



*Reedley  
College*



**2009-2010 Reedley College  
Educational Master Plan**  
March 2, 2010

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## Letter from the President

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

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

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

Dr. Barbara Hioco  
Reedley College President



# Introduction

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## SCOPE OVERVIEW

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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





## OVERVIEW

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

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

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

### Key Components to Planning

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

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

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

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

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

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

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

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

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

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

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

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



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

### **Accreditation**

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

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

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

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

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

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

### **History of the College**

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

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

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

### Reedley College Strategic Goals

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

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

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

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

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

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

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

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

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

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

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

### **Reedley College Mission Statement**

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

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

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

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

## OVERVIEW OF THE PLAN

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

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

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

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

## **NORTH CENTERS**

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

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

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

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

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

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

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





## External Environmental Scan

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### OVERVIEW

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

### THE COLLEGE IN RELATIONSHIP TO THE NATION

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

system and will result in specific changes at Reedley College.

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

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

### THE COLLEGE IN RELATIONSHIP TO THE STATE

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

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

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

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

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

These issues are discussed in more detail below.

### **Enrollment**

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

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

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

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

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

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

### **Population Growth**

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

### **Economic Conditions**

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

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

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

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

## THE COLLEGE IN RELATIONSHIP TO THE LOCAL REGION

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



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

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

### The Area to Be Served

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

### SNAPSHOT OF THE SERVICE AREA

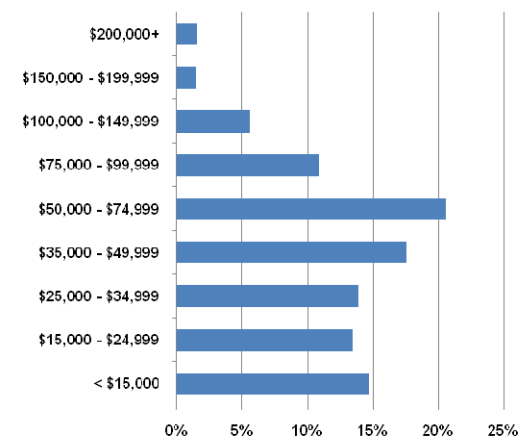
Within the 15-mile service area, the population currently totals 199,382. By the year 2013, the population in the College’s service area is projected to increase to 223,927. This population is growing at a rate of 2.35% per year. This average is significantly higher than that of both the State (1.33%)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

### Households by Income

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

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

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



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

Source: ESRI Data Systems

### Age Profile

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

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

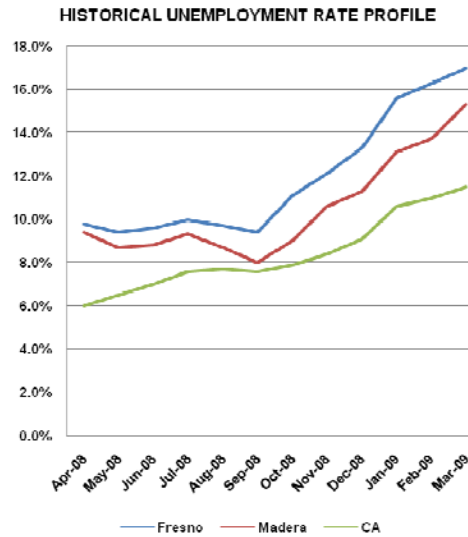
| REEDLEY COLLEGE 15-MILE SERVICE AREA - AGE AND ETHNICITY PROFILE |         |         |         |         |         |         |
|--|---------|---------|---------|---------|---------|---------|
|  | 2000    |         | 2008    |         | 2013    |         |
| Population by Age  | Number  | Percent |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

Source: ESRI Data Systems

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

### Workforce Characteristics of the Local Region

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



Source: California Economic Development Department, Labor Market Information

### Sources of Employment

The most common occupations in Reedley are as follows.

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

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

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

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



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

### **Fastest Growing Occupations**

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

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

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

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

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



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

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

Source: California Economic Development Department, Labor Market Information

### Participation Rate

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

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

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



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

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



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

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

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

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

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

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

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

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

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

#### Data References and Resources

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

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



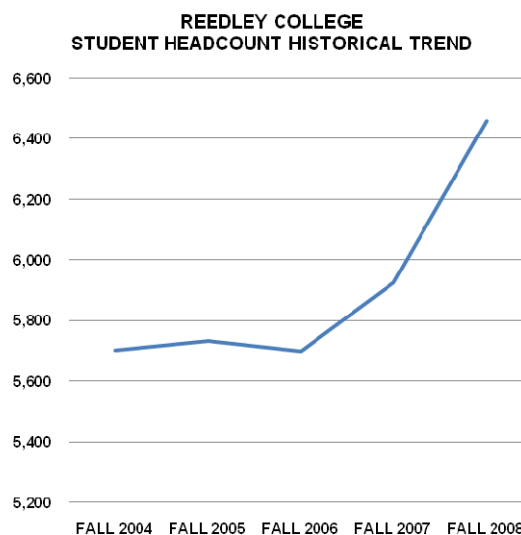
## Internal Environmental Scan

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

### LOCAL POPULATION GROWTH

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

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

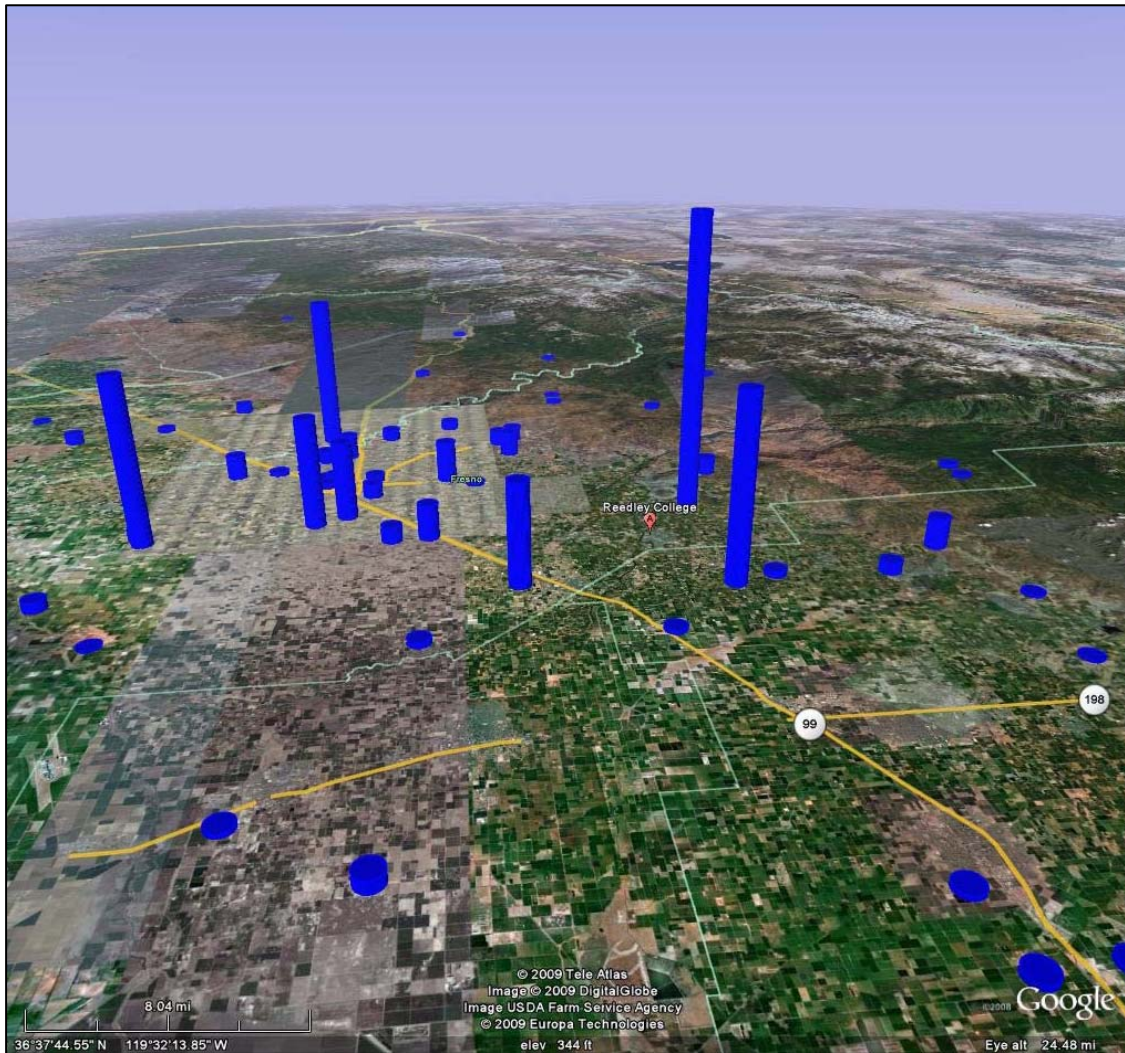


Source: State Center Community College District, Office of Institutional Research, analysis by Maas Companies

### STUDENT DEMOGRAPHIC PROFILE

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

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



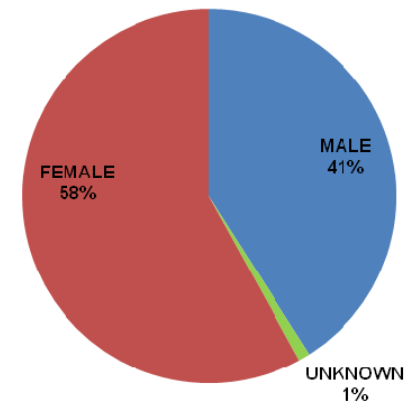
**Reedley College - Student Headcount By Zip Code - Fall 2008**

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

### Gender Profile

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

**REEDLEY COLLEGE  
STUDENT GENDER PROFILE FALL 2008**

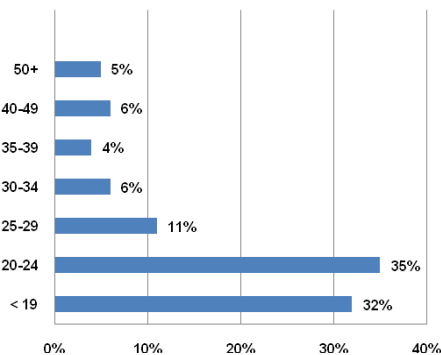




### Age Profile

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

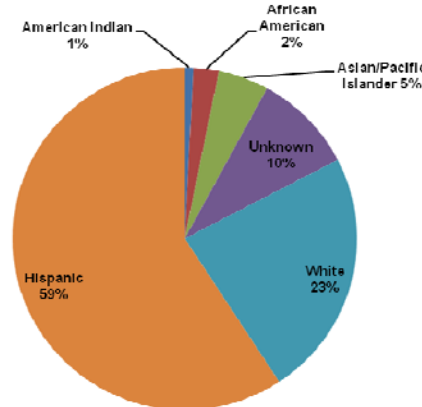
**REEDLEY COLLEGE STUDENT AGE PROFILE FALL 2008**



### Race and Ethnicity

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

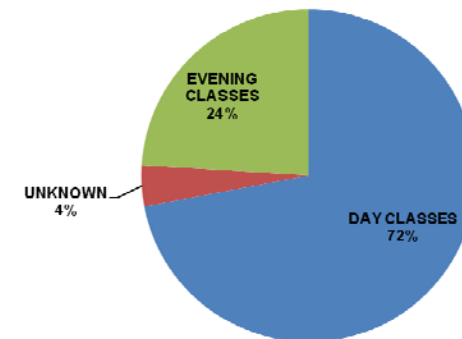
**REEDLEY COLLEGE-STUDENT ETHNICITY PROFILE FALL 2008**



### Time of Day Distribution

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

**REEDLEY COLLEGE TIME OF DAY DISTRIBUTION**

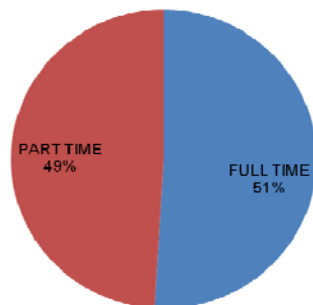


### Student Load Patterns

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

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

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



### High School Graduates Enrollment Rate

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

### Student Achievements

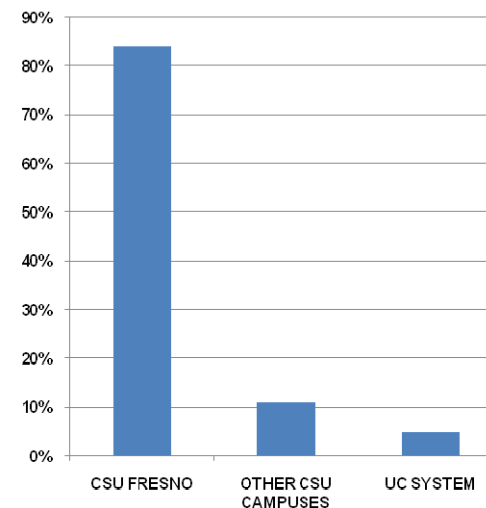
#### Transfer

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

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

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

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



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

### Degree and Certificates

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

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

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



### QUALITATIVE DATA

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

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

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

## Synopsis of the Survey

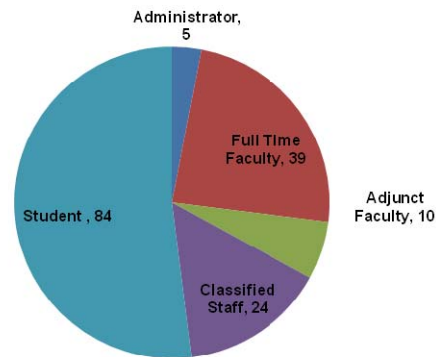
The survey was distributed to the faculty, staff, students and administrators at Reedley College from April 6 through May 31, 2009. The survey was developed through a collaborative effort by the consulting team and Reedley College personnel. The survey presented an opportunity for the college community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

