

YUBA COMMUNITY COLLEGE DISTRICT

NEEDS ASSESSMENT AND FEASIBILITY STUDY

for

WOODLAND CENTER



October 10, 1977

Amended November 1, 1977

Adopted March 8, 1978

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Richard Clanton
Harold Douglass

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Karen Morrison, Editor

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Chapter 1

INTRODUCTION

One of the fundamental tenets upon which American democracy is founded is that of equal opportunity. All of our social, political, and economic systems reflect this basic value. The California Legislature is currently struggling with the conflict between this fundamental human right, which is so well established in our legal system and our beliefs, and the limited resources which are available for implementing that principle in education.

Recognizing that it is in the public interest, Yuba Community College District is especially concerned with providing equal educational opportunities throughout its district, within its limited human and financial resources. The first step toward providing the opportunities is identifying the educational needs. In order to determine those needs in the communities on the west side of the Sacramento Valley, which were recently annexed to the district, the Yuba Community College Governing Board directed that this "Needs Assessment and Feasibility Study" be conducted for that area. This study is intended to provide the data necessary for comprehensive district master planning which specifically affects the west valley communities.

Historical Perspectives

Yuba College, founded in 1927, celebrated its Golden Anniversary in 1977. For over five decades, the college and the community have worked together to provide a viable educational program in a district that now encompasses over four thousand square miles, including all or portions of eight counties (see

Appendix A - District Map). Yuba College is one of the nine community colleges which serve all of Northern California.

The college began in 1927 as Marysville Junior College. In 1928, the voters of Yuba County changed the name and nature of the college to Yuba County Junior College, making it the first county-wide junior college in the State of California. In 1965, the college district was reorganized to include all of Colusa, Sutter, and Yuba Counties and a small portion of Placer County. Annexation elections held in 1975 added parts of Glenn, Lake, and Yolo Counties to the district and in September, 1975, the Board of Governors, California Community Colleges, determined that the Woodland Unified School District portion of Yolo County would also be included in what is now known as the Yuba Community College District.

From its beginning in a downtown Marysville building, the college was moved to the Marysville High School and shared its facilities. As the high school and the college increased in enrollment, Yuba College moved to a separate three-acre campus across the street from the high school. Then, in 1962, the college moved to the existing main campus south of Marysville, which consists of 22 buildings on a 160-acre site.

The district enrollment has grown from 67 students in 1927 to over 10,000 in 1977. That growth and the geographic expansion has created an educational challenge to the district. In 1938, the college began a bus transportation system which, within a few years, ranked third in California and fifth in the nation. The buses traveled over 400 miles daily and covered four counties. In 1948, a residence hall was available for male students who did not wish to commute. Female students, on request, were placed in approved homes in Marysville. After the college moved to the existing campus, three residence halls were built to serve both male and female students. Buses and residence halls

were not the answer for everyone, however, and the district began to develop an expanded "outreach program".

The college has offered classes throughout the district for over twenty years. Public response to these classes has led to the development of instructional Centers, first at Beale Air Force Base and Lake County and, most recently, at Woodland. Information and counseling service centers were also developed at Yuba City and Colusa High Schools.

These Centers all allow students to register, receive counseling, and buy class materials without driving to the Marysville campus. They attend classes either at the Centers or at various community locations. These Centers allow the district to conduct classes throughout its service area under the direction of personnel familiar with the communities and the unique desires and needs of the residents, while maintaining a collegiate level of instruction and student accomplishment.

The Westside Concept

Interstate Highway 5 intersects the west side of the Sacramento Valley, north to south. Historically, no single community college campus or Center has served the residents along the 160 miles of this highway between Redding and Sacramento. The east side of the Valley was, and is, served by Yuba College in Marysville and Butte College near Chico.

The administration of Yuba College had proposed a "Westside Concept" as early as 1972, with the vision of a Center or campus to serve the postsecondary needs of the people on the west side of the Sacramento Valley.

The Westside Concept was based upon three premises: (1) the people living in the rural, agricultural areas of this part of the Valley and adjacent foothill and mountain areas would have much more in common amongst themselves than

they would have with the concentrated population of urban areas, (2) the people of this area would best have their educational needs served beyond the high school level through one community college district which would be both responsive and responsible to the population of such a district, and (3) an element of local control through significant representation on the district's Governing Board would be important to ensure that responsiveness and responsibility.

The fact that Yuba College, in 1972, was already conducting over 400 Community Educational Services Division classes away from the college campus, and serving 6,000 students throughout the district, is tangible evidence of the responsiveness of this community college district to the educational desires of the people in the west side of its district and adjacent communities. The development of instructional Centers is also evidence of commitment by the district.

Background of the Woodland Center

Yuba Community College District began operating an evening Center in Woodland in February, 1976, using classrooms at Woodland Senior High School. Prior to that time, a few classes were offered in various other community locations.

After the annexation of the Woodland area to the district, Yuba College moved quickly to establish a temporary Center in Woodland for two reasons: (1) the assumption that the Board of Governors took the action they did upon the belief that Yuba Community College District would be more responsive to meeting the educational needs of the Woodland area, and with a local Center, and (2) the Los Rios Community College District indicated it would no longer be willing to serve large numbers of students from the Woodland area except on a cost basis.

The Woodland Center is an 11,475 square foot building which was financed with district funds (see Appendix B - Woodland Center Facility). It is a multi-purpose complex consisting of six regular classrooms, an art room, a typing and secretarial training laboratory, a reading-learning center, a library services center, a student lounge, and a number of staff offices. The building is air-conditioned, carpeted throughout, and designed to be completely barrier-free for physically handicapped students.

The Center is located on a five-acre site which is long-term leased from the Holy Rosary School. The construction of the building is such that, although it is a conventional frame building, it is in sections which are bolted together. Thus, if desired, the building can be moved to another location.

Classes were scheduled to begin in the new Center on September 13, 1976. Unfortunately, construction delays prevented this from happening and classes were started at another site. Classes were moved to the present Center in December of that year.

It was the intention of the Governing Board and the administration of the district to offer classes that would enable students who so desired to complete the entire two years of pre-transfer work at the Center or satisfy their own needs in General Education. The building, the staff, and the curriculum decisions were based on that premise.

Chapter II

DISTRICT PHILOSOPHY, GOALS, AND OBJECTIVES

District Philosophy

The program of studies and guidance at Yuba College is based upon the idea that it is the people's college. Accordingly, it endeavors to serve a wide range of needs and interests, to draw students from the entire geographic area, and from all economic, ethnic, and social backgrounds represented in the service area.

Underlying all the work of the college is the conviction that an education, appreciative of the past and alive to the present, will guide men and women toward a rewarding life.

District Goals

Yuba College emphasizes development in the following:

1. the ability to think clearly and objectively;
2. the ability to speak and write correctly and with clarity of expression;
3. moral integrity and the powers of self-guidance and self-discipline;
4. the basic skills and attitudes necessary for earning a desirable living;
5. specific education leading toward a professional or technical career;
6. equality of opportunity to enhance an individual's chances of achieving economic success and of attaining the life-style to which he or she may aspire;
7. attitudes of mutual tolerance and understanding, and the ability to get along with others;
8. responsible citizenship and appreciation of the democratic way of life;

9. recognition of the responsibilities of group living in terms of the family, the community, the nation, and the world;
10. understanding of the values of the sciences and the arts in relation to life;
11. good physical and mental health habits;
12. economic growth and productivity of society through the education of technical and pre-professional students and managerial leaders and technical workers of the community and through the development of practical uses of ever-increasing new knowledge.

District Objectives

Yuba College attempts to accomplish these goals through the following general objectives:

1. Community Involvement and Responsibility - The District recognizes its responsibility to meet the needs of the people living in the community. Community Involvement means sharing of responsibility for: (1) district planning (2) its college curriculum (3) continuing education programs, and (4) other community services. The district assumes an active role in assisting and promoting the growth and development of the community.
2. Open Door Principle - The District recognizes that in order to offer the widest possible educational opportunities, the open-door admission policy is an absolute necessity. The open-door principle means that any person is welcome to enter a community college who is a high school graduate or 18 years of age or over, and able to profit by instruction.
3. Comprehensive Curricula - The District is committed to offering a comprehensive curriculum including a wide range of programs in liberal arts

occupational programs, continuing education, general education, remedial education, and vocational education.

Specific District Objectives

Yuba College attempts to accomplish the general objectives through the following specific objectives:

1. College or University Lower Division programs leading to the Associate Degree for those planning to continue their education beyond the first two college years.
2. Occupational, Technical, and General Education programs leading to the Associate in Arts or Associate in Science Degree for those planning to enter an occupation after completing a two-year course of study and graduation.
3. Occupational, Technical, and General Education programs not planned to lead to a degree for those who do not plan to graduate from the college but who desire a course, or series of courses, to satisfy their special needs and interests.
4. Continuing Education programs offered during the day and evening for those desiring a continuous program of occupational training, General Education, special programs for returning adult women and for senior citizens, and community-centered education.
5. Ethnic Studies program providing a Major for the degree as well as individual courses which may be taken according to the student's interest for learning of the contributions of ethnic minorities to the growth of the nation and to world civilization.
6. Handicapped Students programs of special services designed to enable physically handicapped students to take full advantage of the college's educational programs.

7. In-service Education programs designed for staff members to keep abreast of the most current developments and to provide leadership in bringing about desirable educational change, especially as such changes might better enable the college to serve the needs of all its clients, including the economically and/or educationally disadvantaged, the ethnic minorities, and the physically handicapped.
8. Special Services programs including Adult Centers, Child Care Center, Counseling and Instructional Aides, EOPS, ESL Program, Financial Aid, Learning Skills Center, Outreach, Reading Program, Tutoring and other approaches to individualized instruction, and a Women's Center to encourage and enable individuals who, without such special services, would be unlikely to know about the college's educational opportunities, or to be able to take advantage of those opportunities for educational and personal growth.
9. Community Services program which is now a major function of the community college. The college assumes a commitment to develop and maintain educational, cultural, recreational, and developmental programs designed to meet the needs of the area served, above and beyond the traditional day and evening classes.

Chapter III

NEEDS STUDY PROCESS

The immediate need and sudden decision for a Center eliminated the preferable long-range planning which would have normally been completed prior to the commitment to a Center. Even before construction began and all of the staff hired, the district began laying the groundwork for a "Needs Assessment and Feasibility Study", within the guidelines established by the Board of Governors, CCC, in their "California Community College Five Year Plan, 1976-81". The district Governing Board authorized the administration to proceed with the Study on March 3, 1976.

The administration selected the staff to conduct the Needs Study and to develop the content of, and timeline for, the Study (see Appendix C - Woodland Center Needs Assessment and Feasibility Study Procedure Outline). The district Governing Board approved the outline on October 6, 1976. Informal meetings were then held with representatives of the Chancellor's Office, California Community Colleges (CCC), and California Postsecondary Education Commission (CPEC), to review the guidelines of the Study. Their suggestions were then incorporated into the Outline. CCC and CPEC were officially notified of the Study through the formal submission of the amended Procedure Outline in November, 1976. In February, 1977, CPEC tentatively approved the Yuba Community College Woodland Center pending receipt of the completed Needs Assessment and Feasibility Study (see Appendix D - CPEC Resolution regarding Woodland Center).

The Advisory Committee for the Study was selected from students, faculty, and community members (see Appendix E - Advisory Committee Membership), and was

approved by the Governing Board in November, 1976. The first meeting of the Committee was held in December, 1976, and periodically thereafter (see Appendix F - Advisory Committee Meetings).

The district Governing Board has been continually apprised of the progress of the Needs Study. Appendix G contains excerpts from the minutes of the Governing Board which relate to the Study.

Objectives of the Needs Assessment Advisory Committee

The Advisory Committee members were given the following requests concerning their part in the study:

1. Determine the educational needs of the community members residing in the western Sacramento Valley portion of the Yuba Community College District. The assessment of those needs should include, but not be limited to, the determination of needs relative to educational programs, services, and facilities. The study also, where possible, should meet requirements of the Chancellor's Office, California Community Colleges, and the California Postsecondary Education Commission.
2. Develop recommendations and objectives relative to the expressed community desires and needs.
3. Submit a written report to the Yuba Community College District Governing Board summarizing the needs assessment data, recommendations, and objectives.

Chapter IV
COMMUNITY-BASED SURVEY

The Needs Assessment and Feasibility Study Advisory Committee selected a questionnaire form as the instrument for gathering information from the target area population. This was done in conformance with the Yuba Community College District Governing Board policy and directions.

Any Needs Study should include "what is desired" by the potential clientele in relation to "what is". The review of questionnaires developed by other community college districts revealed that a majority of the questions were not appropriate for the Committee's purpose and it proceeded to develop its own questionnaire. First the population segments, from whom input was considered necessary, were identified. They are as follows:

1. Staff members of the Woodland Center (full-time and part-time, certificated and classified employees).
2. Students enrolled in Woodland Center classes.
3. High school students from -
 - a. Esparto Unified High School District
 - b. Maxwell Unified High School District
 - c. Pierce Joint Unified School District
 - d. Williams Unified High School District
 - e. Woodland Joint Unified School District
4. Students attending another community college on an inter-district attendance agreement.

5. A sampling of residents from Arbuckle, Esparto, Maxwell, Williams, and Woodland.

Committee members then developed questionnaires appropriate to each of those segments. The general objectives and format of the survey were designed to simplify tabulation (see Appendix H, Survey Instruments). The questionnaires were administered during March and April of 1977 and the results tabulated by the Yuba College Data Processing Center in May, 1977.

Summary of Survey Responses

The survey instruments, as approved by the committee, contained ten questions appropriate to all of the groups. The questions were designed to identify:

1. The "population group" to which the respondent belonged.
2. The secondary school district in which the respondent resided.
3. The age of the respondent.
4. The sex of the respondent.
5. The marital status of the respondent.
6. The ethnic identity of the respondent.
7. The education level of the respondent.
8. Community college programs desired by the respondent to meet community needs.
9. Educational services desired or determined as important by the respondent.
10. Opinion of the respondent relative to the expansion of the Woodland Center to meet educational needs.

The remainder of each instrument contained questions unique to the respondent's population group. Those questions were determined as important by

committee members, administrators, and faculty in gathering data relative to operation of the college district and are not specifically mentioned in this report (but see forms, Appendix H).

Respondents

Four thousand two hundred and eighty-three (4,283) questionnaires were distributed and two thousand three hundred and forty-eight (2,348) questionnaires were returned. The total response rate was 54.8 percent. The rate of return for the individual population segments which were surveyed is as follows:

- 1. Woodland Center students 47.12%
- 2. High School students 67.21%
- 3. Inter-district Attendance students 32.94%
- 4. Community Members. 38.20%
- 5. Woodland Center staff. 72.72%

The excellent response provided a good data base for information. However, the response rate of the community members and high school students from the city of Williams was approximately 30%, considerably lower than for the other communities throughout the district.

Age

The age distribution of the respondents was low as a result of the large numbers of responses from the high school student group. The distribution is as follows:

- 1. 16 to 20 years old 1,489 responses
- 2. 21 to 24 " " 136 "
- 3. 25 to 34 " " 385 "

(Continued next page.)

4. 35 to 44 years old	161 responses
5. 45 to 54 " "	131 "
6. 55 to 64 " "	63 "
7. 65 and over	27 "

Sex

Females responded at a slightly higher rate than males.

1. Female	1,197 responses - 51.75%
2. Male	1,116 responses - 48.25%

Marital Status

The greater proportion of high school students responding to the survey resulted in considerably more single respondents than married. However, 53.22 percent of the Woodland Center students were married, 91 percent of the community, 46.42 percent of the Inter-district Attendance students, and 64.1 percent of the Woodland staff.

1. Single	1,423 responses
2. Married	625 "
3. Divorced	78 "
4. Widowed	22 "

Ethnic Identity

Twenty-three percent of the respondents were members of a minority group, which is a slightly higher percentage compared to the total community population. The largest minority response came from the Hispanic group, which corresponds to the population composition.

Education Level

Approximately 40 percent of the respondents have a high school diploma, or a higher level of education.

Programs

A major emphasis of the community-based survey was to identify programs and services which survey participants believed are needed and important for a community college to offer. Each participant was asked to indicate those programs that were, or could be, offered by the Yuba Community College District to meet the needs of their community. Table I summarizes the programs in declining order of interest as indicated by all respondents. The index summary was determined by an analysis of each group's response, with equal value given to each of the population segments. See Appendix I - Programs in Order of Highest Interest - for a summary of individual groups.

Table I

PROGRAMS IN DECLINING ORDER OF INTEREST
COMMUNITY-BASED SURVEY
1976-77

1. Business	29. Humanities	57. Food Service Management
2. English	30. Engineering	58. Audio Visual
3. Mathematics	31. Landscape and Nursery	59. Anthropology (Cultural)
4. Physical Education	32. Anatomy	60. Library Services
5. Biology	33. Ecology	61. Bacteriology
6. Spanish	34. Drafting Technology	62. Anthropology (Physical)
7. Agriculture	35. Political Science	63. Physiology
8. Economics	36. Men's Intercollegiate Athletics	64. Geography (Cultural)
9. Agriculture-Business	37. Women's Intercollegiate Athletics	65. Human Services
10. Chemistry	38. Metalworking-Welding	66. Women's Studies
11. Art	39. Animal Science	67. Mass Communications
12. Health Education	40. Physical Science	68. Fire Science
13. Consumer Home Economics	41. Electronics	69. Astronomy
14. Reading	42. Physics	70. Language Laboratory
15. Vocational Nursing	43. Botany	71. Education Assistants
16. Agriculture-Mechanics	44. Journalism	72. La Raza Studies
17. History	45. Photography	73. Intramural Program
18. Psychology	46. Administration of Justice	74. Applied Science
19. Basic Subjects	47. Theatre Arts	75. Entomology
20. Speech	48. Social Science	76. French
21. Music	49. Animal Health Technology	77. Library Science
22. Computer Science	50. Plant Science	78. Cosmotology
23. X-ray Technology	51. Education	79. German
24. Communications	52. Zoology	80. Manufacturing Technology
25. Banking and Finance	53. Statistics	81. Afro-American Studies
26. Recreation	54. Geology	82. Asian-American Studies
27. Automotive Technology	55. Philosophy	83. Measuring Science
28. Sociology	56. Geography (Physical)	

Educational Services

The participants in the survey were also asked which services they feel are most important for students in community college programs. Table II is a priority list of services according to an index giving equal value to each population segment which was surveyed. See Appendix J - Services in Order of Highest Interest - for a summary of each population segment.

Table II

SERVICES IN ORDER OF HIGHEST INTEREST
COMMUNITY-BASED SURVEY
1976-77

-
-
1. Academic Courses transferable to a Four-Year College
 2. Job Training and Career Counseling
 3. Academic Courses Leading to an A.A. Degree
 4. Job Placement Services
 5. Educational Opportunities for Physically and Educationally Handicapped
 6. Educational Opportunities for Senior Citizens and Retirees
 7. Academic Counseling
 8. Laboratories, including Occupational Education Facilities
 9. Remedial Education
 10. General Education
 11. Financial Aid
 12. Child Care Facilities for Parent-Learners
 13. Library Services
 14. Adult Education - Non-credit
 15. Tutoring Services
 16. Video Tape and Film Course
 17. Recreation Activities
 18. Student Parking
 19. Cultural Activities
 20. Educational Opportunity for Ethnic Minorities
 21. Television Courses
 22. Individualized Instruction
 23. Outreach Program
 24. Newspaper Course
 25. Social Activities
 26. Student Transportation
 27. Student Housing
 28. Cafeteria and Food Services
-

Expansion of the Center

The participants in the survey were asked if they believed the Woodland Center should be expanded and to give the reason for their response. Seventy-two percent of the respondents indicated that the Center should be expanded, six percent indicated that it should not, and twenty-two percent stated they had no opinion regarding expansion.

The majority of the reasons for and against expansion was financial considerations. Some of the reasons in favor of expansion of the Center are as follows:

1. Community colleges are the only way the average-income families can attend college with the higher tuitions and living costs at four-year colleges and universities.
2. Transportation costs - too far to Sacramento or Marysville.
3. Less commuting allows more time for study.
4. Opportunities to upgrade job skills.
5. Opportunity to obtain education necessary for survival in the world today.

As indicated, very few of the respondents (6%) were against expansion of the Center. A majority of the reasons against expansion was the fear expressed of higher property taxes for the local homeowners.

Inter-District Attendance Students

One of the major population segments surveyed was students from the Woodland Center attendance area who were attending other community colleges on an inter-district attendance agreement. There were 402 students attending colleges in the Los Rios Community College District and 26 attending other community colleges. Table III lists the colleges attended and communities where the students reside.

Table III

INTER-DISTRICT ATTENDANCE AGREEMENTS, 1976-77
FROM THE YUBA COMMUNITY COLLEGE DISTRICT
Woodland Center Attendance Area

District/College Attended	# of Students	Community From	# of Students
Los Rios Community College		Arbuckle	3
District (402):		Capay	1
American River College	145	Dunnigan	3
Cosumnes River College	15	Esparto	9
Sacramento City College	242	Guinda	2
Miscellaneous College		Knights Landing	6
Districts (26):		Madison	3
Butte College	2	Williams	1
Cabrillo College	1	Woodland	398
Chabot College	5	Yolo	1
City College of San Francisco	1	Zamora	1
College of the Redwoods	3		
Orange Coast College	1	TOTAL:	428
Santa Rosa College	3		
Sierra College	6		
Solano College	4		
TOTAL:	428		

The majority of the reasons given by students requesting inter-district attendance agreements were:

1. to take vocational courses not offered at the Center;
2. the lack of laboratories at the Center;
3. to take advanced courses, special programs, and sports not offered at the Center;
4. to complete programs started in another district.

A listing of courses these students enrolled in at other community colleges is included in Appendix K, with the reasons for not attending the Woodland Center.

Forty-two of the students who attended another community college on an inter-district agreement during the Fall of 1976, registered for classes at Woodland Center during the Spring of 1977.

The district expects more and more students will enroll at Woodland Center, rather than at other community colleges, to complete as much of their desired curriculum as possible. The questionnaire results indicate to the administration that the people of the Westside have accepted the Center as a viable postsecondary education institution and are willing to work with the district to determine the future of the Center.

Chapter V

POPULATION

The Yuba Community College District encompasses an area of over 4,000 square miles and is largely agricultural with some industry and recreational areas.

Table IV, which follows, gives the population projections, determined by the State Department of Finance, for the counties within this district, in whole or in part. Using this data as a base, the district has made approximate projections of the population actually within the district, particularly for the area on the west side of the Sacramento Valley.

Table IV
POPULATION PROJECTIONS FOR SIX COUNTIES
WITHIN THE YUBA COMMUNITY COLLEGE
DISTRICT, 1975-2020

YEAR	COLUSA	SUTTER	YUBA	GLENN	LAKE	YOLO	Est. Yolo * in District	TOTAL
1975	12,400	45,700	45,000	18,200	24,400	104,900	35,320	250,600
1980	12,500	49,900	47,300	19,100	28,200	118,800	40,000	275,800
1985	12,900	54,700	50,800	20,300	31,600	133,000	44,781	303,300
1990	13,500	59,500	55,300	21,300	34,100	147,300	49,596	331,000
1995	14,300	63,700	59,500	22,000	36,500	161,100	54,242	357,100
2000	14,900	67,800	63,200	22,800	38,400	174,500	58,754	381,600
2005	15,700	72,200	67,100	23,600	40,700	187,600	63,165	406,900
2010	16,500	76,800	71,100	24,500	43,300	200,700	67,576	432,900
2015	17,300	81,500	75,100	25,400	46,100	213,900	72,020	459,300
2020	18,100	86,000	78,900	26,100	48,800	226,600	76,296	484,500
Total Incr.	5,700	40,300	33,900	7,900	24,400	121,700	40,976	233,900

*estimate by Yuba College administration.

SOURCE: State of California, Department of Finance, Population Projections for California Counties, 1975-2020, Report No. 74 P-2, June 1974:

The figures in Table IV indicate that fifty-two percent of the population increase for the six counties to the year 2020 is expected to occur in Yolo County. While Yolo County is not entirely within the district, any substantial growth within the county will affect the district and that estimated growth is included within the table.

The Advisory Committee helped to identify the communities and school districts which could be in the service area of a Center to serve the Westside, probably located in Woodland. Consideration was given to both distance and accessibility to Woodland, as opposed to either the Marysville campus or Lake County Center. The area indentified by the committee lies within the following five school districts: Esparto, Maxwell, Pierce Joint, Williams, and Woodland Joint Unified High School Districts. These represent the target population for this Needs Assessment and Feasibility Study (see Appendix L - West Side Area).

