.