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California Postsecondary Education Commission

Review of a Proposal to Convert the Woodland Educational Center to a Full-Service Community College

After receipt and review of additional information, the Commission adopted this report and concurred with the recommendation of the Yuba Community College District to convert the Woodland Educational Center to a full-service community college. The additional information received was related to:

- *Historical district-wide enrollments, socio-economic status, academic planning, support budget, and public transportation and parking.*
- *A feasibility analysis of the preferred option put forth by Colusa County officials for expanding the district's educational and outreach services in Colusa County.*

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The Commission advises the Governor and Legislature on higher education policy and fiscal issues. Its primary focus is to ensure that the state's educational resources are used effectively to provide Californians with postsecondary education opportunities. More information about the Commission is available at www.cpec.ca.gov.

In this report, the Commission considers a proposal by the Yuba Community College District to convert the Woodland Educational Center, currently a state-approved off-campus center of Yuba College, to a full-service community college. The proposal is in response to significant population growth occurring in Yolo county and adjacent areas.

Background

Presently, the Woodland campus has about 51,000 gross feet of space, including 25,000 assignable square feet (ASF) of lecture and laboratory space. It serves about 3,200 students and is expected to serve nearly 6,400 students by year 2015.

Converting the campus to a full-service community college would enable an increasing number of prospective students from surrounding areas to complete all of their required coursework locally rather than undertaking a cumbersome commute northeast to Yuba College for some of their classes.

Although the Commission has received numerous letters in support of the district's proposal, some area residents have voiced concern. Specifically, a number of Colusa County public officials are concerned about the level and quality of educational services its residents are currently receiving from the district and the level of services their county can reasonably expect to receive in the near future. Colusa County is nearly 47% Hispanic and it continues to post one of the state's highest unemployment rates. Its population is projected to increase 28% by the year 2020, so student access in this growing area is a major issue. The concerns expressed by Colusa County, and the Yuba District's response to a number of them, are examined and discussed in this report.

Statutory and Administrative Requirements

The State of California requires that plans for new public institutions of higher education be reviewed by the California Postsecondary Education Commission prior to establishing new educational facilities. The central purpose of the State's review process is to help ensure that new public colleges, universities, and campus centers develop in accordance with broad statewide needs and priorities, and that capital outlay funds are spent wisely. Specifically with respect to community colleges, Section 66904 of the *California Education Code* expresses the intent of the Legislature that California community colleges not receive State funds for acquiring land sites or for constructing new institutions, branches, or off-campus centers unless recommended by the Commission.

Pursuant to legislation, the Commission developed a set of guidelines and procedures that impose a number of requirements on governing boards that seek to establish new higher education institutions, or that seek official recognition of existing facilities. State recognition of a facility does not necessarily entitle a district to capital outlay funds, but rather it offers a district an opportunity to compete in the capital outlay review process.

The first stage of review requires a community college district to submit a Preliminary Notice to the Commission expressing a need for a new campus or center, or a conversion of an existing center to a full-service community college. If the district elects to formally pursue the project, it is required to submit a formal Letter of Intent (LOI) to the Commission and to the Board of Governors of the California Community Colleges expressing its intent to expand. In reviewing a LOI, the Commission considers preliminary information related to such areas as enrollment history and future demand, capital construction planning and time schedules, site location options, and maps of the proposed area showing population densities, topography, and highway configurations. If the LOI is approved by the Chancellor's Office and the Commission, the district is authorized to develop a detailed *Needs Study* and an Environmental Impact Report.

Preliminary Finding

The Commission finds that the information contained in the district's Needs Study satisfies nearly all of the requirements outlined in the Commission's guidelines for converting educational centers to full-service community colleges. To complete its review, and to make an informed recommendation, the Commission requests the district to provide additional information related to historical enrollments, socio-economic status, support budget, academic planning, and service to Colusa County residents. A final recommendation will be made upon receipt and review of the requested information.

Analysis of the Proposal

This section provides a comprehensive analysis of the information contained in the district's Needs Study in relation to each specific review criterion outlined in the Commission's facility guidelines.

General Description and Overview

A physical description of the site, and a social and demographic analysis of the surrounding area, must be provided. Data describing the socioeconomic profile of the area or region should be included, with income levels and ethnic-racial makeup provided.

The Yuba Community College District (hereafter referred to as the Yuba District) was established in 1927 in the city of Marysville. Its present geographic configuration spans parts of eight northern California counties that encompass 4,192 miles, from the foothills of the Sierra Nevada in the east to the

coastal range in the west. The counties served by the district consist of Glen, Colusa, Lake, Sutter, Yolo, Yuba, and small portions of Placer and Butte counties. Geographically, these eight counties make the Yuba District the third largest in area in the state. Substantial distances between the various population centers of the district, coupled with the topography of the area, make it necessary for the District to supplement on-campus Yuba College operations with educational services offered through various educational centers and outreach operations.

Yolo County was added to the district in 1975 and college-level courses were offered in Woodland and Esparto city high schools and in adjacent areas in Yolo, Colusa, and Sutter counties. In 1976, an outreach educational center was constructed on leased land in Woodland to enable the district to better serve residents of Yolo, Colusa, and Sutter counties. Later, in 1981, the Woodland outreach operation was granted state-approved center status by the California Postsecondary Education Commission.

Recognizing the need for more permanent and adequate educational space, the Yuba District Board of Trustees subsequently purchased a 120-acre parcel of undeveloped land on the southeastern side of the city of Woodland. Today, the site is home to the Woodland Educational Center, called Woodland Community College. The campus has been offering educational services to local northern California communities through its present location since 1990.

Display 1 contains population projections for the Yuba District’s principal service area, which spans all or parts of six counties. The second column shows the proportion of the corresponding county that resides within the service area. For example, 100% of Colusa County is within the Yuba District service area, whereas only 1.2% of Glen County is situated within the Yuba District’s service area.

It is important to note that Yolo County, home to Woodland Community College, is expected to post the largest percentage and numerical increase in its population, adding over 83,000 additional residents, by year 2020 -- a 44.4% increase. About 40% of Yolo County resides within the Yuba District. Overall, the population of the district’s service area is anticipated to increase at a rate of about 2.2% per year, several percentage points above California’s statewide rate.

DISPLAY 1 *Population Changes in Yuba Community College District, by County
Selected Years 2005, 2010, and 2020*

Area	% of Population within Service Area	July 2005	July 2010	July 2020	15-Year Change
Colusa	100.0	20,800	22,697	26,337	26.7%
Glen	1.2	28,197	29,348	31,950	13.3%
Lake	47.8	63,250	69,259	79,676	26.0%
Sutter	100.0	88,945	95,757	111,856	25.8%
Yolo	39.1	187,743	222,277	271,040	44.4%
Yuba	100.0	66,734	71,506	84,816	27.1%
District Total		455,669	510,844	605,675	33.2%

Note: Adapted from Department of Finance’s PI report (2004).