Table V contains population projections for the five school districts of the target area. They are grouped by county. The 1975 population figures for Esparto and Woodland were obtained from Bob MacNichol, Yolo County Planning Department, who stated his source as the 1975 Sacramento Regional Area Planning Commission (SRAPC) report. The estimate for the Maxwell, Pierce, and Williams Districts were from Andrew Clark, Secretary to the Board of Trustees, Colusa County, and Clint Nielson, Colusa County Superintendent of Schools, whose source was the 1975 California Public Schools Directory.

(Table V appears on the following page.)

Table V
 POPULATION PROJECTIONS WITHIN THE FIVE
 "WESTSIDE" SCHOOL DISTRICTS
 1975-2020

YEAR	ESPARTO & WOODLAND	MAXWELL, PIERCE, & WILLIAMS	TOTAL
1975	33,898	6,393	40,291
1980	39,731	6,445	46,176
1985	44,811	6,651	51,462
1990	49,596	6,861	56,457
1995	54,242	7,373	61,615
2000	58,754	7,682	66,436
2005	63,165	8,095	71,260
2010	67,576	8,500	76,083
2015	72,020	8,920	80,940
2020	76,296	9,332	85,628
TOTAL INCREASE	42,398	2,939	45,337

According to the figures in the 1975 SRAPC Report, the population of Esparto and Woodland represents 33.67% of the total Yolo County population. The population projections for Esparto/Woodland, 1980-2020, were computed by applying that percentage to the Yolo County projection figures in Table IV, which was developed by the State Department of Finance.

The projections for Maxwell/Pierce/Williams, 1980-2020, were determined by applying a 51.56% figure to the Colusa County projections in Table IV. The figure of 51.56% was supplied to the district by Andrew Clark and Clint Nielson (see page 22) as that portion of the Colusa County population which

resides in the Maxwell, Pierce and Williams School Districts. These figures are used as a basis for projecting the potential enrollment for Woodland Center. (See Chapter VIII, page 43.)

Composition of the Population

The 1975 SRAPC Report indicates that Woodland had a minority population of 22.2%, primarily of Hispanic origin. There was no specific ethnic data available for the other target areas.

Approximately 22% of the principal wage earners in Woodland were unemployed at the time of the study. Of the employed wage earners, 75% were in vocations other than professional and managerial. About 33% of the Esparto wage earners were unemployed and, of the employed, non-professional employment was 88%.

The Woodland area evidently has extremes in income. The 1970 U.S. Census Report figures indicate that over 60% of the population earned less than \$10,000 per year.

Chapter VI

MANPOWER NEEDS

In considering the development of a postsecondary institution, it is not only very important to assess the desires and needs of the community for program offerings, but to study the most current manpower projections which ultimately determine the current and projected job market. It is unrealistic to develop a program for a Center that does not reflect the community needs and the potential job market.

California Employment Development Department research teams are continually producing updated manpower reviews for each area of the State. The background data contained in this chapter is taken from the Area Manpower Review, Sacramento-Yolo Planning Area for Fiscal Year 1976-77.

In July, 1974, the population of the Sacramento Metropolitan Area was 877,300 people. The population of Yolo and Placer Counties, the smaller counties in the three-county area comprising the Sacramento Metropolitan Area, grew at almost twice the rate of Sacramento County between 1970 and 1974. The total population of the three counties is projected to be 981,900 by 1980, again with the greatest rate of population growth in Yolo and Placer Counties.

Minority groups constitute nearly twenty percent of the total population in that three-county area. The percentage of Hispanic and Black residents is less than the statewide average, and the percentage of Japanese and Chinese is greater. Yolo County has a larger percentage of Hispanic residents than either Placer or Sacramento Counties.

Employment in the Sacramento Metropolitan Area is expected to advance by ten percent between the years of 1975-1980, which is a slower rate than the 14.3 percent which was experienced in the early 1970's.

Yolo County Manpower

Yolo County is one of the prime agricultural areas of the State. As a result, historically, much of the employment in the county has centered around the agricultural industry. The expected increase in agriculture and its allied industries is 3.6 percent. The allied industries are the operation, maintenance, repair, and sales of farm machinery; record-keeping and other clerical positions in the agriculture industry; veterinarians; agriculture banking and loans; agriculture construction workers; heavy equipment mechanics; agricultural transportation; and food processing. The dramatic shift to mechanization in farm machinery is expected to cause a reduction in farm laborers.

The deep-water channel and Port of Sacramento provides an access to the major world trade routes for shipping many of the agricultural and forest products from Yolo County.

The diminishing supply of gas and oil has prompted the search for new sources. Firms specializing in oil and gas field exploration and drilling in Yolo County have increased the need for professional geologists, engineers, and related laborers.

The expansion of the University of California at Davis campus, and the corresponding need for additional off-campus housing, has contributed to the stabilization of the construction industry in the County, while many areas of the State have suffered from cutbacks in the industry.

Manufacturing continues to be stable in Yolo County. The bulk of the jobs are in food processing and transportation equipment industries. Although

food processing is seasonal, the construction of motor and mobile homes is year-round and expanding steadily.

The trucking and warehouse storage industry, while seasonal, is a major industry, in connection with the crops and other products produced in the County.

Historically, government has been one of the major employers in Yolo County, providing over forty percent of the non-agricultural wage and salary positions. Eight out of ten government positions are with educational institutions, the largest employer being the University of California at Davis.

Table VI compares the population and the labor force in Yolo County. Out of a total population of 101,700 in 1975, there were 43,200 people in the labor force, with 3,800 of those unemployed.

Table VI
POPULATION AND LABOR FORCE STATUS
YOLO COUNTY - 1975

	POPULATION	LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT	UNEMPLOYMENT RATE - %
Total	101,700	43,200	39,400	3,800	8.8
Sex:					
Male	50,700	26,800	24,700	2,100	7.8
Female	51,000	16,400	14,700	1,700	10.4
Race:					
White	96,100	41,500	37,900	3,600	8.7
Black	1,300	400	300	100	25.0
Other Non-White	4,300	1,300	1,200	100	7.7
Spanish-American ^a	16,900	6,100	5,200	900	14.8
Age ^b					
16 - 21	16,600	9,000	7,200	1,800	20.0
22-- 44	32,700	INA*	INA	INA	INA
45 - 54	10,500	INA	INA	INA	INA
55 - 64	8,000	INA	INA	INA	INA

*Information Not Available

^aSpanish-American totals also included in other figures.

^bUnder 16 and over 64 not included.

SOURCE: State of California, Employment Development Department, Area Manpower Review, Sacramento-Yolo Planning Area for Fiscal Year 1976-77.

Table VII indicates the number of people employed in agriculture and non-agriculture positions in Yolo County from June, 1975, through June, 1977. There was an increase in the number of persons in every non-agriculture area and a decline of approximately 300 in agriculture.

Table VII
NON-AGRICULTURAL AND AGRICULTURAL EMPLOYMENT
SACRAMENTO LABOR MARKET AREA
YOLO COUNTY

	June 1975	December 1975	June 1976	June 1977
Non-Agricultural Wage and Salary Workers*	33,000	33,500	34,300	35,600
Mineral Extraction	100	200	200	200
Construction	1,100	800	1,100	1,200
Manufacturing	3,900	4,200	4,200	4,400
Food and Kindred	1,800	1,900	1,800	1,900
Transportation Equipment	500	700	800	900
Other Manufacturing	1,600	1,600	1,600	1,600
Transportation, Communication, and Utilities	1,700	1,600	1,700	1,800
Trade	6,400	6,700	6,600	7,000
Wholesale	1,100	1,200	1,100	1,200
Retail	5,300	5,500	5,500	5,800
Finance, Insurance, and Real Estate	1,000	1,000	1,100	1,100
Services	4,200	4,200	4,500	4,700
Government	14,600	14,800	14,900	15,200
Agriculture	4,700	2,200	4,400	4,400

*Employment reported by place of work. Does not include persons involved in labor management trade disputes.

SOURCE: *State of California, Employment Development Department, Area Manpower Review, Sacramento-Yolo Planning Area for Fiscal Year 1976-77.*

In summary, highlights of the Manpower trends expected in the Sacramento Metropolitan area, including Yolo County, are:

1. Growth in total population will slow down, thereby restraining the rate of economic expansion.

2. Major industries will slow down the pace of their employment expansion.
3. Job openings resulting from need to replace workers who retire or die may account for twice as many employment opportunities than those generated by growth, if current trends continue.
4. Agriculture, along with its allied industries, and government will remain the economic foundation of the Sacramento Valley, generating jobs within themselves, but also within supportive trades and services.
5. White collar occupations will account for more new job opportunities than blue collar and service occupations. These are professional, managerial, sales, technical, and clerical.

Chapter VII

COOPERATION WITH OTHER INSTITUTIONS

In 1974, Yuba College became a member of the Northeastern California Higher Education Council (NCHCEC), an organization of community colleges and universities constituted to promote and develop postsecondary education regional planning and programs. The purpose of NCHCEC is to assist member colleges and universities to meet the higher educational needs of their students and also of the potential students who live throughout the sparsely settled region of Northeastern California. Included in NCHCEC membership is Butte College, Feather River College, Lassen College, Shasta College, College of the Siskiyous, Yuba College, California State University, Chico, and the University of California at Davis.

The purpose of NCHCEC has several dimensions such as:

1. Access - All barriers to learning should be removed for the students in this area. Students should feel that they have access to the resources of the college according to their needs and desires to learn.
2. Relevance - Requires flexibility in the structuring of content as well as the means of delivery.
3. Continuity - Extended learning opportunities should remain available on a permanent basis to meet changing needs of career education, personal growth, and community service.
4. Effectiveness, efficiency, and articulation.

NCHEC promotes inter-institutional cooperation and acts as a forum and clearinghouse for sharing information and ideas, and discussing issues and problems; acts as an advocate for the remote rural postsecondary educational institutions; does program planning and development; does supportive services for members institutions; and takes the responsibility for management of the regional delivery system for educational programs.

This organization has standing committees for: 1) continuing and adult education, 2) learning resources, 3) student personnel services, 4) instruction, and 5) vocational education.

Originally, NCHEC was an organization called the Northern California Area Planning Council (NCAPC). Yuba College, along with Butte College, Feather River College, Lassen College, Shasta College, and College of the Siskiyous formed the organization during the fall of 1970, for the purpose of area vocational planning amongst the postsecondary education members to: 1) provide a Data Bank or Vocational Inventory of all the vocational opportunities being provided by the member colleges, 2) provide for an interchange of students from any high school in the area who may seek enrollment in any vocational program offered in the area which is not offered in his own college of residence, and 3) in order to implement the interchange, provide high school counselors, and others involved with career planning, with guides describing all the vocational programs offered by the colleges of the area.

Woodland Center, as a part of Yuba College is a cooperating entity in these constructive programs, along with other institutions in the area. In addition, Woodland Center cooperates with the Woodland High School Adult Education program and the Regional Occupational Programs (ROP) in Yolo County by discussing program requests to determine how to most effectively meet the needs of potential students.

Yuba College is also a member of the Multi-County Regional Adult and Vocational Education Council (M-CRAVE), which includes fifteen Unified School Districts (K-12) within the boundaries of the Yuba Community College District. The members have agreements on: 1) Adult Basic Education and Adult Continuing Education programs stating that programs may be offered by all parties providing there is no unnecessary duplication, 2) the High School Diploma programs, indicating that it is the responsibility of the districts maintaining the high schools but, by mutual agreement, Yuba College may offer ungraded courses which satisfy the requirements for a high school diploma, and 3) high schools within the college district that may operate occupational training programs. Yuba Community College District will provide vocational education courses and programs applicable to an occupational certificate and/or degree.

The Multi-County Regional Adult Vocational Education Council is served by four county ROP's: Glenn, Lake, Yolo, and Tri-County (Colusa, Sutter, and Yuba Counties). They offer credit and non-credit courses for high school students and adults. Programs for adults involving credit course content in grades 13 and 14 are the responsibility of Yuba Community College District. The high schools and the college may offer community service programs which do not duplicate the regular class or course offerings of either district. When governing boards of two or more districts agree to transfer an existing program, up to two years are allowed for such a transfer in order to permit all legal and contractual obligations to be met and an orderly transfer be made.

Yuba College has maintained contact with the Los Rios Community College District throughout the development of the Woodland Center and outreach classes in Yolo County (see letter dated June 8, 1977, Appendix M).

Through participation as members of the various cooperative committees and continual contact with both secondary and postsecondary educational institutions of the area, Yuba College has maintained its cooperation with other institutions.

Chapter VIII
ENROLLMENT DATA

Historically, the Yuba Community College District has maintained a steady increase in enrollment. The enrollment growth during the past several years is attributed mainly to the growth of the evening and off-campus classes and programs. The favorable response of the community is shown by their requests for more and more of these classes and programs.

District Enrollment

Table VIII gives the enrollment and Weekly Student Contact Hours (WSCH) for the Yuba Community College District for the years 1968 through 1975, as supplied by the State Department of Finance. Actual data for 1976 and 1977 is not yet available.

Table VIII
YUBA COMMUNITY COLLEGE DISTRICT
ENROLLMENT DATA, 1968-1975

Year of Fall Term	DAY-GRADED		EVENING-GRADED/UNGRADED		TOTAL	
	Enrollment	WSCH	Enrollment	WSCH	Enrollment	WSCH
1968	2,324	38,650	1,911	11,786	4,235	50,436
1969	2,605	43,607	1,723	6,720	4,328	50,327
1970	2,845	46,652	1,750	9,531	4,595	56,183
1971	3,039	48,552	2,642	13,212	5,681	61,764
1972	3,131	50,096	2,911	17,164	6,042	67,260
1973	3,215	50,269	3,047	19,552	6,262	69,821
1974	2,993	50,289	4,054	28,789	7,047	79,078
1975	3,484	55,498	4,867	33,187	8,351	88,685

SOURCE: State Department of Finance, BD240, 1973, 1974, 1976.

A report of first period Average Daily Attendance (ADA) for 1975-76 and for 1976-77, issued by the California Community Colleges Chancellor's Office indicates that of 70 California Community College Districts, only five districts showed an increase in ADA over the previous year. Yuba College was one of those districts. See Appendix N, Community College Fall Enrollment.

Campus Capacities

Table IX indicates the total lecture-laboratory capacity/load ratios for the Yuba College campus for 1976 through 1983, as submitted in the Five-Year Facilities Master Plan, February 1, 1977, to the Chancellor's Office, CCC.

Table IX
YUBA COMMUNITY COLLEGE CAMPUS
TOTAL LECTURE-LABORATORY CAPACITY/LOAD RATIOS
1976 - 1983

<u>CAMPUS LECT. & LAB.</u>				<u>CUMULATIVE CAPACITIES and LOAD RATIOS IN SEQUENCE OF OCCUPANCY</u>						
No. Campus	Project		Fall term of Occ'n'cy	76-77	77-78	78-79	79-80	80-81	81-82	82-83
	Lec & Lab ASF	Capacity WSCH		(Scot fwd)	(77,093) 100%	(78,828) 99%	(78,828) 95%	(72,942) 86%	(72,980) 84%	(72,980) 82%
Existing total	88,891	77,093	1976	77,093 (100%)						
<u>2</u> - COLUSA CENTER - Building Addition	821	1,735	1977		78,828 (99%)					
<u>3</u> - YUBA - PARKING LOT ADDITION	-0-	-0-	1977		78,828 (99%)					
<u>4</u> - YUBA - HANDICAPPED REMODELING	-0-	-0-	1977		78,828 (99%)					
<u>5</u> - YUBA-- SITE DEVELOPMENT	-0-	-0-	1977		78,828 (99%)					
<u>6</u> - YUBA - FIRST PHASE REMODELING	-77	-5,886	1979				72,942 (86%)			
<u>7</u> - YUBA - POOL/TENNIS COURTS/GYM	-0-	-0-	1978			78,828 (95%)				
<u>8</u> - YUBA - CAMPUS DRAINAGE	-0-	-0-	1980					72,942 (84%)		
<u>9</u> - YUBA - SECOND PHASE REMODELING	3,845	38	1980					72,980 (84%)		
<u>10</u> - YUBA - INSTRUCTIONAL TRACK	-0-	-0-	1981						72,980 (82%)	
<u>12</u> - YUBA - GYMNASIUM REMODELING	-0-	-0-	1982							72,980 (81%)
LECT & LAB LOAD (WSCH)			76,952	79,794	82,729	84,823	86,666	89,141	90,375
Campus	YUBA									-15-B
CAMPUS	CAP/LOAD RATIOS, LECTURE & LABORATORY									

The capacity/load ratios indicate that if projects are completed on schedule, and enrollment remains as projected for the main campus, the facilities will be filled beyond capacity, according to the State formula, after 1977-78.

District Enrollment Projections

Table X illustrates the State Department of Finance projections of student enrollment and Weekly Student Contact Hours (WSCH) for the Yuba College District. The major enrollment growth is projected to be in the evening-graded classes. A drop in total enrollment and WSCH's is expected beginning in 1984.

Table X
YUBA COMMUNITY COLLEGE DISTRICT
PROJECTED ENROLLMENT DATA AND AVERAGE WSCH
1975 - 1985

Year of Fall Term	Day-Graded			Evening-Graded			Ungraded			Total		
	Enrollment	WSCH	WSCH/Enr.	Enrollment	WSCH	WSCH/Enr.	Enrollment	WSCH	WSCH/Enr.	Enrollment	WSCH	WSCH/Enr.
1975 (Act.)	3,484	55,498	15.9	4,122	30,638	7.4	745	2,549	3.4	8,351	88,685	10.6
1976 (Proj.)	3,850	60,800	15.8	4,740	31,700	6.7	820	2,800	3.4	9,410	95,300	10.1
1977	4,190	66,300	15.8	5,310	35,600	↓	870	2,900	↓	10,370	104,700	10.1
1978	4,430	69,800	15.8	5,700	38,200		900	3,100		11,030	111,100	10.1
1979	4,530	71,500	15.8	6,000	40,200		920	3,100		11,450	114,800	10.0
1980	4,590	72,500	15.8	6,250	41,900		940	3,200		11,780	117,600	10.0
1981	4,680	73,900	15.8	6,480	43,400		960	3,300		12,120	120,600	9.9
1982	4,710	74,400	15.8	6,640	44,500		980	3,300		12,330	122,200	9.9
1983	4,690	73,500	15.7	6,750	45,200		990	3,400		12,430	122,100	9.8
1984	4,580	71,500	15.6	6,770	45,300		1,000	3,400		12,350	120,200	9.7
1985	4,440	68,700	15.5	6,750	45,300		1,010	3,400		12,200	117,400	9.6

SOURCE: State of California Department of Finance, 1976 Ten-Year Community College Capital Outlay Projection, September 28, 1976.

Woodland Center Enrollment Data

In January of 1976, Yuba College rented temporary downtown Woodland office space in the Porter Building and began registration for classes for the Spring

semester, which was to start on February 2. Seventeen evening classes were offered on the Woodland Senior High School campus and 345 students enrolled.

After Spring registration was completed, a more permanent downtown office was established at 911 Court Street. A Director for the Center was selected and planning and construction of the Center completed.

A total of 104 different classes were offered at the Woodland Center for the Fall semester, 1976 (see Appendix O - Courses Offered - 1976-77). The classes were mainly academic and general education courses. A student who so desired could earn an A.A. or A.S. Degree at the Center in such general areas as business, social sciences, and agriculture.

Woodland Center Capacities

Table XI lists the capacity of the Center, computed by the formula which is supplied by the Chancellor's Office, CCC. The total assignable square feet (ASF) of the building is 8762 and the assignable classroom space is 5333 square feet. If added to the assignable space of the Yuba Campus, it would amount to a 1/2 to 1 percent increase. It potentially generates one percent in WSCH.

Table XI

WOODLAND CENTER WSCH CAPACITY

Room Number	ASF	ASF/100 WSCH	Capacity WSCH
101	944	128	737
102	457	47.3	966
108	456	47.3	964
109	450	47.3	951
110	585	47.3	1,237
111	597	47.3	1,262
117	596	257	232
117A	73	257	28
118	590	47.3	1,247
119	585	47.3	1,237
TOTALS:	5,333		8,861

Woodland Center Enrollment Projections

As indicated in Chapter IV, the largest increase in district population will occur within the five high school district areas in the Woodland Center service area. Table XII is the State Department of Finance enrollment and Weekly Student Contact Hour (WSCH) projections for the Woodland Center.

Table XII

WOODLAND CENTER PROJECTED ENROLLMENT
& ANNUAL AVERAGE WSCH - 1976-1985

Year of Fall Term	Day-Graded			Total		
	Enrollment	WSCH	WSCH/Enr.	Enrollment	WSCH	WSCH/Enr.
1976 (Proj.)	320	5100	15.8	810	8200	10.1
1977	560	8900	15.8	1400	14200	10.9
1978	680	10700	15.8	1700	17200	10.1
1979	740	11700	15.8	1850	18500	10.0
1980	770	12200	15.8	1920	19200	10.0
1981	780	12400	15.8	1960	19400	9.9
1982	790	12500	15.8	1980	19600	9.8
1983	800	12500	15.7	1990	19600	9.8
1984	800	12500	15.7	2000	19600	9.8
1985	800	12500	15.7	2000	19600	9.8

The State Department of Finance enrollment projections for the Fall semester of 1976 were 320 day-graded students, with 5,100 WSCH, and a total enrollment of 810 students and 8,200 WSCH. The actual figures, as of First Census Date, October 1, 1976, were 900 students and 5,928 WSCH.

The projection was over-estimated for day-graded enrollment, but the evening-graded projection was very close. The Department of Finance and the Yuba College administration had anticipated that more students would be taking a greater number of units. Even though the total number of students exceeded the projections, the WSCH figure was below the projection.

One reason for the over-estimation of day-graded students could be that 428 students from the Woodland Center attendance area attended other community colleges. These students form the nucleus of potential full-time students at the Woodland Center. If those students would have enrolled at Woodland Center, it would have increased the Fall, 1976, enrollment about fifty percent.

One hundred and one students from Los Rios and Solano Community College Districts did enroll at Woodland Center to take such courses as agriculture, administration of justice, business, and vocational nursing. Table XIII gives the town of residence of these students, and the classes in which they were enrolled during 1976-77.

Table XIII
NUMBERS OF STUDENTS ATTENDING WOODLAND CENTER
ON INTER-DISTRICT ATTENDANCE AGREEMENTS - 1976-77

District/Town	#	Class Taken	#
Los Rios CC District:		Administration of Justice-Police Officer Training	7
Bryte	2	Administration of Justice-Security/Baton Training	37
Carmichael	5	Agriculture-Electrical Systems	1
Citrus Heights	3	Agriculture-Equipment Repair and Maintenance	3
Davis	46	Agriculture-Soils	2
El Macero	1	Art	1
North Highlands	6	Business-Accounting	1
Orangevale	3	Business-Administration	3
Rancho Cordova	3	Business-Payroll and Income Tax	1
Sacramento	21	Business-Principles of Banking	1
West Sacramento	6	Business-Real Estate	4
		Business-Shorthand	1
Solano CC District:		Child Development	1
Vacaville	2	Earth Science	1
Winters	3	Engineering	1
		Food Services Management-Sanitation and Safety	2
Total:	101	Health Services-Emergency Medical Technician	5
		Health Services-Vocational Nursing	6
		Music-Guitar	1
		Physical Science	1
		Sheltered Workshop	8
		Undeclared	13
		Total:	101

The projection of student populations and resulting faculty/facility workloads for educational establishments which have no enrollment history is often speculative and controversial. This is particularly true in the case of the Woodland Center, where the educational program is not fully developed. The only appropriate historical data available is the numbers of students for whom the "seat tax" was levied by County Boards of Education. Revenue from this tax is distributed to the community colleges in lieu of the local property tax collected by the college to defray costs of instruction. Table XIV displays the number of students for whom the "seat tax" was assessed, and their respective high school districts, for the years 1965-1976. All of these students did not attend the same community college, and it is not implied that they would have attended the Woodland Center. Nevertheless, the Woodland Center would have been the closest postsecondary institution to their town of residence.

Table XIV

NUMBER OF STUDENTS ATTENDING CALIFORNIA COMMUNITY COLLEGES
FROM THE WOODLAND ATTENDANCE AREA
1965-1976

YEAR	HIGH SCHOOL DISTRICTS					Total
	Esparto	Woodland	Pierce	Williams	Maxwell	
1965-66	16	345	26	27	12	426
1966-67	22	254	22	20	9	327
1967-68	14	200	8	14	9	345
1968-69	24	397	29	15	23	488
1969-70	32	431	23	13	8	507
1970-71	77	751	29	29	7	893
1971-72	66	668	31	42	17	824
1972-73	32	471	36	35	13	587
1973-74	27	587	34	40	13	701
1974-75	22	522	23	27	14	608
1975-76	58	694	73	43	13	881

Table XV displays the historical number of students from the same five high school districts who attended Yuba Community College in evening-graded and non-graded classes. Again, the numbers are not great, but judging from past experience, many more students would have attended classes if such classes had been available in their community.