## Survey Results

### Respondents

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

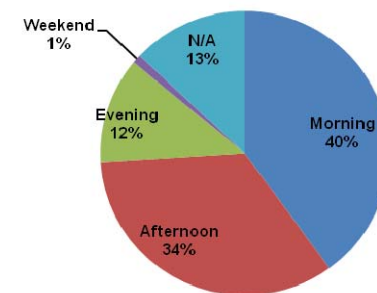
REEDLEY COLLEGE - SURVEY RESPONDENTS



### Time of Day

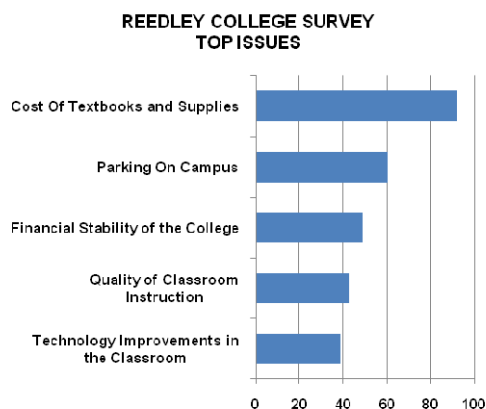
The survey asked the respondents to describe the time of day they are on campus either taking courses if they are students or teaching courses if they are instructors. The majority of respondents (40%) are either instructing or attending classes in the morning (before noon). Those attending or instructing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

REEDLEY COLLEGE SURVEY  
HOURS ATTENDING/ TEACHING CLASSES



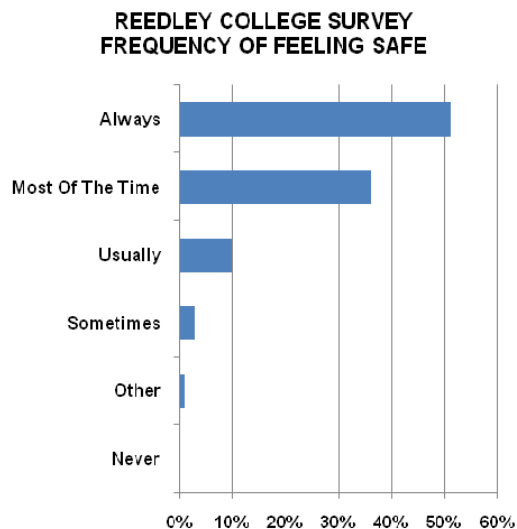
### Top Issues

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



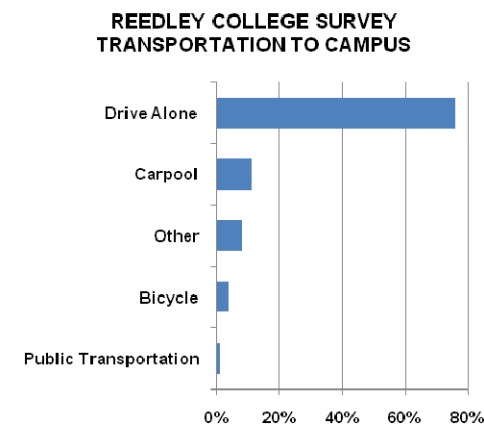
### Campus Safety

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



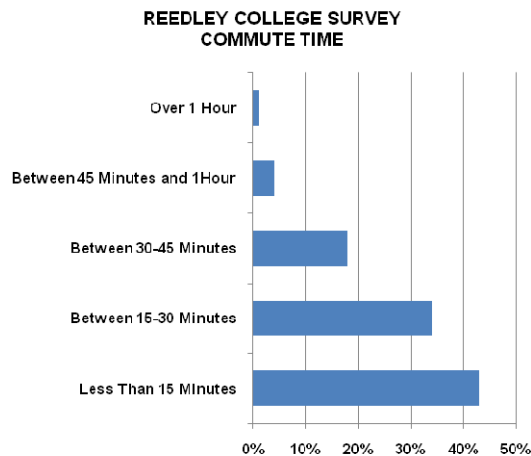
### Transportation

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



### Commute Time

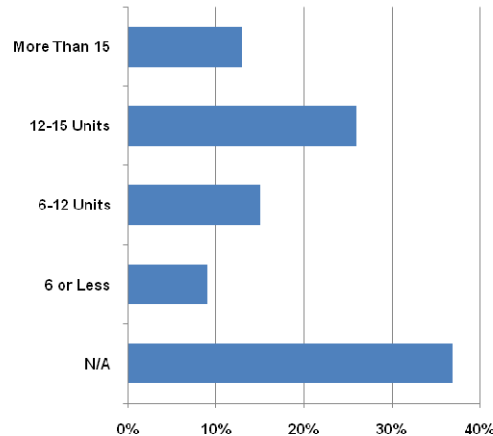
When asked about the time it takes the respondents to commute to Reedley College, the majority of people (43%) reported an average commute time of less than fifteen minutes. The next most common reported commute time (34%) was between fifteen and thirty minutes. 18% of people reported spending between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



### Unit Load

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

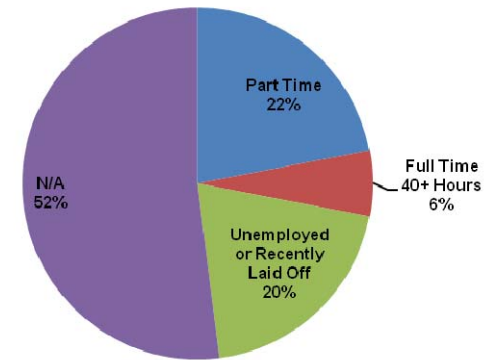
REEDLEY COLLEGE SURVEY - UNIT LOAD



### Employment Status

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

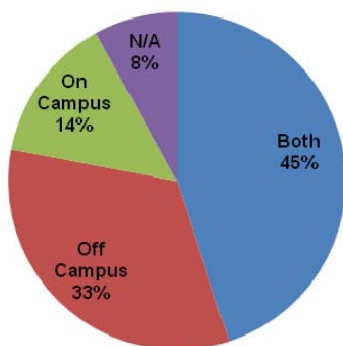
REEDLEY COLLEGE SURVEY EMPLOYMENT STATUS OF STUDENTS



### Food Service Usage

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

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



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

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

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

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

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

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

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

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





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

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

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

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

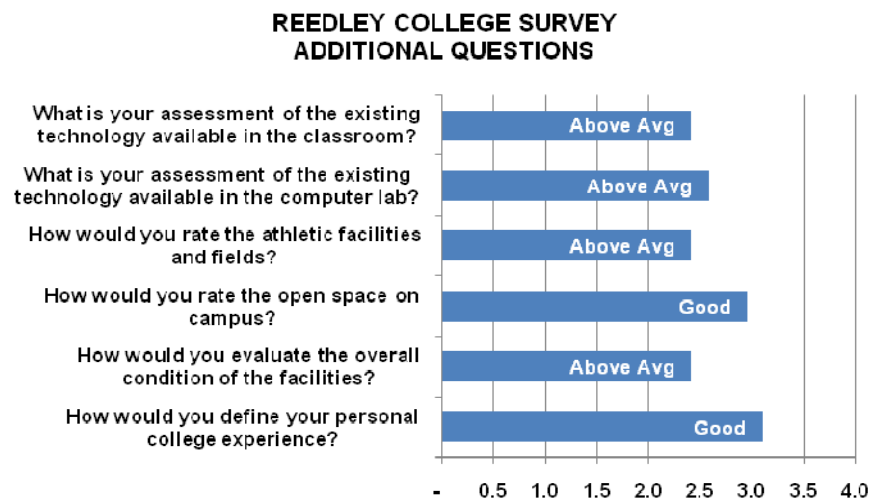
The following questions were shared.

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

**Additional Questions**

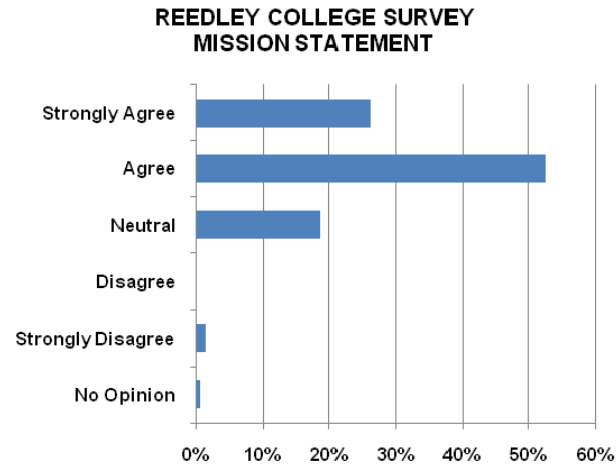
Respondents were asked to rate the following six questions using excellent (4), good (3), average (2), fair (1) or poor (0) as their response. The results are shown in the chart.

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

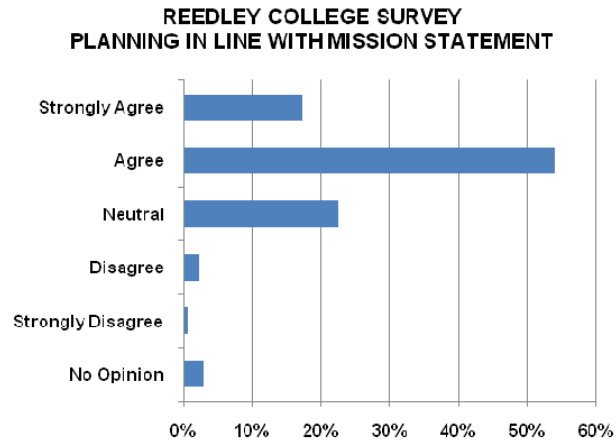


For the following questions, survey respondents were asked to answer whether or not they agree with the statement. Each of these questions received 131 to 133 responses.

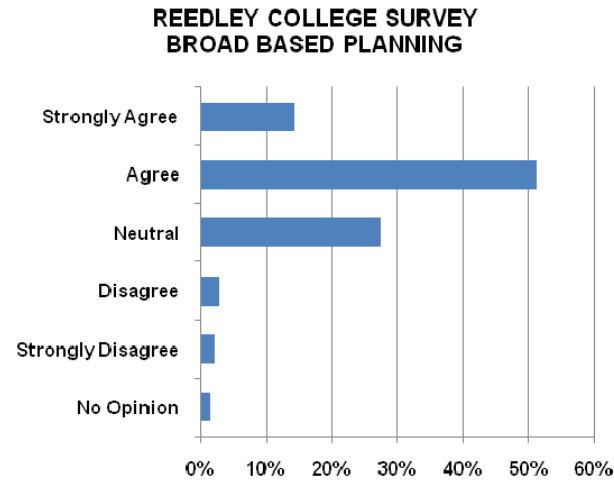
Reedley College's mission statement defines broad educational purposes, its intended student population, and a commitment to learning.



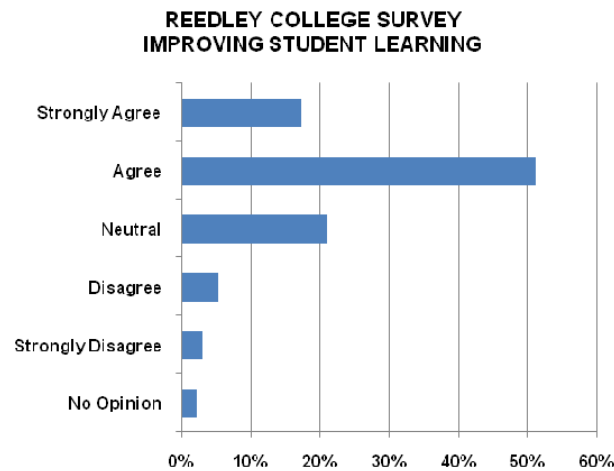
Reedley College's strategic plan's directions, goals, and objectives are consistent with the mission statement.



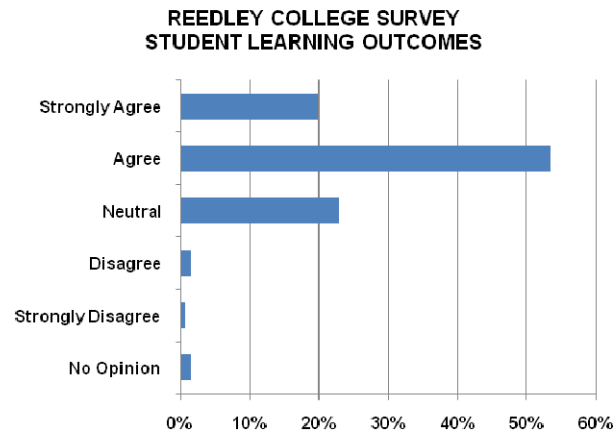
Reedley College's planning process is broad-based, offering opportunities for input by appropriate constituencies.



Reedley College facilitates an ongoing dialogue about improving student learning.



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



## **INTERVIEW SUMMARIES**

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

### **Agriculture and Natural Resources**

#### **Agriculture Business**

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

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

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

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

#### **Animal Science**

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

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

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

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

#### **Environmental Horticulture**

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



### **Forestry and Natural Resources**

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

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

Faculty indicated the following future needs:

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

### **Mechanized Agriculture**

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

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

## English, Reading and Languages

### English

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



### English Second Language (ESL)

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

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

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



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

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

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

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

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

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

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

#### **Reading**

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

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

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

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

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

## **Industrial Technology**

### **Automotive**

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

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

### **Manufacturing**

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

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

### **Aviation**

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

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

## **Arts & Social Sciences**

### **Art**

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

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

### **History**

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



## Music

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

## Political Science

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

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

## Psychology

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

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

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

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

## **Philosophy**

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

## **Physics**

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

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

## **Science and Technology**

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

## **Business**

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

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

maintain the enrollment level for the program.

## **Health Sciences**

### **Child Development**

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

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

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

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

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

### **Dental Assisting**

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

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

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

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

### **Athletics / Physical Education**

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

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

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

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

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

Faculty offered the following feedback to the consulting team.