Significant increases in the population of Yolo County and adjacent areas is attributed more to positive net migration than to childbirths. Some contributing factors include (a) a developing community with new, modernized public schools to be constructed in the near future; (b) attractive housing units that are still relatively affordable in comparison to medium home prices of the Bay Area and other parts of California; and (c) close proximity to the Bay Area, the Napa Wine Country, Lake Tahoe, Reno, Sacramento, and the research and medical facilities of the University of California, Davis.

Display 2 highlights the projected racial/ethnic population distribution of the Yuba District service area as year 2010 approaches. Three northern California counties of the Yuba District -- Glen, Lake, and Yuba -- are projected to remain fairly homogenous, with White residents accounting for 63% or more of the population. The Hispanic population is expected to be the majority ethnic group in Colusa County (55.5%). Hispanics are also expected to account for 28% or more of the population of Glen, Sutter, and Yolo counties. For the most part, African Americans and American Indians are anticipated to represent less than 4% of each county's population. The exception is Lake County, where American Indians are projected to total 3,515 residents and account for 4.6% of the population.

The largest concentration of Asian and Pacific Islander residents (25,919) is expected to occur in Lake County, followed by Sutter County, with an anticipated Asian and Pacific Islander population totaling 14,256 residents, or about 15% of the county population.

DISPLAY 2 Projected Race/Ethnicity Population of the Yuba District, January 2010 by County

County	White	Hispanic	Asian/PI	African Am.	Am. Indian	Total
Colusa	8,745	12,595	443	102	491	22,697
Glen	16,716	7,931	1,006	137	475	26,718
Lake	50,509	11,011	768	2,067	3,159	69,259
Sutter	47,988	27,049	14,256	2,162	2,189	95,757
Yolo	107,538	75,560	25,919	4,910	3,515	222,277
Yuba	46,420	11,952	6,306	2,393	1,604	71,506
Percent						
Colusa	38.5	55.5	2.0	0.4	2.2	100.0
Glen	62.6	29.7	3.8	0.5	1.8	100.0
Lake	72.9	15.9	1.1	3.0	4.6	100.0
Sutter	50.1	28.2	14.9	2.3	2.3	100.0
Yolo	48.4	34.0	11.7	2.2	1.6	100.0
Yuba	64.9	16.7	8.8	3.3	2.2	100.0

The district provided only limited socio-economic and labor market data. Shown on the next page in Display 3 is the proportion of area residents employed in various industry sectors. The data reveal that occupations comprising the service industry account for a third or more of employed persons residing in Colusa, Glen, and Sutter Counties, whereas in Lake, Yolo, and Yuba, the service industry accounts for more than 45% of employed residents. Colusa and Glen Counties have significant numbers of residents employed in agricultural, timber, and mining related industries, whereas in Sutter County, the agricultural, retail trade, and manufacturing industries account for a more even distribution of employed county residents.

DISPLAY 3 Industry Employment Data by County, Yuba District

County	Industry	Proportion of Employed County Residents
Colusa	Service	33.7
	Agriculture	26.0
	Retail Trade	8.7
	Manufacturing	7.7
Glen	Service	32.9
	Agriculture	20.9
	Retail Trade	10.9
	Manufacturing	9.7
Lake	Service	50.1
	Retail Trade	12.0
	Construction	8.8
	Public Administration	6.3
Sutter	Service	37.8
	Retail Trade	12.6
	Manufacturing	9.9
	Agriculture/Other	9.4
Yolo	Service	51.3
	Retail Trade	10.1
	Public Administration	7.7
	Manufacturing	5.7
Yuba	Service	45.3
	Retail Trade	13.2
	Construction	9.3
	Manufacturing	9.0

Source: District's 2005 Needs Study.

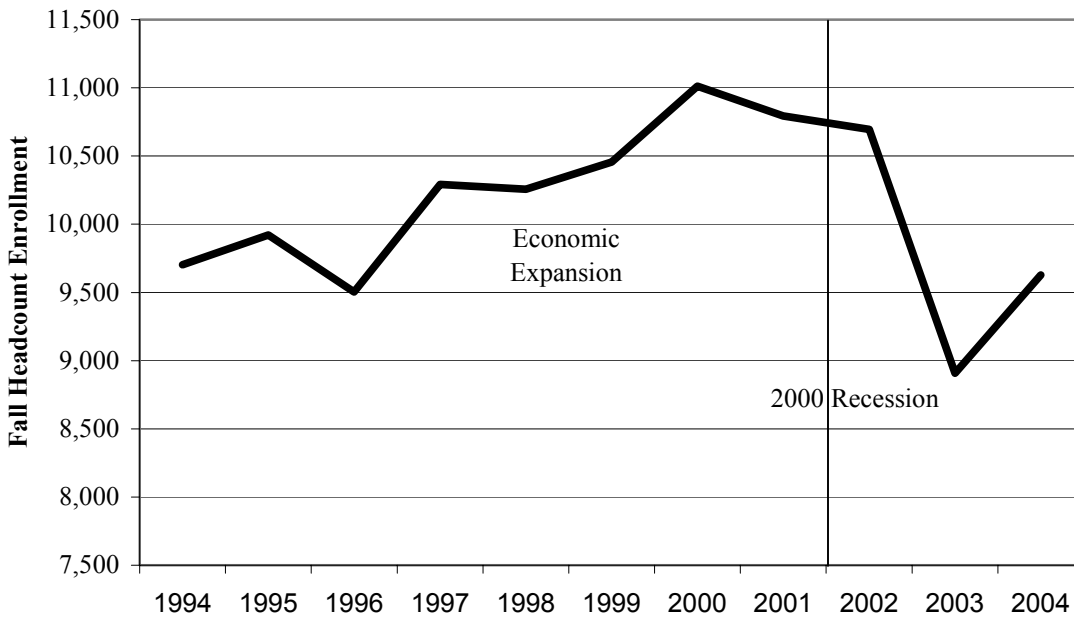
Additional Information Requested for this Section. The Commission requests the district to expand this section by reporting the *number* of persons employed in the various industries shown in Display 3 to complement the *proportions* that are reported. This will provide a clearer picture of the magnitude of employment opportunities available to local community college students. The district is also requested to discuss any emerging industries and report historical unemployment statistics by county for the previous five years.

Enrollment Projections

For a new community college or educational center, enrollment projections for the district proposing the center should exceed the planned enrollment capacity of existing district colleges and educational centers.

As shown in Display 4, district enrollments had been increasing dramatically since fall 1996 before falling off in 2003, due primarily to the state’s 2000 recession that coincided with reductions in State general fund support, reduced course offerings, and two consecutive years of student fee increases. The Governor’s 2005-06 budget increased funding to the community colleges to support, among other needs, a 3% increase in enrollment levels for high enrollment demand districts. Because of significant population growth and an expanding regional economy, district enrollments are anticipated to increase again. The projections developed by the Community College Chancellor’s Office anticipate Yuba District enrollments to increase from 9,627 in Fall 2004 to approximately 12,655 in year 2015, representing an annual average increase of approximately 2.8%.