Table XV
 NUMBER OF STUDENTS ATTENDING YUBA COLLEGE CLASSES
 FROM THE WOODLAND CENTER ATTENDANCE AREA
 EVENING-GRADED & NON-GRADED - 1965-1975

YEAR	HIGH SCHOOL DISTRICTS					Total
	Esparto	Woodland	Pierce	Williams	Maxwell	
1965-66	2	4	3	3	--	9
1966-67	--	3	6	3	5	17
1967-68	--	4	8	14	9	35
1968-69	--	3	8	12	12	35
1969-70	--	8	15	41	6	70
1970-71	--	5	23	13	8	49
1971-72	1	6	32	22	6	67
1972-73	1	13	24	26	17	81
1973-74	--	13	50	42	23	128
1974-75	37	25	40	48	11	161
1975-76	32	166	100	48	37	383

The enrollment of first-time students, mostly comprised of high school graduates, is also expected to increase at the Woodland Center. Table XVI gives the actual number of high school graduates from the same five high school districts, as reported by the principals and superintendents for June, 1977.

(Table XVI appears on the following page.)

Table XVI
HIGH SCHOOL GRADUATES - JUNE, 1977

High School District	Number of Graduates
Esparto	52
Maxwell	25
Pierce	47
Williams	26
Woodland	<u>526</u>
TOTAL:	676

A summary of the R-30 Reports, which are sent to the State Department of Education by K-12 school districts, indicates that the number of high school students in the Woodland Center attendance area will peak this year at 3,347, and will then decline. The number of graduating seniors, however, will continue to increase for several years. In June of 1978, there is expected to be 794 graduates; 895 in June, 1979; and 801 in June, 1980 from these high schools. The graduating seniors in June, 1981, will mark the peak for graduates at 857, and will decline for 7 or 8 years thereafter. These students are expected to attend Woodland Center in increasing numbers and will form the nucleus of full-time students.

Table XVII gives the population projection for the five west side high school districts in the Woodland Center attendance area for the next forty years. A conservative estimate is that six percent of that population will attend a community college. For comparison purposes, the table also shows five and seven percent estimates, although the six percent estimate correlates with the Department of Finance enrollment projections. The Yuba Community College District has historically enrolled students at a higher rate than the Department of Finance projection.

Table XVII

PROJECTED POPULATION AND POTENTIAL ENROLLMENT
WOODLAND CENTER, 1980-2020

YEAR	Total Population Projected ^a	ENROLLMENT/WSCH ^b		
		@ 5%	@ 6%	@ 7%
1980	46,176	2,308/22,618	2,770/27,146	3,232/31,673
1985	51,462	2,573/25,215	3,087/30,252	3,602/35,299
1990	56,457	2,822/27,655	3,387/33,192	3,951/38,719
1995	61,615	3,080/30,184	3,696/36,220	4,313/42,267
2000	66,436	3,321/32,545	3,986/39,062	4,650/45,570
2005	71,260	3,563/34,917	4,275/41,895	4,988/48,882
2010	76,083	3,804/37,379	4,564/44,727	5,325/52,185
2015	80,940	4,047/39,660	4,856/47,588	5,665/55,517
2020	85,628	4,281/41,953	5,137/50,342	5,993/58,731

^aSee Table II, Population Projection, Chapter V, Page 23.

^bWSCH computed by applying a 9.8% average WSCH/enrollment factor to projected enrollment figures.

Table XVIII lists the local community facilities which were used to accommodate classes during 1976-77 and, because of time conflicts, could not be held in the Woodland Center. In addition to these, there are many other short-term courses which are held at locations other than the Center.

Table XVIII

COMMUNITY FACILITIES USED BY WOODLAND CENTER
1976 - 1977

Day	Time	Class	Location	Community
Monday	9-12 Noon	Quilting		Capay
"	7-9:00	Conv. Spanish		Robbins
"	7-8:50	Guitar	Holy Rosary School	Woodland
"	7-9:50	Food Service Mgmt	Holy Rosary School	"
"	7-9:50	Astronomy	Holy Rosary School	"
Tuesday	7-9:50	Philosophy	Holy Rosary School	Woodland
"	7-8:50	Accounting	Holy Rosary School	"
"	7-9:50	Physical Fitness	Lee Jr. High School	"
"	9-12 Noon	Quilting		Esparto
Wednesday	7-9:50	Recreation	Lee Jr. High School	Woodland
"	7-9:50	Political Science	Holy Rosary School	"
"	7-9:50	American Lit.	Holy Rosary School	"
"	7-9:50	Conv. Spanish	Holy Rosary School	"
"	7-9:50	"Roots"	Holy Rosary School	"
"	7-9:00	Volleyball		Esparto
"	7-9:00	ESL		"
Thursday	7-9:50	Philosophy	Holy Rosary School	Woodland
"	7-8:50	Accounting	Holy Rosary School	"
"	7-9:50	Physical Fitness	Lee Jr. High School	"

As the enrollment at the Center grows, the need to use facilities other than the Center will increase. The availability of such facilities is something the district administration cannot predict.

Chapter IX

ALTERNATIVE DELIVERY SYSTEMS

Traditionally, a college has been thought of as a collection of buildings on a nicely landscaped site, where young people spend their time in academic study, preparing to enter their life-long vocation or profession. This concept has never fit a community college and today it is even less applicable.

The Yuba Community College District recognizes that a college is more than a place, and endeavors to serve the whole of the community. To serve the many diverse needs and to provide equal educational opportunities to members of a large rural area, the district has planned and implemented many non-traditional educational delivery systems. The Yuba College "Outreach Program" was initiated to serve all citizens of the district who, because of distance, transportation problems, financing, work schedule, or societal barriers, are unable to take advantage of a traditional campus program. The college, through the Outreach Program, strives to accomplish its aim through a network of educational centers located throughout the district in the communities, as previously described in this Study. In addition, there are the many classes held in community and business locations throughout the district.

The district has encouraged use of sites and facilities within the local communities for the specialized classes which need laboratories, vocational and technical learning centers, athletic facilities, recreation facilities, and libraries. Transportation to the main campus, where feasible, has been provided for students who desire access to the specialized facilities of the main campus.

The district recognizes that the costs of providing equal educational opportunities for rural communities is much greater than a traditional campus operation, but in also recognizing the need of the communities, has continued to search for alternative delivery systems.

The effectiveness of these systems is continually under review by district personnel who must evaluate the need, the cost, and the response to each. As with all other district classes and programs, high cost/low enrollment classes cannot be continued without special justification.

One of the most effective "alternative systems" to be introduced in recent years has been the courses offered through mass media. As a member of the Television Consortium of Valley Colleges, Yuba College enrolled over 600 students in the four television courses offered during the Spring semester, 1977. See Appendix P, Telecourse Offerings and Enrollment Figures, 1973-1977. The Yuba College District led all of the other seven community college district members in enrollment during the Spring, 1977, semester.

Yuba College has also offered radio and newspaper courses since 1973. During 1976-77, 62 students enrolled in a radio course based on the book, Roots. A repeat of this course is scheduled for the 1977-78 school year in response to community interest. A newspaper course entitled "Moral Choices" was offered in 1976-77. Sixty-three students registered for that class. An administration of Justice class is scheduled for 1977-78, entitled "Crime and Justice".

The district has an active Community Services Program. Cultural and Educational events are offered both on-campus and at the Centers. This non-traditional approach to learning has become increasingly popular with both students and the general community. Such events will be increased at the Centers due to the favorable response thus far. See Appendix Q, Record of Public Events, 1971-1976.

Other delivery systems discussed by the district and implemented to some degree are:

1. Increased use of job sites for occupational training.
2. Increased use of existing facilities, operating 24 hours per day, six days per week, year around.
3. Increased coordination and reasonable sharing of costs with other educational institutions for use of facilities.
4. Increased use of self-study programs for those in forced solitude (handicapped, senior citizens, housewives).
5. Construction of facilities on more than one site within a Center's area of operation.
6. Elimination of any services that may be provided or duplicated by local resources.

These and many other delivery systems are constantly under review by the college administration. The problems of financing in relation to resources, and legislative limitations, are the items which can prevent the district from implementing all of the desirable answers to the educational equality of the communities within the district.

Chapter X

STATE AND LOCAL CONSIDERATIONS IN PLANNING

The future of Woodland Center will be decided by the Advisory Committee, the district Governing Board, and the Administration of the district within a framework of well-defined guidelines and constraints. This framework encompasses the internal and external, legal, and budgetary considerations which affect all community college districts and campuses. Any recommendations or planning for the Center must reflect a realistic awareness of these "parameters". With this understanding, we can proceed toward the common goal of providing the best possible responses to the educational needs of the Woodland area.

Some of the guidelines or, in some cases, limits are determined by the Yuba Community College District Governing Board in its statements of Board Policy. Others are determined externally and are parameters which the Board itself must observe.

Most of the externally determined guidelines or limits are established by the State of California. Some are determined and expressed directly, such as provisions of the Education Code or of Title V, Administrative Rules and Regulations. Some are expressions of legislative intent which may be in the form of Assembly or Senate Concurrent Resolutions. The level of State funding for both current operations and participation funding of Facility Master Plan Projects, and the rules and regulations controlling that funding, are also expressed directly. Two other State agencies which impinge directly on local option are the Chancellor's Office of California Community Colleges (CCC) and the California Postsecondary Education Commission (CPEC). The college staff must

adhere to the written rules, regulations, and operating procedures of both.

In addition to the "written" rules and guidelines, there are "unwritten" rules and even attitudes which can affect any particular college request for State approval--such as is needed for a program, a center, or a campus. In many cases the current protocol within or between various State agencies imposes constraints which one might not find in any written document. This is unfortunate, but true. It is best to be aware of this possibility when dealing with the many State agencies.

Some of the specific parameters which have been established by the State and apply to all community college districts, and therefore to planning the future of the Woodland Center, are:

PROGRAMS: all Instructional Programs, after being approved by a local Governing Board, must be approved by both the Chancellor's Office, CCC, and by the California Postsecondary Education Commission. The need for the program must be proven and documented according to strict standards. The *desire* of the students, faculty, or administration for a program is not sufficient justification.

FACILITIES: a site for a campus or center must be specifically approved by both of these same agencies, again by strict standards. Even if it has the money, no community college may spend more than \$20,000 on any site or facility project without State approval. If State participation in funding is involved, as would be required in any sizable expansion of Woodland Center, precise standards must be met. In any case, the State requirement for enrollment and facility utilization must be met before approval of a project is possible. Ideal utilization of a facility means the classrooms are in use 43

hours per week and are filled to 66% capacity, over a period Monday through Friday, 8:00 a.m. to 10:00 p.m. (credit classes only).

SUPPORT FOR CURRENT OPERATIONS (ADA): the average daily attendance of students is translated into WSCH (Weekly Student Contact Hours), which in turn determines the level of State support for each district. There are stringent regulations regarding which hours may or maynot be counted. Since no district is in a position to operate without State support, this is obviously a limiting factor.

Other parameters are imposed locally but are indirectly based upon the level of operations which can be maintained with the forthcoming State support. These include:

CURRICULUM MASTER PLAN: the Governing Board determines the programs and other course offerings which it feels will meet the needs of the citizens of the district within its local funding ability. Again, however, these courses and programs are subject to State approval, which is not necessarily forthcoming even though the local Board feels the course or program is justified. Proven enrollment potential, need, job opportunities in the case of vocational offerings, and avoidance of unnecessary duplication of offerings of other colleges/campuses are among the key considerations.

As a general statement, the college has been operating on the policy that special justification must exist to continue a course with an average daily attendance of fewer than fifteen students. An overall average of approximately 36 students per course is the target, although approximately 28 to 30 might be an acceptable target in a newer and growing Center.

While the district has no written rule, high cost and/or low enrollment programs are unlikely to be duplicated at enrollment centers within the district without special justification.

FACILITIES MASTER PLAN: the Governing Board determines the facilities needed to support its approved programs. Their actual consideration is limited by, (a) ability of the local District to finance facilities out of current income, if a project is not State-supported, (b) level of State support, if the project can meet the State standards for support, and (c) State approval of the project, regardless of source of funding, if the project exceeds \$20,000. Meeting State utilization standards, on the WSCH basis, is the first barrier in obtaining State approval.

STAFFING MASTER PLAN: the Governing Board determines the staff needed to support the district's instructional program, with the only State limitation being that certificated staff members must be eligible to obtain the proper State Teaching Credential.

The district's Staffing Master Plan has been based upon a target of having the average teaching faculty member responsible for 540 Weekly Student Contact Hours (WSCH). A target of 480 WSCH might be a reasonable target for a newer and growing Center, while 420 might be reasonable during an initial period of operation. If the district were to deviate from these constraints, the instructional program would become an expensive operation which it would not be able to continue for any length of time.

The Woodland Center enrollment has thus far followed the growth pattern expected by the College administration and Governing Board. Prior to building

the Center, the college staff determined which courses and programs were to be offered since the formal Needs Assessment was not yet begun. The determination was made through a combination of historical district data, an informal survey, and professional judgment. Once the programs and courses were planned, the staff and facility needs were considered. The facility was planned to accommodate approximately 600 FTE (equivalent of full-time students, each registered for 15 units). The decisions regarding the programs and courses, the staff, and the facility have fortunately proven to be well-founded. The Woodland Center Needs Assessment can now provide more detailed, accurate, and sophisticated planning data on which to base our future decisions (see pages 38 and 39).

Chapter XI

FINAL RECOMMENDATIONS OF THE ADVISORY COMMITTEE

After a year of study and complete review of the final document, the Advisory Committee, during its October 24, 1977, meeting, made the following recommendations to the Board of Trustees of Yuba Community College District:

1. That the Woodland Center be established as a permanent education Center;
2. That temporary relocatable facilities be constructed on the present site to reflect immediate program and service needs expressed in the Needs Study;
3. That a process begin for selection and purchase or donation of land for a permanent site to accommodate projected needs of the community.

Chapter XII

YUBA COMMUNITY COLLEGE DISTRICT GOVERNING BOARD RECOMMENDATIONS

The Board of Trustees of Yuba Community College District officially received this report during its November 2, 1977, meeting to take under study. A special meeting of the Board of Trustees was held in Woodland on February 18, 1978, with members of the Lay Advisory Committee and other interested parties in attendance and participating. The minutes of that special meeting are attached as Appendix R.

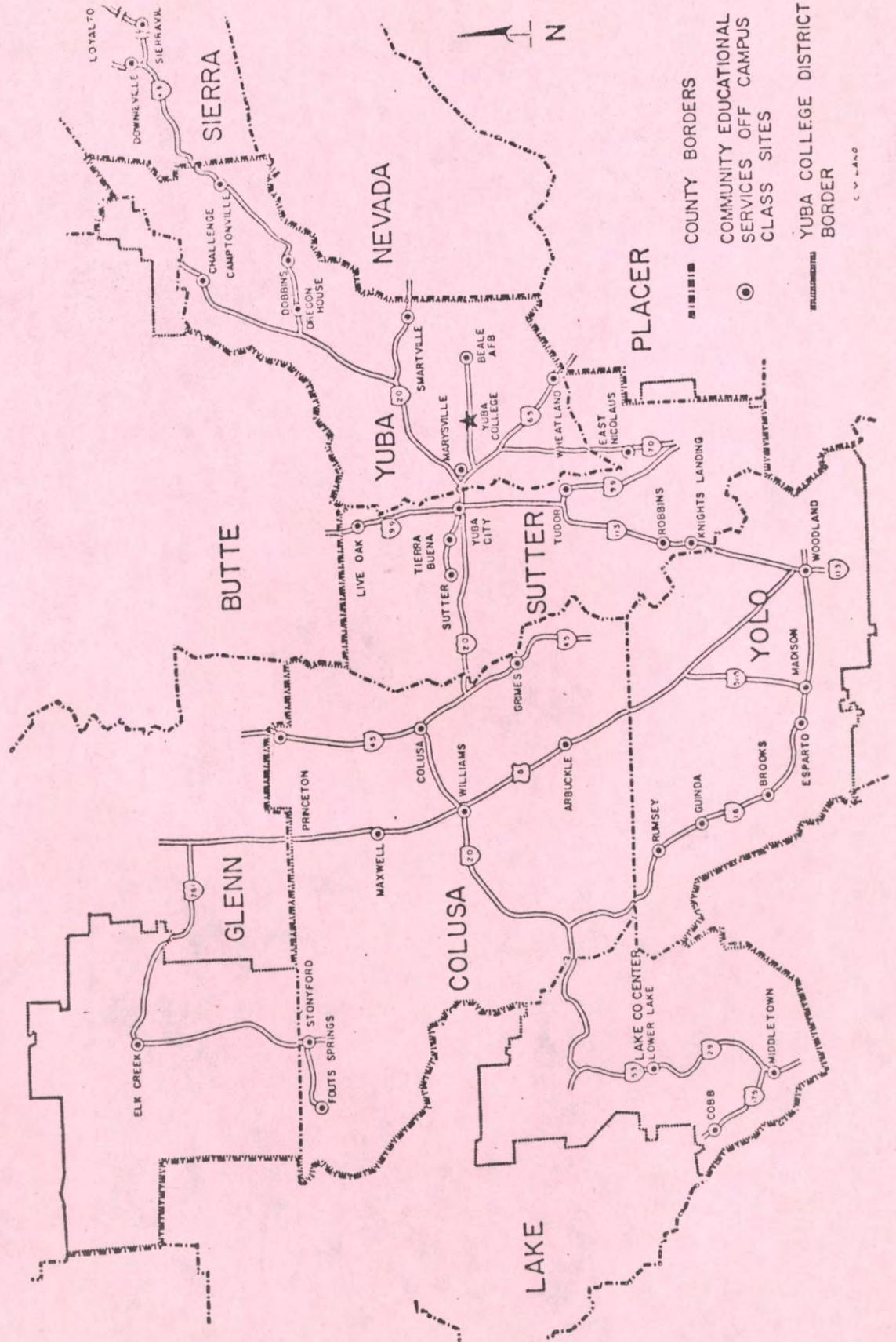
The resolution adopted by the Yuba Community College District Board of Trustees during this February 18, 1978, meeting reads as follows:

1. That the Yuba Community College District Board of Trustees hereby advises the Board of Governors of the California Community Colleges and through the Chancellor's Office, the California Postsecondary Education Commission that the Yuba Community College District has completed and adopted the Woodland Center Needs Assessment and Feasibility Study and recognizes the Woodland Center as a permanent operation and petitions the State to recognize it as such.
2. That master planning commence for the establishment of a comprehensive campus for 2500 FTE students by the year 2,000 conforming to projections of the Department of Finance.
3. That a search begin immediately for a site of a minimum of 160 acres which will provide for a comprehensive campus as well as land for an Agriculture Program. This site should be located to best serve the

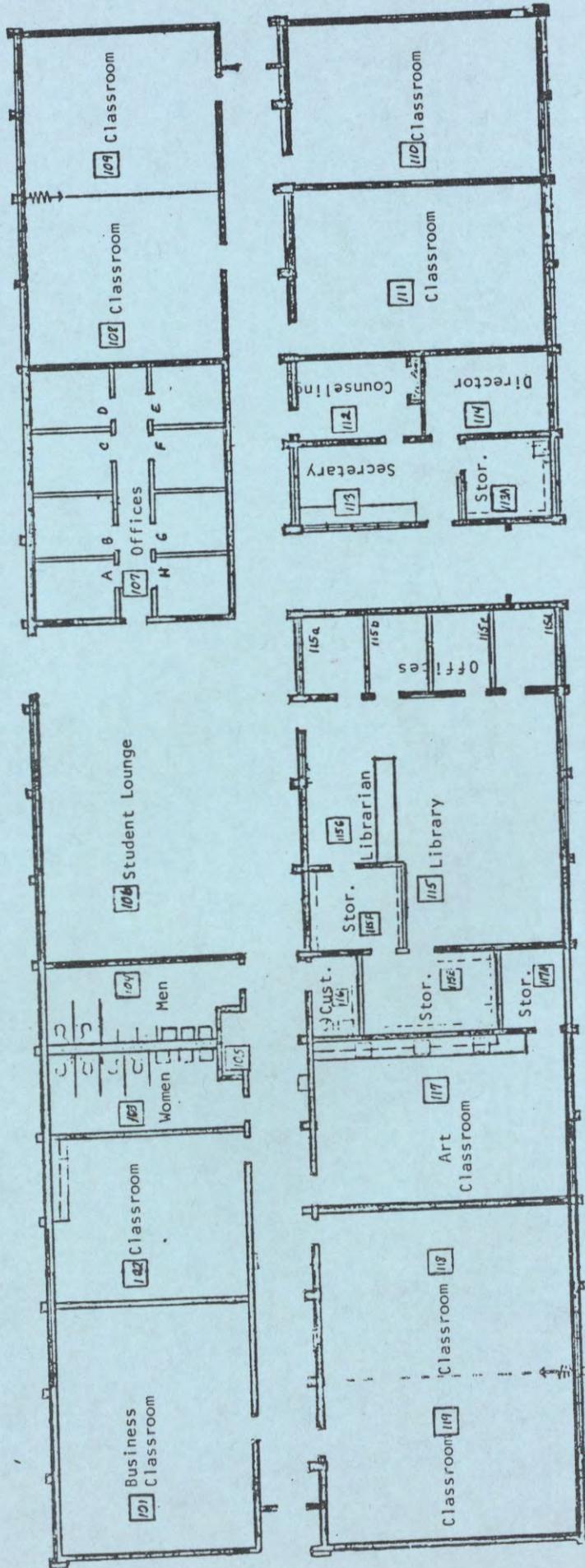
- students of the Woodland, Esparto, and other Westside school districts.
4. That the District continue to expand services in the meantime at the present Woodland Center to provide for the needs of present and anticipated students.
 5. That additional facilities at the current site be kept to a minimum, and only with demonstrated needs such as support services (e.g., library, bookstore, faculty offices), in order to keep temporary facility cost at a minimum and emphasize permanent facilities on District owned land. Community resources should be fully utilized if economically feasible, in preference to expenditure of funds for additional facilities on the present leased site, unless the latter is clearly warranted.
 6. That the District should attempt to increase the length of the lease at the current site in order to protect the District from crisis upon early termination of the lease.
 7. That the Board go on record as energetically supporting the planned, orderly, and economically justifiable expansion of the Woodland Center and eventual Woodland Campus and hereby submits the study to the State with its strong endorsement and request for approval.

The complete copy of this Needs Assessment and Feasibility Study, including this Chapter Twelve, was resubmitted to the Board of Trustees for its March 8, 1978, meeting, at which time the resolution was reaffirmed.