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



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

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

### **Computer Science**

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

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

### **Engineering**

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

### **Online Instruction**

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

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

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

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

### Enrollment Trends by Division

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

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

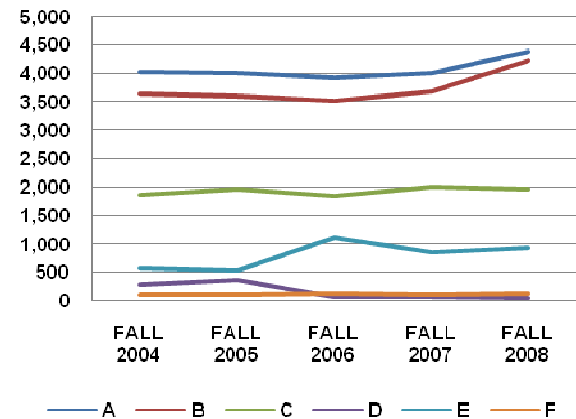
Source: State Center Community College District Office of Institutional Research; Analysis by Maas Companies

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

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

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

REEDLEY COLLEGE ENROLLMENTS BY DIVISION 2004-2008



### Retention Rate Trends by Division

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

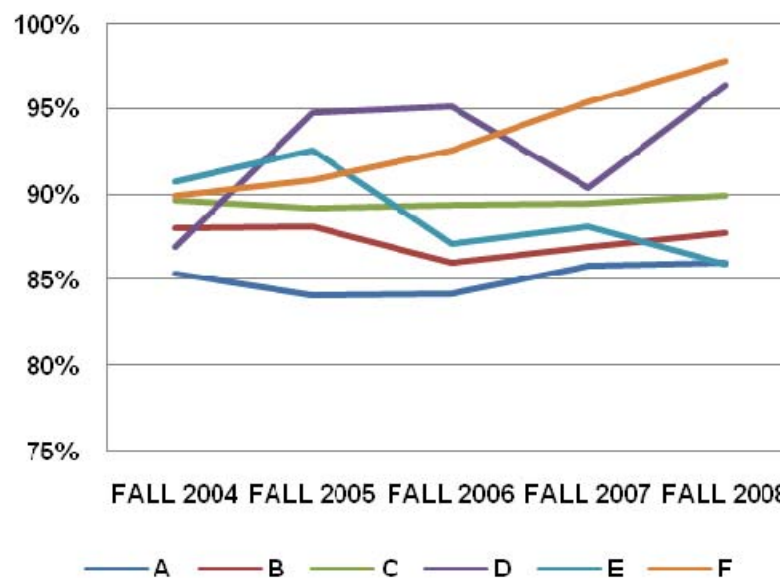
consistent increases in retention rates from 2004 to 2008 and reports an overall increase of 7.9 percentage points.

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

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

Source: State Center Community College Office of Institutional Research

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



| REEDLEY COLLEGE SUBJECTS BY DIVISION |                            |                             |                                   |
|--------------------------------------|----------------------------|-----------------------------|-----------------------------------|
| <b>DIVISION A</b>                    |                            |                             |                                   |
| American Indian Studies              | ESL                        | Linguistics                 | Reading, Speech, Foreign Language |
| Anthropology                         | Film                       | Music                       | Sociology                         |
| Art                                  | French                     | Philosophy                  | Spanish                           |
| American Sign Language               | German                     | Photo                       | Speech                            |
| Criminology                          | History                    | Political Science           | Special Studies                   |
| English                              | Journalism                 | Psychology                  |                                   |
| <b>DIVISION B</b>                    |                            |                             |                                   |
| Biology                              | Dental Assisting           | Geology                     | Physical Education                |
| CNA                                  | Education                  | Health Science              | Physical Education/Health Science |
| Child Development                    | Engineering                | Licensed Vocational Nursing | Physics                           |
| Chemistry                            | Foods and Nutrition        | Math                        | Science                           |
| Computer Science                     | Geography                  | Nursing Assistant Training  | Special Studies                   |
| <b>DIVISION C</b>                    |                            |                             |                                   |
| Accounting                           | Business Administration    | Ground and Flight           | Natural Resources                 |
| Aviation Maintenance Tech.           | Business                   | Fashion Merchandising       | Office Technology                 |
| Agriculture                          | Cooperative Work Exp.      | Information Systems         | Plant Science                     |
| Agriculture and Natural Resources    | Decision Sciences          | Mechanized Agriculture      | Real Estate                       |
| Animal Science                       | Economics                  | Manufacturing Technology    | Special Studies                   |
| Automotive Technology                | Environmental Horticulture | Marketing                   | Statistics                        |
| <b>DIVISION D</b>                    |                            |                             |                                   |
| Special Studies                      |                            |                             |                                   |
| <b>DIVISION E</b>                    |                            |                             |                                   |
| Guidance Studies                     |                            |                             |                                   |
| <b>DIVISION F</b>                    |                            |                             |                                   |
| Developmental Services               |                            |                             |                                   |

## STUDENT SUPPORT SERVICES AND ORGANIZATIONS

### Academic Senate

The Academic Senate is the organization on campus that represents faculty in the formation of policy in “Academic and Professional Matters”. Some of the Senate’s roles are listed here:

- Curriculum matters, including establishing prerequisites and placing courses within disciplines.
- Degree & certificate requirements.
- Grading policies
- Development of educational programs.
- Standards or policies regarding student preparation and success.
- District and college governance structures, as related to faculty roles.
- Faculty roles in accreditation processes.
- Policies for faculty professional development activities.

- Process for program review.
- Processes for institutional planning and budget development
- Other matters as agreed upon between the governing board and academic senate.
- The Senate facilitates communication among the faculty, the college and district administration, the students, and the Board of Trustees.
- The Senate strives to promote the development and maintenance of teaching excellence within the framework of academic freedom, professional responsibility, and ethics.

Faculty pointed out a few of the unique programs featured at the College. These include Aviation Maintenance Technology, Agriculture and Natural Resources and Agricultural Mechanics. They also mentioned a need for improving the process for new program development across the College and centers.

### Admissions & Records

The Reedley College Admissions and Records Office assists students with admission, registration, permanent record keeping and graduation process. The office ensures that students are accurately enrolled in each semester’s classes and is responsible for accurately processing grades for these classes.

During the fall 2009 semester, the Admissions and Records Office was expanded to include a new web room containing ten student stations. The web room allows students to access all online student services at the College.

### **Associated Student Body**

The student activities office provides learning, leadership and service opportunities for the students at Reedley College. The Associated Student Body works to recruit, assist and retain students for involvement in campus clubs, organizations, multi-cultural activities and student government opportunities. It was noted by the Associated Student Body that the addition of a Student Center would provide a venue to support student recruitment as well as a gathering place for campus-wide activities.

### **Classified Senate**

Reedley College has approximately 180 classified staff members. Suggestions received from classified staff included:

- The College should increase the collection in the library, particularly periodicals.
- All students should have a College email address to facilitate communication.

- The College needs a Facilities Master Plan.

### **CalWORKs Program**

CalWORKs stands for California Work Opportunities and Responsibility to Kids. Anyone who is receiving financial aid from a county welfare department may be eligible. The CalWORKs Program provides academic counseling, employment training, career counseling, child care, work study, and work experience. Each week students must participate in 32 hours of learning and work activities.

### **Child Development Center**

The Child Development Center offers care for children of students and staff members. Priority is given to full-time students. The center serves children aged 6 weeks – 6 years. There are three classrooms for children; Infants aged 6 weeks – 17 months, Toddlers aged 18 months to 30 months, and Preschoolers aged 2.5 years to 6 years. The center meets the needs of students by

providing quality care from 8:00 am – 4:00 pm daily.

### **Counseling**

The counseling services offered to students within the Counseling Center include the following.

- Honors Counseling
- Fifteen Percent Counseling
- The Madera Center College Advantage Program (MCCAP)
- Veterans Counseling
- Online Counseling
- Transfer Center
- Career, Orientation and Reentry Services

Counseling services are also provided for students involved in special programs, such as EOP&S, DSP&S, and CalWORKs. The Department has also developed new courses and programs for new and continuing students. For new students graduating from high school, a two week summer bridge program was offered at the beginning and end of summer to accommodate the various student schedules.

To strengthen retention and persistence for freshmen, courses focusing on “The First Year Experience” are offered in the fall and spring semesters. College and Life-skills Management, and First Year Orientation were developed to reach students from remedial to degree applicable reading and writing levels.

An “Early Alert” program has been developed to identify those students experiencing academic difficulties during the third and sixth weeks of instruction. Students identified by instructors are sent a letter addressing the need for them to see a



counselor. Identified issues are covered during the counseling appointment and feedback is sent back to the instructor with recommendations.

With the increased offering of online courses and information, the counseling department has expanded its online counseling services. Online counseling with immediate response is available for students during designated hours.

Staff communicated the following suggestions:

- Additional space is needed overall and particularly for adjuncts.
- The College should add more course offerings at the Dinuba Vocational Center.
- The College should add more online course offerings.
- It would be great if each student could be assigned a counselor instead of the current system of seeing whoever is on duty and available.

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

Disabled Students Programs and Services provide specialized counseling, support services, and resources to students with temporary or permanent disabilities. Staff specialists interact with all areas within the campus in an attempt to eliminate physical, academic and attitudinal barriers. The following are services provided at Reedley College.

- Adaptive computer equipment is available in the High Tech Center, which is located in the Disabled Students Programs and Services Building. Training, assistance, and resource information in the use of adaptive computer technology and assistive software programs for students with disabilities are available.
- Disabled Students Programs and Services (DSP&S) at Reedley College offers a wide range of classes developed specifically for students with a disability. These courses are offered for non-degree applicable credit under Developmental Services.
- Reedley College's Workability III (WA III) program assists students with disabilities in pre-vocational services, employability skills, and employment development/placement.

- The Student Support Services Program is a 100% federally funded TRIO Program. It is designed to provide enrichment services that will alleviate the educational and social barriers, which prevent students with disabilities from succeeding at the post-secondary level. Through the delivery of comprehensive academic, social, and personal services, the Student Support Services Program will promote and increase the retention and transfer rates of Reedley College's students with disabilities.

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

Since 1972, the EOPS department has served the diverse and unique community of Reedley College. Some of the programs and services initiated by EOPS have been adopted by other student support services. These include the development of student educational plans, progress monitoring, tutorial services, student of note recognition at graduation, and many other innovative student support services practices.



EOPS serves the most at-risk, full time student population at Reedley College and the Madera Center. The population tends to be first generation, low-income, single parent households and/or a commuter student. The staff of the EOPS program reports concerns for the program due to the categorical budget cuts for the 2009-1010 and potential cuts for 2010-2011.

#### **Financial Aid**

The Reedley College Financial Aid Office offers programs and services to prospective, current and former students. Financial assistance is offered through federal grants and loans, state grants, Veteran's benefits and various scholarships.

In addition to financial assistance, the Financial Aid Office provides outreach through high school visits, accessibility at satellite campuses and participation in various events around the community. These outreach efforts raise financial aid awareness through the community and help to guide students through the financial aid process.

The staff of the Financial Aid Office report that the current configuration of the space they occupy makes confidentiality difficult to provide for the students at Reedley College. There is not an area for students to meet privately to discuss their personal situations, academic issues, grades and income.

#### **Food Services**

The campus cafeteria provides food in pleasant surroundings to staff and students. Meals and snacks are available throughout the day. Meal plans are available to students.

#### **Health Services**

Health Services provides nursing assessment for ill or injured students. Students may be referred to local medical providers for further care at reasonable costs. Insurance information is also available to students and their families.

The Health Services staff at Reedley College express the need for additional technology to increase the services they are able to provide to the College.

#### **Library - Learning Resources Center**

The role of the Reedley College Library is to support the learning experience for students and instructors. The new library and learning resource center includes a remodeled library, an expanded computer lab and is the new home of the Tutorial Center. An open computer lab is also available in the library for all students. Computers are loaded with software needed for classes and general computer applications.

#### **Psychological Services**

The goal of Psychological Services is to assist students who experience interpersonal or personal difficulties during their college stay so they can remain effective in their educational pursuit.

### Public Information/Public Relations

The Public Information/Public Relations Office provides on and off-campus public relations, marketing and promotion for the college. All advertising, media relations and sports information are the responsibility of the Public Information Office. Brochures, class schedules, the college catalog, press releases, videos, sports programs, the college Web site and the quarterly campus newsletter, “Currents”, are all produced by the Public Information Office.

### Student Services

The Student Services building is currently located in what was the original campus library. The student services staff reports a need for the building to be remodeled/reconfigured to better meet the needs of the students at Reedley College. The staff also feel that the addition of a Career/Job Placement Center would serve to meet the needs of the campus population.

### Technology

Reedley College has over 1,000 computers available to students, staff and faculty. The Reedley College campus has many student computer labs. The main “open access” lab is housed in the Library with 90 computer stations. The other labs support specific

programs at Reedley. Some of the programs with computer labs include, but are not limited to, forestry, science, math, dental, English, ESL, art, graphics, and music. The software available in the labs is standard Microsoft Office 2007 along with specialized programs to support specific disciplines. The



majority of classrooms are technology enabled with computers, projectors and video capability. Of the over 1000 computers available, approximately 300—along with over 90 printers—are dedicated for staff and faculty use.

### **Tutorial Services**

The Tutorial Center offers free individual and small-group tutoring to all currently enrolled Reedley College students. Tutoring is available in most classes. A staff of qualified and trained student tutors assist students with subject comprehension, test preparation, and study skills development.

Reedley College believes that the rate of student success needs to be improved. The College offers a range of support services to help students address academic difficulties. The Tutorial, Writing and Math Study Centers provide opportunities to help the students at the College increase their success. The success of these centers is evident in the higher success rates of the students that utilize them. According to the

College, students receiving tutoring average a success rate 12.3% higher than the average Reedley College student. For those students receiving at least fifteen hours of tutoring over the course of a semester, the success rate averages 25.4% higher than the average Reedley College student.

### **Sequoia Residence Hall**

The fall 2009 semester was the 40<sup>th</sup> year of on-campus student housing with a newly constructed Residence Hall scheduled to be opened this year. Reedley College is one of only nine California community colleges that offer on-campus housing to its student population.

The hall is a two story, air conditioned facility with separate accommodations for men and women and has rooms that are accessible for students with physical disabilities. The Residence Hall program is an auxiliary program of the Student Services Division and receives no funding from the District. Supervision of the Residence Hall

comes under the office of the Vice-President of Student Services.

The current Residence Hall provides low cost, on-campus housing for 180 students and will be replaced by a new 140 student facility. As a zero base enterprise, estimates of expenses and any anticipated revenues, through summer camps, vending and office space rental are calculated and a rental rate is presented to the Board of Trustees for each academic/fiscal year. The current cost per student to live at the Residence Hall is \$1400 per academic year, with each room housing two students.

### **Math Center**

STEM Math Study Center

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

The math study center provides students with:

- help with homework for all levels of math courses
- help with online math assignments
- review for tests in their math courses
- workshops on specific topics in arithmetic and algebra.

The center is unique in that it is staffed by mathematics faculty and peer tutors. Peer tutors receive training and are paid for their time. The center is available for drop-in help or as a place for a study group to meet. For students requiring a more focused approach to tutoring, Math Assistance, a one-unit credit class, is available.

### **Writing Center and Writing Center Online**

The writing center:

- Helps students become more confident and skilled writers.
- Creates a student-centered environment that focuses on the ideas of the writer.
- Offers students resources for all of their writing needs.