DISPLAY 4 Yuba Community College District Enrollments, Fall 1994 to Fall 2004



Assignable Square Footage (ASF). Display 5 highlights the current assignable square feet (ASF) of lecture and laboratory space for the Yuba District. To provide a rough estimate of any excess capacity currently available within the district, the ASF figures were converted by the Commission to full-time equivalent students (FTES) using existing State space utilization standards. FTES capacity was compared against FTES enrollment projected for year 2015. This display confirms the Yuba District’s need for additional capacity.

DISPLAY 5 Yuba District Physical Capacity Analysis

	Current ASF			FTES*		
	Lecture	Lab.	Total	Current FTES Capacity	2015 FTES Enrollment	Deficit/Surplus
Yuba Community College District	43,177	80,951	124,128	7,904	8,166	-262

*Note: Fall 2004 FTES enrollment figures were estimated by the Commission based on a district-wide average unit load of 9.8 units.

Alternatives

This criterion requires a district to consider several alternatives other than establishing an educational center. This includes consideration given to (1) expanding existing institutions within the region, (2) increasing classroom and laboratory utilization, (3) sharing facilities with other institutions, and (4) greater use of technology and distributed learning arrangements.

Most districts have limited resources available at any given time to serve students, and they must make difficult choices on how best to use those resources in the most cost-effective manner. When a district elects to expand services in growing urban areas, and thereby achieve economy of scale, it is possible that without careful planning, less populated rural areas might receive less benefit, because in rural areas, economies of scale are much more difficult to realize.

It is the expectation of the Commission that proposals for new facilities and new community college campuses be accompanied by clear, effective plans for serving the more remote areas of a service area, which are equally in need of college-level education, though for a smaller population base. Quite often, residents of those areas can find themselves unable to access community college services that are vital to local economic development, such as basic skills pre-collegiate education, entry-level college coursework necessary for transfer to 4-year colleges, and targeted vocational education for area businesses. Naturally, it is important that district planning include consultation with public officials and residents of rural areas to ensure that vital educational and vocational needs of remote areas will be met.

In addition to serving selected urban areas, the Woodland campus will also have administrative responsibility for serving the entire neighboring rural county of Colusa, as well as for serving various rural communities located in Glen, Lake, and Sutter Counties. The case for a Woodland full-service community college is quite compelling when considering alternative options. First, there are no other full-service community college campuses within the district, so increasing the capacity and utilization of existing colleges within the district is not an option. Second, both Yuba College and the Woodland campus are already making good use of distance-learning technologies as a way of expanding institutional capacity. Third, the construction of a new Learning Resources Center on the Woodland campus will provide for even greater use of technology as a tool to support student access and instruction. Greater use of technology alone, though, will be insufficient for meeting growing student demand in the Woodland service area.

Establishing the Woodland Center as a state-approved full-service community college with expanded course offerings and facilities, is viewed as a viable option because it will enable an increasing number of prospective students from surrounding areas to complete all of their required coursework locally, rather than having to undertake a cumbersome 50-mile commute northeast to Yuba College. The conversion from a center to a college would also permit the Woodland campus to compete for federal aid dollars to assist financially needy students.

The Woodland campus will have responsibility for serving rural communities in its service area; however, the Commission would like some assurance that service will be consistent with demonstrated need to the greatest extent possible. Numerous Colusa County public officials and residents have expressed concern about the level and quality of educational services its residents are currently receiving from the Yuba district and the level of services their county can reasonably expect to receive in the future.

Dating back to the middle 1970s and up until 2004, the Yuba College District had delivered educational services to Colusa County residents in leased space within the county and in local high school classrooms. The primary location consisted of a set of classrooms leased in a building owned by the Colusa Unified School District, which local residents named the Colusa Educational Center. Because of the State's recent recession, which resulted in reduced State support to the community colleges, the Yuba

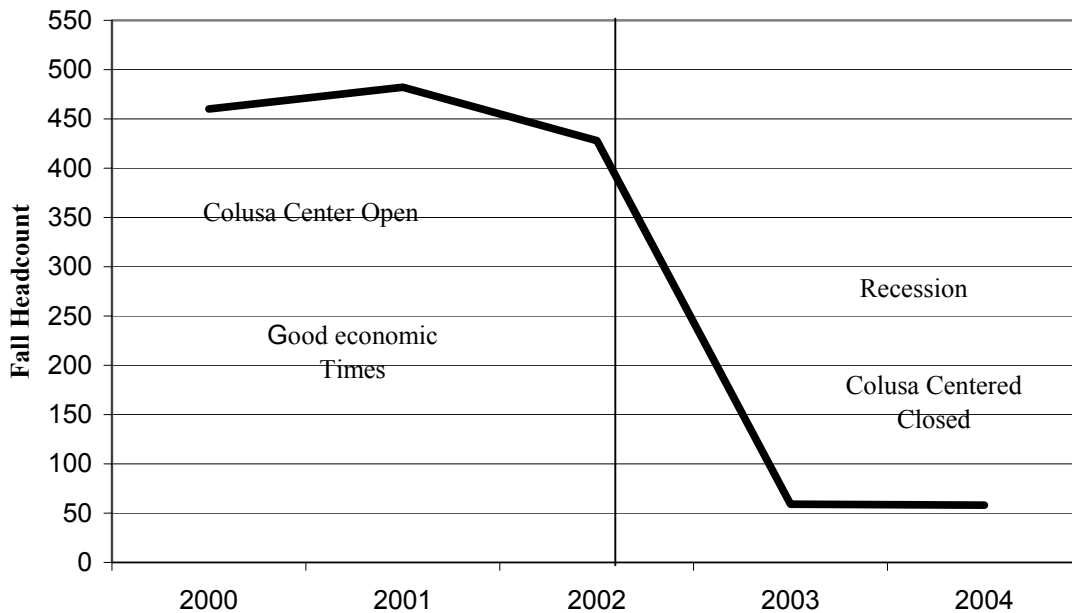
District elected to discontinue operations in all leased quarters, which necessarily shutdown operations at the Colusa Center.

With respect to the recession, funding apportionments to community colleges were reduced during 2002-03, and cutbacks had to be made across districts to address shortfalls. That year, fees for community colleges increased 64%, which coincided with a loss of enrollments in the ensuing year. Community colleges continued to be under-funded during the 2003-04 academic year and enrollment fees were increased by an additional 44%, for an overall two-year increase of 108%. As a partial consequence of the recession, community colleges were no longer permitted to provide credit for courses offered in high schools during the regular school day.

Despite these severe economic circumstances, the Yuba District asserts that it is still providing a comparable level of educational services to Colusa County residents, even though the Colusa Center is no longer operational. The district notes that it offers instruction in local *One Stop Centers*, in local high schools during the evening, and via the Internet. Instruction is also televised on local Colusa Cable Channel 42. The district reports that in February 2004, a Colusa County Taskforce was formed to identify educational needs of area residents and to develop a plan to support those needs. A complete listing of the services the district asserts it provides to Colusa County, along with accomplishments of the Taskforce, appear as Appendix A.