YUBA COMMUNITY COLLEGE DISTRICT



WOODLAND CENTER
 YUBA COMMUNITY COLLEGE DISTRICT
 635 CALIFORNIA STREET, WOODLAND, CALIFORNIA 95695
 RAYMOND GUTIERREZ, DIRECTOR TELEPHONE: (916) 666-4454



5-1077

WOODLAND CENTER
NEEDS ASSESSMENT & FEASIBILITY STUDYProcedure Outline

- 1.0 BOARD DECISION - The district governing board authorizes the district to begin activities for a Woodland area needs assessment (Board authorization of Woodland Center - March 3, 1976).
- 2.0 ASSIGN PERSONNEL - The district superintendent assigns personnel to implement the needs assessment (Richard Clanton, Harold Douglass; Brill, Freemyers, Hickey, Lehman, McDougal, Morrison, Starr). (July, 1976)
- 3.0 ORIENTATION MEETINGS - Meetings are held to explain the required tasks and familiarize assigned personnel with responsibilities (commenced June, 1976).
- 4.0 GUIDELINES APPROVAL - Written guidelines (plans) are submitted for approval. (August/September, 1976)
 - 4.1 DISTRICT PERSONNEL - The district administration review guidelines and suggest changes where necessary. (August/September, 1976)
 - 4.2 CHANCELLOR'S OFFICE - An informal meeting with a representative of the Chancellor's Office is held to review guidelines for compliance with directives that may affect the needs assessment. (October, 1976)
Dr. Clarence Mangham, Assistant Chancellor, Educational and Facilities Planning and Dr. John Meyer, Specialist, Academic Affairs
 - 4.3 POSTSECONDARY EDUCATION COMMISSION - An informal meeting with a representative of the California Postsecondary Education Commission is held to review plans for compliance with suggested directives. (August, 1976)
Dr. David H. Grover, Higher Education Specialist
 - 4.4 BOARD INFORMED - All pertinent information will be presented to the Governing Board. (September, 1976)
 - 4.5 BOARD APPROVAL - The district Governing Board reviews plans, suggests changes where necessary, and authorizes the district to proceed with approved tasks. (October, 1976)
- 5.0 COMMISSION NOTIFICATION - The California Postsecondary Education Commission is "officially" notified by submitting planning documents. (November, 1976)
- 6.0 NEEDS ASSESSMENT - The needs study involving students, community, college staff, Board of Governors, and Postsecondary Education Commission is conducted to gather data relevant to the Woodland Area. (Dec. 1976-May 1977)
 - 6.1 ADVISORY COMMITTEE - Students, school personnel, community leaders, and minority representatives are identified for Yuba Community College District Woodland Needs Assessment Advisory Committee. (August-November, 1976)

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- 6.2 BOARD APPROVAL - The district Governing Board authorizes appointments to the advisory committee, (November, 1976)
- 6.3 ADVISORY COMMITTEE ORIENTATION - Following Board approval, a meeting is held to familiarize members with the purpose(s) of the study, the required tasks, and to explain the advisory function of appointed committees. (November/December, 1976)
- 6.4 REVIEW NEED STUDIES - Advisory committee meetings are held to review need studies conducted by other community college districts. (December, 1976/January, 1977)
- 6.5 DEVELOP NEED ASSESSMENT PROCEDURES - Advisory Committee meeting(s) are held to adapt and/or develop a needs process which meets criteria established by the Chancellor's Office, the Postsecondary Education Commission, and the district Governing Board. (February, 1977)
- 6.6 BOARD APPROVAL - The district Governing Board approves needs process selected by the advisory committee. (February, 1977)
- 6.7 IMPLEMENT NEEDS PROCESS - Meetings and/or surveys are conducted to implement the needs assessment process. (March-May, 1977)
- 6.8 REVIEW ALL DATA COLLECTED - The data collected will be reviewed to be sure all requirements are met. (May, 1977)
- 7.0 REPORT DATA - A written report is prepared containing all data collected in the needs study and recommendations to meet needs identified. (May-June, 1977)
- 8.0 DATA REVIEW - Compiled data is reviewed by district personnel and governing board. (June, 1977)
- 9.0 BOARD APPROVAL - The district Governing Board authorizes, if found to be needed, the development of plans for a permanent Woodland Center/Campus to meet needs identified.
- 10.0 PRELIMINARY REVIEW - Preliminary review of plans by Chancellor's Office and California Postsecondary Education Commission representatives.
- 11.0 EDUCATIONAL SPECIFICATIONS DEVELOPED
- 12.0 SITE SELECTION - 160 Acres
- 13.0 E.I.R. PROCESS BEGUN - E.I.R. process begun for site at this point, (Draft) to be completed prior to submission of PPG to CCC.
- 14.0 FACULTY PLANS - Construction plans and costs of a permanent Woodland Center/Campus are developed to meet the needs identified. (Reference: Sequential Development Plan, AD HOC Architectural Service Committee, 7/1/76)

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- 15.0 BOARD APPROVAL - The district Governing Board approves plans and estimated costs. (24 months prior to funding)
- 16.0 CCC BOARD OF GOVERNORS - Review and approval by California Community College Board of Governors. (23/22 months prior to funding)
- 17.0 COMMISSION APPROVAL - Review and approval by the California Postsecondary Education Commission. (21-20 months prior to funding)
- 18.0 BUDGET PREPARATION - The California Community College Board of Governors preparation of budget with Department of Finance review. (19-7 months prior to funding)
- 19.0 LEGISLATIVE CONSIDERATION - California State Legislative consideration. (6-0 months prior to funding)
- 20.0 FUNDING - Earliest date, probably July 1, 1980)

WOODLAND NEEDS ASSESSMENT & FEASIBILITY STUDY Content of Needs Study

- 1.0 SERVICE AREA & CHARACTERISTICS OF POPULATION
 - 1.1 Identify population centers within the district
 - 1.2 Identify reasonable commuting distance
 - 1.3 Identify characteristics of individuals
 - 1.4 Recommend area to be served (should facilitate access for the economically, educationally, and socially disadvantaged)
- 2.0 ENROLLMENT PROJECTIONS & POPULATION ESTIMATES
 - 2.1 Projected enrollment for each of the first 10 years, 15th & 20th year of proposed campus and for existing campus
 - 2.2 Department of finance enrollment projections
 - 2.3 CCC Chancellors Office enrollment projections
 - 2.4 District enrollment projections
 - 2.5 Enrollment capacity of the Yuba Campus and effect on its enrollment
 - 2.6 Conclusions
- 3.0 PROGRAMS
 - 3.1 Identify program needs of area to be served (individual & groups)

- 3.2 Support programs identified with data
- 3.3 Review projected labor markets requirements and reconcile programs (service area, adjacent region and state)
- 3.4 Summarize data and recommend programs

4.0 COOPERATION WITH OTHER INSTITUTIONS

- 4.1 Identify existing institutions in the area and adjacent region (public and private)
- 4.2 Identify programs offered by institutions and reconcile any duplication of programs
- 4.3 Effect on enrollment of identified institutions (numerically & economically)
- 4.4 Summarize data & conclusions

5.0 ALTERNATIVE DELIVERY SYSTEMS

- 5.1 Needs analysis should include a discussion of at least the following alternatives
 - a. Increased utilization of existing district resources
 - b. Forming a new college, campus, off-campus center, and/or outreach satellite(s), and/or
 - c. Use of media such as television, computer-assisted instruction or program learning packages
- 5.2 Criteria for selecting the proposed delivery system should include:
 - a. Accessibility of programs and services to all individuals in the service area
 - b. Content and quality of programs and services, and
 - c. Cost of programs and services

6.0 LOCATION OF NEW CAMPUS (if deducted as necessary)

- 6.1 Characteristics of the location
 - a. Physical
 - b. Social
 - c. Demographic
 - d. Accessibility, etc.

6.2 Cost benefit analysis

7.0 IDENTIFICATION OF OBJECTIVES

7.1 Proposed college programs and services should be directed to the identified educational needs

7.2 Objectives should be sufficiently specific so that the district board may evaluate the degree of success objectives are achieved

8.0 OTHER - ANY INFORMATION DEEMED NECESSARY BY:

8.1 Advisory Committee

8.2 District Administration

8.3 District Governing Board

8.4 California Postsecondary Education Commission

8.5 Chancellor's Office - California Community Colleges

CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION

Proposed Resolution Concerning The
Woodland Center in The
Yuba Community College District

- WHEREAS, The California Postsecondary Education Commission adopted a report in April 1975 entitled, The Commission's Role in the Review of Proposals for New Campuses and Off-Campus Centers -- Guidelines and Procedures; and
- WHEREAS, This document requires the Commission to review and render its advice on all proposals for new campuses and off-campus centers regardless of the source of funding; and
- WHEREAS, The Board of Governors of the California Community Colleges approved the Woodland Center on October 27, 1976, and transmitted that approval to the Commission for review and comment; and
- WHEREAS, The Commission has fully reviewed the report of its staff on the Woodland Center; now, therefore, be it
- RESOLVED, That the California Postsecondary Education Commission advises as follows:
1. The Commission advises the Yuba Community College District that it considers the Woodland Center to be a viable operation as presently constituted. The Center should be continued as a temporary facility pending completion and consideration of the District's "Needs Assessment and Feasibility Study," which is to be completed by the summer of 1977.
 2. The Commission advises the Yuba Community College District that it will not recommend any State capital outlay funding for the Woodland Center until it has fully reviewed the District's "Needs Assessment and Feasibility

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Study," and has formally recommended that the Woodland Center be established as a permanent operation.

and be it further

RESOLVED, That this advice be transmitted to the Board of Governors of the California Community Colleges, the Governing Board of the Yuba Community College District, and other appropriate agencies.

Advisory Committee Members

- | | |
|---------------------------------------|--|
| I. <u>Woodland Center Students</u> | VI. <i>(continued)</i> |
| 1. Gregory Ashley | 3. Jane Podgasky - Woodland |
| 2. Larry Galindo | 4. Dan Schutz - Esparto |
| II. <u>Outreach Students</u> | 5. Ron Simmons - Williams |
| 1. Lois Christler - Esparto | VII. <u>Community Leaders</u> |
| 2. Don Jones - Maxwell | 1. Al Lucero - Woodland |
| 3. Lillianna Kitts - Arbuckle | 2. Addie Molson - Woodland |
| 4. Dave Roper - Williams | 3. Joan Myers - Arbuckle |
| III. <u>Woodland Center Staff</u> | 4. Barbara Plank - Williams |
| 1. Dick Chiolis - Part-time instr. | 5. Virginia Pohl - Woodland |
| 2. Ray Gutierrez - Director | 6. Mary Ann Schaupp - Esparto |
| 3. Jan Johanneck - Center Sec. | 7. Chet Shifflett - Maxwell |
| 4. Paul Leathers - Full-time instr. | 8. Mary Ann Stewart - Woodland |
| IV. <u>Adult Education Director</u> | VIII. <u>Community College Board Members</u> |
| 1. Kenneth Johnson | 1. Grace Clement |
| V. <u>Senior High School Students</u> | 2. Eyvind Faye |
| 1. Fritz Durst - Esparto | 3. Eileen Frye |
| 2. Dave Fernandez - Woodland | 4. Ted George |
| 3. Mike Gonzales - Arbuckle | 5. Nordstrom Johnson |
| 4. Ray Holley - Williams | 6. John W. Pennebaker |
| 5. Lenny Saunders - Maxwell | 7. Fred Sankey |
| VI. <u>Senior High School Staff</u> | IX. <u>District Staff</u> |
| 1. Greg LeMaster - Arbuckle | 1. Al Brill, Assistant Supt. |
| 2. Jim Lemos - Maxwell | 2. Dick Clanton, Project Director |

(Continued)

IX. *(continued)*

3. Harold Douglass, Project Consultant
4. Rex McDougal, Dean of Community Educational Services
5. Earl Orum, Dean of Instructional Services
6. George Souza, Dean of Students

Appendix F-1

WOODLAND CENTER NEEDS ASSESSMENT AND FEASIBILITY STUDY ADVISORY COMMITTEE

Minutes of the first regular meeting
December 16, 1976, 7:30 p.m.
Woodland Center Library

MEMBERS PRESENT:

Gregory Ashley	Jim Lemos
Dick Chiolis	Al Lucero
Fritz Durst	Addie Molson
Larry Galindo	Barbara Plank
Mike Gonzales	Virginia Pohl
Roy Holley	Ron Simmons
Lilliana Kitts	Mary Ann Stewart

MEMBERS ABSENT:

Lois Christler	Jane Podgasky
Dave Fernandez	Dave Roper
Kenneth Johnson	Lenny Sanders
Don Jones	Mary Ann Schaupp
Paul Leathers	Chet Shifflett
Greg LeMaster	Dan Shutz

ALSO PRESENT:

Dr. Dan Walker, President & District Superintendent, Yuba Community College; Eyvind Faye, Eileen Frye, Nordstrom Johnson, Yuba Community College Board of Trustees; Rex McDougal, Dean, Community Educational Services; Gene Hickey, Director, Woodland Center; Dick Clanton, Director, Beale Air Force Base Center; Harold Douglass, Consultant, Woodland Center; Jan Johanneck, Secretary.

WELCOME & PURPOSE OF STUDY:

Dr. Walker and Gene Hickey welcomed committee members and others present; Dr. Walker briefly outlined the history of events leading to the addition of Woodland and surrounding areas to the Yuba Community College District, and the development of the Woodland Center.

COMMITTEE FUNCTION:

Harold Douglass explained that the Advisory Committee will be asked to examine the needs of the area served by the Woodland Center. The study will include the feelings of people in the community; community support for the Center; and the type of program and classes which will best serve the community. Upon completion of the study, the Committee will make recommendations to District personnel and the Governing Board.

FIVE YEAR PLAN:

The five year master plan and study requirements for proposals for new campuses and financing by the Chancellor's Office and the California Postsecondary Education Commission were reviewed. There are seventy Community College Districts throughout California, with 104 campuses and 2,700 off-campus locations. Each district must now submit a needs study for new campuses and off-campus centers to the Commission.

Appendix F-2

PLANNING TO DATE: The needs assessment and feasibility procedure outline, including enrollment studies, population estimates, programs needed, labor market trends, and alternative delivery systems was discussed.

Greg Ashley cited a need for programs which will benefit the community in areas such as Agriculture.

Al Lucero quoted a Chamber of Commerce official who stated that ten new industries are expected in the community within the next five years, at a rate of two each year.

SERVICE AREA: The area served by the Yuba Community College District was reviewed.

STUDIES REVIEW: Committee members were asked to review other Community College District studies which are included in the Needs Study binder.

NEXT MEETING: The next meeting of the Needs Assessment Advisory Committee will be held on Monday, January 10th, at 7:30 p.m., location to be decided later

Jan Johanneck, Secretary

WOODLAND CENTER
NEEDS ASSESSMENT AND FEASIBILITY STUDY
ADVISORY COMMITTEE

Minutes of the second regular meeting
January 10, 1977, 7:30 p.m.
Lee Junior High School, Woodland

MEMBERS PRESENT: Gregory Ashley Addie Molson
Dick Chiolis Barbara Plank
Fritz Durst Jane Podgasky
Larry Galindo Virginia Pohl
Mike Gonzales Mary Ann Schaupp
Jin Lemos Ron Simmons
Al Lucero Mary Ann Stewart
Dave Fernandez

MEMBERS ABSENT: Roy Holley Greg LeMaster
Lilliana Kitts Dave Roper
Kenneth Johnson Lenny Sanders
Don Jones Chet Shifflett
Paul Leathers Dan Shutz

ALSO PRESENT: Nordstrom Johnson, Yuba Community College Board of Trustees;
Dick Clanton, Director, Beale Air Force Base Center; Harold
Douglass, Consultant, Woodland Center; Jan Johanneck, Secretary.

- I. POPULATION: The population of the area to be served by the Yuba Community College District in the Woodland Center was reviewed:
- a) Population projections from the State Department of Finance for Yolo, Colusa, Sutter and Yuba Counties;
 - b) Population of Esparto, Woodland, Pierce, Williams, and Maxwell School Districts;
 - c) Yolo County Population, April, 1975, in cities of Davis, Woodland, Winters, East Yolo, and unincorporated areas;
 - d) Population of unincorporated communities of Broderick, Bryte, Capay, Clarksburg, Dunnigan, Dunnigan Grove, El Macero, Esparto, Guinda, Knights Landing, Madison, Southeast Davis, Soughport, West Sacramento, Yolo and Zamora;
 - e) Special 1975 Census of incorporated & unincorporated areas by age grouping;

- II. ENROLLMENT PROJECTIONS: Enrollment projections for Yuba College and the Woodland Center were reviewed:
- a) Yuba Community College District projected Fall student enrollments and annual average WSCH for 1975-1985, from the State Department of Finance;

- b) Projected Fall student enrollments and annual average WSCH for the Woodland Center for 1976-1985, from the State Department of Finance;
- c) Students attending community colleges from the Woodland Center attendance area day graded enrollment, for 1975-1976, including the Esparto, Woodland, Arbuckle, Williams and Maxwell High School districts;
- d) Students attending Community Colleges from the Woodland Center attendance area non-graded enrollment, for 1965-1975;
- e) Yuba Community College total lecture-laboratory capacity/load ratios for 1975-1981;
- f) WSCH capacity, Woodland Center.

III. PROGRAM

IDENTIFICATION:

Committee members were given a number of cards and were asked to list courses and programs which they felt were needed at the Woodland Center. These will be reviewed at the next meeting.

NEXT MEETING:

The next meeting of the Needs Assessment Advisory Committee will be held on Monday, January 31, at 7:30 p.m., in Arbuckle.

Jan Johanneck, Secretary

WOODLAND CENTER
NEEDS ASSESSMENT AND FEASIBILITY STUDY
ADVISORY COMMITTEE

Minutes of the third regular meeting
January 31, 1977, 7:30 p.m.
Arbuckle, California

MEMBERS PRESENT: Gregory Ashley
Dick Chiolis
Fritz Durst
Dave Fernandez
Larry Galindo
Mike Gonzales
Roy Holley
Lilian Kitts
Gregg LeMaster
Al Lucero
Addie L. Molson
Joan Myers
Jane Podgaskey
Virginia Pohl
Mary Ann Schaupp
Dan Schutz
Mary Ann Stewart

MEMBERS ABSENT: Kenneth Johnson
Don Jones
Paul Leathers
Jim Lemos
Barbara Plank
Dave Roper
Lenny Sanders
Chet Shifflett
Ron Simmons

ALSO PRESENT: E. M. Faye, Yuba Community College Board of Trustees; Harold Douglass, Consultant, Woodland Center; Jan Johanneck, Secretary.

- I. REVIEW SUMMARY, SERVICE AREA AND POPULATION: The area served by the Yuba Community College District and population characteristics of the area were reviewed:
- a) Identified population of incorporated areas;
 - b) Population of unincorporated areas;
 - c) Population of outside areas;
 - d) Total population, including persons 18 years and over and the ethnic distribution of the area.
- II. REVIEW ENROLLMENT PROJECTIONS:
- a) Department of Finance projections;
 - b) Chancellor's Office enrollment projections;
 - c) District enrollment projections;
 - d) Summary of enrollment projections;
- III. COMMITTEE RECOMMENDATIONS OF AREA TO BE SERVED:

Committee members discussed the area now served by the Yuba Community College District, and that which could most easily be served by the Woodland Center. Transportation and accessibility were discussed.

On motion by Al Lucero, seconded by Greg Ashley and unanimously carried, the Committee voted to tentatively recommend that the area to be served by the Woodland Center extend south from Maxwell.

IV. REVIEW OF COURSES, PROGRAMS:

Committee recommendations for courses and programs which should be offered at the Woodland Center will be gathered and tallied. The results of the tally will be discussed at the next Committee meeting.

Cards were distributed for recommendations from Committee members who were unable to attend the previous meeting.

V. DISCUSSION OF NEED FOR BROADER VIEW:

The need for more input concerning community needs was discussed.

On motion by Lilian Kitts, seconded by Addie Molson and unanimously carried, the Committee voted to seek input from Juniors and Seniors presently attending high school in the Woodland, Esparto, Williams, Pierce and Maxwell school districts.

VI. CONTENT OF SURVEY:

The Committee reviewed a Needs Assessment questionnaire which had been distributed throughout the San Diego Community College District.

On motion by Al Lucero, seconded by Mary Ann Stewart, and unanimously carried, the Committee voted to distribute a Needs Assessment questionnaire to a broad segment of the population, including Yuba Community College District residents who previously attended another college district; staff at the Woodland Center; Students at the Woodland Center and members of the community; as well as Juniors and Seniors of the five school districts in the area.

NEXT MEETING:

The next meeting of the Needs Assessment Advisory Committee will be held on Monday, February 28, in Woodland.

Jan Johanneck, Secretary

WOODLAND CENTER
NEEDS ASSESSMENT AND FEASIBILITY STUDY
Advisory committee

Minutes of the fourth regular meeting
February 28, 1977, 7:30 p.m.
Woodland, California

MEMBERS PRESENT: Richard Chiolis
Lilianna Kitts
Paul Leathers
Addie Molson
Joan Myers
Jane Podgasky
Virginia Pohl
Ron Simmons
Mary Ann Stewart

MEMBERS ABSENT: Gregory Ashley
Fritz Durst
Dave Fernandez
Larry Calindo
Mike Gonzales
Roy Holley
Kenneth Johnson
Don Jones
Greg LeMaster
Jim Lemos
Al Lucero
Barbara Plank
Dave Roper
Lenny Sanders
Mary Ann Schaupp
Dan Schutz
Chet Shifflett

ALSO PRESENT: Nordstrom Johnson, Yuba Community College Board of Trustees;
Dick Clanton, Director, Beale Air Force Base Center; Harold
Douglass, Consultant, Woodland Center; Jan Johanneck, Secretary.

- I. APPROVAL OF MINUTES: The minutes of the third regular meeting of the Needs Assessment and Feasibility Study Advisory Committee, January 31, 1977, were approved as mailed.
- II. REPORTS: a. Mr. Douglass reviewed the Post Secondary Education Commission tentative approval of the Woodland Center, pending the report of the Needs Assessment and Feasibility Study Committee.
b. The tally of programs and course offerings which were identified by the Needs Assessment and Feasibility Study Committee was described.
- III. DISCUSSION/ACTION: a. Programs and courses identified by the Committee as desirable or needed at the Woodland Center in the future were discussed.
b. Drafts of survey questionnaires which were to be sent to Community leaders, Woodland Center staff, Woodland Center students, Inter-District attendance students, and High School Juniors & Seniors were reviewed.
- IV. NEXT MEETING: The date of the next meeting will be decided pending action needed by the Yuba Community College Board of Trustees, Committee members will be notified of the date, time and place of the next meeting.
- V. ADJOURNMENT: The meeting was adjourned at 9:45 p.m.

Jan Johanneck, Secretary

WOODLAND CENTER
NEEDS ASSESSMENT AND FEASIBILITY STUDY
ADVISORY COMMITTEE

Minutes of the fifth regular meeting
May 2, 1977, 7:30 p.m.
Woodland, California

MEMBERS PRESENT: Gregory Ashley
Richard Chiolia
Fritz Dorat
Dave Fernandez
Larry Galindo
Mike Gonzales
Liliana Ritte
Paul Leathers
Jim Lemos
Al Lucero
Addie Mollon
Jane Podgasky
Virginia Pohl
Ron Simmons
Mary Ann Stewart

MEMBERS ABSENT: Roy Bolly
Kenneth Johnson
Don Jones
Greg Lemaster
Joan Myers
Barbara Plank
Dave Roper
Lenay Sanders
Mary Ann Schaupp
Dan Schutz
Chet Shifflett

ALSO PRESENT: Nordstrom Johnson, Yuba Community College Board of Trustees;
John Davis, Representing Kenneth Johnson, Committee Member;
Dick Clanton, Director, Beale Air Force Base Center; Harold
Douglass, Consultant, Woodland Center; Frank Rodgers, Woodland
Center Staff; Jan Johanneck, Secretary.

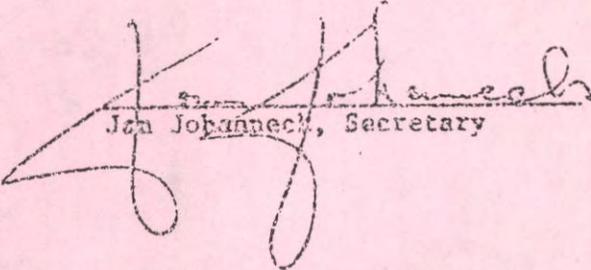
- I. APPROVAL OF MINUTES: Minutes of the fourth regular meeting of the Needs Assessment and Feasibility Study Advisory Committee of February 28 were reviewed; item II b was amended to read ". . . was discussed." With this correction, the minutes of the February 28th Needs Assessment and Feasibility Study Advisory Committee were approved as presented.
- II. PROCEDURE OUTLINE: The procedure outline and time line were reviewed; it was generally agreed that the schedule was being followed pretty closely.
- III. REPORTS: REVIEW OF RESULTS OF SURVEY QUESTIONNAIRES:
- a. Community Leaders: a 50% return of these questionnaires had been received to date;
 - b. Woodland Center Staff: 37 questionnaires had been returned;
 - c. Woodland Center Students: 595 questionnaires had been returned;
 - d. Inter-District Attendance Students: a 50% return of these questionnaires had been received;
 - e. High School Students: 1385 questionnaires had been sent out to High School juniors and seniors in the area; these had not been tabulated at this time.

5/2/77

Page 2

- IV. IDENTIFY PROGRAM NEEDS IN LIGHT OF RESULTS OF SURVEYS: Items discussed were Inter-District Permits being issued to people who wish to attend other than the Yuba District, and the comparative tax rate between the Los Rios and Yuba Districts. Virginia Pohl said that although the Yuba District had stated that they would place a building in Woodland, they were under no legal obligation to do so; the Los Rios District had made no similar commitment. She also questioned the fact that students in the Yuba District are never refused permits to attend schools out of their district, but other districts are not as willing to allow their students to attend Yuba.
- V. FORMAL ACTION: No formal action was taken as a result of research to date.
- VI. NEXT MEETING: The date of the next meeting will be decided at a later date; Committee members will be notified of the date, time and place of the next meeting.
- VII. ADJOURNMENT: The meeting was adjourned at 9:40 p.m.

Respectfully Submitted,


Jan Johannese, Secretary

WOODLAND CENTER
NEEDS ASSESSMENT AND FEASIBILITY STUDY
ADVISORY COMMITTEE

Minutes of the sixth regular meeting
June 6, 1977, 7:30 p.m.