The online writing center allows students to receive support on their writing assignment via the internet. The center offers some instruction by podcast and offers online tutoring. Embedded tutoring is a program where students, after completing a course, receive tutor training and become tutors to fellow students. For this, the students are paid for their time. This program is paid for through the Basic Skills Initiative. One of the most popular and beneficial offerings is the Center's group tutoring. This is closely followed by walk-in tutoring.

Writing center staff expressed the following opinions:

- Some lab equipment is out of date.
- The College needs to offer better training for instructors and students for online learning.

### **SPECIAL PROGRAMS**

#### **Student-Athlete Retention Program**

##### **(S.A.R.P.)**

The Reedley College athletic teams have an athlete retention program called the Student-Athlete Retention Program or S.A.R.P. The S.A.R.P. was established to monitor the academic progress of each student-athlete and to prepare each student-athlete for transfer to a four-year institution both academically and athletically. All student-athletes must participate in this program while they are members of any Reedley College athletic team.

## Program of Instruction

### OVERVIEW

In order to forecast the future program of instruction and future space needs at the College, it is necessary to identify a starting point. This point, or baseline, is the fall 2008 semester. Fall semesters are used by the State Chancellor’s Office for various facilities planning functions, therefore, a fall semester is used in this Plan.

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

*Note: As mentioned previously, for the purposes of this Plan, wherever possible, the North Centers have been excluded from all curriculum data.*

### BASELINE CURRICULUM

A summary of the fall 2008 semester at Reedley College is provided in the table.

| REEDLEY COLLEGE<br>PROGRAM OF INSTRUCTION SUMMARY<br>FALL 2008 |        |
|--|--------|
| CLASS SECTIONS   | 719    |
| WSCH   | 73,381 |
| AVERAGE SECTION SIZE   | 26.4   |
| FTES (SEMESTER)  | 2,446  |
| FTEF   | 181.0  |
| HEADCOUNT UNDUPLICATED   | 6,458  |

This baseline semester is integral to the analysis, forecasting and recommendations that appear in this Plan. It serves two primary purposes:

1. It assessed the current condition at the College from a curricular perspective; and

2. It provided a foundation from which the future programs of instruction could be projected.

### The Baseline Program of Instruction by College Department

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

The following table shows the Reedley College fall 2008 program of instruction organized by College Department. The key elements of the program of instruction have been included in this analysis. These elements included the number of primary sections offered, duplicated enrollment count, average seats per section, WSCH (weekly student contact hours) generated, the full-time equivalent students (FTES), the full-time equivalent faculty (FTEF), the WSCH per FTEF generated and the percentage of lecture and laboratory hours.

| REEDLEY COLLEGE - BASELINE CURRICULUM FALL 2008 |     |       |             |        |          |      |               |         |         |
|---|-----|-------|-------------|--------|----------|------|---------------|---------|---------|
| SUBJECT   | SEC | ENR   | ENR/<br>SEC | WSCH   | SEM FTES | FTEF | WSCH/<br>FTEF | LEC HRS | LAB HRS |
| Accounting                                      | 6   | 154   | 25.7        | 729    | 24.3     | 1.8  | 407.3         | 69%     | 31%     |
| Aeronautics                                     | 2   | 50    | 25.0        | 1,500  | 50.0     | 5.0  | 302.4         | 50%     | 50%     |
| Agriculture                                     | 11  | 285   | 25.9        | 649    | 21.6     | 2.2  | 301.9         | 38%     | 63%     |
| Animal Science                                  | 5   | 114   | 22.8        | 451    | 15.0     | 1.2  | 369.7         | 32%     | 68%     |
| Art   | 31  | 507   | 16.4        | 2,343  | 78.1     | 6.0  | 388.6         | 41%     | 59%     |
| American Sign Language                          | 5   | 94    | 18.8        | 363    | 12.1     | 1.4  | 268.9         | 100%    | 0%      |
| Auto Technology                                 | 2   | 75    | 37.5        | 1,845  | 61.5     | 4.0  | 467.1         | 36%     | 64%     |
| Business Administration                         | 15  | 394   | 26.3        | 1,226  | 40.9     | 3.0  | 408.7         | 79%     | 21%     |
| Biology   | 26  | 652   | 25.1        | 3,754  | 125.1    | 7.4  | 505.9         | 51%     | 49%     |
| Child Development                               | 28  | 902   | 32.2        | 2,028  | 67.6     | 4.8  | 423.4         | 61%     | 39%     |
| Chemistry                                       | 10  | 212   | 21.2        | 1,510  | 50.3     | 3.2  | 471.9         | 46%     | 54%     |
| Cooperative Work Exper.                         | 6   | 252   | 42.0        | 672    | 22.4     | 1.9  | 353.7         | 0%      | 100%    |
| Counseling                                      | 21  | 504   | 24.0        | 809    | 27.0     | 2.6  | 316.0         | 78%     | 22%     |
| Criminal Justice                                | 9   | 333   | 37.0        | 962    | 32.1     | 1.9  | 514.4         | 100%    | 0%      |
| Computer Science                                | 1   | 9     | 9.0         | 45     | 1.5      | 0.3  | 150.0         | 60%     | 40%     |
| Dental Assisting                                | 1   | 35    | 35.0        | 1,155  | 38.5     | 3.3  | 345.8         | 52%     | 48%     |
| Developmental Services                          | 12  | 230   | 19.2        | 865    | 28.8     | 2.6  | 331.4         | 34%     | 66%     |
| Decision Sciences                               | 1   | 29    | 29.0        | 60     | 2.0      | 0.2  | 300.0         | 100%    | 0%      |
| Economics                                       | 5   | 165   | 33.0        | 484    | 16.1     | 1.0  | 484.0         | 100%    | 0%      |
| Education                                       | 2   | 71    | 35.5        | 93     | 3.1      | 0.3  | 357.7         | 40%     | 60%     |
| Environmental Horticulture                      | 5   | 90    | 18.0        | 301    | 10.0     | 0.9  | 323.7         | 29%     | 71%     |
| English   | 105 | 2,368 | 22.6        | 11,010 | 367.0    | 28.4 | 387.8         | 93%     | 7%      |
| Engineering                                     | 4   | 44    | 11.0        | 113    | 3.8      | 0.4  | 282.5         | 86%     | 14%     |
| ESL   | 22  | 300   | 13.6        | 2,083  | 69.4     | 8.6  | 241.1         | 74%     | 26%     |
| Film  | 1   | 97    | 97.0        | 291    | 9.7      | 0.3  | 909.4         | 100%    | 0%      |
| Food & Nutrition                                | 8   | 302   | 37.8        | 892    | 29.7     | 1.8  | 492.8         | 100%    | 0%      |
| French  | 1   | 24    | 24.0        | 105    | 3.5      | 0.3  | 350.0         | 60%     | 40%     |
| Geography                                       | 9   | 331   | 36.8        | 1,000  | 33.3     | 1.8  | 543.5         | 100%    | 0%      |

| REEDLEY COLLEGE - BASELINE CURRICULUM FALL 2008 |            |                                |             |               |                |              |               |            |            |
|---|------------|--------------------------------|-------------|---------------|----------------|--------------|---------------|------------|------------|
| SUBJECT   | SEC        | ENR                            | ENR/<br>SEC | WSCH          | SEM FTES       | FTEF         | WSCH/<br>FTEF | LEC HRS    | LAB HRS    |
| Geology   | 1          | 10                             | 10.0        | 62            | 2.1            | 0.4          | 177.1         | 50%        | 50%        |
| German  | 1          | 12                             | 12.0        | 35            | 1.2            | 0.3          | 116.7         | 60%        | 40%        |
| History   | 11         | 479                            | 43.5        | 1,626         | 54.2           | 2.7          | 597.8         | 100%       | 0%         |
| Health Science                                  | 19         | 695                            | 36.6        | 2,095         | 69.8           | 4.8          | 438.3         | 80%        | 20%        |
| Information Systems                             | 20         | 393                            | 19.7        | 2,129         | 71.0           | 4.9          | 434.5         | 75%        | 25%        |
| Interdisciplinary Studies                       | 2          | 613                            | 306.5       | 492           | 16.4           | 0.2          | 2,460.0       | 0%         | 100%       |
| Journalism                                      | 3          | 47                             | 15.7        | 188           | 6.3            | 0.5          | 417.8         | 40%        | 60%        |
| Linguistics                                     | 1          | 28                             | 28.0        | 81            | 2.7            | 0.2          | 405.0         | 100%       | 0%         |
| Library Technology                              | 2          | 83                             | 41.5        | 105           | 3.5            | 0.3          | 403.8         | 0%         | 100%       |
| Mechanized Agriculture                          | 6          | 165                            | 27.5        | 1,888         | 62.9           | 4.3          | 441.1         | 48%        | 52%        |
| Math  | 64         | 2,030                          | 31.7        | 9,011         | 300.4          | 18.9         | 477.5         | 99%        | 1%         |
| Manufacturing                                   | 14         | 238                            | 17.0        | 1,551         | 51.7           | 4.2          | 372.8         | 35%        | 65%        |
| Marketing                                       | 1          | 19                             | 19.0        | 57            | 1.9            | 0.2          | 285.0         | 100%       | 0%         |
| Music   | 29         | 412                            | 14.2        | 1,167         | 38.9           | 3.7          | 313.7         | 53%        | 47%        |
| Nursing Assistant Training                      | 2          | 33                             | 16.5        | 401           | 13.4           | 1.0          | 417.7         | 46%        | 54%        |
| Natural Resources                               | 17         | 507                            | 29.8        | 1,628         | 54.3           | 3.5          | 461.2         | 37%        | 63%        |
| Office Technology                               | 26         | 552                            | 21.2        | 1,116         | 37.2           | 3.2          | 347.7         | 73%        | 27%        |
| Physical Education                              | 59         | 1,462                          | 24.8        | 3,787         | 126.2          | 11.3         | 334.2         | 4%         | 96%        |
| Philosophy                                      | 4          | 83                             | 20.8        | 245           | 8.2            | 0.8          | 306.3         | 100%       | 0%         |
| Photo   | 1          | 21                             | 21.0        | 63            | 2.1            | 0.2          | 315.0         | 100%       | 0%         |
| Physics   | 3          | 49                             | 16.3        | 264           | 8.8            | 1.0          | 253.8         | 65%        | 35%        |
| Plant Science                                   | 4          | 128                            | 32.0        | 249           | 8.3            | 0.8          | 319.2         | 36%        | 64%        |
| Political Science                               | 8          | 345                            | 43.1        | 1,008         | 33.6           | 1.7          | 592.9         | 100%       | 0%         |
| Psychology                                      | 14         | 572                            | 40.9        | 1,592         | 53.1           | 3.0          | 534.2         | 100%       | 0%         |
| Science   | 2          | 50                             | 25.0        | 235           | 7.8            | 0.6          | 391.7         | 60%        | 40%        |
| Sociology                                       | 8          | 410                            | 51.3        | 1,220         | 40.7           | 1.8          | 670.3         | 100%       | 0%         |
| Spanish   | 11         | 181                            | 16.5        | 1,066         | 35.5           | 3.2          | 332.1         | 69%        | 31%        |
| Speech  | 28         | 629                            | 22.5        | 2,274         | 75.8           | 6.1          | 373.4         | 100%       | 0%         |
| Statistics                                      | 3          | 109                            | 36.3        | 408           | 13.6           | 0.8          | 503.7         | 100%       | 0%         |
| <b>Total</b>                                    | <b>719</b> | <b>18,978<br/>(DUPLICATED)</b> | <b>26.4</b> | <b>73,381</b> | <b>2,446.0</b> | <b>181.0</b> | <b>405.5</b>  | <b>70%</b> | <b>30%</b> |

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

### The Baseline Program of Instruction by TOP Code

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

The following table provides the TOP Code for each subject at the College.

| REEDLEY COLLEGE – TOP CODES BY SUBJECT |          |                            |          |
|--|----------|----------------------------|----------|
| Subject                                | Top Code | Subject                    | Top Code |
| Accounting                             | 0500     | German                     | 1100     |
| Aeronautics                            | 0900     | History                    | 2200     |
| Agriculture                            | 0100     | Health Science             | 1200     |
| Animal Science                         | 0100     | Information Systems        | 0700     |
| Art                                    | 1000     | Interdisciplinary Studies  | 4900     |
| American Sign Language                 | 0800     | Journalism                 | 0600     |
| Auto Technology                        | 0900     | Linguistics                | 4900     |
| Business Administration                | 0900     | Library Technology         | 1600     |
| Biology                                | 0400     | Mechanized Agriculture     | 0100     |
| Child Development                      | 1300     | Math                       | 1700     |
| Chemistry                              | 1900     | Manufacturing              | 0900     |
| Cooperative Work Experience            | 4900     | Marketing                  | 0500     |
| Counseling                             | 4900     | Music                      | 1000     |
| Criminal Justice                       | 2100     | Nursing Assistant Training | 1200     |
| Computer Science                       | 0700     | Natural Resources          | 0100     |
| Dental Assisting                       | 1200     | Office Technology          | 0500     |
| Developmental Services                 | 4900     | Physical Education         | 0800     |
| Decision Sciences                      | 0700     | Philosophy                 | 2200     |
| Economics                              | 2200     | Photo                      | 1000     |
| Education                              | 0800     | Physics                    | 1900     |
| Environmental Horticulture             | 0100     | Plant Science              | 0100     |
| English                                | 1500     | Political Science          | 2200     |
| Engineering                            | 0900     | Psychology                 | 2000     |
| ESL                                    | 4900     | Science                    | 1900     |
| Film                                   | 1000     | Sociology                  | 2200     |
| Food & Nutrition                       | 1200     | Spanish                    | 1100     |
| French                                 | 1100     | Speech                     | 0600     |
| Geography                              | 1900     | Statistics                 | 1700     |
| Geology                                | 1900     |                            |          |