Colusa County officials and residents argue that they are not receiving nearly the level and quality of services they were receiving when the Colusa Center was operational. They cite the significant loss in place-bound Colusa students served by the Yuba District after the Center was closed, as shown in Display 6.

DISPLAY 6 Community College Students Taking Courses at Colusa Sites Fall 200 to Fall 2004



When the center was operational, about 400 students took college courses locally in Colusa County. Partially as a result of the recent recession, and partially as a result of center closure, local enrollments plummeted by 87%. Colusa officials have stated repeatedly that given their county's demographics, community college instruction scattered among local *One Stop Centers* and high school classrooms does not yield the level of participation that was evident when the Colusa Center was operational. They also assert that because of low wages and chronic unemployment, many local residents have limited access to digital cable services and the Internet, which makes on-line distance education courses of limited utility.

Colusa officials also feel short-changed because they believe that the number and type of courses offered are not comparable to the roughly \$2.9 million in local property taxes the county Auditor-Controller sends annually to the Yuba District to support that district's delivery of educational services. Colusa officials are not optimistic about the level of future educational services because they believe that the Yuba District, in developing its 2005 Strategic Plan, did not actively seek their participation and input. Appendix B contains the preferred option, presented by Colusa representatives, for enhancing educational services for its residents.

Additional Information Requested for this Section. The Yuba District is asked to prepare a feasibility analysis of the preferred option for providing educational services to Colusa County. The district is also requested to provide an itemized cost analysis of the dollar value of services provided within Colusa County during the 2004-05 academic year.

Academic Planning and Program Justification

The District must include a preliminary description of the proposed academic and certificate programs to be offered, along with a description of the proposed academic organizational structure. The description must demonstrate conformity with the Commission's program review guidelines and with State goals such as access, quality, intersegmental cooperation, and diversification of students, faculty, administration, and staff.

The proposal indicates that in Fall 2004, the Woodland Educational Center offered more than 250 individual academic and vocational programs, which is quite substantial for an educational center. Those courses are intended to support approximately 45 degree and certificate programs in the 12 general areas shown below:

- Administration of Justice
- Agriculture, Environmental Horticulture and Plant Sciences
- Art
- Business
- Early Childhood Education
- Emergency Medical Technology
- Fire Technology
- General Education
- History
- Human Services
- Nursing
- Social Science
- University Studies

The district noted that some high-demand programs at Woodland, such as those requiring wet laboratories and technology, have been severely constrained by the lack of modern facilities equipped with state-of-the-art technologies. The district addressed part of these deficiencies by constructing a new science building, and it intends to build a Learning Resource/Technology Center and upgrade and modify existing buildings. If the Woodland Center is granted state authority to transition to a full-service community college, district officials anticipate the following enhancements: (a) additional basic courses to better prepare low-achieving students for transfer to four-year institutions; (b) additional science courses offerings after appropriate laboratories are constructed in the new science building; and (c) new programs related to business, manufacturing, technology, education, and other programs of growing interest to the prospective students of the Woodland service area.

Additional Information Needed for this Section. Absent from this section is a discussion of how the district and Woodland officials are using labor market and industry data to inform curriculum planning. The district is requested to provide such information and to include specific examples.

Student Services and Outreach

The district is required to describe the student services available and planned at the educational center. A description of outreach services to historically underrepresented groups must be included.

The Woodland Campus maintains a number of student service and assistance programs, including outreach programs to support educationally and economically disadvantaged persons, as shown below. Brief descriptions for each of these services are included in the proposal.

- Student Matriculation
- Student Transfer
- Student Health Services
- Counseling Services
- Extended Opportunity Programs and Services (EOPS)
- Financial Aid and Scholarship Services
- Testing and Assessment
- Tutoring Services
- CalWorks
- Disabled Student Programs and Services
- Puente Project
- Veterans Services
- Child Development Services

Capital Outlay and Support Budget Projections

Proposals must include five-year capital outlay projections and five-year projection of anticipated support costs, including costs for administration, academic programs, academic support, and other standard expense elements.

The capital outlay plan for the Woodland Campus anticipates a need to add approximately 204,000 square feet of instructional and support space to enable the campus to build out to meet increasing student demand. The cost of this build-out is projected to be roughly \$86 million, with the district assuming about 30% and the State assuming the remaining 70 percent, or \$61.5 million. The cost model assumes that student demand will increase at a rate of about 7% per year, with enrollment totaling 6,338

students in Fall 2015. The Chancellor's Office's most recent projections, however, show much slower growth for the overall district than the rate reported in the district's *Needs Study*, so anticipated capital cost to the State will likely be substantially less than the amount reported here.

The support budget for the Woodland Center shows costs increasing from a base of \$4.2 million in year 2004 to \$11.9 million in year 2010. About 64% of the cost is associated with faculty salaries and benefits.

Additional Information Requested for this Section. Senior executive positions are expected to number five in year 2010. The Commission requests that the support costs for senior administrative positions be identified by position title (e.g., President, Dean, Manager).

Geographic and Physical Accessibility

The physical and geographic accessibility of the location and surrounding service areas must be included. There must be a plan for student, faculty, and staff transportation to the proposed location. For locations that do not plan to maintain student on-campus residences, reasonable commute time for students must be demonstrated.

The Woodland campus is located conveniently near major roadways in the southeast area of the city of Woodland. The campus can be reached by using these roadways or by using Interstate Highway 5 and Highways 99 and 70. Regional east/west travel is facilitated by Interstate Highway 80 and its connections with Highway 50 (east) and Highway 99 (south) leading from Sacramento and many adjacent communities. The proposal notes that persons choosing to drive their vehicles to campus have ample parking. However, the number of parking spaces available for faculty, staff, and students was not mentioned, and the availability of public transportation was barely discussed. Aside from rural remote areas, travel time to and from the campus is generally less than 35 minutes.

Additional Information Requested for this Section. The Commission requests information on the present and future availability of on campus parking and public transportation service.

Effect on other Institutions

The proposal must show evidence that other institutions were consulted during the planning process. Establishing a new community college center must not reduce existing or projected enrollments in nearby campuses or adjacent districts to a level that would damage their economy of operation.

The driving distance between Yuba College and the Woodland Center is just under 50 miles, and thus there would be a partial overlap between service areas for these two campuses within the district boundaries. However, the primary intent of converting the Woodland center to a comprehensive campus is to enable the district to better serve the rapidly growing population of Yolo County and adjacent areas. While Yuba College may lose some students to the Woodland campus, its overall population base will undoubtedly remain strong and unaffected.