MEMBERS PRESENT: Gregory Ashley Al Lucero
Richard Chiolis Addie Molson
Mike Gonzales Virginia Pohl
Jim Lamos Mary Ann Stewart
Paul Leathers

MEMBERS ABSENT: Fritz Durst Barbara Plank
Dave Fernandez Jane Podgasky
Larry Galindo Dave Roper
Roy Holly Lenny Sanders
Kenneth Johnson Mary Ann Schaupp
Don Jones Dan Schutz
Lillian Kitta Chet Shifflett
Greg LeMaster Ron Simmon
Joan Myers

ALSO PRESENT: Nordstrom Johnson, John Pennebaker, Yuba Community College Board of Trustees; Dick Clanton, Director, Beale Air Force Base Center; Harold Douglass, Consultant, Woodland Center; Jan Johanneck, Secretary.

- I. APPROVAL OF MINUTES: Minutes of the fifth regular meeting of the Needs Assessment and Feasibility Study Advisory Committee meeting of May 2, 1977 were approved as presented.
- II. REVIEW OF STUDY: The following areas of the Needs Assessment and Feasibility Study were reviewed:
- a. Introduction;
 - b. Philosophy and Objectives;
 - c. Needs Assessment and Feasibility Study;
 - d. Population;
 - e. Composition of the Population;
 - f. Enrollment Data;
 - g. Manpower Needs;
 - h. Survey Results;
 - i. Cooperation with Other Institutions;
 - j. Alternative Delivery Systems.
- III. DECISIONS ON RECOMMENDATIONS: It was generally agreed that more time would be needed for the Committee to study the materials which were received before making any recommendations. The Needs Assessment and Feasibility Study will be an information item on the agenda for the June 15th meeting of the Yuba Community College Board of Trustees. The Needs Assessment and Feasibility Study Committee will meet in August to decide on recommendations.
- IV. ADJOURNMENT: The meeting was adjourned at 10:15 p.m.

Respectfully Submitted,


Secretary

WOODLAND CENTER
NEEDS ASSESSMENT AND FEASIBILITY STUDY
ADVISORY COMMITTEE

Minutes of the seventh regular meeting
October 24, 1977, 7:30 p.m.
Lee Junior High School, Woodland

MEMBERS PRESENT:

Greg Ashley
John C. Davis
Dick Chiolis
Larry Galindo
Paul Leathers
Jim Lemos

Al Lucero
Addie Molson
Virginia Pohl
Ron Simmons
Mary Ann Stewart

MEMBERS ABSENT:

Fritz Durst
Dave Fernandez
Mike Gonzales
Roy Holley
Don Jones
Lillianna Kitts
Greg LeMaster

Barbara Plank
Jane Podgasky
Dave Roper
Lenny Sanders
Mary Ann Schaupp
Chet Shifflett
Dan Shurtz

ALSO PRESENT:

Nordstrom Johnson, Yuba Community College Board of Trustees;
Algeo H. Brill, Vice-President and Assistant Superintendent
for Educational Services, Yuba College; Earl Orum, Dean of
Instruction, Yuba College; Rex McDougal, Dean of Community
Educational Services, Yuba College; Dick Clanton, Director,
Beale Air Force Base Center; Ray Gutierrez, Director, Woodland
Center; Harold Douglass, Consultant, Woodland Center; Jan
Johanneck, Secretary, Woodland Center.

- I. INTRODUCTION OF MEMBERS AND GUESTS: Individuals introduced themselves, stating which area of the community they represented; Yuba College administrators were then introduced.
- II. APPROVAL OF MINUTES: The minutes of the sixth regular meeting of the Needs Assessment and Feasibility Study Advisory Committee of June 6, 1977 were approved as presented.
- III. QUESTIONS AND/OR EXPLANATIONS OF ANY PART OF THE STUDY: On page 70 of the Study, the name of Ron Simmons was omitted from the list of members absent. On the same page, the last name of Lillianna Kitts was capitalized; and the spelling of the name Molson was corrected.

On page 6, the word "young" was deleted from the second paragraph.

Page 29, paragraph 2, was amended to read: "Job openings resulting from need to replace workers who retire or die may account for twice as many employment opportunities than those generated by growth, if current trends continue."

125, 126

On pages 123 and 127, the word "Etomology" was changed to read; "Entomology."

On page 125, the word "Cosmotology" was changed to read, "Cosmetology."

On page 152, the word "Civilisation" was changed to read, "Civilization."

IV. RECOMMENDATIONS OF THE ADVISORY COMMITTEE: On motion by Greg Ashley, seconded by Mary Ann Stewart and carried with Al Lucero dissenting, the Woodland Center Needs Assessment and Feasibility Study Advisory Committee recommends to the Yuba Community College Governing Board:

1. That the Woodland Center be established as a permanent education center;
2. That temporary relocatable facilities be constructed on the present site to reflect immediate program and service needs expressed in the Needs Study;
3. That a process begin for selection and purchase or donation of land for a permanent site to accommodate projected needs of the community.

V. ADJOURNMENT: The meeting was adjourned at 9:50 p.m.

Jan. Johanneck, Secretary

Appendix G-1

EXCERPTS FROM MINUTES BOARD OF TRUSTEES YUBA COMMUNITY COLLEGE DISTRICT

September 14, 1976

6. CURRICULUM-INSTRUCTION AND STUDENT PERSONNEL

A. WOODLAND CENTER NEEDS ASSESSMENT

MR. BRILL EXPLAINED THE NEED FOR THIS REPORT INDICATING IT MUST BE APPROVED BY THE CHANCELLOR'S OFFICE AND THE BOARD OF GOVERNORS AND THE POSTSECONDARY EDUCATION COMMISSION BEFORE A PERMANENT CENTER CAN BE ESTABLISHED OR ANY STATE CAPITAL OUTLAY FUNDS CAN BE RECEIVED FOR DEVELOPMENT OF SUCH A CENTER. HE INTRODUCED MR. DICK CLANTON WHO WILL BE IN CHARGE OF THE STUDY AND MR. HAROLD DOUGLASS, WOODLAND CENTER CONSULTANT, WHO WILL BE ASSISTING IN THE RESEARCH FOR THE STUDY. MR. BRILL INDICATED THIS WILL BE BROUGHT BACK TO THE OCTOBER BOARD MEETING FOR APPROVAL. MR. PENNIBAKER FELT THIS IS A DISTRICT PROJECT, NOT ONLY A WOODLAND PROJECT AND EXPECTED THAT ACCESS TO THE ADVISORY COMMITTEE WOULD BE AVAILABLE TO THE BOARD. MR. BRILL INDICATED HE HAD HOPED THERE WOULD BE ONE OR TWO MEMBERS OF THE BOARD ON THE ADVISORY COMMITTEE.

October 6, 1976

D. STATUS REPORT ON COLUSA, LAKE AND YOLO COUNTIES

MR. AKOL REPORTED AS FOLLOWS REGARDING CONSTRUCTION PROGRESS IN COLUSA, LAKE AND YOLO COUNTIES: COLUSA: THE BUILDINGS ARE BEING FABRICATED; SOME GRADING AND SITE WORK HAS BEEN DONE; HAS NOT HEARD FROM THE CONTRACTOR REGARDING COMPLETION DATE. LAKE: THE CONTRACTOR IS HOPEFUL OF COMPLETING THE BUILDINGS WITHIN THE NEXT 2-3 WEEKS. YOLO: ACCORDING TO THE CONTRACTOR, CONSTRUCTION ON THE CENTER WILL BE COMPLETED THE FIRST WEEK OF NOVEMBER.

G. PERMANENT WOODLAND CENTER NEEDS ASSESSMENT AND FEASIBILITY STUDY

DR. WALKER INDICATED THAT THE OUTLINE FOR THIS STUDY WAS PRESENTED AT THE LAST BOARD MEETING. IT HAD NOT BEEN REVIEWED WITH THE CHANCELLOR'S OFFICE AT THAT TIME, BUT SUBSEQUENTLY MR. BRILL AND MEMBERS OF HIS STAFF HAVE MET WITH THE ASSISTANT CHANCELLOR WHO HAS APPROVED THE PROCEDURES.

MR. BRILL REVIEWED THE SECTION DEALING WITH THE ADVISORY COMMITTEE FOR THIS STUDY REGARDING ITS COMPOSITION, ETC. HE ADDED THAT THE MEMBERSHIP OF THIS COMMITTEE WILL BE PRESENTED TO THE BOARD AT THE NOVEMBER MEETING FOR APPROVAL, AND HOPED THAT A MEMBER OF THE BOARD WOULD BE INTERESTED IN SERVING ON THE COMMITTEE.

November 3, 1976

WOODLAND: THE WORK IS SUBSTANTIALLY COMPLETED AND IT IS HOPED TO BE MOVED INTO THE CENTER WITHIN THE NEXT TWO TO THREE WEEKS.

G. ACCEPTANCE OF WOODLAND CENTER

MR. AKOL REPORTED THAT IT IS HOPED TO BE ABLE TO MOVE INTO THE CENTER BY NOVEMBER 8. HE INDICATED THERE ARE A FEW ITEMS TO BE FINISHED BEFORE THE BUILDING CAN BE OCCUPIED. HE INDICATED HE WOULD LIKE PERMISSION FROM THE BOARD TO FILE THE "NOTICE OF COMPLETION" AT THAT TIME.

MR. CAREY INDICATED THAT THIS ITEM COULD BE PLACED ON THE NOVEMBER 10 AGENDA FOR ACTION AT THAT TIME. THIS WAS AGREEABLE WITH THE BOARD.

Appendix G-2

January 5, 1977

G. WOODLAND CENTER REPORT

DR. WALKER REFERRED TO AN EDITORIAL FROM THE WOODLAND DAILY DEMOCRAT "YUBA KEEPS PROMISES" AND EXPRESSED HIS APPRECIATION TO THE NEWSPAPER FOR THIS EXPRESSION OF GOODWILL.

DR. WALKER INDICATED THAT THE NEWLY FORMED ADVISORY COMMITTEE TO THE WOODLAND AREA CENTER NEEDS ASSESSMENT STUDY COMMITTEE MET ON DECEMBER 16 IN WOODLAND AND SOME OF THE BOARD MEMBERS ATTENDED AND MAY WISH TO REPORT ON THE MEETING.

MR. FAYE INDICATED THAT THOSE PRESENT AT THE MEETING REVIEWED THE FORMAT OF WHAT THEY HOPED TO BE ACCOMPLISHING DURING THE NEXT FEW MONTHS REGARDING A BROAD VIEW OF EDUCATIONAL REQUIREMENTS FOR THE WOODLAND AREA. HE FELT THE MEETING WAS VERY CONSTRUCTIVE AND WAS PLEASED WITH THE MEETING.

MR. JOHNSON INDICATED THAT THE NEXT MEETING IS SCHEDULED FOR JANUARY 10 AT THE WOODLAND CENTER AND ANYONE WISHING TO ATTEND WOULD BE WELCOME.

DR. WALKER DISTRIBUTED A TENTATIVE SCHEDULE FOR THE DEDICATION AND OPEN HOUSE CEREMONIES OF THE WOODLAND CENTER ON FRIDAY, JANUARY 21.

March 3, 1977

K. APPROVAL OF NEEDS DETERMINATION PROCESS FOR WOODLAND CENTER NEEDS ASSESSMENT AND FEASIBILITY STUDY

MR. JOHNSON EXPLAINED AT WHICH STAGE THE COMMITTEE WAS INVOLVED REGARDING THE STUDY, INDICATING IT WAS NOW NECESSARY FOR THE BOARD OF TRUSTEES TO APPROVE THE "PROCESS". HE INDICATED THE "PROCESS" IS A QUESTIONNAIRE WHICH WOULD BE SENT TO 5 GROUPS OF RESIDENTS IN THE COMMUNITY FOR SURVEY PURPOSES.

WOODLAND CENTER
YUBA COMMUNITY COLLEGE DISTRICT

635 CALIFORNIA STREET, WOODLAND, CALIFORNIA 95695

Telephone: (916) 666-4454

March 18, 1977

Dear Yuba College Resident:

The Woodland Center of Yuba Community College District has begun a long-range effort to develop an Educational Master Plan. The beginning point of our effort is a survey of needs expressed by a representative sample of the general community. Because of your position and standing within the community, you have been identified as one of the community leaders. Your views are important to us as we develop plans for our District.

Enclosed is a questionnaire. Please take a few minutes to complete and return. Your prompt reply will be greatly appreciated.

Thank you for your help and interest in the Yuba College Woodland Center.

Sincerely,

DANIEL G. WALKER
Superintendent and President

DGW:km

Enclosure

March 18, 1977

WOODLAND CENTER
Yuba Community College District

NEEDS ASSESSMENT QUESTIONNAIRE

- 1.0 Population Group (Please check ✓ one)
- 1.1 Woodland Center Student
- 1.2 High School Student
- 1.3 Inter-District Agreement Student (Yuba Community College District
resident attending another community college)
- 1.4 Community Member
- 1.5 Woodland Center Staff
- 2.0 School District Residence (Please check ✓ one)
- 2.1 Esparto Unified School District
- 2.2 Maxwell Unified School District
- 2.3 Pierce Joint Unified School District
- 2.4 Williams Unified School District
- 2.5 Woodland Joint Unified School District
- 2.6 Other; please specify _____
- 3.0 Age (Please check ✓ one)
- 3.1 16 - 20
- 3.2 21 - 24
- 3.3 25 - 34
- 3.4 35 - 44
- 3.5 45 - 54
- 3.6 55 - 64
- 3.7 65 and over
- 4.0 Sex (Please check ✓ one)
- 4.1 Female
- 4.2 Male

5.0 Marital Status (Please check ✓ one)

5.1 Single5.2 Married5.3 Divorced5.4 Widowed

6.0 Ethnic Data (Please check ✓ one)

6.1 American Indian6.2 Black6.3 East Indian6.4 Filipino6.5 Hispanic6.6 Oriental6.7 White, other than listed above6.8 Other; please specify _____

7.0 Education Level (Please check ✓ one)

7.1 Less than high school graduate but eligible to attend community college (All persons over 18 are eligible to attend a community college, with or without a high school diploma.)7.2 High School student7.3 High School graduate7.4 Some college7.5 Community college degree (A.A. or A.S.)7.6 Four-Year college degree (B.A. or B.S.)7.7 Graduate work or beyond

8.0 Below is a list of educational programs that are, or could be offered by the Yuba College Woodland Center. Please check those programs that YOU feel are needed for the West Side, Sacramento Valley communities in the Yuba Community College District.

APPLIED ARTS AND SCIENCES

- | | |
|--|--|
| 8.1 <input type="checkbox"/> Administration of Justice | 8.9 <input type="checkbox"/> Electronics Technology |
| 8.2 <input type="checkbox"/> Agriculture | 8.10 <input type="checkbox"/> Fire Science |
| 8.3 <input type="checkbox"/> Agriculture - Business | 8.11 <input type="checkbox"/> Landscape and Nursery |
| 8.4 <input type="checkbox"/> Agriculture - Mechanics | 8.12 <input type="checkbox"/> Manufacturing Technology |
| 8.5 <input type="checkbox"/> Animal Science | 8.13 <input type="checkbox"/> Measuring Science |
| 8.6 <input type="checkbox"/> Applied Science | 8.14 <input type="checkbox"/> Metalworking-Welding |
| 8.7 <input type="checkbox"/> Automotive Technology | 8.15 <input type="checkbox"/> Plant Science |
| 8.8 <input type="checkbox"/> Cosmetology | 8.16 <input type="checkbox"/> Photography |

BUSINESS

- | | |
|---|--|
| 8.17 <input type="checkbox"/> Banking and Finance | 8.18 <input type="checkbox"/> Computer Science |
| 8.19 <input type="checkbox"/> Business | |

ENGINEERING, MATHEMATICS, AND SCIENCE

- | | |
|---|--|
| 8.20 <input type="checkbox"/> Anthropology (physical) | 8.26 <input type="checkbox"/> Geology |
| 8.21 <input type="checkbox"/> Astronomy | 8.27 <input type="checkbox"/> Mathematics |
| 8.22 <input type="checkbox"/> Chemistry | 8.28 <input type="checkbox"/> Physical Science |
| 8.23 <input type="checkbox"/> Drafting Technology | 8.29 <input type="checkbox"/> Physics |
| 8.24 <input type="checkbox"/> Engineering | 8.30 <input type="checkbox"/> Statistics |
| 8.25 <input type="checkbox"/> Geography (physical) | |

ETHNIC STUDIES

- | | |
|--|---|
| 8.31 <input type="checkbox"/> Afro-American Studies | 8.33 <input type="checkbox"/> La Raza Studies |
| 8.32 <input type="checkbox"/> Asian-American Studies | |

Continued next page.

8.0 *Continued*

FINE ARTS

- | | | | |
|------|-------------------------------|------|------------------|
| 8.35 | ___ Art | 8.38 | ___ Humanities |
| 8.36 | ___ Consumer & Home Economics | 8.39 | ___ Music |
| | Education | 8.40 | ___ Philosophy |
| 8.37 | ___ Food Services Management | 8.41 | ___ Theatre Arts |

HEALTH, PHYSICAL EDUCATION, AND RECREATION

- | | | | |
|------|------------------------|------|------------------------|
| 8.42 | ___ Health Education | 8.44 | ___ Physical Education |
| 8.43 | ___ Intramural Program | 8.45 | ___ Recreation |

ATHLETICS

- | | | | |
|------|---------------------------|------|-----------------------------|
| 8.46 | ___ Men's Intercollegiate | 8.47 | ___ Women's Intercollegiate |
| | Athletics | | Athletics |

LANGUAGE ARTS

- | | | | |
|------|--------------------|------|-------------------------|
| 8.48 | ___ Basic Subjects | 8.53 | ___ Journalism |
| 8.49 | ___ Communications | 8.54 | ___ Mass Communications |
| 8.50 | ___ English | 8.55 | ___ Reading |
| 8.51 | ___ French | 8.56 | ___ Spanish |
| 8.52 | ___ German | 8.57 | ___ Speech |

LIBRARY SCIENCE

- | | | | |
|------|-------------------------|------|----------------------|
| 8.58 | ___ Audio-Visual | 8.60 | ___ Library Science |
| 8.58 | ___ Language Laboratory | 8.61 | ___ Library Services |

LIFE SCIENCE

- | | | | |
|------|------------------------------|------|------------------------|
| 8.62 | ___ Anatomy | 8.67 | ___ Entomology |
| 8.63 | ___ Animal Health Technology | 8.68 | ___ Physiology |
| 8.64 | ___ Bacteriology | 8.69 | ___ Vocational Nursing |
| 8.65 | ___ Biology | 8.70 | ___ X-Ray Technology |
| 8.66 | ___ Botany | 8.71 | ___ Zoology |

Continued next page.

8.0 *Continued*

SOCIAL SCIENCE

- | | | | |
|------|-----------------------------|------|-----------------------|
| 8.72 | ___ Anthropology (cultural) | 8.79 | ___ Human Services |
| 8.73 | ___ Ecology | 8.80 | ___ Political Science |
| 8.74 | ___ Economics | 8.81 | ___ Psychology |
| 8.75 | ___ Education | 8.82 | ___ Social Science |
| 8.76 | ___ Educational Assistants | 8.83 | ___ Sociology |
| 8.77 | ___ Geography (cultural) | 8.84 | ___ Women's Studies |
| 8.78 | ___ History | | |

OTHER (Please specify)

- | | | | |
|------|-------|------|-------|
| 8.85 | _____ | 8.87 | _____ |
| 8.86 | _____ | 8.88 | _____ |

9.0 Below is a list of educational services that are, or could be offered at the Woodland Center. Please check those services that you feel are most important.

- 9.1 ___ Academic Counseling
- 9.2 ___ Academic courses leading to A.A. Degree
- 9.3 ___ Academic courses transferable to a four-year college
- 9.4 ___ Adult education, non-credit
- 9.5 ___ Cafeteria and food services
- 9.6 ___ Child care facilities for parent-learners
- 9.7 ___ Cultural activities
- 9.8 ___ Educational opportunities for ethnic minorities
- 9.9 ___ Educational opportunities for physically & educationally handicapped
- 9.10 ___ Educational opportunities for senior citizens and retirees
- 9.11 ___ Financial aid services
- 9.12 ___ General education (not necessarily to prepare for a job or transfer of credit to another college)

Continued next page.

9.0 *Continued*

- 9.13 ___ Individualized instruction (self-paced achievement)
- 9.14 ___ Job and career counseling
- 9.15 ___ Job Placement services
- 9.16 ___ Laboratories (science, vocational, fine arts)
- 9.17 ___ Library services
- 9.18 ___ Newspaper courses
- 9.19 ___ Outreach programs (community-based courses)
- 9.20 ___ Recreation activities and facilities for school and community
- 9.21 ___ Remedial education (arithmetic, reading, speaking, writing)
- 9.22 ___ Social activities
- 9.23 ___ Student housing
- 9.24 ___ Student parking
- 9.25 ___ Student transportation
- 9.26 ___ Television courses
- 9.27 ___ Tutoring services
- 9.28 ___ Video tape and film courses

10.0 Assuming there is enough interest (approximately 2500 full-time equivalent students is recommended), do you feel the present Yuba College Woodland Center should be expanded to a permanent campus. (Please check one)

- 10.1 ___ Yes
- 10.2 ___ No
- 10.3 ___ No opinion

Please give reasons for your answer:

10.4 _____

10.5 _____

10.6 _____

11.0 Were you aware, prior to receiving this questionnaire, of a Woodland Center for the Yuba Community College District? (Please check one)

11.1 Yes

11.2 No

If yes, how did you receive your information? (Please check one)

11.3 Counselor

11.4 Friend or neighbor

11.5 Mailing

11.6 Newspaper

11.7 Radio

11.8 TV

11.9 Other; please specify _____

12.0 In general, how do you think the community feels about having a Community College Center in Woodland? (Please check one)

12.1 Excellent

12.2 Good

12.3 Fair

12.4 Poor

12.5 No opinion

13.0 How many years have you been a resident of the School District in which you live? (Please check one)

13.1 Less than one year

13.2 1 through 5 years

13.3 6 through 10 years

13.4 11 through 15 years

13.5 Over 15 years

14.0 Please add any comments that you feel should be included:

WOODLAND CENTER
YUBA COMMUNITY COLLEGE DISTRICT
635 CALIFORNIA STREET, WOODLAND, CALIFORNIA 95695
Telephone: (916) 666-4454

March 18, 1977

Dear Yuba College Resident:

HELP! The Woodland Center of Yuba Community College District needs information from you, as a resident of our District attending another community college on an Inter-District Attendance Agreement.

We're asking you, along with other segments of the community, to help us with our long-range planning so that the Woodland Center can provide the best educational programs and services possible to the community.

Your opinion counts! Please take a few minutes to complete the questionnaire enclosed and return it in the envelope provided. Your prompt reply will be greatly appreciated.

Thank you for your help.

Sincerely,

DANIEL G. WALKER
Superintendent and President

DGW:km

Enclosure

WOODLAND CENTER
Yuba Community College District

March 18, 1977

NEEDS ASSESSMENT QUESTIONNAIRE

1.0 Population Group (Please check ✓ one)

1.1 _____ Woodland Center Student

1.2 _____ High School Student

1.3 Inter-District Agreement Student (Yuba Community College District
resident attending another community college)

1.4 _____ Community Member

1.5 _____ Woodland Center Staff

2.0 School District Residence (Please check ✓ one)

2.1 _____ Esparto Unified School District

2.2 _____ Maxwell Unified School District

2.3 _____ Pierce Joint Unified School District

2.4 _____ Williams Unified School District

2.5 _____ Woodland Joint Unified School District

2.6 _____ Other; please specify _____

3.0 Age (Please check ✓ one)

3.1 _____ 16 - 20

3.2 _____ 21 - 24

3.3 _____ 25 - 34

3.4 _____ 35 - 44

3.5 _____ 45 - 54

3.6 _____ 55 - 64

3.7 _____ 65 and over

4.0 Sex (Please check ✓ one)

4.1 _____ Female

4.2 _____ Male

5.0 Marital Status (Please check ✓ one)

5.1 Single5.2 Married5.3 Divorced5.4 Widowed

6.0 Ethnic Data (Please check ✓ one)

6.1 American Indian6.2 Black6.3 East Indian6.4 Filipino6.5 Hispanic6.6 Oriental6.7 White, other than listed above6.8 Other; please specify _____

7.0 Education Level (Please check ✓ one)

7.1 Less than high school graduate but eligible to attend community college (All persons over 18 are eligible to attend a community college, with or without a high school diploma.)7.2 High School student7.3 High School graduate7.4 Some college7.5 Community college degree (A.A. or A.S.)7.6 Four-Year college degree (B.A. or B.S.)7.7 Graduate work or beyond

8.0 Below is a list of educational programs that are, or could be offered by the Yuba College Woodland Center. Please check those programs that YOU feel are needed for the West Side, Sacramento Valley communities in the Yuba Community College District.