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



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

| REEDLEY COLLEGE - PROGRAM OF INSTRUCTION BY TOP CODE INSTRUCTIONAL DIVISION - FALL 2008 |                                 |            |               |             |               |                |              |              |            |            |
|---|---------------------------------|------------|---------------|-------------|---------------|----------------|--------------|--------------|------------|------------|
| TOP CODE  | SEC                             | ENR        | ENR/SEC       | WSCH        | SEM FTES      | FTEF           | WSCH/FTEF    | LEC HRS      | LAB HRS    |            |
| 0100  | Agriculture & Natural Resources | 48         | 1,289         | 26.9        | 5,166         | 172.2          | 12.9         | 400.8        | 40%        | 60%        |
| 0400  | Biological Science              | 26         | 652           | 25.1        | 3,754         | 125.1          | 7.4          | 505.9        | 51%        | 49%        |
| 0500  | Business & Management           | 48         | 1,119         | 23.3        | 3,128         | 104.3          | 8.2          | 381.5        | 72%        | 28%        |
| 0600  | Communications                  | 31         | 676           | 21.8        | 2,462         | 82.1           | 6.5          | 376.5        | 96%        | 4%         |
| 0700  | Information Technology          | 22         | 431           | 19.6        | 2,234         | 74.5           | 5.4          | 413.7        | 75%        | 25%        |
| 0800  | Education                       | 66         | 1,627         | 24.7        | 4,243         | 141.4          | 12.9         | 327.9        | 13%        | 87%        |
| 0900  | Engineering & Industrial Tech.  | 22         | 407           | 18.5        | 5,009         | 167.0          | 13.5         | 371.9        | 48%        | 52%        |
| 1000  | Fine & Applied Arts             | 62         | 1,037         | 16.7        | 3,864         | 128.8          | 10.3         | 376.2        | 50%        | 50%        |
| 1100  | Foreign Language                | 13         | 217           | 16.7        | 1,206         | 40.2           | 3.8          | 316.5        | 68%        | 32%        |
| 1200  | Health                          | 30         | 1,065         | 35.5        | 4,543         | 151.4          | 10.9         | 417.2        | 74%        | 26%        |
| 1300  | Family & Consumer Sci.          | 28         | 902           | 32.2        | 2,028         | 67.6           | 4.8          | 423.4        | 61%        | 39%        |
| 1500  | Humanities                      | 105        | 2,368         | 22.6        | 11,010        | 367.0          | 28.4         | 387.8        | 93%        | 7%         |
| 1600  | Library Science                 | 2          | 83            | 41.5        | 105           | 3.5            | 0.3          | 403.8        | 0%         | 100%       |
| 1700  | Mathematics                     | 67         | 2,139         | 31.9        | 9,419         | 314.0          | 19.7         | 478.6        | 99%        | 1%         |
| 1900  | Physical Sciences               | 25         | 652           | 26.1        | 3,071         | 102.4          | 7.0          | 436.8        | 66%        | 34%        |
| 2000  | Psychology                      | 14         | 572           | 40.9        | 1,592         | 53.1           | 3.0          | 534.2        | 100%       | 0%         |
| 2100  | Public & Protective Services    | 9          | 333           | 37.0        | 962           | 32.1           | 1.9          | 514.4        | 100%       | 0%         |
| 2200  | Social Sciences                 | 36         | 1,482         | 41.2        | 4,583         | 152.8          | 8.0          | 570.0        | 100%       | 0%         |
| 4900  | Interdisciplinary Studies       | 65         | 1,927         | 29.6        | 5,002         | 166.7          | 16.1         | 310.5        | 51%        | 49%        |
|   | <b>Total</b>                    | <b>719</b> | <b>18,978</b> | <b>26.4</b> | <b>73,381</b> | <b>2,446.0</b> | <b>181.0</b> | <b>405.5</b> | <b>70%</b> | <b>30%</b> |

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

## ENROLLMENT MANAGEMENT ANALYSIS

### Overview

In the previous section of the Plan, the curriculum from the fall 2008 semester was used as the benchmark for analysis. Several important metrics were examined and analyzed. The most important of these are:

- WSCH/SEC- weekly student contact hours per section.
- WSCH/FTEF (sometimes referred to as WSCH/LOAD) - weekly student contact hours per full-time equivalent faculty load.
- ENR/SEC – enrollments per section (i.e., the average class size). This is a primary driver for the previous two measures.

**The consulting team did not compare one subject at the College to another, rather, each subject was compared to the same subject at a group of other California community colleges from the Maas Database.**

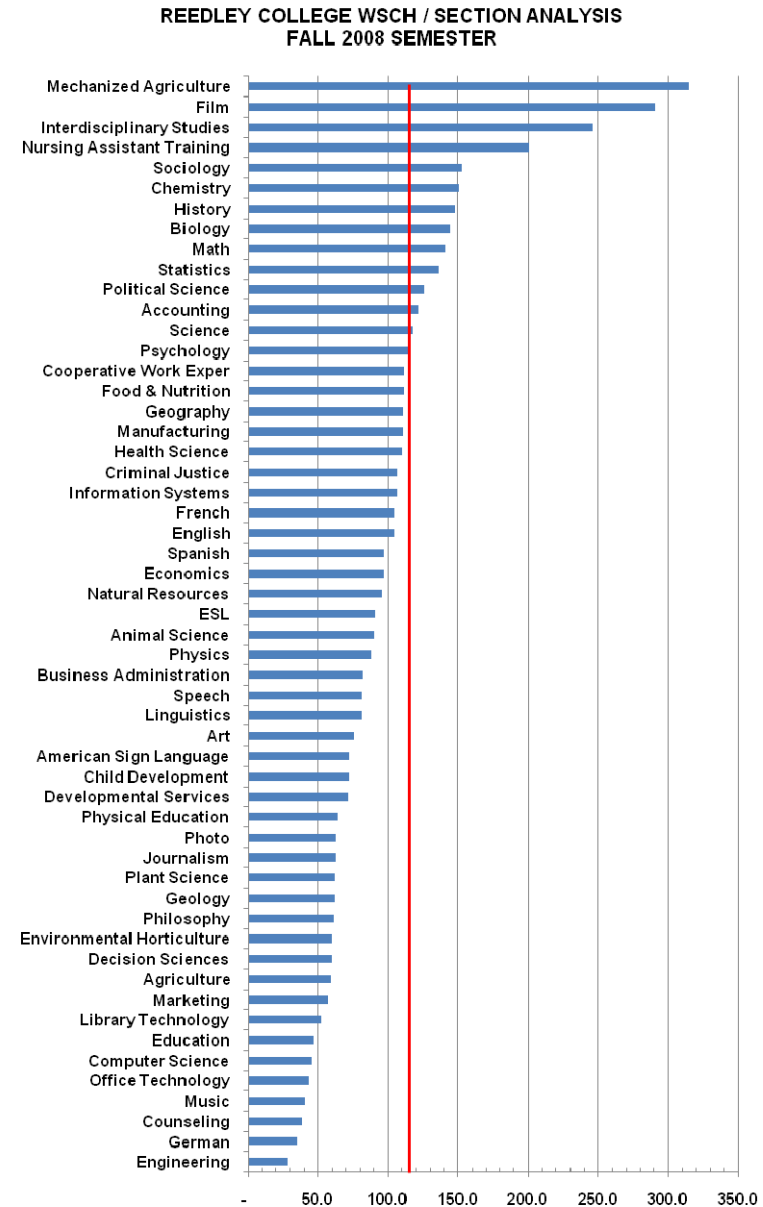


**WSCH per Section Analysis**

WSCH per section measures how many weekly student contact hours are generated by class section. This statistic is most useful for comparing similar programs between colleges rather than different programs within the college. Some programs (such as nursing, dental hygiene, child development, and disabled student services) have fixed or limited enrollments due to accreditation bodies or other outside entities.

The accompanying chart shows the College departments in declining order by WSCH per section<sup>2</sup>. In total, Reedley College generated 102.1 WSCH per section in the fall 2008 semester. This is low compared to the other community colleges in the State. From the Maas Database, an average of 18 California community colleges revealed an average of 115 WSCH /section. The red line

on the graph shows this level of WSCH per section. Reedley College's low average class size of 26.4 during the fall 2008 semester was the principal driver for the lower than average generation of WSCH per section. The projections for the future program of instruction call for the College to attain a WSCH per section level of 115 by 2015.



<sup>2</sup> Three subjects with very high WSCH/SEC levels have been omitted from the graph to avoid distorting the scale. These are dental assisting (1,155), auto technology (922.5) and aeronautics (750.0).

### WSCH per FTEF Analysis

WSCH per FTEF (full-time equivalent faculty) is another important measure of how efficiently the College is delivering the program of instruction. As stated previously, these measures are not used to compare one program with another at the College. Rather, each program was analyzed in relation to similar programs at other California community colleges. Additionally, the College as a whole was examined relative to other colleges.

For the fall 2008 semester, Reedley College generated 405.5 WSCH per FTEF, 23% below the State Chancellor’s Office target of 525. The graph shows the subjects of the College is descending order by WSCH/FTEF<sup>3</sup>. The vertical dashed line shows the average WSCH/FTEF for the

<sup>3</sup> Two subjects with very high WSCH/FTEF levels have been omitted from this graph to avoid distorting the scale. These are interdisciplinary studies (1,641) and film (1,425).

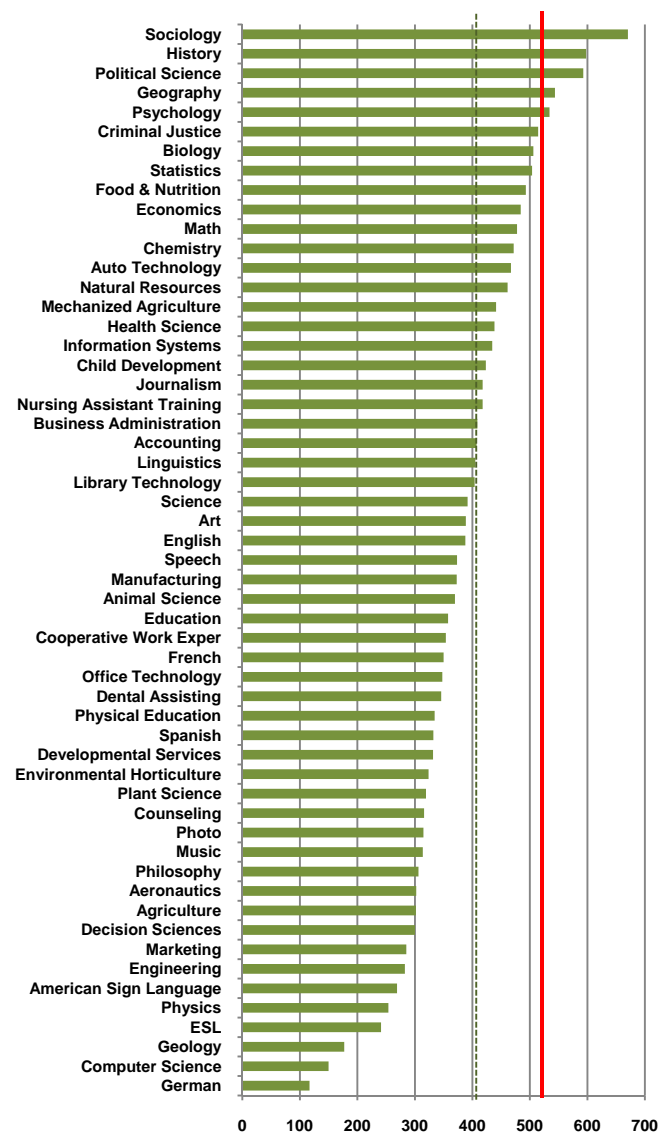
College, and the vertical red line shows the Chancellor’s Office target of 525.

It is not realistic for all programs at the College to reach or exceed the 525 WSCH per FTEF target. Rather, some programs (and some sections) will exceed the target balancing out those that do not. It is realistic for the College as a whole to reach the 525 target over time.

### Analysis

Currently, the College is generating 102.1 WSCH per section as compared with the average for California community colleges of 116. This means the College should be able to offer the same curriculum to the same number of students, with 81 fewer class sections. Said another way, the average class size at Reedley College is too small. In

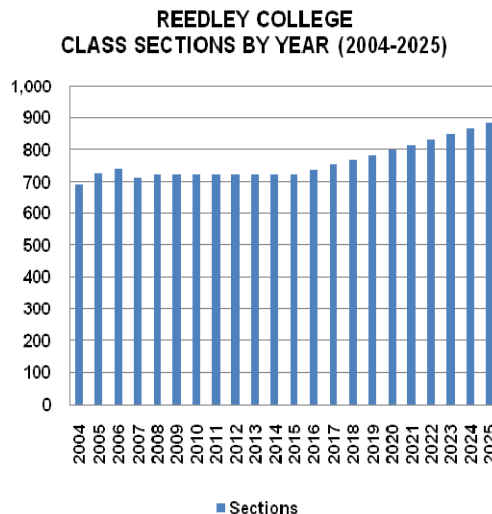
REEDLEY COLLEGE WSCH / FTEF ANALYSIS  
FALL 2008 SEMESTER



the fall 2008 semester, the average section size was 26.4 students. The College should be able to achieve an average class size of around 30 or 31 students.

This does not mean that the College should have 30 students in every class. Some disciplines will (and should) average 40+ students. Others will have fewer students. The objective is to get the average up to this target.

Instead of reducing sections at the College to achieve this goal, it is recommended that total sections at the College be held steady until WSCH reaches 82,639 – the level expected in or around the year 2014. This will allow the College to “grow into” the current number of sections. Over this time period, sections for some subjects may increase, others may decrease, but college-wide, total sections offered should remain steady. The graph shows section growth from 2004 through 2025. This plan does not involve staff reductions.



**ENROLLMENT MANAGEMENT PLAN**

As mentioned earlier, the forecast in this Plan is not intended to dictate curricular content. Rather, it is a roadmap for how to achieve higher efficiency to keep the College in a healthy financial and educational position. It is suggested that the College perform an annual review to measure outcomes versus targets. These targets should be adjusted taking into account internal factors such as (but not limited to):

- census, midterm, and end-of-term enrollment trends,

- student success,
- retention trends,
- persistence trends,
- room capacity, and
- student demand,

as well as external factors, including (but not limited to):

- statutory and regulatory changes,
- the state and local economy, and
- employment prospects.

These adjustments should be made within the context of the overall enrollment management program. Financially, it is critical that Reedley College improve its overall enrollment per section ratio to a minimum of 30.0 by 2015 and 32.0 by 2025. This enrollment management plan provides the opportunity for the faculty and administration to adjust on a program-by-program basis so as to achieve the recommended college-wide average. The key to success is the overall enrollment/section ratio.

### Expected Results

The enrollment management plan, if implemented, will reduce the number of sections needed in the year 2015 by approximately 92, without eliminating any course offerings. This translates to approximately \$2.3 Million per semester in reduced costs. This plan does not call for any reductions in staff or the elimination of any programs. The savings comes from the fact that fewer sections are offered and fewer additional adjunct instructors will be hired than would have otherwise been required.