There will also be some overlap between the Woodland service area and the Clear Lake area. The proposal pointed out that the small number of persons in the areas that overlap, and the terrain in those areas that influence college choice, make it unlikely that there would be any significant adverse effects. No impact is anticipated within the Sierra District because students from the Sierra region would have few, if any, incentives to travel to Woodland unless a specialized program was offered at Woodland that was not available at the Sierra College campus in Rocklin.

Although the city of Davis is not in the Woodland service area, a number of students from Davis are choosing to attend classes at the Woodland Center because of ease of physical access and because of selected program offerings that are not available at the Sacramento City College Davis Center. The ef-

fect is a positive one, however, because Davis residents have greater access to community college instruction. A letter of support from the Sacramento City College is included in the proposal, along with letters of support from numerous other educational entities, including the University of California Davis, California State University Sacramento, the Solano Community College District, and the Los Rios Community College District.

Environment and Social Impact

A copy of the final environmental impact report must be included. To expedite the review process, the Commission should be provided with all information related to the environmental report process as it becomes available to responsible agencies and the public.

The Yuba Community College District met the requirements of the California Environmental Quality Act at the time that the Woodland property was first considered for acquisition in 1982. A subsequent environmental impact study (EIR) was conducted in 2000 of the surrounding area that also considered expansion of the Woodland campus. The EIR did not identify any significant impacts resulting from the continuing development of the Woodland campus.

Economic Efficiency

The Commission encourages economic efficiency and gives priority to proposals for new institutions where the State is relieved of part of the financial burden. Assuming all other criteria are satisfied, higher priority will be granted to proposals that include gifts of land, construction costs, or equipment, as opposed to proposed projects that anticipate all costs to be born by the State.

The site acreage of the Woodland campus was paid for by the district and is sufficient to support a comprehensive college with diverse programs. The campus foundation is actively engaged in fundraising, and the city of Woodland and the local school district are engaged in a collaborative planning process with the Woodland campus that is expected to lead to joint/shared use facilities agreements, including agreements about playfields that support physical education and recreational activities. A local bond measure is anticipated in the near future, which, if approved by local voters, will enable the district to cover roughly 30% of the capital construction costs expected over the next 10 years.

Appendix A Yuba Community College District Services to Colusa County, October 2005

Part I: Current and Planned Services

Historical Background

The Yuba Community College District (YCCD) has a long history of serving the residents of Colusa, Glenn, Lake, Sutter, Yolo, and Yuba Counties and stands by that commitment today and for the future.

Over time, changes in the state's property tax structure and the funding model for California Community Colleges, legislative actions restricting community college services to high school concurrently enrolled students, and state budget deficits have reshaped the ways community colleges in California, including YCCD, serve their communities.

Prior to the passage of Proposition 13 in 1978, property taxes designated for college districts were paid directly to the community colleges. Under this funding model, smaller districts (including YCCD) had considerable flexibility in managing enrollments. Since then, the funding model has changed dramatically. Community colleges are now allocated funds directly from the state based on student enrollments calculated as Full Time Equivalent Students (FTES), irrespective of the amount of property taxes collected at the local level in each school district.

State Budget Crisis

The state budget crisis of 2002-2004 caused additional significant impacts on funding for community colleges. In 2002/2003, apportionments to community colleges were reduced mid-year and cutbacks had to be made across districts to address the shortfall. During that same year, fees for community colleges increased 64%, causing a loss of enrollments in the ensuing year as student access was impeded. For many community college districts, the fiscal picture became even more dismal with the passage of legislation disallowing the submission of a large number of concurrent enrollment classes for apportionment. Colleges were no longer permitted to provide credit for courses offered in high schools during the regular school day. Furthermore, in 2003/2004 community colleges continued to be under-funded and enrollment fees were again increased, by an additional 44% for an overall two-year increase of 108%.

Many large urban districts, with economies of scale and the ability to utilize "over-cap" enrollments to replace concurrent enrollments, overcame the fiscal downturn with minor impact on operations. However, many districts had to gain efficiencies, make reductions in operations, and even undergo layoffs. Such was the case at YCCD in the spring of 2003.

Gaining Efficiency While Maintaining Quality

In response to the budget crisis, the YCCD Board of Trustees adopted measures to gain efficiency while maintaining quality. One strategy was to eliminate the use of leased space and maximize the use of college-owned facilities. Such leases existed in five counties in the district and all were terminated. Many classes and services were relocated onto campuses of the district and, where feasible, partnerships were developed with community agencies to continue outreach services. Such was the case in Colusa County.

A second strategy was that all District programs, services and operations were comprehensively reviewed for efficiency; cost cutting measures, and in some cases lay-offs were implemented. There was a refocusing of energy and an alignment of limited resources with core primary mission functions; sustain-

ing the quality of instruction and services remained a priority. The District became more stringent in reviewing faculty qualifications before approving teaching assignments and streamlined course scheduling for the most effective, efficient use of resources in serving students. In particular, low-enrolled courses received more scrutiny, requiring extremely compelling rationale for offering courses without the required minimum of 15 enrollees.

Outreach Services in Colusa County

Colusa County residents voted to join the Yuba College Community District prior to Proposition 13, when local property taxes were a direct revenue stream to the District and funding levels were high. This fiscal environment allowed the Board to make policy decisions that had broad latitude in serving students. Like most community college districts across the state, YCCD had the financial capacity to extend outreach operations, provide transportation services, and implement other such strategies in serving students throughout its territory.

Consistent with this milieu, YCCD leased space in the Colusa County Office of Education building on Tenth Street to provide courses and services to local students. Courses were also held in the evenings at high schools across Colusa County. Although enrollments in Colusa did not meet the eligibility standards to qualify for the establishment of an approved Educational Center, as defined in Title 5, section 55827, the site was dubbed “The Colusa Center” for ease of reference. On-site staff established close relationships with local high schools, which resulted in significant interest in daytime concurrent enrollment opportunities in addition to the college course work offered in the evenings on high school campuses.

During the 25 years following Proposition 13, as resources continued to decline under the state funding model, YCCD attempted to maintain as many expanded educational services as possible. Regrettably, given the profound impact of the state budget crisis of 2002-2004, it was no longer cost effective or feasible for YCCD to continue leased operations or courses with very low enrollments. Therefore, all five counties’ leased facilities, including the Tenth Street facility in Colusa, were terminated. Through a partnership with WIA, however, access to courses and services in Colusa County has continued, incorporating use of the One Stop Centers in Colusa and Williams, while maintaining cost effectiveness. In addition, the District has expanded access through a variety of delivery methods: (1) at local high schools in the evening, (2) via the Internet, (3) in a televised format through the local cable Channel 42, and (4) in the daytime at the One-Stop Center in Williams. Students can now complete their associate degree through a variety of options right in Colusa County.

Planning for the Future in Colusa County

In February 2004, representatives from Colusa County, its K-12 districts, YCCD, and local agencies from the Colusa area were convened into a “Colusa Taskforce” to identify educational needs of area residents, and to develop a plan to support those needs. Planning has focused on increasing access to coursework that leads to a specific goal, i.e. a certificate, the Associate degree, or completion of the core courses for transfer to a university. An important principle in the planning has been to avoiding duplication of offerings and to fill any gaps in educational services toward the goal of a “Pre-K to 16 Continuum”.