APPLIED ARTS AND SCIENCES

- | | |
|--|--|
| 8.1 <input type="checkbox"/> Administration of Justice | 8.9 <input type="checkbox"/> Electronics Technology |
| 8.2 <input type="checkbox"/> Agriculture | 8.10 <input type="checkbox"/> Fire Science |
| 8.3 <input type="checkbox"/> Agriculture - Business | 8.11 <input type="checkbox"/> Landscape and Nursery |
| 8.4 <input type="checkbox"/> Agriculture - Mechanics | 8.12 <input type="checkbox"/> Manufacturing Technology |
| 8.5 <input type="checkbox"/> Animal Science | 8.13 <input type="checkbox"/> Measuring Science |
| 8.6 <input type="checkbox"/> Applied Science | 8.14 <input type="checkbox"/> Metalworking-Welding |
| 8.7 <input type="checkbox"/> Automotive Technology | 8.15 <input type="checkbox"/> Plant Science |
| 8.8 <input type="checkbox"/> Cosmetology | 8.16 <input type="checkbox"/> Photography |

BUSINESS

- | | |
|---|--|
| 8.17 <input type="checkbox"/> Banking and Finance | 8.18 <input type="checkbox"/> Computer Science |
| 8.19 <input type="checkbox"/> Business | |

ENGINEERING, MATHEMATICS, AND SCIENCE

- | | |
|---|--|
| 8.20 <input type="checkbox"/> Anthropology (physical) | 8.26 <input type="checkbox"/> Geology |
| 8.21 <input type="checkbox"/> Astronomy | 8.27 <input type="checkbox"/> Mathematics |
| 8.22 <input type="checkbox"/> Chemistry | 8.28 <input type="checkbox"/> Physical Science |
| 8.23 <input type="checkbox"/> Drafting Technology | 8.29 <input type="checkbox"/> Physics |
| 8.24 <input type="checkbox"/> Engineering | 8.30 <input type="checkbox"/> Statistics |
| 8.25 <input type="checkbox"/> Geography (physical) | |

ETHNIC STUDIES

- | | |
|--|---|
| 8.31 <input type="checkbox"/> Afro-American Studies | 8.33 <input type="checkbox"/> La Raza Studies |
| 8.32 <input type="checkbox"/> Asian-American Studies | |

Continued next page.

8.0 *Continued*

FINE ARTS

- | | |
|------------------------------------|-----------------------|
| 8.35 ___ Art | 8.38 ___ Humanities |
| 8.36 ___ Consumer & Home Economics | 8.39 ___ Music |
| Education | 8.40 ___ Philosophy |
| 8.37 ___ Food Services Management | 8.41 ___ Theatre Arts |

HEALTH, PHYSICAL EDUCATION, AND RECREATION

- | | |
|-----------------------------|-----------------------------|
| 8.42 ___ Health Education | 8.44 ___ Physical Education |
| 8.43 ___ Intramural Program | 8.45 ___ Recreation |

ATHLETICS

- | | |
|---|---|
| 8.46 ___ Men's Intercollegiate
Athletics | 8.47 ___ Women's Intercollegiate
Athletics |
|---|---|

LANGUAGE ARTS

- | | |
|-------------------------|------------------------------|
| 8.48 ___ Basic Subjects | 8.53 ___ Journalism |
| 8.49 ___ Communications | 8.54 ___ Mass Communications |
| 8.50 ___ English | 8.55 ___ Reading |
| 8.51 ___ French | 8.56 ___ Spanish |
| 8.52 ___ German | 8.57 ___ Speech |

LIBRARY SCIENCE

- | | |
|------------------------------|---------------------------|
| 8.58 ___ Audio-Visual | 8.60 ___ Library Science |
| 8.58 ___ Language Laboratory | 8.61 ___ Library Services |

LIFE SCIENCE

- | | |
|-----------------------------------|-----------------------------|
| 8.62 ___ Anatomy | 8.67 ___ Entomology |
| 8.63 ___ Animal Health Technology | 8.68 ___ Physiology |
| 8.64 ___ Bacteriology | 8.69 ___ Vocational Nursing |
| 8.65 ___ Biology | 8.70 ___ X-Ray Technology |
| 8.66 ___ Botany | 8.71 ___ Zoology |

Continued next page.

8.0 *Continued*

SOCIAL SCIENCE

- | | | | |
|------|-----------------------------|------|-----------------------|
| 8.72 | ___ Anthropology (cultural) | 8.79 | ___ Human Services |
| 8.73 | ___ Ecology | 8.80 | ___ Political Science |
| 8.74 | ___ Economics | 8.81 | ___ Psychology |
| 8.75 | ___ Education | 8.82 | ___ Social Science |
| 8.76 | ___ Educational Assistants | 8.83 | ___ Sociology |
| 8.77 | ___ Geography (cultural) | 8.84 | ___ Women's Studies |
| 8.78 | ___ History | | |

OTHER (Please specify)

- | | | | |
|------|-------|------|-------|
| 8.85 | _____ | 8.87 | _____ |
| 8.86 | _____ | 8.88 | _____ |

9.0 Below is a list of educational services that are, or could be offered at the Woodland Center. Please check those services that you feel are most important.

- 9.1 ___ Academic Counseling
- 9.2 ___ Academic courses leading to A.A. Degree
- 9.3 ___ Academic courses transferable to a four-year college
- 9.4 ___ Adult education, non-credit
- 9.5 ___ Cafeteria and food services
- 9.6 ___ Child care facilities for parent-learners
- 9.7 ___ Cultural activities
- 9.8 ___ Educational opportunities for ethnic minorities
- 9.9 ___ Educational opportunities for physically & educationally handicapped
- 9.10 ___ Educational opportunities for senior citizens and retirees
- 9.11 ___ Financial aid services
- 9.12 ___ General education (not necessarily to prepare for a job or transfer of credit to another college)

Continued next page.

9.0 *Continued*

- 9.13 ___ Individualized instruction (self-paced achievement)
- 9.14 ___ Job and career counseling
- 9.15 ___ Job Placement services
- 9.16 ___ Laboratories (science, vocational, fine arts)
- 9.17 ___ Library services
- 9.18 ___ Newspaper courses
- 9.19 ___ Outreach programs (community-based courses)
- 9.20 ___ Recreation activities and facilities for school and community
- 9.21 ___ Remedial education (arithmetic, reading, speaking, writing)
- 9.22 ___ Social activities
- 9.23 ___ Student housing
- 9.24 ___ Student parking
- 9.25 ___ Student transportation
- 9.26 ___ Television courses
- 9.27 ___ Tutoring services
- 9.28 ___ Video tape and film courses

10.0 Assuming there is enough interest (approximately 2500 full-time equivalent students is recommended), do you feel the present Yuba College Woodland Center should be expanded to a permanent campus. (Please check one)

- 10.1 ___ Yes
- 10.2 ___ No
- 10.3 ___ No opinion

Please give reasons for your answer:

10.4 _____

10.5 _____

10.6 _____

11.0 Were you aware, prior to receiving the questionnaire, of a Woodland Center for the Yuba Community College District? (Please check one)

11.1 Yes

11.2 No

If yes, how did you receive your information? (Please check one)

11.3 Counselor

11.4 Friend or neighbor

11.5 Mailing

11.6 Newspaper

11.7 Radio

11.8 TV

11.9 Other; please specify _____

12.0 You are a resident in the Yuba Community College District and are attending a college outside the District (Please indicate the college below)

12.1 Sacramento City

12.2 American River

12.3 Consumnes River

12.4 Sierra

12.5 Solano

12.6 Butte

12.7 Other; please specify _____

13.0 Would you please state the reason why you are attending college in another Community College? (Please check one)

13.1 Complete at college already started

13.2 Program and/or classes not offered at Woodland Center

13.3 Sports Program not available at Woodland Center

13.4 Close to employment

13.5 Desire to attend college away from home

13.6 Other; please specify _____

14.0 How many semesters have you attended the above college? (Please check
one)

14.1 One

14.2 Two

14.3 Three

14.4 Four

14.5 Five

14.6 Six or more

15.0 How many units are you now taking at the above college? (Please check
one)

15.1 1 - 6

15.2 7 - 11

15.3 12 - 15

15.4 16 or more

16.0 What courses are you taking this 1976-77 school year? (Please list)

16.1 Fall Semester, 1976

Units

Spring Semester, 1977

Units

17.0 Please add any comments that you feel should be included:

WOODLAND CENTER
YUBA COMMUNITY COLLEGE DISTRICT

635 CALIFORNIA STREET, WOODLAND, CALIFORNIA 95695

Telephone: (916) 666-4454

March 18, 1977

WOODLAND CENTER STUDENTS

HELP!

The Woodland Center of the Yuba Community College District needs information. We're asking you to join with others in helping us provide our students with the best educational programs and services possible.

By completing this questionnaire, you will furnish us with important information which only YOU as a student can provide.

Don't sign your name to the questionnaire. It isn't our intention to identify anyone. However, your opinion counts, so please take a few minutes to carefully answer all questions. Your instructor will collect the questionnaire in class.

Sincerely,

DANIEL G. WALKER
Superintendent and President

DGW:km

Enclosure

March 18, 1977

WOODLAND CENTER
Yuba Community College District

NEEDS ASSESSMENT QUESTIONNAIRE

- 1.0 Population Group (Please check ✓ one)
- 1.1 Woodland Center Student
- 1.2 High School Student
- 1.3 Inter-District Agreement Student (Yuba Community College District
resident attending another community college)
- 1.4 Community Member
- 1.5 Woodland Center Staff
- 2.0 School District Residence (Please check ✓ one)
- 2.1 Esparto Unified School District
- 2.2 Maxwell Unified School District
- 2.3 Pierce Joint Unified School District
- 2.4 Williams Unified School District
- 2.5 Woodland Joint Unified School District
- 2.6 Other; please specify _____
- 3.0 Age (Please check ✓ one)
- 3.1 16 - 20
- 3.2 21 - 24
- 3.3 25 - 34
- 3.4 35 - 44
- 3.5 45 - 54
- 3.6 55 - 64
- 3.7 65 and over
- 4.0 Sex (Please check ✓ one)
- 4.1 Female
- 4.2 Male

5.0 Marital Status (Please check ✓ one)

5.1 Single5.2 Married5.3 Divorced5.4 Widowed

6.0 Ethnic Data (Please check ✓ one)

6.1 American Indian6.2 Black6.3 East Indian6.4 Filipino6.5 Hispanic6.6 Oriental6.7 White, other than listed above6.8 Other; please specify _____

7.0 Education Level (Please check ✓ one)

7.1 Less than high school graduate but eligible to attend community college (All persons over 18 are eligible to attend a community college, with or without a high school diploma.)7.2 High School student7.3 High School graduate7.4 Some college7.5 Community college degree (A.A. or A.S.)7.6 Four-Year college degree (B.A. or B.S.)7.7 Graduate work or beyond

8.0 Below is a list of educational programs that are, or could be offered by the Yuba College Woodland Center. Please check those programs that YOU feel are needed for the West Side, Sacramento Valley communities in the Yuba Community College District.

APPLIED ARTS AND SCIENCES

- | | |
|--|--|
| 8.1 <input type="checkbox"/> Administration of Justice | 8.9 <input type="checkbox"/> Electronics Technology |
| 8.2 <input type="checkbox"/> Agriculture | 8.10 <input type="checkbox"/> Fire Science |
| 8.3 <input type="checkbox"/> Agriculture - Business | 8.11 <input type="checkbox"/> Landscape and Nursery |
| 8.4 <input type="checkbox"/> Agriculture - Mechanics | 8.12 <input type="checkbox"/> Manufacturing Technology |
| 8.5 <input type="checkbox"/> Animal Science | 8.13 <input type="checkbox"/> Measuring Science |
| 8.6 <input type="checkbox"/> Applied Science | 8.14 <input type="checkbox"/> Metalworking-Welding |
| 8.7 <input type="checkbox"/> Automotive Technology | 8.15 <input type="checkbox"/> Plant Science |
| 8.8 <input type="checkbox"/> Cosmetology | 8.16 <input type="checkbox"/> Photography |

BUSINESS

- | | |
|---|--|
| 8.17 <input type="checkbox"/> Banking and Finance | 8.18 <input type="checkbox"/> Computer Science |
| 8.19 <input type="checkbox"/> Business | |

ENGINEERING, MATHEMATICS, AND SCIENCE

- | | |
|---|--|
| 8.20 <input type="checkbox"/> Anthropology (physical) | 8.26 <input type="checkbox"/> Geology |
| 8.21 <input type="checkbox"/> Astronomy | 8.27 <input type="checkbox"/> Mathematics |
| 8.22 <input type="checkbox"/> Chemistry | 8.28 <input type="checkbox"/> Physical Science |
| 8.23 <input type="checkbox"/> Drafting Technology | 8.29 <input type="checkbox"/> Physics |
| 8.24 <input type="checkbox"/> Engineering | 8.30 <input type="checkbox"/> Statistics |
| 8.25 <input type="checkbox"/> Geography (physical) | |

ETHNIC STUDIES

- | | |
|--|---|
| 8.31 <input type="checkbox"/> Afro-American Studies | 8.33 <input type="checkbox"/> La Raza Studies |
| 8.32 <input type="checkbox"/> Asian-American Studies | |

Continued next page.

8.0 *Continued*

FINE ARTS

- | | | | |
|------|-------------------------------|------|------------------|
| 8.35 | ___ Art | 8.38 | ___ Humanities |
| 8.36 | ___ Consumer & Home Economics | 8.39 | ___ Music |
| | Education | 8.40 | ___ Philosophy |
| 8.37 | ___ Food Services Management | 8.41 | ___ Theatre Arts |

HEALTH, PHYSICAL EDUCATION, AND RECREATION

- | | | | |
|------|------------------------|------|------------------------|
| 8.42 | ___ Health Education | 8.44 | ___ Physical Education |
| 8.43 | ___ Intramural Program | 8.45 | ___ Recreation |

ATHLETICS

- | | | | |
|------|---------------------------|------|-----------------------------|
| 8.46 | ___ Men's Intercollegiate | 8.47 | ___ Women's Intercollegiate |
| | Athletics | | Athletics |

LANGUAGE ARTS

- | | | | |
|------|--------------------|------|-------------------------|
| 8.48 | ___ Basic Subjects | 8.53 | ___ Journalism |
| 8.49 | ___ Communications | 8.54 | ___ Mass Communications |
| 8.50 | ___ English | 8.55 | ___ Reading |
| 8.51 | ___ French | 8.56 | ___ Spanish |
| 8.52 | ___ German | 8.57 | ___ Speech |

LIBRARY SCIENCE

- | | | | |
|------|-------------------------|------|----------------------|
| 8.58 | ___ Audio-Visual | 8.60 | ___ Library Science |
| 8.58 | ___ Language Laboratory | 8.61 | ___ Library Services |

LIFE SCIENCE

- | | | | |
|------|------------------------------|------|------------------------|
| 8.62 | ___ Anatomy | 8.67 | ___ Entomology |
| 8.63 | ___ Animal Health Technology | 8.68 | ___ Physiology |
| 8.64 | ___ Bacteriology | 8.69 | ___ Vocational Nursing |
| 8.65 | ___ Biology | 8.70 | ___ X-Ray Technology |
| 8.66 | ___ Botany | 8.71 | ___ Zoology |

Continued next page.

8.0 *Continued*

SOCIAL SCIENCE

- | | |
|----------------------------------|----------------------------|
| 8.72 ___ Anthropology (cultural) | 8.79 ___ Human Services |
| 8.73 ___ Ecology | 8.80 ___ Political Science |
| 8.74 ___ Economics | 8.81 ___ Psychology |
| 8.75 ___ Education | 8.82 ___ Social Science |
| 8.76 ___ Educational Assistants | 8.83 ___ Sociology |
| 8.77 ___ Geography (cultural) | 8.84 ___ Women's Studies |
| 8.78 ___ History | |

OTHER (Please specify)

- | | |
|------------|------------|
| 8.85 _____ | 8.87 _____ |
| 8.86 _____ | 8.88 _____ |

9.0 Below is a list of educational services that are, or could be offered at the Woodland Center. Please check those services that you feel are most important.

- 9.1 ___ Academic Counseling
- 9.2 ___ Academic courses leading to A.A. Degree
- 9.3 ___ Academic courses transferable to a four-year college
- 9.4 ___ Adult education, non-credit
- 9.5 ___ Cafeteria and food services
- 9.6 ___ Child care facilities for parent-learners
- 9.7 ___ Cultural activities
- 9.8 ___ Educational opportunities for ethnic minorities
- 9.9 ___ Educational opportunities for physically & educationally handicapped
- 9.10 ___ Educational opportunities for senior citizens and retirees
- 9.11 ___ Financial aid services
- 9.12 ___ General education (not necessarily to prepare for a job or transfer of credit to another college)

Continued next page.

9.0 *Continued*

- 9.13 ___ Individualized instruction (self-paced achievement)
- 9.14 ___ Job and career counseling
- 9.15 ___ Job Placement services
- 9.16 ___ Laboratories (science, vocational, fine arts)
- 9.17 ___ Library services
- 9.18 ___ Newspaper courses
- 9.19 ___ Outreach programs (community-based courses)
- 9.20 ___ Recreation activities and facilities for school and community
- 9.21 ___ Remedial education (arithmetic, reading, speaking, writing)
- 9.22 ___ Social activities
- 9.23 ___ Student housing
- 9.24 ___ Student parking
- 9.25 ___ Student transportation
- 9.26 ___ Television courses
- 9.27 ___ Tutoring services
- 9.28 ___ Video tape and film courses

10.0 Assuming there is enough interest (approximately 2500 full-time equivalent students is recommended), do you feel the present Yuba College Woodland Center should be expanded to a permanent campus. (Please check one)

- 10.1 ___ Yes
- 10.2 ___ No
- 10.3 ___ No opinion

Please give reasons for your answer:

- 10.4 _____
- 10.5 _____
- 10.6 _____

- 11.0 Do you feel the current facilities of the Woodland Center are adequate to meet student needs? (Please check one)
- 11.1 Yes
- 11.2 No
- 12.0 How would you rate the existing facilities relative to the general appearance of building and grounds? (Please check one)
- 12.1 Excellent
- 12.2 Good
- 12.3 Fair
- 12.4 Poor
- 12.5 No opinion
- 13.0 Are you attending Woodland Center during: (Please check one)
- 13.1 Day (8 a.m.-4:30 p.m.)
- 13.2 Evening (after 4:30 p.m.)
- 13.3 Both
- 14.0 Total number of units you are taking at the Woodland Center: (Please check one)
- 14.1 1 - 6
- 14.2 7 - 11
- 14.3 12 - 15
- 14.4 16 or more
- 15.0 What are your reasons for attending Woodland Center? (Please check one)
- 15.1 Self-improvement
- 15.2 To obtain community college degree (A.A./A.S.)
- 15.3 Preparing to transfer to a four-year college
- 15.4 Upgrade skills to obtain job
- 15.5 Salary advancement
- 15.6 Other; please specify _____

16.0 Please indicate your major.

16.1 Major: _____

16.2 _____ Undecided

17.0 How do you rate the instructors in their general (all-around) teaching ability? (Please check ✓ one)

17.1 _____ Excellent

17.2 _____ Good

17.3 _____ Fair

17.4 _____ Poor

17.5 _____ No opinion

18.0 How do you rate the District administrators in the general operation of the Woodland Center? (Please check ✓ one)

18.1 _____ Excellent

18.2 _____ Good

18.3 _____ Fair

18.4 _____ Poor

18.5 _____ No opinion

19.0 How do you rate the non-instructional (classified) staff in the general performance of their duties? (Please check ✓ one)

19.1 _____ Excellent

19.2 _____ Good

19.3 _____ Fair

19.4 _____ Poor

19.5 _____ No opinion

20.0 Which of the following things are making it difficult for you to take classes at Woodland Center? (Check those that apply)

20.1 No transportation

20.2 Sitter problems

20.3 Money problems

20.4 Time problems

20.5 Cannot get the right subjects

20.6 Lack of counseling time

20.7 Subjects offered are not of interest to me

20.8 I have no difficulties in attending

20.9 Other; please specify _____

21.0 How do you get to Woodland Center? (Please check one)

21.1 Own car

21.2 Friend's car

21.3 Motorcycle

21.4 Bicycle

21.5 Bus

21.6 Walk

21.7 Other; please specify _____

22.0 Are you attending on the GI Bill?

22.1 Yes

22.2 No

23.0 Please add any comments that you feel should be included:

WOODLAND CENTER
YUBA COMMUNITY COLLEGE DISTRICT

635 CALIFORNIA STREET, WOODLAND, CALIFORNIA 95695

Telephone: (916) 666-4454

March 18, 1977

WOODLAND CENTER STAFF

HELP!

The Woodland Center of Yuba Community College District needs information from you. We're asking you to join with others in helping us provide our community with the best educational programs and services possible.

Your opinion of what we're doing is especially important. As a member of our staff, you are in a position to "tell it like it is". In fact, many of the questions we're asking can be answered only by you.

Don't sign your name to the questionnaire. It isn't our intention to identify anyone. However, your opinion counts so take a few minutes to answer all questions. Please return the questionnaire to Mr. Douglass' box in the main office.

Thank you for your help.

Sincerely,

DANIEL G. WALKER
Superintendent and President

DGW:km

Enclosure

NEEDS ASSESSMENT QUESTIONNAIRE

1.0 Population Group (Please check ✓ one)

1.1 Woodland Center Student1.2 High School Student1.3 Inter-District Agreement Student (Yuba Community College District
resident attending another community college)1.4 Community Member1.5 Woodland Center Staff

2.0 School District Residence (Please check ✓ one)

2.1 Esparto Unified School District2.2 Maxwell Unified School District2.3 Pierce Joint Unified School District2.4 Williams Unified School District2.5 Woodland Joint Unified School District2.6 Other; please specify _____

3.0 Age (Please check ✓ one)

3.1 16 - 203.2 21 - 243.3 25 - 343.4 35 - 443.5 45 - 543.6 55 - 643.7 65 and over

4.0 Sex (Please check ✓ one)

4.1 Female4.2 Male

5.0 Marital Status (Please check ✓ one)

5.1 Single5.2 Married5.3 Divorced5.4 Widowed

6.0 Ethnic Data (Please check ✓ one)

6.1 American Indian6.2 Black6.3 East Indian6.4 Filipino6.5 Hispanic6.6 Oriental6.7 White, other than listed above6.8 Other; please specify _____

7.0 Education Level (Please check ✓ one)

7.1 Less than high school graduate but eligible to attend community college (All persons over 18 are eligible to attend a community college, with or without a high school diploma.)7.2 High School student7.3 High School graduate7.4 Some college7.5 Community college degree (A.A. or A.S.)7.6 Four-Year college degree (B.A. or B.S.)7.7 Graduate work or beyond

8.0 Below is a list of educational programs that are, or could be offered by the Yuba College Woodland Center. Please check those programs that YOU feel are needed for the West Side, Sacramento Valley communities in the Yuba Community College District.

APPLIED ARTS AND SCIENCES

- | | |
|--|--|
| 8.1 <input type="checkbox"/> Administration of Justice | 8.9 <input type="checkbox"/> Electronics Technology |
| 8.2 <input type="checkbox"/> Agriculture | 8.10 <input type="checkbox"/> Fire Science |
| 8.3 <input type="checkbox"/> Agriculture - Business | 8.11 <input type="checkbox"/> Landscape and Nursery |
| 8.4 <input type="checkbox"/> Agriculture - Mechanics | 8.12 <input type="checkbox"/> Manufacturing Technology |
| 8.5 <input type="checkbox"/> Animal Science | 8.13 <input type="checkbox"/> Measuring Science |
| 8.6 <input type="checkbox"/> Applied Science | 8.14 <input type="checkbox"/> Metalworking-Welding |
| 8.7 <input type="checkbox"/> Automotive Technology | 8.15 <input type="checkbox"/> Plant Science |
| 8.8 <input type="checkbox"/> Cosmetology | 8.16 <input type="checkbox"/> Photography |

BUSINESS

- | | |
|---|--|
| 8.17 <input type="checkbox"/> Banking and Finance | 8.18 <input type="checkbox"/> Computer Science |
| 8.19 <input type="checkbox"/> Business | |

ENGINEERING, MATHEMATICS, AND SCIENCE

- | | |
|---|--|
| 8.20 <input type="checkbox"/> Anthropology (physical) | 8.26 <input type="checkbox"/> Geology |
| 8.21 <input type="checkbox"/> Astronomy | 8.27 <input type="checkbox"/> Mathematics |
| 8.22 <input type="checkbox"/> Chemistry | 8.28 <input type="checkbox"/> Physical Science |
| 8.23 <input type="checkbox"/> Drafting Technology | 8.29 <input type="checkbox"/> Physics |
| 8.24 <input type="checkbox"/> Engineering | 8.30 <input type="checkbox"/> Statistics |
| 8.25 <input type="checkbox"/> Geography (physical) | |

ETHNIC STUDIES

- | | |
|--|---|
| 8.31 <input type="checkbox"/> Afro-American Studies | 8.33 <input type="checkbox"/> La Raza Studies |
| 8.32 <input type="checkbox"/> Asian-American Studies | |

Continued next page.