### Positive Attendance

Another opportunity to increase WSCH generation and efficiency at the College (without increasing class sizes) is greater utilization of positive attendance. The College should expand its use of this strategy. This is where students in health occupations, public services, math, English/humanities, foreign languages and especially basic skills, utilize computer-based tutorial materials. These students can be enrolled in a course that tracks positive attendance in the computer labs and tutorial centers on campus.

**Example:** Approximately 2,000 students are enrolled in one or more math classes at the College. If half of those students spend two hours per week accessing tutorial materials on campus, and positive attendance is tracked, that would generate 2,000 additional WSCH (weekly student contact hours). That translates to 66.7 FTES or \$300,000 in additional revenue *per semester*.

The opportunity for capturing WSCH in this way in Basic Skills is probably much larger.

Currently, the College does offer some of these positive attendance courses but could greatly expand their use. This will help departments reach their enrollment management goals with more modest increases in class sizes for traditional, full-semester courses.

### Enrollment Management Recommendations

#### Overview

Reedley College can reach levels of productivity that meet or exceed state targets while maintaining educational excellence. Following, are a series of recommendations that will help the College accomplish this goal.

### Section Growth

- Class sections will be held steady at 719 until WSCH reaches 82,639.
- Over this time period, the College will “grow into” the number of sections offered.
- After 2015 sections will grow commensurate with WSCH growth.

### Enrollment Management Recommendations

Following are four recommendations regarding enrollment management at Reedley College.

1. Adopt college-wide section targets for 2015 and 2025.
2. Adopt department section targets for 2015 and 2025.
3. Deans, chairs and faculty collaborate to identify specific sections to be eliminated or consolidated.
4. Perform an annual review to measure outcomes versus targets and adjust individual section targets accordingly.

### Expected Results

If these targets are achieved, the following results can be expected:

- Enrollments and FTES will still grow by 2% annually (see the following section of the Plan for growth projections)
- College-wide average class size will increase by approximately 4.3 students by 2015
- Growth in staffing costs will be reduced by more than \$2.3 million per year through 2015.





## Future Capacities

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### OVERVIEW

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

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

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

Any such forecast is subject to a large number of unknowns. Economic swings, both upward and downward, shifts in industry employment, State budget turmoil are just a few of the possibilities. Historically, most of these kinds of events

have proven cyclical. When looking at a long range forecast (17-years in this Plan) many of these cycles are likely to repeat two or three times. Additionally, the consulting team has considered history, looking at the cycles that have affected community colleges over the past 30 years. With all of this in mind, the following section examines the future capacities of Reedley College.

### CURRENT CURRICULUM

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

- Net Sections: 719
- WSCH 73,381
- FTES (Semester): 2,446
- FTEF: 181
- Headcount: 6,458

### GROWTH FORECAST

#### Internal and External Elements of the College

One of the primary drivers for determining future capacity is growth in the service area population, or, “natural growth”. The effective service area of the College (15-mile ring) is expected to see population growth of 2.35% over the next 5-10 years. This is nearly double the growth projected for the State of California (1.33%) or for the Nation (1.23%).

Over the next five years however, growth by age group in the college’s service area will be primarily in the 55-64 year old age segment. The 15-19 year old age segment, an important group when looking at future college students, will actually decrease (from 8.7% to 8.1%) of the service area population. In raw numbers, this age group will grow slightly. Therefore, the College will have to find creative ways and offer different programs to attract the students of the

future. Many of these future students will be older. Classes for retraining older workers should be considered.

**Participation Rate Analysis**

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

| REEDLEY COLLEGE STUDENT PARTICIPATION RATE FALL 2008 |         |
|--|---------|
| POP  | 199,382 |
| ENR  | 6,458   |
| SPR  | 32.4    |

In the fall of 2008, the College’s participation rate was 32.4, or, 32.4 of every 1,000 residents of the 15-mile service area of the College, attended at least one class. The statewide average for student participation is 37.

**Weekly Student Contact Hours (WSCH)**

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

**FUTURE PROGRAM OF INSTRUCTION**

**Overview**

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

Taking into account all of the planning elements, the consulting team projects credit-WSCH and student headcount to grow at an average annual rate of 2.0% per year, out to the year 2025. In this model, WSCH will climb from the fall 2008 level of 73,015 to 102,239 in the fall of 2025. Unduplicated headcount will grow over the same time period from 6,458 in fall of 2008 to 9,043 by 2025.

In order to improve the low college-wide enrollments per section, it is recommended that the number of net sections at the College be held to a slightly slower growth rate (1.5% annually) through the year 2015. After 2015, sections will grow at the 2.0% overall growth rate.

The following table shows the growth forecast data. The columns include unduplicated headcount, net class sections, FTES for the semester (full time equivalent students), and WSCH.

| REEDLEY COLLEGE<br>GROWTH FORECAST 2008 - 2025 |            |     |       |         |
|--|------------|-----|-------|---------|
| YEAR   | HEAD-COUNT | SEC | FTES  | WSCH    |
| 2008   | 6,458      | 724 | 2,437 | 73,015  |
| 2015   | 7,418      | 804 | 2,796 | 83,871  |
| 2020   | 8,190      | 887 | 3,087 | 92,601  |
| 2025   | 9,043      | 979 | 3,408 | 102,239 |

It is not critical that this Plan determines the exact year the College hits a certain level of WSCH. Rather, the Plan will provide a forecast for future space needs when the College reaches that level of WSCH. Therefore, if Reedley College reaches 102,239 WSCH in 2022, or 2028, it will still require the space detailed in this Plan.

### Profile of the Future Program of Instruction

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

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

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

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

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

The following table contains the projected future program of instruction for the years 2015 and 2025.

| REEDLEY COLLEGE - FUTURE PROGRAM OF INSTRUCTION 2015-2025 |      |       |          |          |          |      |       |          |          |          |
|---|------|-------|----------|----------|----------|------|-------|----------|----------|----------|
| SUBJECT   | 2015 |       |          |          |          | 2025 |       |          |          |          |
|   | SEC  | WSCH  | SEM FTES | LEC WSCH | LAB WSCH | SEC  | WSCH  | SEM FTES | LEC WSCH | LAB WSCH |
| Accounting  | 6    | 846   | 28       | 583      | 262      | 8    | 1,052 | 35       | 725      | 326      |
| Aeronautics   | 2    | 1,757 | 59       | 879      | 879      | 3    | 2,229 | 74       | 1,114    | 1,114    |
| Agriculture   | 11   | 738   | 25       | 277      | 461      | 13   | 882   | 29       | 331      | 551      |
| Animal Science  | 5    | 518   | 17       | 165      | 353      | 6    | 632   | 21       | 201      | 431      |
| Art   | 32   | 2,691 | 90       | 1,098    | 1,594    | 39   | 3,281 | 109      | 1,338    | 1,943    |
| American Sign Language                                    | 5    | 409   | 14       | 409      | -        | 6    | 478   | 16       | 478      | -        |
| Auto Technology   | 2    | 2,162 | 72       | 778      | 1,383    | 3    | 2,742 | 91       | 987      | 1,755    |
| Business Administration                                   | 15   | 1,422 | 47       | 1,121    | 301      | 19   | 1,769 | 59       | 1,395    | 374      |
| Biology   | 26   | 4,226 | 141      | 2,154    | 2,072    | 30   | 4,947 | 165      | 2,522    | 2,425    |
| Child Development   | 28   | 2,283 | 76       | 1,395    | 888      | 33   | 2,673 | 89       | 1,633    | 1,040    |
| Chemistry   | 10   | 1,735 | 58       | 796      | 938      | 12   | 2,114 | 70       | 971      | 1,144    |
| Cooperative Work Exper.                                   | 6    | 772   | 26       | -        | 772      | 7    | 941   | 31       | -        | 941      |
| Counseling  | 21   | 929   | 31       | 723      | 207      | 26   | 1,133 | 38       | 881      | 252      |
| Criminal Justice  | 9    | 1,127 | 38       | 1,127    | -        | 12   | 1,429 | 48       | 1,429    | -        |
| Computer Science  | 1    | 52    | 2        | 31       | 21       | 1    | 63    | 2        | 38       | 25       |
| Dental Assisting  | 1    | 1,380 | 46       | 711      | 669      | 1    | 1,819 | 61       | 937      | 882      |
| Developmental Services                                    | 12   | 994   | 33       | 338      | 655      | 15   | 1,211 | 40       | 412      | 799      |
| Decision Sciences   | 1    | 69    | 2        | 69       | -        | 1    | 84    | 3        | 84       | -        |

| REEDLEY COLLEGE - FUTURE PROGRAM OF INSTRUCTION 2015-2025 |      |        |          |          |          |      |        |          |          |          |
|---|------|--------|----------|----------|----------|------|--------|----------|----------|----------|
| SUBJECT   | 2015 |        |          |          |          | 2025 |        |          |          |          |
|   | SEC  | WSCH   | SEM FTES | LEC WSCH | LAB WSCH | SEC  | WSCH   | SEM FTES | LEC WSCH | LAB WSCH |
| Economics   | 6    | 606    | 20       | 606      | -        | 8    | 878    | 29       | 878      | -        |
| Education   | 2    | 105    | 3        | 42       | 63       | 2    | 123    | 4        | 49       | 74       |
| Environmental Horticulture                                | 5    | 346    | 12       | 102      | 244      | 6    | 421    | 14       | 124      | 298      |
| English   | 107  | 12,647 | 422      | 11,703   | 944      | 131  | 15,417 | 514      | 14,266   | 1,150    |
| Engineering   | 4    | 132    | 4        | 113      | 19       | 5    | 168    | 6        | 144      | 24       |
| ESL   | 23   | 2,393  | 80       | 1,774    | 619      | 29   | 2,917  | 97       | 2,163    | 754      |
| Film  | 1    | 334    | 11       | 334      | -        | 1    | 407    | 14       | 407      | -        |
| Food & Nutrition  | 8    | 1,066  | 36       | 1,066    | -        | 11   | 1,405  | 47       | 1,405    | -        |
| French  | 1    | 121    | 4        | 72       | 48       | 1    | 147    | 5        | 88       | 59       |
| Geography   | 9    | 1,149  | 38       | 1,149    | -        | 11   | 1,400  | 47       | 1,400    | -        |
| Geology   | 1    | 71     | 2        | 36       | 36       | 1    | 87     | 3        | 43       | 43       |
| German  | 1    | 40     | 1        | 24       | 16       | 1    | 49     | 2        | 29       | 20       |
| History   | 12   | 2,036  | 68       | 2,036    | -        | 18   | 2,949  | 98       | 2,949    | -        |
| Health Science  | 20   | 2,503  | 83       | 2,002    | 501      | 27   | 3,300  | 110      | 2,640    | 660      |
| Information Systems                                       | 20   | 2,446  | 82       | 1,837    | 609      | 25   | 2,981  | 99       | 2,239    | 742      |
| Interdisciplinary Studies                                 | 2    | 565    | 19       | -        | 565      | 2    | 689    | 23       | -        | 689      |
| Journalism  | 3    | 216    | 7        | 86       | 130      | 4    | 263    | 9        | 105      | 158      |
| Linguistics   | 1    | 93     | 3        | 93       | -        | 1    | 113    | 4        | 113      | -        |
| Library Technology  | 2    | 121    | 4        | -        | 121      | 2    | 147    | 5        | -        | 147      |
| Mechanized Agriculture                                    | 6    | 2,169  | 72       | 1,033    | 1,136    | 7    | 2,644  | 88       | 1,259    | 1,385    |
| Math  | 63   | 9,864  | 329      | 9,795    | 69       | 72   | 10,592 | 353      | 10,517   | 75       |
| Manufacturing   | 15   | 1,817  | 61       | 636      | 1,181    | 18   | 2,305  | 77       | 807      | 1,498    |

| REEDLEY COLLEGE - FUTURE PROGRAM OF INSTRUCTION 2015-2025 |            |               |              |               |               |            |                |              |               |               |
|---|------------|---------------|--------------|---------------|---------------|------------|----------------|--------------|---------------|---------------|
| SUBJECT   | 2015       |               |              |               |               | 2025       |                |              |               |               |
|   | SEC        | WSCH          | SEM FTES     | LEC WSCH      | LAB WSCH      | SEC        | WSCH           | SEM FTES     | LEC WSCH      | LAB WSCH      |
| Marketing   | 1          | 66            | 2            | 66            | -             | 1          | 82             | 3            | 82            | -             |
| Music   | 30         | 1,341         | 45           | 710           | 630           | 36         | 1,634          | 54           | 866           | 769           |
| Nursing Assistant Training                                | 2          | 479           | 16           | 220           | 259           | 3          | 632            | 21           | 291           | 341           |
| Natural Resources   | 17         | 1,870         | 62           | 683           | 1,187         | 21         | 2,280          | 76           | 832           | 1,447         |
| Office Technology   | 27         | 1,295         | 43           | 949           | 346           | 33         | 1,610          | 54           | 1,180         | 430           |
| Physical Education  | 59         | 4,263         | 142          | 162           | 4,101         | 69         | 4,991          | 166          | 190           | 4,801         |
| Philosophy  | 4          | 307           | 10           | 307           | -             | 6          | 444            | 15           | 444           | -             |
| Photo   | 1          | 72            | 2            | 72            | -             | 1          | 88             | 3            | 88            | -             |
| Physics   | 3          | 303           | 10           | 196           | 107           | 4          | 370            | 12           | 239           | 130           |
| Plant Science   | 4          | 286           | 10           | 102           | 184           | 5          | 349            | 12           | 125           | 224           |
| Political Science   | 9          | 1,262         | 42           | 1,262         | -             | 13         | 1,828          | 61           | 1,828         | -             |
| Psychology  | 14         | 1,829         | 61           | 1,829         | -             | 17         | 2,229          | 74           | 2,229         | -             |
| Science   | 2          | 270           | 9            | 162           | 108           | 2          | 329            | 11           | 197           | 132           |
| Sociology   | 9          | 1,528         | 51           | 1,528         | -             | 13         | 2,212          | 74           | 2,212         | -             |
| Spanish   | 11         | 1,224         | 41           | 848           | 377           | 14         | 1,493          | 50           | 1,033         | 459           |
| Speech  | 27         | 2,482         | 83           | 2,482         | -             | 30         | 2,730          | 91           | 2,730         | -             |
| Statistics  | 3          | 469           | 16           | 469           | -             | 4          | 571            | 19           | 571           | -             |
| <b>Total</b>  | <b>733</b> | <b>84,292</b> | <b>2,810</b> | <b>59,239</b> | <b>25,054</b> | <b>894</b> | <b>102,751</b> | <b>3,425</b> | <b>72,241</b> | <b>30,510</b> |