The Taskforce was given five primary charges:

- Course schedule planning
- Clarification of provider roles and delivery
- Marketing strategies
- Support services
- Computer access to online courses

Accomplishments of the Colusa Taskforce

The Taskforce has made great progress in meeting their assigned charges, as follows:

Course Schedule Planning

- A two-year class schedule was developed to establish a pathway for students to complete an Associate's degree and for those that desire such, the core courses for transfer to a four year university, within a predictable timeframe.
- Courses are now sequenced so that students are able to complete the math and English associate degree requirements within 4 to 5 semesters.
- Students may take up to a full time load (12 units) per semester in the Colusa area.
- ESL classes are available for credit or non-credit.
- A limited summer session was attempted in 2005, but was not supported by adequate enrollments.
- A survey was administered to all students taking courses in the Colusa area. This information identified the need to begin offering courses in the late afternoon. The 1:00 p.m. time slot was identified to allow advanced high school seniors in the area to take college courses from 1:00 to 3:00 p.m., after their minimum day is completed, and to enable them to return to their respective high schools to participate in after school sports. Courses in this time slot were added to the Fall 2005 schedule, taught at the Williams One Stop Center.

Clarify Provider Roles and Delivery

- The primary role of the Colusa Area Task Force is to design a "Pre-K to 16" educational program for the residents of Colusa County. WCC has facilitated regular Colusa Area Task Force meetings a minimum of once per month since February of 2004. The majority of meetings have been held in Colusa. One meeting was held at WCC for the purpose of providing a tour of the WCC campus. Agendas and minutes are provided for all members of the task force.
- Colusa County Office of Education has the primary responsibility of serving Pre-K-12 students in Colusa County and coordinating programs in adult basic education. Currently the Colusa County Office of Education provides extensive Regional Occupation Programs in the daytime at several of the Colusa area high schools. A minimal number of basic adult education classes are provided through the County Office of Education for adults in Colusa County.
- The WCC of YCCD has the primary responsibility of providing pre-collegiate and collegiate coursework for the Associate degree to high school graduates and adults in the Colusa County region.
- The task force as a whole is exploring the options for Colusa County residents desiring to pursue a bachelor's degree.

Marketing Strategies

- Beginning in November, 2004, flyers listing upcoming courses in the Colusa area, including face-to-face, televised and on-line courses, have been mailed to all postal patrons in Colusa County (4,000) two months prior to each semester. Additionally, post cards are mailed to every continuing student in YCCD (10,000) in fall and spring apprising them of their priority registration dates and ways to register. Students can register on site, by phone, or on line, and a WCC student services staff member is available in Colusa County five days per week at the WIA/One Stop Centers.
- Advertising on the local cable Channel 42 was implemented in December 2005.
- Extensive radio advertising aired between January 3 – 24, 2005, on the following stations: Star 94.1 (78 commercials), KUBA Am1600 (30 commercials), Sunny 101.5 (280 commercials) and Country 103.1 (200 commercials) and has continued.

Support Services

- WCC counselors have provided outreach to Colusa area high schools, and New Student Orientations at the Williams and Colusa One Stop Centers are conducted regularly. Four orientations were scheduled to register new students for Fall 2005.
- In Spring 2005, an Outreach Specialist was assigned to Colusa and provided services for students at the One Stop Centers in Colusa and Williams two days per week at each site (total of 32 hrs. per week). He also provided outreach services to the Colusa area high schools and served as a liaison for students, parents and school personnel.
- In August, 2005 the Colusa position was expanded to full time and given the ability to provide additional services to Colusa area students.

Computer Access for Online Courses

- Students in Colusa County are able to supplement their course schedule by taking courses on-line if they desire. A survey of students enrolled in Colusa area courses indicated they are able to take on-line courses. Students have access to computers at both One Stop Centers in Williams and Colusa and the public library. Also, many students indicated they have computers at home.
- When the District vacated the Tenth Street facility, the computer classroom was left intact, with twenty computers, current software, and a network connected to the Internet. The status of that classroom and the whereabouts of the equipment are unknown.

Cable Television Courses

- The Yuba Community College District coordinated an agreement with Comcast and is now providing televised courses via the Comcast cable television station (Channel 42) in Colusa County. Prior to 2005 televised courses were not available to students in the Colusa area. This provides yet a third option for students in the Colusa area to access coursework from within the county.

The Colusa Task Force has done an outstanding job in addressing the areas of need assigned to them, and YCCD has responded swiftly and positively to all of their recommendations, providing Colusa County residents with increased access to an effective and efficient outreach operation.

District Approach to Course Scheduling and Enrollment Management

The District has maintained a philosophy of quality and efficiency in planning for instruction and services. The minimum class size of fifteen has been adhered to more closely since the state budget crisis; the number of class sections offered has been reduced where appropriate to maximize enrollments; and scheduling now prioritizes pre-collegiate and college level courses over special interest offerings to enable students to earn certificates, degrees, and the transfer curriculum.

Like many community colleges, YCCD has established a minimum enrollment threshold of fifteen (15) per course. It has been a challenge to balance the desire for an extensive variety of course offerings each semester with the relatively low number of Colusa County residents who have shown an interest in enrolling, or who have the secondary school academic preparation to enroll.

YCCD administrators have been lenient and flexible in allowing some courses to proceed below the established enrollment threshold in rural areas such as Colusa. For example, in Fall 2004, fourteen (14) courses were offered; four (4) were cancelled, six (6) met or exceeded the minimum enrollment, and the remaining four (4) were allowed to proceed with less than the requisite minimum enrollment of fifteen.

Student Services

The District provides extensive support services for students at each of its sites. Also available are a variety of programs to assist students who may have needs beyond the standard services. Most services are

available District wide; however, programs such as Cal-SOAP and Upward Bound serve Colusa County and/or the Yuba-Sutter region only.

In order to maximize student access to services, a full-time Campus Student Services Specialist position was hired to serve the Colusa area. This employee reports to Woodland Community College and is assigned to work full time in Colusa and Williams, through an agreement with the WIA One-Stop Centers. The 40-hour work schedule provides for two days a week at each location and one day a week out in the community. The Student Services Specialist provides on-site services to students and coordinates contacts with the high schools.

Enrollments in the courses offered in Colusa County currently are not sufficient to justify additional permanent staff at this time. For example, the generally accepted standard for community college counseling faculty is one counselor per 1000 students. In the Fall 2005 semester there are 50 individual students enrolled in Colusa area courses (for a total of 164 enrollments). WCC counselors and staff are scheduled to provide or supplement services where there is an identified student need.