8.0 *Continued*

FINE ARTS

- | | | | |
|------|-------------------------------|------|------------------|
| 8.35 | ___ Art | 8.38 | ___ Humanities |
| 8.36 | ___ Consumer & Home Economics | 8.39 | ___ Music |
| | Education | 8.40 | ___ Philosophy |
| 8.37 | ___ Food Services Management | 8.41 | ___ Theatre Arts |

HEALTH, PHYSICAL EDUCATION, AND RECREATION

- | | | | |
|------|------------------------|------|------------------------|
| 8.42 | ___ Health Education | 8.44 | ___ Physical Education |
| 8.43 | ___ Intramural Program | 8.45 | ___ Recreation |

ATHLETICS

- | | | | |
|------|---------------------------|------|-----------------------------|
| 8.46 | ___ Men's Intercollegiate | 8.47 | ___ Women's Intercollegiate |
| | Athletics | | Athletics |

LANGUAGE ARTS

- | | | | |
|------|--------------------|------|-------------------------|
| 8.48 | ___ Basic Subjects | 8.53 | ___ Journalism |
| 8.49 | ___ Communications | 8.54 | ___ Mass Communications |
| 8.50 | ___ English | 8.55 | ___ Reading |
| 8.51 | ___ French | 8.56 | ___ Spanish |
| 8.52 | ___ German | 8.57 | ___ Speech |

LIBRARY SCIENCE

- | | | | |
|------|-------------------------|------|----------------------|
| 8.58 | ___ Audio-Visual | 8.60 | ___ Library Science |
| 8.58 | ___ Language Laboratory | 8.61 | ___ Library Services |

LIFE SCIENCE

- | | | | |
|------|------------------------------|------|------------------------|
| 8.62 | ___ Anatomy | 8.67 | ___ Entomology |
| 8.63 | ___ Animal Health Technology | 8.68 | ___ Physiology |
| 8.64 | ___ Bacteriology | 8.69 | ___ Vocational Nursing |
| 8.65 | ___ Biology | 8.70 | ___ X-Ray Technology |
| 8.66 | ___ Botany | 8.71 | ___ Zoology |

Continued next page.

8.0 *Continued*

SOCIAL SCIENCE

- | | | | | | |
|------|--------------------------|-------------------------|------|--------------------------|-------------------|
| 8.72 | <input type="checkbox"/> | Anthropology (cultural) | 8.79 | <input type="checkbox"/> | Human Services |
| 8.73 | <input type="checkbox"/> | Ecology | 8.80 | <input type="checkbox"/> | Political Science |
| 8.74 | <input type="checkbox"/> | Economics | 8.81 | <input type="checkbox"/> | Psychology |
| 8.75 | <input type="checkbox"/> | Education | 8.82 | <input type="checkbox"/> | Social Science |
| 8.76 | <input type="checkbox"/> | Educational Assistants | 8.83 | <input type="checkbox"/> | Sociology |
| 8.77 | <input type="checkbox"/> | Geography (cultural) | 8.84 | <input type="checkbox"/> | Women's Studies |
| 8.78 | <input type="checkbox"/> | History | | | |

OTHER (Please specify)

- | | | | |
|------|-------|------|-------|
| 8.85 | _____ | 8.87 | _____ |
| 8.86 | _____ | 8.88 | _____ |

9.0 Below is a list of educational services that are, or could be offered at the Woodland Center. Please check those services that you feel are most important.

- 9.1 Academic Counseling
- 9.2 Academic courses leading to A.A. Degree
- 9.3 Academic courses transferable to a four-year college
- 9.4 Adult education, non-credit
- 9.5 Cafeteria and food services
- 9.6 Child care facilities for parent-learners
- 9.7 Cultural activities
- 9.8 Educational opportunities for ethnic minorities
- 9.9 Educational opportunities for physically & educationally handicapped
- 9.10 Educational opportunities for senior citizens and retirees
- 9.11 Financial aid services
- 9.12 General education (not necessarily to prepare for a job or transfer of credit to another college)

Continued next page.

9.0 *Continued*

- 9.13 Individualized instruction (self-paced achievement)
- 9.14 Job and career counseling
- 9.15 Job Placement services
- 9.16 Laboratories (science, vocational, fine arts)
- 9.17 Library services
- 9.18 Newspaper courses
- 9.19 Outreach programs (community-based courses)
- 9.20 Recreation activities and facilities for school and community
- 9.21 Remedial education (arithmetic, reading, speaking, writing)
- 9.22 Social activities
- 9.23 Student housing
- 9.24 Student parking
- 9.25 Student transportation
- 9.26 Television courses
- 9.27 Tutoring services
- 9.28 Video tape and film courses

10.0 Assuming there is enough interest (approximately 2500 full-time equivalent students is recommended), do you feel the present Yuba College Woodland Center should be expanded to a permanent campus. (Please check one)

- 10.1 Yes
- 10.2 No
- 10.3 No opinion

Please give reasons for your answer:

- 10.4 _____
- 10.5 _____
- 10.6 _____

11.0 Do you feel you have an adequate opportunity to express your ideas and opinions concerning the operation of the District? (Please check one)

11.1 Yes

11.2 No

If no, how might this situation be improved?

11.3 _____

12.0 How good a job is Woodland Center doing with: (Please indicate with the appropriate number on each line.) (1) Excellent (2) Good (3) Fair

(4) Poor (5) Don't know

12.1 Academic counseling

12.2 Advertising the Woodland Center programs

12.3 Child Care facilities for parent-learners

12.4 Convenient location

12.5 Educational opportunities for ethnic minorities

12.6 Financial aid to students

12.7 Job placement services

12.8 Late afternoon and evening classes

12.9 Learning opportunities for all adults regardless of educational background

12.10 Providing a pleasant environment for learning

12.11 Transfer programs to four-year colleges

12.12 Vocational and job counseling

12.13 Vocational education

17.0 In your present position are you: (Please check ✓ one)

17.1 _____ Full-Time

17.2 _____ Part-Time

18.0 What is your single biggest complaint in relation to your present position or in regard to the overall operation of the District? (Please check ✓ one)

18.1 _____

Generally speaking, are you happy in your present position?

18.2 _____ Yes

18.3 _____ No

19.0 Do you feel the current facilities of the Woodland Center are adequate to meet student needs? (Please check ✓ one)

19.1 _____ Yes

19.2 _____ No

19.3 _____ Do not know

20.0 How would you rate the existing facilities relative to the general appearance of buildings and grounds? (Please check ✓ one)

20.1 _____ Excellent

20.2 _____ Good

20.3 _____ Fair

20.4 _____ Poor

20.5 _____ No opinion

21.0 Please add any comments you feel should be included:

WOODLAND CENTER
YUBA COMMUNITY COLLEGE DISTRICT

635 CALIFORNIA STREET, WOODLAND, CALIFORNIA 95695

Telephone: (916) 666-4454

March 18, 1977

HIGH SCHOOL STUDENTS

HELP!

The Woodland Center of Yuba Community College District needs information. We're asking you to join with others in helping us provide the best educational program and services possible.

By completing this questionnaire, you will furnish us with important information which only you, as a high school student, can provide.

Don't sign your name to the questionnaire. It isn't our intention to identify anyone. However, your opinion counts, so please take a few minutes to carefully answer all questions.

Thank you for your help.

Sincerely,

DANIEL G. WALKER
Superintendent and President

DGW:km

Enclosure

NEEDS ASSESSMENT QUESTIONNAIRE

1.0 Population Group (Please check ✓ one)

1.1 Woodland Center Student

1.2 High School Student

1.3 Inter-District Agreement Student (Yuba Community College District
resident attending another community college)

1.4 Community Member

1.5 Woodland Center Staff

2.0 School District Residence (Please check ✓ one)

2.1 Esparto Unified School District

2.2 Maxwell Unified School District

2.3 Pierce Joint Unified School District

2.4 Williams Unified School District

2.5 Woodland Joint Unified School District

2.6 Other; please specify _____

3.0 Age (Please check ✓ one)

3.1 16 - 20

3.2 21 - 24

3.3 25 - 34

3.4 35 - 44

3.5 45 - 54

3.6 55 - 64

3.7 65 and over

4.0 Sex (Please check ✓ one)

4.1 Female

4.2 Male

5.0 Marital Status (Please check ✓ one)

5.1 Single5.2 Married5.3 Divorced5.4 Widowed

6.0 Ethnic Data (Please check ✓ one)

6.1 American Indian6.2 Black6.3 East Indian6.4 Filipino6.5 Hispanic6.6 Oriental6.7 White, other than listed above6.8 Other; please specify _____

7.0 Education Level (Please check ✓ one)

7.1 Less than high school graduate but eligible to attend community college (All persons over 18 are eligible to attend a community college, with or without a high school diploma.)7.2 High School student7.3 High School graduate7.4 Some college7.5 Community college degree (A.A. or A.S.)7.6 Four-Year college degree (B.A. or B.S.)7.7 Graduate work or beyond

8.0 Below is a list of educational programs that are, or could be offered by the Yuba College Woodland Center. Please check those programs that YOU feel are needed for the West Side, Sacramento Valley communities in the Yuba Community College District.

APPLIED ARTS AND SCIENCES

- | | |
|--|--|
| 8.1 <input type="checkbox"/> Administration of Justice | 8.9 <input type="checkbox"/> Electronics Technology |
| 8.2 <input type="checkbox"/> Agriculture | 8.10 <input type="checkbox"/> Fire Science |
| 8.3 <input type="checkbox"/> Agriculture - Business | 8.11 <input type="checkbox"/> Landscape and Nursery |
| 8.4 <input type="checkbox"/> Agriculture - Mechanics | 8.12 <input type="checkbox"/> Manufacturing Technology |
| 8.5 <input type="checkbox"/> Animal Science | 8.13 <input type="checkbox"/> Measuring Science |
| 8.6 <input type="checkbox"/> Applied Science | 8.14 <input type="checkbox"/> Metalworking-Welding |
| 8.7 <input type="checkbox"/> Automotive Technology | 8.15 <input type="checkbox"/> Plant Science |
| 8.8 <input type="checkbox"/> Cosmetology | 8.16 <input type="checkbox"/> Photography |

BUSINESS

- | | |
|---|--|
| 8.17 <input type="checkbox"/> Banking and Finance | 8.18 <input type="checkbox"/> Computer Science |
| 8.19 <input type="checkbox"/> Business | |

ENGINEERING, MATHEMATICS, AND SCIENCE

- | | |
|---|--|
| 8.20 <input type="checkbox"/> Anthropology (physical) | 8.26 <input type="checkbox"/> Geology |
| 8.21 <input type="checkbox"/> Astronomy | 8.27 <input type="checkbox"/> Mathematics |
| 8.22 <input type="checkbox"/> Chemistry | 8.28 <input type="checkbox"/> Physical Science |
| 8.23 <input type="checkbox"/> Drafting Technology | 8.29 <input type="checkbox"/> Physics |
| 8.24 <input type="checkbox"/> Engineering | 8.30 <input type="checkbox"/> Statistics |
| 8.25 <input type="checkbox"/> Geography (physical) | |

ETHNIC STUDIES

- | | |
|--|---|
| 8.31 <input type="checkbox"/> Afro-American Studies | 8.33 <input type="checkbox"/> La Raza Studies |
| 8.32 <input type="checkbox"/> Asian-American Studies | |

Continued next page.

8.0 *Continued*

FINE ARTS

- | | |
|------------------------------------|-----------------------|
| 8.35 ___ Art | 8.38 ___ Humanities |
| 8.36 ___ Consumer & Home Economics | 8.39 ___ Music |
| Education | 8.40 ___ Philosophy |
| 8.37 ___ Food Services Management | 8.41 ___ Theatre Arts |

HEALTH, PHYSICAL EDUCATION, AND RECREATION

- | | |
|-----------------------------|-----------------------------|
| 8.42 ___ Health Education | 8.44 ___ Physical Education |
| 8.43 ___ Intramural Program | 8.45 ___ Recreation |

ATHLETICS

- | | |
|--------------------------------|----------------------------------|
| 8.46 ___ Men's Intercollegiate | 8.47 ___ Women's Intercollegiate |
| Athletics | Athletics |

LANGUAGE ARTS

- | | |
|-------------------------|------------------------------|
| 8.48 ___ Basic Subjects | 8.53 ___ Journalism |
| 8.49 ___ Communications | 8.54 ___ Mass Communications |
| 8.50 ___ English | 8.55 ___ Reading |
| 8.51 ___ French | 8.56 ___ Spanish |
| 8.52 ___ German | 8.57 ___ Speech |

LIBRARY SCIENCE

- | | |
|------------------------------|---------------------------|
| 8.58 ___ Audio-Visual | 8.60 ___ Library Science |
| 8.58 ___ Language Laboratory | 8.61 ___ Library Services |

LIFE SCIENCE

- | | |
|-----------------------------------|-----------------------------|
| 8.62 ___ Anatomy | 8.67 ___ Entomology |
| 8.63 ___ Animal Health Technology | 8.68 ___ Physiology |
| 8.64 ___ Bacteriology | 8.69 ___ Vocational Nursing |
| 8.65 ___ Biology | 8.70 ___ X-Ray Technology |
| 8.66 ___ Botany | 8.71 ___ Zoology |

Continued next page.

8.0 *Continued*

SOCIAL SCIENCE

- | | | | |
|------|--|------|--|
| 8.72 | <input type="checkbox"/> Anthropology (cultural) | 8.79 | <input type="checkbox"/> Human Services |
| 8.73 | <input type="checkbox"/> Ecology | 8.80 | <input type="checkbox"/> Political Science |
| 8.74 | <input type="checkbox"/> Economics | 8.81 | <input type="checkbox"/> Psychology |
| 8.75 | <input type="checkbox"/> Education | 8.82 | <input type="checkbox"/> Social Science |
| 8.76 | <input type="checkbox"/> Educational Assistants | 8.83 | <input type="checkbox"/> Sociology |
| 8.77 | <input type="checkbox"/> Geography (cultural) | 8.84 | <input type="checkbox"/> Women's Studies |
| 8.78 | <input type="checkbox"/> History | | |

OTHER (Please specify)

- | | | | |
|------|-------|------|-------|
| 8.85 | _____ | 8.87 | _____ |
| 8.86 | _____ | 8.88 | _____ |

9.0 Below is a list of educational services that are, or could be offered at the Woodland Center. Please check those services that you feel are most important.

- 9.1 Academic Counseling
- 9.2 Academic courses leading to A.A. Degree
- 9.3 Academic courses transferable to a four-year college
- 9.4 Adult education, non-credit
- 9.5 Cafeteria and food services
- 9.6 Child care facilities for parent-learners
- 9.7 Cultural activities
- 9.8 Educational opportunities for ethnic minorities
- 9.9 Educational opportunities for physically & educationally handicapped
- 9.10 Educational opportunities for senior citizens and retirees
- 9.11 Financial aid services
- 9.12 General education (not necessarily to prepare for a job or transfer of credit to another college)

Continued next page.

9.0 *Continued*

- 9.13 ___ Individualized instruction (self-paced achievement)
- 9.14 ___ Job and career counseling
- 9.15 ___ Job Placement services
- 9.16 ___ Laboratories (science, vocational, fine arts)
- 9.17 ___ Library services
- 9.18 ___ Newspaper courses
- 9.19 ___ Outreach programs (community-based courses)
- 9.20 ___ Recreation activities and facilities for school and community
- 9.21 ___ Remedial education (arithmetic, reading, speaking, writing)
- 9.22 ___ Social activities
- 9.23 ___ Student housing
- 9.24 ___ Student parking
- 9.25 ___ Student transportation
- 9.26 ___ Television courses
- 9.27 ___ Tutoring services
- 9.28 ___ Video tape and film courses

10.0 Assuming there is enough interest (approximately 2500 full-time equivalent students is recommended), do you feel the present Yuba College Woodland Center should be expanded to a permanent campus. (Please check ✓ one)

- 10.1 ___ Yes
- 10.2 ___ No
- 10.3 ___ No opinion

Please give reasons for your answer:

10.4 _____

10.5 _____

10.6 _____

11.0 Were you aware, prior to receiving this questionnaire of a Woodland Center for the Yuba Community College District? (Please check ✓ one)

11.1 Yes

11.2 No

If yes, how did you receive your information? (Please check ✓ one)

11.3 Counselor

11.4 Friend or neighbor

11.5 Mailing

11.6 Newspaper

11.7 Radio

11.8 Television

11.9 Other; please specify _____

12.0 Are you planning to attend college when you graduate from high school? (Please check ✓ one)

12.1 Yes

12.2 No

12.3 Undecided

If yes, do you plan to attend Yuba College Woodland Center to continue your education after graduation from high school? (Please check ✓ one)

12.4 Yes

12.5 No

If you are planning to attend college after graduation from high school and are not planning to attend Yuba College Woodland Center, please state your reason(s) below:

12.6 _____

12.7 _____

12.8 _____

Appendix I-1

WOODLAND CENTER STAFF
Programs in Order of Highest Interest

<u>Program</u>	<u>Total Response</u>	<u>Program</u>	<u>Total Response</u>
English	32	X-Ray Technology	19
Biology	31	Banking & Finance	18
Business	30	Geography (physical)	18
Reading	30	Photography	18
Basic Subjects	29	Social Science	18
Communications	28	Anatomy	17
Mathematics	28	Animal Science	17
Psychology	28	Geography (cultural)	17
Agriculture	27	Physiology	17
Agriculture-Business	27	Asian-American Studies	16
Humanities	27	Education	16
Physical Education	27	Electronics Technology	16
Vocational Nursing	27	Physics	16
Art	26	Zoology	16
Economics	26	Animal Health Technology	15
Political Science	26	Automotive Technology	15
Spanish	26	Food Services Management	15
Agriculture-Mechanics	25	Education Assistants	15
Chemistry	25	Afro-American Studies	14
Computer Science	25	Engineering	14
History	25	Fire Science	14
Philosophy	24	Intramural Program	14
Sociology	24	Language Lab	14
Speech	24	Mass Communications	14
Administration of Justice	23	Men's Intercollegiate	
Music	23	Athletics	14
Anthropology (physical)	22	Women's Intercollegiate	
Consumer Home Economics	22	Athletics	14
Drafting Technology	22	Audio Visual	12
La Raza Studies	22	Entomology	12
Statistics	22	Human Services	12
Botany	21	Library Services	12
Theatre Arts	21	Applied Science	11
Anthropology (cultural)	20	Bacteriology	11
Ecology	20	Library Science	10
Landscape & Nursery	20	Plant Science	9
Physical Science	20	Cosmetology	8
Astronomy	19	French	7
Geology	19	German	7
Health Education	19	Metalworking-Welding	7
Journalism	19	Manufacturing Technology	6
Recreation	19	Measurement Science	5
Womens Studies	19		

Appendix I-2

WOODLAND CENTER STUDENTS
Programs in Order of Highest Interest

<u>Program</u>	<u>Total Response</u>	<u>Program</u>	<u>Total Response</u>
Business	339	Drafting Technology	188
Mathematics	324	Social Science	187
Physical Education	305	Political Science	184
English	297	Physical Science	183
Spanish	288	Physiology	183
Biology	270	Anthropology (cultural)	182
X-Ray Technology	264	Physics	182
Psychology	262	Animal Science	178
Health Education	259	Theatre Arts	177
History	255	Anthropology (physical)	176
Art	251	Audio-Visual	176
Anatomy	243	Electronics Technology	174
Computer Science	243	Zoology	173
Music	239	Geography (physical)	171
Speech	238	Library Services	170
Chemistry	235	Animal Health Technology	167
Agriculture	234	Education	167
Economics	234	Human Services	167
Photography	234	Bacteriology	166
Agriculture-Business	232	Geology	166
Vocational Nursing	232	Philosophy	166
Basic Subjects	230	Geography (cultural)	164
Sociology	230	Women's Studies	162
Communications	228	Mass Communications	158
Reading	224	Statistics	157
Banking and Finance	219	Astronomy	156
Ecology	329	Language Laboratory	150
Landscape & Nursery	217	La Raza Studies	145
Humanities	215	Library Science	143
Recreation	215	Educational Assistants	142
Automotive Technology	208	Applied Science	140
Engineering	208	French	134
Metalworking-Welding	208	Foods Service Management	126
Agriculture-Mechanics	207	Entomology	122
Consumer & Home Economics	204	Asian-American Studies	121
Administration of Justice	203	Intramural Program	121
Men's Intercollegiate		Fire Science	121
Athletics	203	German	120
Plant Science	203	Afro-American Studies	112
Journalism	201	Manufacturing Technology	102
Women's Intercollegiate		Cosmetology	101
Athletics	199	Measurement Science	71
Botany	190		

Appendix I-4

INTERDISTRICT AGREEMENT STUDENTS
Programs in Order of Highest Interest

<u>Program</u>	<u>Total Responses</u>	<u>Program</u>	<u>Total Responses</u>
English	76	Animal Science	40
Biology	74	Statistics	40
Mathematics	74	Geography (physical)	39
Business	73	Photography	39
Physical Education	70	Botany	38
Consumer & Home Economics	66	Geology	38
Economics	66	Communications	37
Health Education	65	Fire Science	37
Chemistry	64	Food Services Management	37
Spanish	64	Audio Visual	36
Psychology	60	Zoology	36
Vocational Nursing	57	Theatre Arts	35
X-Ray Technology	56	Ecology	34
Music	54	Journalism	34
Sociology	54	Education	32
Agriculture	53	Anthropology (cultural)	31
Agriculture-Business	53	Geography (cultural)	31
History	53	Human Services	31
Humanities	53	Library Services	31
Basic Subjects	51	Philosophy	31
Physics	51	Anthropology (physical)	30
Speech	51	Applied Science	29
Agriculture-Mechanics	49	Language Laboratory	29
Women's Intercollegiate		Women's Studies	29
Athletics	49	Educational Assistants	28
Banking and Finance	48	Intramural Program	28
Men's Intercollegiate		Manufacturing Technology	26
Athletics	48	Entomology	25
Metalworking-Welding	48	German	25
Political Science	48	Cosmetology	24
Recreation	48	French	24
Anatomy	47	Mass Communications	24
Physiology	47	Library Science	23
Reading	47	Astronomy	21
Automotive Technology	46	Asian-American Studies	20
Engineering	46	La Raza Studies	19
Art	45	Afro-American Studies	15
Computer Science	45	Measurement Science	13
Electronics Technology	44		
Landscape & Nursery	44		
Physical Science	44		
Administration of Justice	43		
Bacteriology	43		
Drafting Technology	42		
Plant Science	42		
Social Science	41		
Animal Health Technology	40		

HIGH SCHOOL STUDENTS
Programs in order of highest interest

<u>Program</u>	<u>Total Response</u>	<u>Program</u>	<u>Total Response</u>
Physical Education	752	Physics	367
Business	648	Theatre Arts	366
English	635	Drafting Technology	364
Men's Intercollegiate		Communications	361
Athletics	626	Physiology	359
Biology	613	Physical Science	357
Art	609	Vocational Nursing	349
Mathematics	608	French	343
Women's Intercollegiate		Sociology	328
Athletics	605	Human Services	323
Recreation	603	Basic Subjects	322
Agriculture	550	Botany	317
Banking & Finance	548	Library Services	312
Engineering	537	Food Services Management.	308
Spanish	534	Women's Studies	303
Automotive Technology	501	Bacteriology	299
Chemistry	500	German	279
History	499	Mass Communications	276
Music	499	Social Sciences	272
X-Ray Technology	485	Administration of Justice	271
Anatomy	482	Cosmetology	269
Reading	474	Humanities	260
Health Education	469	Political Science	259
Zoology	455	Astronomy	258
Computer Science	454	Geography (physical)	256
Agriculture-Mechanics	438	Intramural Programs	247
Animal Science	438	Anthropology (cultural)	246
Speech	437	Language Laboratory	246
Psychology	433	La Raza Studies	244
Animal Health Technology	425	Geology	234
Consumer & Home Economics	425	Anthropology (physical)	232
Landscape & Nursery	425	Asian-American Studies	230
Photography	423	Manufacturing Technology	229
Agriculture-Business	422	Geography (cultural)	224
Economics	418	Philosophy	213
Metalworking-Welding	416	Fire Science	212
Electronics Technology	411	Afro-American Studies	205
Journalism	411	Statistics	201
Plant Science	387	Entomology	200
Audio Visual	383	Education Assistants	198
Ecology	381	Library Science	196
Education	377	Applied Science	180
		Measurement Science	119