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

## Determination of Future Space Needs

### SPACE REQUIREMENTS: ACADEMIC PROGRAM OF INSTRUCTION

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



### Academic Space Profile for 2025

The following tables depict the program of instruction and the corresponding academic space needs for Reedley College when WSCH reaches a level of 102,751 – projected for the year 2025.

| REEDLEY COLLEGE - PROGRAM OF INSTRUCTION PROFILE 2025 |     |       |          |          |          |         |         |
|---|-----|-------|----------|----------|----------|---------|---------|
| SUBJECT   | SEC | WSCH  | SEM FTES | LEC WSCH | LAB WSCH | LEC ASF | LAB ASF |
| Accounting  | 8   | 1,052 | 35       | 725      | 326      | 343     | 418     |
| Aeronautics   | 3   | 2,229 | 74       | 1,114    | 1,114    | 527     | 7,199   |
| Agriculture   | 13  | 882   | 29       | 331      | 551      | 156     | 2,711   |
| Animal Science  | 6   | 632   | 21       | 201      | 431      | 95      | 2,118   |
| Art   | 39  | 3,281 | 109      | 1,338    | 1,943    | 633     | 4,993   |
| American Sign Language                                | 6   | 478   | 16       | 478      | -        | 226     | -       |
| Auto Technology                                       | 3   | 2,742 | 91       | 987      | 1,755    | 467     | 11,335  |
| Business Administration                               | 19  | 1,769 | 59       | 1,395    | 374      | 660     | 479     |
| Biology   | 30  | 4,947 | 165      | 2,522    | 2,425    | 1,193   | 5,651   |
| Child Development                                     | 33  | 2,673 | 89       | 1,633    | 1,040    | 772     | 2,672   |
| Chemistry   | 12  | 2,114 | 70       | 971      | 1,144    | 459     | 2,940   |
| Cooperative Work Exper.                               | 7   | 941   | 31       | -        | 941      | -       | 2,418   |
| Counseling  | 26  | 1,133 | 38       | 881      | 252      | 417     | 647     |
| Criminal Justice                                      | 12  | 1,429 | 48       | 1,429    | -        | 676     | -       |
| Computer Science                                      | 1   | 63    | 2        | 38       | 25       | 18      | 43      |
| Dental Assisting                                      | 1   | 1,819 | 61       | 937      | 882      | 443     | 1,888   |



| REEDLEY COLLEGE - PROGRAM OF INSTRUCTION PROFILE 2025 |     |        |          |          |          |         |         |
|---|-----|--------|----------|----------|----------|---------|---------|
| SUBJECT   | SEC | WSCH   | SEM FTES | LEC WSCH | LAB WSCH | LEC ASF | LAB ASF |
| Developmental Services                                | 15  | 1,211  | 40       | 412      | 799      | 195     | 2,053   |
| Decision Sciences                                     | 1   | 84     | 3        | 84       | -        | 40      | -       |
| Economics   | 8   | 878    | 29       | 878      | -        | 415     | -       |
| Education   | 2   | 123    | 4        | 49       | 74       | 23      | -       |
| Environmental Horticulture                            | 6   | 421    | 14       | 124      | 298      | 59      | 1,464   |
| English   | 131 | 15,417 | 514      | 14,266   | 1,150    | 6,748   | 2,461   |
| Engineering   | 5   | 168    | 6        | 144      | 24       | 68      | 155     |
| ESL   | 29  | 2,917  | 97       | 2,163    | 754      | 1,023   | 1,938   |
| Film  | 1   | 407    | 14       | 407      | -        | 193     | -       |
| Food & Nutrition                                      | 11  | 1,405  | 47       | 1,405    | -        | 665     | -       |
| French  | 1   | 147    | 5        | 88       | 59       | 42      | 88      |
| Geography   | 11  | 1,400  | 47       | 1,400    | -        | 662     | -       |
| Geology   | 1   | 87     | 3        | 43       | 43       | 21      | 112     |
| German  | 1   | 49     | 2        | 29       | 20       | 14      | 29      |
| History   | 18  | 2,949  | 98       | 2,949    | -        | 1,395   | -       |
| Health Science  | 27  | 3,300  | 110      | 2,640    | 660      | 1,249   | 1,412   |
| Information Systems                                   | 25  | 2,981  | 99       | 2,239    | 742      | 1,059   | 1,269   |
| Interdisciplinary Studies                             | 2   | 689    | 23       | -        | 689      | -       | 1,771   |
| Journalism  | 4   | 263    | 9        | 105      | 158      | 50      | 338     |
| Linguistics   | 1   | 113    | 4        | 113      | -        | 54      | -       |
| Library Technology                                    | 2   | 147    | 5        | -        | 147      | -       | 221     |
| Mechanized Agriculture                                | 7   | 2,644  | 88       | 1,259    | 1,385    | 595     | 6,813   |
| Math  | 72  | 10,592 | 353      | 10,517   | 75       | 4,975   | 112     |
| Manufacturing   | 18  | 2,305  | 77       | 807      | 1,498    | 382     | 9,677   |
| Marketing   | 1   | 82     | 3        | 82       | -        | 39      | -       |
| Music   | 36  | 1,634  | 54       | 866      | 769      | 409     | 1,975   |
| Nursing Assistant Training                            | 3   | 632    | 21       | 291      | 341      | 137     | 730     |
| Natural Resources                                     | 21  | 2,280  | 76       | 832      | 1,447    | 394     | 7,120   |

| REEDLEY COLLEGE - PROGRAM OF INSTRUCTION PROFILE 2025 |            |                |              |               |               |               |               |
|---|------------|----------------|--------------|---------------|---------------|---------------|---------------|
| SUBJECT   | SEC        | WSCH           | SEM FTES     | LEC WSCH      | LAB WSCH      | LEC ASF       | LAB ASF       |
| Office Technology                                     | 33         | 1,610          | 54           | 1,180         | 430           | 558           | 551           |
| Physical Education                                    | 69         | 4,991          | 166          | 190           | 4,801         | 90            | *             |
| Philosophy  | 6          | 444            | 15           | 444           | -             | 210           | -             |
| Photo   | 1          | 88             | 3            | 88            | -             | 42            | -             |
| Physics   | 4          | 370            | 12           | 239           | 130           | 113           | 335           |
| Plant Science   | 5          | 349            | 12           | 125           | 224           | 59            | 1,103         |
| Political Science                                     | 13         | 1,828          | 61           | 1,828         | -             | 865           | -             |
| Psychology  | 17         | 2,229          | 74           | 2,229         | -             | 1,054         | -             |
| Science   | 2          | 329            | 11           | 197           | 132           | 93            | 338           |
| Sociology   | 13         | 2,212          | 74           | 2,212         | -             | 1,046         | -             |
| Spanish   | 14         | 1,493          | 50           | 1,033         | 459           | 489           | 689           |
| Speech  | 30         | 2,730          | 91           | 2,730         | -             | 1,291         | -             |
| Statistics  | 4          | 571            | 19           | 571           | -             | 270           | -             |
| <b>Total</b>  | <b>894</b> | <b>102,751</b> | <b>3,425</b> | <b>72,241</b> | <b>30,510</b> | <b>34,170</b> | <b>88,267</b> |

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

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

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

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

Using the allowable standards referenced in the California Code of Regulations Title 5 for calculating space (reference “Attachment A” in the Attachment section of the Plan) and the College’s current space inventory (*the State Center Community College District Report 17, ASF/OGSF Summary & Capacities Summary, October 2008*) Reedley College will show no “net need” for space through the year 2025. The College will however, show a

need in certain specific space categories. All of the numbers in the table are ASF (assignable square feet). This is the square footage of all space useable for instruction or support services<sup>4</sup>.

<sup>4</sup> See Glossary for a more comprehensive definition of ASF.

This analysis looks at the space on the main campus of the College. Since the Madera and Willow International Centers are State recognized Educational Centers, their space is listed separately from the College on the Space Inventory report. The Oakhurst Center is listed as part of Reedley College, but for the purpose of this analysis, this space has been removed. The following table shows the assignable square footage of space at the Oakhurst Center.

| OAKHURST CAMPUS SPACE INVENTORY |                   |                       |
|---------------------------------|-------------------|-----------------------|
| SPACE CATEGORY                  | DESCRIPTION       | MAIN CAMPUS INVENTORY |
| 100                             | CLASSROOM         | 4,453                 |
| 210-230                         | LABORATORY        | 1,832                 |
| 300                             | OFFICE/CONFERENCE | 443                   |
| 530-535                         | AV/TV             | 886                   |
|                                 | <b>TOTAL</b>      | <b>7,614</b>          |

Source: State Center Community College District Report 17

Given the growth forecast discussed on the previous section of the Plan, Reedley College is projected to need a total of 310,720 ASF of space by the year 2025. The College currently has 313,930 ASF on the Main Campus. This means that when looking at future space needs, the College has more than enough space to accommodate the projected growth. This does not however mean that the space is adequate in each of the space categories or that it is ideally configured.

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

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



Reedley College shows a need for space in three of these five of these categories. The College shows a net need of 6,635 ASF of classroom space, 9,845 ASF of library/LRC space and 9,102 ASF of AV/TV space. Laboratory space shows an overbuilt situation (i.e., the College has more total laboratory space than is required to accommodate the future program of instruction. The same is true for office space, which includes offices, as well as all student services space. In the case of laboratory and office space, there may be a need to reconfigure, modernize or renovate them in the future to make them more efficient or effective.

Additional space will also be required in the discretionary support service spaces of assembly/exhibition, data processing, merchandising, lounge, physical plant and health services.

The table shows the detailed space needs requirements for Reedley College in the year 2025.

| REEDLEY COLLEGE SPACE REQUIREMENTS – TARGET YEAR 2025 |                       |                       |                            |                |
|---|-----------------------|-----------------------|----------------------------|----------------|
| SPACE CATEGORY  | DESCRIPTION           | MAIN CAMPUS INVENTORY | 2025 TITLE 5 QUALIFICATION | NET NEED       |
| 0   | INACTIVE              | 3,797                 | 0                          | (3,797)        |
| 100   | CLASSROOM             | 27,535                | 34,170                     | 6,635          |
| 210-230   | LABORATORY            | 93,068                | 88,267                     | (4,801)        |
| 235-255   | NON CLASS LABORATORY  | 71                    | 859                        | 788            |
| 300   | OFFICE/CONFERENCE     | 28,109                | 27,400                     | (709)          |
| 400   | LIBRARY               | 18,756                | 28,601                     | 9,845          |
| 520-525   | PHYS ED (INDOOR)      | 46,723                | 35,000                     | (11,723)       |
| 530-535   | AV/TV                 | 3,409                 | 12,511                     | 9,102          |
| 540-555   | CLINIC/DEMONSTRATION  | 5,248                 | 5,171                      | (77)           |
| 560   | FIELD BUILDING        | 14,112                | 3,884                      | (10,228)       |
| 570   | ANIMAL QUARTERS       | 3,600                 | 854                        | (2,746)        |
| 580   | GREENHOUSE            | 5,952                 | 1,476                      | (4,476)        |
| 590   | OTHER                 | 891                   | 0                          | (891)          |
| 610-625   | ASSEMBLY/EXHIBITION   | 3,329                 | 9,043                      | 5,714          |
| 630-635   | FOOD SERVICE          | 14,544                | 5,426                      | (9,118)        |
| 650-655   | LOUNGE/LOUNGE SERVICE | 1,923                 | 4,590                      | 2,667          |
| 660-665   | MERCHANDISING         | 4,113                 | 7,559                      | 3,446          |
| 670-690   | MEETING/RECREATION    | 3,061                 | 3,011                      | (50)           |
| 710-715   | DATA PROCESSING/COMP  | 266                   | 5,000                      | 4,734          |
| 720-770   | PHYSICAL PLANT        | 13,967                | 15,536                     | 1,569          |
| 800   | HEALTH SERVICES       | 292                   | 1,200                      | 908            |
| 900   | STUDENT HOUSING       | 21,164                | 21,164                     | -              |
|   | <b>Total</b>          | <b>313,930</b>        | <b>310,720</b>             | <b>(3,210)</b> |

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

## The Financial Plan

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

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

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

### FINANCING OPTIONS

The following bullets provide a summary of the projected funds needed to fund the proposed capital construction program. Based on this information, it is proposed the District and the College consider the following options to obtain the necessary funds to implement the capital development program:

- State of California Capital Outlay Funding

- Scheduled Maintenance Funds from the State<sup>5</sup>
- Joint Venture programs with Business and Industry
- Joint Venture programs with other Educational Institutions
- Fee Based Instructional Programs
- Private Donations
- Local Bond Issue

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

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<sup>5</sup> These funds may be distributed by the State as a "Block Grant" that also includes funding for instructional equipment. The District would need to designate these funds for augmentation of the capital construction program.

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

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

The process is driven by a competitive point system with all community colleges competing for the same funding that the state has provided via a state-wide bond program. This process generally requires the district to provide a percentage of its own funds as a “match” while the State provides the balance. In the past, 10% – 20% district funding was a norm. Recently, the percentage of local contribution has risen to 30% – 50% in matching funds as districts that have passed

local bonds are using those funds to gain additional “points” for their projects. Pursuant to state guidelines, the state will fund a maximum of one project per college per year. In reality, the pattern of funding has been less than the maximum due to the time it takes to plan and construct a project via this procedure. If the district can achieve the necessary “points” for a project to be funded, a reasonable expectation would be to have 4-5 projects funded by the State per campus over the next 20 years.

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

As noted above, the State of California has historically funded local districts to assist in scheduled maintenance of facilities. Until 2002, funding occurred on a project-by-project basis. Since 2002, scheduled maintenance funding is included in an annually funded, block grant program that also includes funds for instructional and library equipment. There is a local match required for the use of these funds. It is not typically a large amount of funding (\$300,000-\$600,000/district/year) but it is an

option to solve minor building renovation or maintenance issues. For the 2006-07 fiscal year, the State is revisiting the funding of scheduled maintenance and modifications in the process involving the level of local contribution may occur so as to encourage districts to use this source of funding for necessary scheduled maintenance on existing buildings.

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

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

agreement between the parties and essentially in lieu of land lease payments and rent until such time that the building cost is paid.

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

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

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

The District has the option to develop a fee-based curriculum and compete with other public and private institutions for students would not typically attend the traditional, state-funded, public instructional program of a community college. Any excess revenue

generated from such activities could be used to fund future capital construction projects.