Essential Services

All of the services required for students to pursue their education are available to Colusa County residents, as follows:

Outreach and Recruitment

Efforts to reach current and potential students are made through community contacts by the Student Services Specialist assigned to Colusa; Counselor visits to high schools; direct mailings to county residents; and presentations to community groups by program specialists (e.g. Financial Aid, EOPS, and instructional Dean).

General Information

General information about course offerings, programs and services offered in Colusa County, as well as at YCCD campuses, is available from Student Services staff and Student Peers at the WIA One-Stop centers; informational materials at the WIA One-Stop centers; via the District website; through telephone requests to Registration and Counselor offices at Woodland Community College; and course schedules that are available at various locations in the community, and mailed directly to students on request.

New Student Orientations

Orientations for new students, including sessions targeted toward ESL students, are scheduled at high schools and at the Williams One-Stop Center. The orientation schedule is posted at the One-Stop Centers; on the college website, and published in the schedule and direct mailings to area residents. Orientations are conducted by WCC Counselors with the assistance of staff and are scheduled regularly prior to and during peak registration periods.

Assessment Testing

Assessment testing can be scheduled through the high schools and also conducted by student services staff at the One-Stop Centers. High school counselors are provided password access to the online testing program, to facilitate service to their students. Testing is also available as part of the Orientation session.

Counseling

Counselors visit the high schools at least once per semester, more frequently, if requested by school personnel. Each semester a letter is sent to Colusa High School, Maxwell High School, Pierce High School, and Williams High School, introducing the counselors and requesting opportunities to provide outreach services. Counselors also are available on an appointment basis at the WIA One-Stop Centers.

Financial Aid

General information is available by telephone to the Financial Aid Office or from student services staff at the One-Stop Centers. Outreach is conducted by the WCC Financial Aid Specialist. The dates of the outreach visits will be posted at the One-Stop sites, at various locations in the community, and provided to all school counselors.

Registration

Registration is available through student services staff at the One-Stop centers. Once a student is admitted to the college and receives a student I.D number, subsequent registrations can be completed by phone or on line. Permission for high school students to enroll is processed through student services staff at the One-Stop Centers.

Textbooks

Textbooks for classes offered in Colusa County are available through the bookstore at Woodland Community College. They can also be purchased online, by telephone, or by direct mail to the student's home and, through a special arrangement with Follett's bookstore, there is no cost to students for shipping to the Colusa area. Texts for online or televised courses may be purchased from the Marysville or Woodland campuses.

Grades

Grades are accessible online and are currently mailed to students. The District is moving to web-based grade reporting. Students receive instructions on how to access their records via the YCCD website.

Transcripts

Requests for transcripts can be made by fax, letter, or in person. Telephone requests are accepted, if the transcript is to be mailed to another college. All transcript requests are processed by Registration staff, but may be submitted to the student services staff at the WIA One-Stop Centers in Colusa County.

Student Petitions

Forms are available at the WIA One-Stop Centers and processed through student services staff at Colusa for review and decision by the appropriate Dean at Woodland Community College.

Graduation

Forms can be submitted through the student services staff in Colusa and processed through the Woodland campus. Students can choose to participate in graduation at Woodland Community College or Yuba College.

Services for Target Populations

The following support services for targeted populations have been available in the Colusa area for some time and will continue, contingent upon federal and state funding. There is no cost to the individual for these services:

Upward Bound

YCCD's Upward Bound program currently serves 10 students from Maxwell High, 10 from Colusa High and 10 from Williams High School for a total of 30 students. Upward Bound does not serve Pierce High school. Details of specific services are attached.

Cal-SOAP

California Student Opportunity and Access Program (Cal-SOAP) is a state funded program. In Colusa County, Cal-SOAP serves 30 students from Maxwell High, 53 from Colusa High, 27 from Williams High and 49 from Pierce High for a total of 160 students. There is a full-time staff member for the program located at the Williams One-Stop, as well as designated liaisons at the high schools.

Disabled Students Programs & Services (DSP&S)

Information is provided through the student services staff at the One-Stop Centers in Colusa. DSPS staff are available on an as-needed basis.

Extended Opportunity Program & Services (EOP&S)

Through its EOPS program, YCCD conducts outreach and recruitment to low-income and at-risk students who meet the eligibility requirements. The program provides intensive academic and financial support to program participants to help them stay in school. EOPS staff conduct outreach at the One-Stop Centers and make visits to the high schools in Colusa County as they do in other areas of the district.

Tech Prep

YCCD has formal articulation agreements with Colusa CLC, Colusa High School, Maxwell High School, Pierce High School, Princeton High School, and Williams High School. Through these agreements, high school students may receive up to 6 units of college credit for vocational courses after they enroll in YCCD.

Economic and Workforce Development

YCCD provides a wide variety of services to employers throughout the District. Economic Development grants have provided services in the areas of small business development, hospitality, and tourism.

The Small Business Development Center (SBDC) provides ongoing consulting services and training to those desiring to start a small business, enhance or expand an existing business, or gain additional training in managing a small business. The SBDC assists with the development of business plans, marketing, strategies for increasing profits, and other needs of small businesses in all areas of the District. Training seminars as well as individual counseling appointments are available and are currently being offered in the Colusa County area.

A View to the Future

The Colusa Task Force has made significant progress in addressing the five charges it was assigned in February 2004. Yuba Community College District will continue to utilize the Colusa Task Force membership as an advisory council for providing collegiate and pre-collegiate instruction and services in Colusa County. The advisory council will continue to be led by a Dean from Woodland Community College and will be comprised of representatives from the college and the Colusa County education community. Resource persons from both YCCD and Colusa County will continue to contribute their expertise to assist the work of the advisory council.

Continued planning will emphasize the following:

- Course offerings that dovetail with the coursework provided by K-12 and CCOE, to eliminate duplication and to maximize opportunities for students to earn an Associate's degree.
- Student services designed to address students' needs, as growth demands.
- Enhanced marketing and recruitment in collaboration with high schools and community agencies, as well as direct public contact and via local media.
- Emphasis on the visibility and physical presence of YCCD and Woodland Community College in Colusa County.

The transition of YCCD to a multi-college district with two accredited colleges (Yuba College and Woodland Community College) will enhance the capability to supplement resources. The District implements its new organizational structure in January 2006 and planning is on track for WCC to achieve

separate accreditation by Fall 2007. The expansion of programs and services to Colusa County will be driven by enrollment growth, as is the case across the district. The needs of Colusa County are, and will continue to be, included in the educational plans for YCCD and Woodland Community College.

YCCD will be adding a Director of Institutional Effectiveness January 2006 to provide research assistance, needs analyses, and outcomes assessments to further enhance the District's long range Educational Master Plan and prepare for population and economic growth across the District. Colusa County will be included in this endeavor.

Top administrators of Colusa County Office of Education and YCCD have begun to develop ideas for a continuum of educational services in Colusa County. The course of action is to review what is currently available, identify gaps in services to the population, decide how those needs can be met, and determine who is responsible for providing those services which are lacking. Four such provider gaps have been identified thus far:

1. Adult Basic Skills at the secondary level – this is an area that needs to be addressed by the Colusa County Office of Education, and YCCD will supplement course offerings as resources allow;
2. Regional Occupational Programming for the adult learner – this is an area that may need to be addressed by the Colusa County Office of Education, as current courses are located within the high schools during the day, which may be limiting access for adults;
3. The presence of a four-year college or university – this is an area in which YCCD is interested in working in collaboration with CCOE, to develop a partnership with a regionally accredited public or private institution to complete the higher education continuum for the residents of Colusa County; and
4. Computer training – both YCCD and CCOE have offered this training, and need to further coordinate offerings to meet public demand.

YCCD's administration and Board of Trustees maintain an ongoing commitment to Colusa County and are convinced that the needs of its residents are best served through a collaborative effort and continuation of the positive work that has been achieved since February 2004 through the Task Force.

Part II: Long Range Planning

Planning for community college educational services across the district considers both existing needs and those anticipated based on population growth in the district's service area. Outreach services to Colusa County will be expanded as proposed housing developments in Colusa County materialize and the demand for educational services increases. On site support staff will be added as indicated by growth in enrollments, demand for specific services, and concomitant increase in workload of the Student Services Specialist and WCC outreach staff.

To forecast needs, data analyses will be conducted to project trends in the adult population and high school graduates to identify the number of potential college-going residents in the county. The need to provide courses in outlying communities throughout Colusa County will also be assessed. The Colusa Advisory Committee will have a central role in data gathering and proposing recommendations.

Over time, the current two-year course schedule will be supplemented with work experience courses, and occupational courses designed for specific cohorts. For example, one area of need currently under study is in the area of paraeducators. Coursework may be provided for this training need if sufficient interest exists to sustain such offerings, and as classroom space and funding are available to support this effort. Expansion of the schedule will be carefully managed to ensure enrollment levels are sustained across the curriculum to minimize course cancellation.

Additionally, priority will be given to providing access to support services that are currently not available or are very limited. One example of this is in the area of tutoring. Local faculty are now able to provide academic/tutoring assistance to students through a new paid office hour program. Plans are also underway to provide some peer tutoring in the local area, including a newly developed interactive synchronous online option. The Colusa County Office of Education has stated particular interest in the development of specific services, which are addressed below.

Bookstore services – the current process for students to purchase books is working well and we anticipate continuing the direct mail service to students at no cost for shipping as long as this agreement is in place with our bookstore provider. Instructors work directly with the campus Office of Instruction for their textbooks needs.

Counseling and Orientations – Counseling and orientation services are and will continue to be regularly scheduled on site at the high schools and the WIA One-Stop Centers. As enrollment grows, visits will become more frequent. Consideration will be given to assign a full time Counselor to Colusa County when the number of enrolled students exceeds 1000 per semester.

CSU/UC representative visits for transfer information – YCCD works closely with CSU and UC institutions. The WCC Counselor can provide initial information on transferring to CSU and UC campuses and assist in arranging visits from representatives of those institutions. In addition, YCCD arranges campus visits annually to nearby colleges.

EOPS advising – EOPS staff already provide on site outreach services to Colusa County students and their parents. Program capacity will expand when WCC is a separate college. At that time district funds will be augmented, as WCC will qualify for its own EOPS funding.

Faculty meetings – WCC deans work directly with local faculty, and plan to hold regularly scheduled meetings to address support needs.

Financial Aid – Financial Aid information and applications are available on site on a daily basis from the Student Services Specialist, as well as online 24 hours a day. Financial Aid staff schedule regular presentations to Colusa County high schools and at the One-Stop Centers prior to the application period. Visits can be increased, as necessary, to reach potential qualified applicants.

Graduation – Local graduations will be scheduled at the time an approved Educational Center is in operation. Students will continue to have the option of attending graduation at either the Woodland Community College campus or Yuba College/Linda campus until WCC becomes separately accredited, at which time students will be automatically included in the ceremony in Woodland.

Placement Testing – Placement testing is available through the high schools and at the One-Stop Centers. Group testing is conducted on site in conjunction with orientation sessions, for convenience to students.

Library – The Colusa County and YCCD Libraries are members of the Mountain Valley Library System. This consortium supports interlibrary loans and other reciprocal services. We are in discussion to provide increased access to reserve materials to support current course offerings. The YCCD Librarian will work with local faculty and the County Librarian to determine needs.

Veterans – Veterans Affairs staff work directly with qualified veterans. Visits to Colusa County are scheduled, as requested. The Student Services Specialist is a liaison with the campus VA representatives.

Additional staff assignments to Colusa County will occur in response to enrollment growth, within budgetary constraints.

Ultimately, there will be a need for a dedicated facility which may include administrative offices, classrooms, a computer lab, and multipurpose or and/partnership space to accommodate growth. Three funding options exist for such a facility.

1. District-funded as generated by significant enrollment growth in Colusa County over future years.
2. Passage of a Prop 39 Bond measure, which would include a facility for outreach operations in Colusa County.
3. Donation of a suitable facility, with accompanying facilities operational budget, by a local benefactor until such time as enrollments meet the requirements for a district-operated approved educational center.

In addition to the cost for the facility, there would need to be sufficient revenue to cover staffing, maintenance, and operations.

The Yuba Community College District anticipates establishing a state approved Educational Center in Colusa County, when sustained enrollments meet the benchmark requirements specified in the state's Education Code. These requirements include a Fall Semester minimum of 500 full-time equivalent students (FTES) enrolled in postsecondary coursework leading to a certificate or degree, with anticipated similar enrollment continuing into the subsequent spring semester, sustained for at least three years.

The Yuba Community College District continues its commitment to serve the residents of Colusa County as it continues to grow, and looks forward to providing the expanded services that will be required with that growth.

Appendix B Preferred Option for Community College Services in Colusa County

Yuba Community College District would provide the services listed below.

INSTRUCTIONAL SERVICES

General Education (A-F classes)
Vocational/Career Tech Classes
Advanced Placement Classes
Day and Evening Classes
ESL/Citizenship Classes
GED (Remedial/Basic Skills)
Special Education, Foster Youth & Adult Transition Classes
Community Education Classes designed for a particular audience or need

STUDENT SERVICES

Counseling
Financial Aid
EOPS
CalWorks
Textbook Purchase
Matriculation: Orientation, Assessment, Counseling, Registration

ACCESS

Permanent, visible central office and instructional site, with classes also offered in each community of the county.
Identity for local post-secondary education center
Multi-tech classroom with infrastructure for distance/distributive learning
Moratorium on usual minimum enrollment requirement in A-F courses to allow time to re-build student base
Library/Media Services
Business Partnerships

CERTIFICATE PROGRAMS

Early Childhood Education
Paraprofessional Certificate
Emergency Medical Technician
Business/Office Education
Applied Technology
Computer Technology
Construction Management
Professional Growth
Other certificate programs as determined by community needs

DEGREES

AA/AS
Full Accreditation