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

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

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

The district used this option in 2002 with the passage of Measure E. Utilization of the funds remaining via the previously approved bond funds needs to be assessed and prioritized.

From the results of this plan, it is apparent that the remaining funds will not be enough to achieve the objectives in this plan. If the Board of Trustees determines that an additional bond is a viable option, they may wish to once again request voter approval of additional bond funds. If this decision is made, pursuant to Proposition 39 guidelines, 55% of the voters must approve the issuance of bonds. There is a maximum limit of \$25/\$100,000 of assessed valuation that can be levied.

Typically, the length of repayment of the obligation is 20-30 years. Elections to request voter approval of a Proposition 39 Bond must be held in conjunction with a general election such as the state-wide primary or general elections. Very specific guidelines and procedures must be followed by the District if it elects to pursue this option. Finally, a

comprehensive, detailed plan of public information and justification for all projects that will be funded via the bond program must be shared with all constituencies.

### **SUGGESTED FINANCING PARAMETERS**

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

1. The Governing Board, in concert with the District staff, should carefully review and assess all funding options. A series of Board of Trustee workshops specifically designated for this purpose may be necessary.
2. The District must maximize the potential for State funding. This should be a primary criterion for the prioritization of projects. Though there is no State capital construction money now, it is critical for the College to get good projects in the queue as soon as possible.

3. Respect the Plan. Any modifications must be carefully considered as there will likely be unanticipated secondary effects. Treat the Plan as a “living” document that is used as a decision-making guide. Update

the Plan periodically, as agreed upon, through a thoughtful planning and discussion process with all parties.





## Total Cost of Ownership

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

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

Total Cost of Ownership (TCO), as used for college facilities, shall be defined as the systematic quantification of all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true, effective cost of the facility including

planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years). The one-time costs or capital construction and related costs shall be as listed on the JCAF-32 report developed by the California Community College Chancellor’s Office. The recurring or operational costs shall include staffing, institutional support services, replaceable equipment, supplies, maintenance, custodial services, technological services, utilities and related day-to-day operating expenses for the facility.

### **PURPOSE OF THE PROCESS**

The District intends to develop a standardized procedure for determining the “Total Cost of Ownership” (TCO) for existing facilities as well as for remodeled or new facilities that may be constructed throughout the District. The basis for the

procedure shall be the concept of Total Cost of Ownership (TCO) as it is typically used in areas such as information technology, governmental cost assessments and corporate budget analysis.

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

## OBJECTIVES TO BE ACHIEVED

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

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

## APPROVAL PROCESS

The facilities planning module is but one portion of the overall Total Cost of Ownership planning model that must be developed by the District. As such, it must

be integrated into the overall planning system and ultimately approved through the District/College’s shared governance process.



### ASSESSMENT FORMAT

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

#### Infrastructure/Utility Systems

In addition to the capital construction cost for facilities, the District must also construct major infrastructure improvements

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

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

throughout the project site/college campus. As part of the total cost of ownership, each building must assume a proportionate share of the infrastructure capital improvement costs. The proportionate share or ratio for a particular facility is based on the Gross Square Footage (GSF) of that facility divided by the total Gross Square Footage (GSF) for the campus. In turn, this ratio is applied to the estimated total cost of the campus-wide infrastructure system. A typical present-value cost of a campus-wide system has been estimated at \$29,800,000. The breakdown of costs by major category is shown in the table.

### IMPLEMENTATION PROCESS

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

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

## Recommendations

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The data from the External and Internal Environmental Scans provided much of the hard data needed to make future growth projections for Reedley College. Some of these recommendations were derived from input received from faculty, staff, students, administrators and from Maas Companies' extensive experience working with more than 75 colleges in the State. These recommendations are intended to highlight areas the College should address in its future decision-making.

The recommendations are a product of the entire Educational Master Planning process conducted at Reedley College. These recommendations are not rooted in one specific area of the Plan; rather they were developed by analyzing the many components that the Educational Master Plan is built upon. For several of the recommendations, there was no designated place for them in the Plan; therefore, they are included in this section.

Footnotes are provided to indicate the source from which each recommendation was derived. Reedley College should continue to actively support the district-wide process of securing approval for the proposed new campus in Clovis. The anticipated approval of Clovis College will have a significant impact on the student enrollment and finances of Reedley College and, as a consequence, the faculty and staff at Reedley will need to plan accordingly. Supporting information can be found in the *North Centers* section of the Introduction to this Plan.<sup>6</sup>

1. With an eye toward the anticipated creation of Clovis Community College, Reedley College should continue to review

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<sup>6</sup> Derived from input received from administrators and Maas Companies' experience with other multi-college districts that have gone through the process of seeking accreditation of a new college.

the current organizational responsibilities of the College and Centers' personnel.

Additionally, Reedley College, in concert with representatives of Fresno City College and the educational centers, should work with the District to develop a revised oversight structure such that the current satellite education centers and future centers, such as the Southeast Center, are dedicated to parent institutions in a manner that provides equity in enrollment and efficiency of day-to-day operations. This recommendation is based upon the findings discussed in the "Enrollment Management" section of this plan, information gathered in discussions with various constituent groups at the College and District, as well as enrollment data included in the Educational Master Plans for Fresno City College, the North Centers and the District.

2. Utilizing information provided in the Age and Ethnicity Profile Table (*External Environmental Scan* section), Race and Ethnicity Profile data (*Internal Environmental Scan* section) and Baseline Curriculum Fall 2008 Table (*Program of Instruction* section) , the College should analyze the apparent disparity between the number of students enrolled in English as a Second Language classes and the need for such classes among the service area population and consider appropriate actions. The College should also consider alternative means of identification of second-language learners and expansion of services for those students enrolled at the College.
3. Reedley College should engage in a review at both the college and district level of the feasibility of developing additional or expanded instructional programs. As part of this process, the College should, with representatives from Fresno City College and the educational centers, work with the District to identify “Signature Programs”

for each of the Colleges and educational centers. This recommendation was generated after reviewing and analyzing the information in the section on Workforce Characteristics of the Local Region (*External Environmental Scan* section), the Age and Ethnicity Profile Table (*External Environmental Scan* section), Interview Summaries and Maas Companies’ expertise and experience.

4. Based on data and analysis in the Participation Rate Analysis Section (*Future Capacities – Growth Forecast* section), Snapshot of the Service Area and Age Profile (*External Environmental Scan* section) and State Chancellor’s Office guidelines, the College should enhance staff development activities regarding the marketing of the College and recruitment of students to both the proposed new instructional programs as well as the existing programs.

As part of this process, the College should also consider expanding and promoting staff development for, and the offering of, nontraditional methods for delivering classes and services (i.e., via internet and related technological systems and services).<sup>7</sup>

5. As a result of recent legislative changes in the state of California and priorities established by the SCCC Board of Trustees, Interview Summaries (*Internal Environmental Scan* section), and Maas Companies’ knowledge and experience in facilities planning and development that all of the colleges/centers in the District should develop a College-wide awareness of environmentally sensitive, “green”, activities including the inclusion of LEED® identified building practices for all capital construction projects and staff

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<sup>7</sup> Derived from information described in the section on Online Instruction (*Internal Environmental Scan – Interview Summaries*).

development activities to highlight College-sponsored “green” activities.

6. In cooperation with Fresno City College and the educational centers in the District, the College should continue to develop and implement an appropriate program of articulation between the colleges so as to promote consistency in an effort to better facilitate the transfer of credit for coursework between the instructional locations throughout SCCCD.<sup>8</sup>
7. In cooperation with Fresno City College and the educational centers in the District, Reedley College should engage in the review, development, and implementation of a District-wide process for the assessment and placement of students in appropriate courses. This recommendation is in response to comments received in the

Interview Summaries (*Counseling* section) as well as the consultant’s experience and knowledge gained from working with other multi-college districts.

8. To be compliant with State Chancellor’s Office guidelines and Title 5 of the Education Code, the College, in cooperation with the District Department of Institutional Research, should develop a database program that allows for the reporting and analysis of all instructional programs of the College based on WSCH/FTEF, which is the accepted state-wide standard for efficiency of instructional programs. Included in this analysis are both traditional and non-traditional courses and programs including all on-line and web-based classes. The data for this analysis is discussed in detail in the Enrollment Management Plan (*Program of Instruction – Enrollment Management Analysis* section).

9. In the process of designing future facilities for the College, ensure that the needs of the instructional programs and support services are the basis for the design of the facilities. This recommendation is based upon data provided in the section, Space Requirements: All Programs and Services of the College (*Determination of Future Space Needs* section) and Attachment A (*Space Determination Methodology* section).
10. It is essential to implement an annual District-wide budget development process that is based on measurable, cost effective criteria and takes into consideration the unique needs of each site. This recommendation is derived from information in the *Financial Plan* and *Total Cost of Ownership* sections, and Maas Companies’ experience at other multi-college districts.

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<sup>8</sup> Derived from interviews with faculty, students and administrators at both Colleges and the North Centers, and Maas Companies’ experience and observations at other multi-college districts.

# Attachment A: Space Determination Methodology

## OVERVIEW

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

## PRESCRIBED STATE SPACE STANDARDS

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

square feet (space available for assignment to occupants). The Title 5 space planning standards used to determine both existing

and future capacity requirements are summarized in the following tables.

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

Source: California Code of Regulations Title 5, Chapter 8



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

### Standards for Lecture Space

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

### Standards for Laboratory Space

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

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

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

## NON-STATE SPACE STANDARDS

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

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

Source: Maas Companies & State Chancellor's Office

## Attachment B: Glossary of Terms

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### **Academic Calendar Year:**

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

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

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

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

### **ADA:**

Americans with Disabilities Act: Public Law 336 of the 101st Congress, enacted July 26, 1990. The ADA prohibits discrimination and

ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation.

### **Annual Five-Year Construction Plan:**

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

### **Annual Space Inventory:**

See 'Space Inventory'

### **API (Academic Performance Index):**

The California's Public Schools Accountability Act of 1999 (PSAA) resulted in the development of API for the purpose of measuring the academic performance and growth of schools. It is a numeric index (or

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

### **ASF:**

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

### **Budget Change Proposal (BCP):**

A document reviewed by the State Department of Finance and the Office of

the Legislative Analyst which recommends changes in a State agency's budget.

**CAD:**

Computer Assisted Design

**California Community College System Office:**

The administrative branch of the California Community College system. It is a State agency which provides leadership and technical assistance to the 109 community colleges and 72 community college districts in California. It is located in Sacramento and allocates State funding to the colleges and districts.

**Capacity:**

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

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

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

**Capital Construction Programs:**

See ‘Capital Projects’.

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

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

**Capital Projects:**

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

**Carnegie Unit:**

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

**CCFS:**

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

**Census:**

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

**DSA:**

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

**EAP (Early Assessment Program):**

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

**Educational Centers:**

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

**Educational Master Plan:**

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

**Enrollments (Unduplicated):**

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

**Environmental Impact Report:**

In accordance with the California Environmental Quality Act (CEQA), if a project is known to have a significant effect

on the environment then an EIR must be prepared. It provides detailed information about a project's environmental effects, ways to minimize those effects, and alternatives if reasonable.

**Facilities:**

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

**Faculty Loads:**

The amount of "teaching time" assigned/appropriated to a given instructional class, i.e. lecture or laboratory, for a given semester or for an academic year (two semesters). It is typically defined in terms of 15 "teaching hours" per week as being equal to one (1) full-time equivalent faculty; a "full faculty load." Actual faculty loads are generally governed by negotiated agreements and collective bargaining.

**Facilities Master Plan:**

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

**Final Project Proposal (FPP):**

The FPP identifies the project justification, final scope and estimated costs of all acquisitions, plus all infrastructure, facility and systems projects. It contains vital information including the JCAF 31 and JCAF 32 reports, the California Environmental Quality Act (CEQA) Final Notice of Determination, federal funds detail, an analysis of future costs, a project time schedule and an outline of

specifications. It is used by the Chancellor's Office and the Board of Governors to determine whether the project has met the criteria for State funding.

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

See Annual Five-Year Construction Plan

**FTEF:**

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

**FTES:**

An acronym for a “full-time equivalent student.” Used by the State as the measure for attendance accounting verification. Also used as a student workload measure that

represents 525 class (contact) hours in a full academic year.

**GSF:**

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

**Hardscape:**

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

**Initial Project Proposal (IPP):**

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

significant resource commitments into preparing comprehensive FPPs.

**Lecture:**

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

**Laboratory:**

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

**LEED®**

The Leadership In Energy and Environmental Design (LEED) Green Building Rating System is an independent certification program that provides voluntary guidelines for developing high-performance, sustainable buildings. Created by the U.S. Green Building Council (USGBC), the program awards varying levels of certification to buildings that meet LEED rating standards in five major categories: sustainable site development, water savings, energy efficiency, materials selection, and indoor environmental quality.

**Master Plan:**

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

strategies and current resources to reach those targets, and a comprehensive plan of action and funding.

**Middle College:**

Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level. They provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and under-represented in colleges. While at the Middle College, students have the opportunity to take some college classes at no cost to themselves. (For details, visit <http://www.mcnc.us/faqs.htm>).

**Punch List:**

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

**Report 17:**

See Space Inventory Report.

**Scheduled Maintenance Plan:**

See Annual Five-Year Scheduled Maintenance Plan.

**Service Area:**

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

**SLOAC:**

The Student Learning Outcomes and Assessment Cycle.

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

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

Key Components of Space Inventory:

- **Room Type (room use category):**  
Identifies room by use or function.
- **ASF** (assignable square feet)
- **GSF** (gross square feet)
- **Stations**

**STAR Test:**

Standardized Testing and Reporting developed by the California Department of Education. Under the STAR program, California students attain and are tested for one of five levels of performance on the CSTs (California Standards Tests) for each subject tested: advanced, proficient, basic,

below basic, and far below basic. (For details, visit <http://star.cde.ca.gov/>).

**Strategic Plan:**

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



**TOP/CSS Code:**

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

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

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

**TOP Code:**

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

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

1500 – Humanities (Letters)

1501 – English

1509 – Philosophy

2200 – Social Sciences

2202 – Anthropology

2205 – History

**Total Cost of Ownership (TCO):**

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

**WSCH:**

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

**WSCH/FTEF:**

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

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

would be teaching  $450 \text{ WSCH/FTEF}$ . ( $3 \text{ class sections} \times 6 \text{ hours/week} \times 25 \text{ students} = 450 \text{ WSCH/FTEF}$ ).

## Note on District-Wide Planning

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