Appendix I-5

COMMUNITY
Programs in Order of Highest Interest

<u>Program</u>	<u>Total Response</u>	<u>Program</u>	<u>Total Response</u>
Agriculture-Business	142	Library Services	71
Business	139	Sociology	71
Agriculture-Mechanics	133	Anatomy	68
Mathematics	133	Theatre Arts	68
English	132	Social Science	67
Consumer Home Economics	123	Recreation	66
Economics	119	Geology	65
Agriculture	117	Physiology	63
Vocational Nursing	116	Ecology	61
Health Education	114	Statistics	59
Basic Studies	113	Administration of Justice	58
Metalworking-Welding	113	Bacteriology	58
Speech	109	Mass Communications	58
Spanish	107	Philosophy	56
Automotive Technology	106	Applied Science	55
Reading	103	Entomology	54
Biology	102	Geography (cultural)	54
Art	100	Audio Visual	52
Communications	100	Fire Science	52
Physical Education	98	Human Services	52
Music	96	Men's Intercollegiate	52
Chemistry	95	Athletics	52
History	93	Zoology	52
Engineering	92	Educational Assistants	51
Drafting Technology	91	Geography (physical)	51
Banking & Finance	90	Women's Intercollegiate	51
Computer Science	89	Athletics	50
Animal Science	88	Photography	48
Plant Science	87	Anthropology	47
Landscape & Nursery	84	Library Science	47
Botany	84	Language Laboratory	46
X-Ray Technology	82	French	43
Electronics Technology	81	Intramural Program	42
Political Science	80	Cosmetology	39
Physical Science	78	Manufacturing Technology	37
Education	77	Astronomy	36
Food Service Management	76	Anthropology (physical)	32
Psychology	76	German	29
Humanities	75	Women's Studies	29
Animal Health Technology	74	Asian-American Studies	27
Journalism	72	La Raza Studies	24
Physics	72	Measurement Science	22
		Afro-American Studies	19

Appendix J-1

WOODLAND CENTER STAFF
 Services in Order of Highest Interest

<u>Service</u>	<u>Total Response</u>
Academic Courses Transferrable to a Four-Year Degree	35
Academic Courses leading to an AA Degree	33
Academic Counseling	32
Job and Career Counseling	29
Remedial Education	29
Educational Opportunities for Senior Citizens and Retirees	27
Job Placement Services	25
Laboratories	23
Tutoring Services	23
Library Services	21
Financial Aid	20
Cultural Activities	19
Educational Opportunities for Physically and Educationally Handicapped	19
General Education	19
Child-care Facilities for Parent Learners	18
Recreation Activities	18
Educational Opportunities for Ethnic Minorities	17
Individualized Instruction	17
Adult Education - non credit	16
Video Tape & Film Courses	16
Outreach Programs	13
Social Activities	11
Television Course	11
Student Parking	7
Cafeteria & Food Services	6
Student Transportation	6
Newspaper Courses	5
Student Housing	2

Appendix J-2

WOODLAND CENTER STUDENTS
Services in Order of Highest Interest

<u>Service</u>	<u>Total Response</u>
Academic Courses Transferrable to a Four Year College	336
Job and Career Counseling	318
Academic Courses Leading to an AA Degree	308
Job Placement Services	273
Academic Counseling	271
Educational Opportunities for Physically and Educationally Handicapped	243
Educational Opportunities for Senior Citizens and Retirees	235
Laboratories	226
Financial Aid	223
General Education	212
Library Services	212
Child-care facilities for Parent Learners	210
Video Tape and Film Course	169
Remedial Education	167
Student Parking	166
Television Courses	165
Tutoring Service	164
Recreation Activities	162
Educational Opportunity for Ethnic Minorities	137
Cultural Activities	135
Adult Education - non credit	132
Individualized Instruction	132
Newspaper course	127
Outreach Program	116
Social Activities	111
Cafeteria & Food Services	103
Student Transportation	88
Student Housing	73

Appendix J-3

HIGH SCHOOL STUDENTS
Services in Order of Highest Interest

<u>Service</u>	<u>Total Response</u>
Job and Career Counseling	646
Job Placement Services	604
Academic Courses transferrable to a Four-year College	492
Educational Opportunities for Physically and Educationally Handicapped	476
Financial Aid Services	444
Child-care Facilities for Parent Learners	433
Student Parking	523
Student Housing	404
Video Tape & Film Course	402
Academic Counseling	380
Recreation Activities	370
Educational Opportunities for Senior Citizens and Retirees	339
General Education	335
Laboratories	334
Tutoring Services	328
Television Courses	326
Academic Courses leading to an AA Degree	323
Newspaper Courses	312
Student Transportation	305
Adult Education - non credit	262
Remedial Education	247
Social Activities	238
Individualized Instruction	236
Library Services	236
Educational Opportunity for Ethnic Minorities	231
Cafeteria & Food Services	225
Cultural Activities	185
Outreach Programs	141

Appendix J-4

INTERDISTRICT AGREEMENT STUDENTS
Services in Order of Highest Interest

<u>Service</u>	<u>Total Responses</u>
Academic Courses transferrable to a Four-year College	98
Academic Course leading to an AA Degree	86
Job and Career Counseling	81
Educational Opportunities for Physically and Educationally Handicapped	67
Academic Counseling	64
Job Placement Services	64
Laboratories	63
Educational Opportunities for Senior Citizens and Retirees	54
General Education	51
Financial Aid Services	49
Library Services	46
Remedial Education	45
Child-care Facilities for Parent Learners	43
Adult Education - non credit	42
Tutoring Services	42
Recreation Activities	37
Student Parking	35
Video Tape & Film Course	35
Cultural Activities	30
Individualized Instruction	28
Television Course	26
Outreach Programs	23
Educational Opportunity for Ethnic Minorities	21
Social Activities	21
Student Transportation	20
Student Housing	18
Newspaper Courses	16
Cafeteria & Food Services	13

COMMUNITY
Services in Order of Highest Interest

<u>Service</u>	<u>Total Responses</u>
Academic Courses transferrable to a Four-year college	126
Job and Career Counseling	123
Academic Counseling	109
Academic Courses Leading to an AA Degree	93
Adult education - Non credit	91
Remedial Education	91
Educational Opportunities for Physically and Educationally Handicapped	89
Educational Opportunities for Senior Citizens and Retirees	88
General Education	85
Job Placement Services	83
Library Service	68
Laboratories (Science, Vocational, Fine Arts)	60
Financial Aid Services	50
Child-care Facilities for Parent learners	48
Recreation activities and facilities for school and community	45
Cultural Activities	43
Video tape & Film course	43
Educational opportunity for Ethnic Minorities	42
Student parking	41
Tutoring Services	40
Outreach Programs	37
Newspaper courses	31
Individualized Instruction	25
Television programs	25
Student transportation	24
Social Activities	23
Cafeteria & Food services	21
Student housing	14

Appendix K-1

INTER-DISTRICT AGREEMENT COURSES

Students in Yuba Community College, Woodland Center Area, attending another Community College in California on an inter-District Attendance Agreement and reason given for attending another College.

1. Applied Sciences - TOTAL: 95

a. Administration of Justice	
Juvenile Law	5
Criminal Justice	4
Administration of Justice	12
FBI	1
Mace	2
Police Science	1
Burglary Intervention	4
Non-Lethal Chemical Agents	3
b. Agriculture	
Animal Technology	3
Nursery and Landscape	2
c. Aeronautics	7
d. Air Conditioning	2
e. Automotive Mechanics	14
f. Electronics	5
g. Electrical Technician	4
h. Fire Science	9
i. Graphic Arts	6
j. Heavy Equipment Maintenance	3
k. Photography	4
l. Pump Operation	2
m. Welding	2

2. Business - TOTAL: 87

a. General Business	14
b. Business Management	12
c. Business Administration	13
d. Accounting	19
e. Business Communications	2
f. Office Management	1
g. General Secretary	6
h. Legal Secretary	4
i. Legal Assistant	1
j. Para-legal Assistant	1
k. Real Estate	4
l. Advanced Appraisal	2
m. Probate	1
n. Data Processing	2
o. Computer	1
p. Escrow Procedures	1
q. Insurance	3

3. Art - TOTAL: 8

4. Consumer-Home Economics - TOTAL: 31

a. Home Economics	1
b. Nutrition	4
c. Dietetics	4
d. Modified Diets	6
e. Dietary Supervisor	4
f. Food Service Mgmt.	7
g. Fashion Merchandising	1
h. Clothing Design	2
i. Interior Design	2

5. Education - TOTAL: 15

a. Child Development	7
b. Bilingual Education	1
c. Primary Education	5
d. Handicapped Students	2

6. Language Arts - TOTAL: 10

a. English	8
b. Dramatic Arts	1
c. Journalism	1

7. Engineering - TOTAL: 14

a. Architecture	2
b. Engineering	9
c. Blueprint Reading, etc.	3

8. General Education - TOTAL: 10

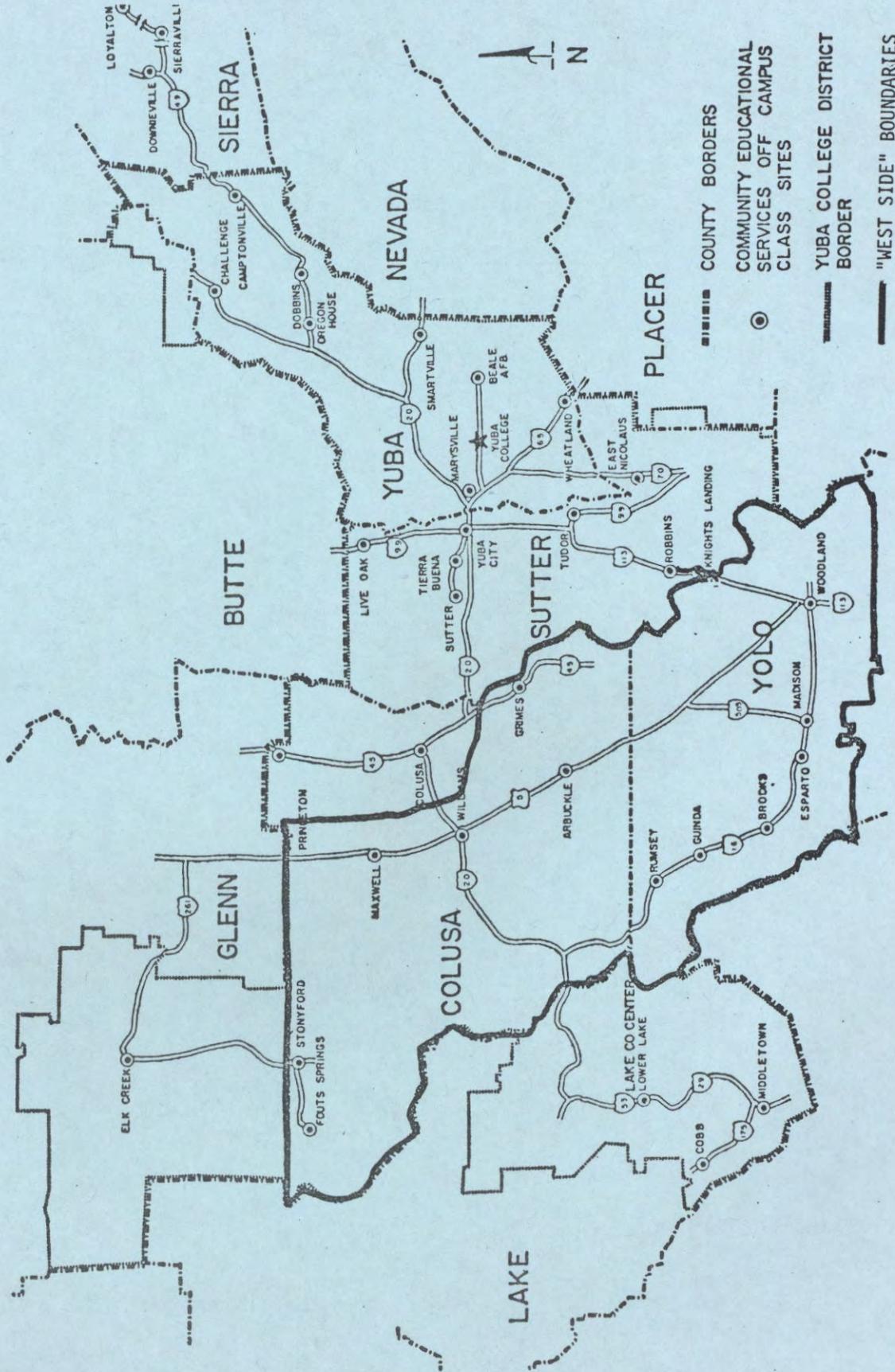
9. Health Science - TOTAL: 37

a. LVN	1
b. RN	19
c. Dental Hygiene	8
d. Pre-Nursing	5
e. Pharmacology	2
f. Emergency Medical Care	1
g. Respiratory Therapy	1

INTER-DISTRICT AGREEMENT COURSES - Continued

10. Liberal Arts - TOTAL: 2
11. Physical Science - TOTAL: 11
- | | |
|--------------------|---|
| a. Chemistry | 7 |
| b. Physics | 2 |
| c. Meterology | 1 |
| d. General Science | 1 |
12. Natural Science - TOTAL: 6
- | | |
|----------------------------|---|
| a. Bacteriology | 1 |
| b. Microbiology | 3 |
| c. Anatomy | 1 |
| d. Natural Resources Mgmt. | 1 |
13. Music - TOTAL: 4
14. Physical Education & Recreation
TOTAL: 10
- | | |
|-----------------------|---|
| a. Physical Education | 7 |
| b. Recreation | 3 |
15. Psychology - TOTAL: 5
16. Philosophy - TOTAL: 1
17. Social Sciences - TOTAL: 14
- | | |
|----------------------|---|
| a. Anthropology | 4 |
| b. Sociology | 4 |
| c. History | 4 |
| d. Social Welfare | 1 |
| e. Community Service | 1 |
18. Misc. Reasons for Inter-District Attendance Agreements
- | | |
|---|--|
| a. Would like to finish in CC already started | |
| b. Sports Program in another CC | |
| c. Classes not offered at Woodland Center (name of classes not given) | |
| d. Like other schools better | |
| e. Because of job in Sac. | |
| f. Moving to Sacramento | |
| g. Living in Sacramento | |
| h. ROTC | |
| i. Transportation problems | |
| j. Free Child Care | |
| k. Closer to Sacramento | |
| l. Already enrolled | |
| m. No reason given | |

"WEST SIDE" AREA





LOS RIOS COMMUNITY COLLEGE DISTRICT

Sacramento City College 1916

American River College 1955

Cosumnes River College 1970

June 8, 1977

DR. EARL L. KLAPSTEIN
Chancellor/Superintendent

Dr. Daniel G. Walker
Superintendent & President
Yuba Community College District
Beale Road and Linda Avenue
Marysville, California 95901

Dear Dan:

I am writing this letter at your request to verify that Yuba Community College District has provided information to Los Rios about their plans to establish a Woodland Center and their future activities relative to that Center. This process occurred over a number of years during and subsequent to the period when the issue of Yolo County annexation to a community college district was before the voters of Yolo County.

If I can be of future service to you in this matter, please advise.

Sincerely,

Earl L. Klapstein
Chancellor/Superintendent

ELK:jl



Appendix N-1

Table XII
COMMUNITY COLLEGE FALL ENROLLMENT and 1st PERIOD ADA

1975-76/1976-77

Districts	Fall 1975	Fall 1976	% Change	1st Per. 1975	1st Per. 1976	% Change
Allan Hancock	11,606	11,531	-0.7	6,483	6,890	6.3
Antelope	6,448	6,194	-3.9	3,867	3,742	-3.2
Barstow	2,019	1,712	-15.2	1,596	1,233	22.8
Butte	7,086	7,279	2.7	4,732	4,505	-4.8
Cabrillo	9,344	9,500	1.7	6,821	6,392	-6.3
Cerritos	23,608	26,251	11.2	14,884	12,977	-12.8
Chaffey	16,725	14,717	-12.0	11,055	10,464	-5.4
Citrus	10,047	9,564	-4.8	7,147	5,578	-22.0
Coachella	7,354	7,461	1.5	4,741	4,124	-13.0
Coast	54,826	59,266	8.1	29,590	27,111	-8.4
Compton	7,246	6,650	-8.2	5,370	4,811	-10.4
Contra Costa	33,779	33,211	-1.7	21,446	20,466	-4.6
El Camino	26,597	25,972	-2.3	16,586	15,215	-8.3
Foothill	35,397	35,583	0.5	24,415	23,408	-4.1
Fremont	9,050	8,268	-8.6	5,469	4,711	-13.9
Gavilan	2,758	2,528	-8.3	2,376	2,077	-12.6
Glendale	13,160	11,354	-13.7	6,282	5,660	-9.9
Grossmont	17,890	16,680	-6.8	11,191	10,101	-9.7
Hartnell	7,023	6,797	-3.2	4,728	3,995	-15.5
Imperial	4,679	4,431	-5.3	3,270	3,034	-7.2
Kern	21,712	20,430	-5.9	13,311	11,742	-11.8
Lake Tahoe	1,040	1,305	25.5	532	593	11.5
Lassen	2,639	2,609	-1.1	2,078	1,919	-7.7
Long Beach	32,221	31,065	-3.6	17,812	16,349	-8.2
Los Angeles	137,031	123,154	-10.1	94,508	81,085	-14.2
Los Rios	41,324	41,459	0.3	28,366	27,233	-4.0
Marin	19,406	18,437	5.0	8,433	8,257	-2.1
Mendocino	2,507	2,246	-10.4	1,135	1,073	-5.5
Merced	9,173	10,146	10.6	6,116	5,507	-10.0
Mira Costa	4,914	5,705	16.1	3,165	4,176	63.5

Appendix N-2

COMMUNITY COLLEGE FALL ENROLLMENT and 1st PERIOD ADA

1975-76/1976-77

Districts	Fall 1975	Fall 1976	% Change	1st Per. 1975	1st Per. 1976	% Change
Monterey	9,501	8,993	-5.4	6,956	6,233	-10.4
Mt. San Antonio	23,252	21,160	-9.0	15,322	13,209	-13.8
Mt. San Jacinto	2,596	2,352	-9.4	1,562	1,491	-4.6
Napa	8,438	8,378	-0.7	4,970	4,749	-4.5
North Orange	59,720	57,670	-3.4	29,322	28,892	-1.5
Palomar	14,455	14,956	3.5	10,489	8,483	-19.1
Palo Verde	755	664	-12.1	411	332	-19.2
Pasadena	30,525	33,283	9.0	17,885	16,780	-6.2
Peralta	33,368	33,522	0.5	22,880	22,240	-2.8
Rancho Santiago	25,551	23,405	-8.4	13,874	13,022	-6.4
Redwoods	8,531	8,394	-1.6	5,821	4,985	-14.4
Rio Hondo	14,782	13,858	-6.3	9,914	8,174	-17.6
Riverside	14,872	13,583	-8.7	10,186	8,503	-16.5
Saddleback	11,374	13,419	18.0	8,060	8,001	-0.7
San Bernardino	20,000	19,148	-4.3	12,709	11,645	-8.4
San Diego	68,074	69,217	1.7	37,469	34,243	-8.6
San Francisco	46,036	58,509	27.1	31,921	29,275	-8.3
San Joaquin Delta	16,399	17,141	4.5	11,347	10,697	-5.7
San Jose	20,041	18,970	-5.4	11,813	11,063	-15.3
San Luis Obispo	5,401	5,099	-5.6	3,940	3,339	-15.3
San Mateo	31,347	30,612	-2.4	18,513	17,595	-5.0
Santa Barbara	18,814	24,198	28.6	9,319	8,841	-5.1
Santa Clarita	3,324	3,140	-5.5	1,800	1,674	-7.0
Santa Monica	19,330	18,065	-6.6	6,421	5,120	-20.3
Sequoias	7,368	7,207	2.2	5,234	5,129	-2.0
Shasta	11,298	10,125	-10.4	6,945	5,575	-19.7
Sierra	8,104	7,911	-2.4	5,599	5,243	-6.4
Siskiyou	1,777	2,438	37.2	1,558	1,476	-5.3
Solano	9,693	9,076	-6.4	5,976	5,893	-1.4
Sonoma	17,570	19,414	10.5	11,543	11,177	-3.2

Appendix N-3
COMMUNITY COLLEGE FALL ENROLLMENT and 1st PERIOD ADA

1975-76/1976-77

Districts	Fall 1975	Fall 1976	% Change	1st Per. 1975	1st Per. 1976	% Chan
South County	17,570	19,414	10.5	11,543	11,177	-3.2
State Center	20,822	19,829	-4.8	13,816	12,523	-9.4
Sweetwater	13,333	12,617	-5.4	8,094	7,632	-5.7
Ventura	29,835	26,775	-10.3	19,109	16,307	-14.7
Victor Valley	4,510	4,230	-6.2	2,315	2,156	-6.9
West Hills	2,355	2,196	-6.8	1,445	1,448	0.2
West Kern	1,006	991	-1.5	481	510	6.0
West Valley	22,323	20,997	-5.9	13,154	12,256	-6.8
Yosemite	21,038	19,858	-5.6	12,079	10,739	-11.1
Yuba	8,351	9,249	10.8	5,469	5,738	4.9
Total	1,284,407	1,274,727	-0.75	794,204	728,663	-8.25

Appendix 0-6

<u>Name of Course</u>	<u>Spring 1976</u>	<u>Fall 1976</u>	<u>Spring 1977</u>	<u>Summer 1977</u>	<u>Proposed Fall 1977</u>
<u>Theatre Arts</u>					
Th. Arts 10 Intro to Theatre Arts			x	x	x
Th. Arts 31A Creative Writing		x			
Th. Arts 45A Godspell & George M			x	x	
<u>Vocational Nursing</u>					
Nursing 200 Orientation			x	x	x
Nursing 200L Fundamentals of Nursing Lab			x	x	x
Nursing 201 Medical Surgical Nursing			x	x	x
Nursing 201L Medical Surgical Lab			x	x	x

Appendix 0-5

<u>Name of Course</u>	<u>Spring 1976</u>	<u>Fall 1976</u>	<u>Spring 1977</u>	<u>Summer 1977</u>	<u>Proposed Fall 1977</u>
<u>Nursing</u>					
Nurs. 97 Pharmacology Review					x
<u>Philosophy</u>					
Phil. 2 Ethical & Political Philosophy		x	x		
Phil. 10 Intro to Philosophy	x		x		x
Phil. 20 Comparative Religions	x	x			x
<u>Physical Education</u>					
P. E. 1 Bicycling		x			
P. E. 1 Bowling		x	x		x
P. E. 1 Golf		x			x
P. E. 1 Tennis		x	x		x
P. E. 1 Physical Fitness		x	x		x
P. E. 1 Swimming		x			
P. E. 20 Intro to Physical Education		x			
<u>Physical Science</u>					
Phy. Sci. 10A The World & Man		x	xx		
<u>Political Science</u>					
Pol. Sci. 1 Intro to Political Science			x		
<u>Psychology</u>					
Psy. 1A General Psychology	x	xx	xx	x	xx
Psy. 20 Tutoring Seminar		x	x		x
Psy. 33 Personal & Social Adjustment		x	xx		xx
Psy. 97 Learning to Live			x		
<u>Sociology</u>					
Soc. 1 Intro to Sociology		xx	xx		xx
Soc. 10 Marriage in America	x	x	xx	x	xx
Soc 47 Sex Roles & Sexuality			x		x
Soc. 47A Moral Choices in Contemporary Society		x			
<u>Spanish</u>					
Span. 1 Beginning Spanish					x
Span. 51A Conversational Spanish			xx		x
<u>Statistics</u>					
Stat. 2 Intro to Statistics				x	x
<u>Social Science</u>					
Soc. Sci. 1 American Political Institutions		x			
Soc. Sci. 97B Challenges in Foster Care					x

TELEVISION CONSORTIUM OF VALLEY COLLEGES

Telecourse Offerings and Enrollment Figures
Spring 1973 through Spring 1977

	<u>ARC</u>	<u>Butte</u>	<u>CRC</u>	<u>Modesto</u>	<u>SCC</u>	<u>S.J. Delta</u>	<u>Sierra</u>	<u>Yuba</u>	<u>Totals</u>
<u>Spring 1977</u>									
Classic Theatre	28	*	34	100	36	38	*	85	321
Consumer Nutrition	45	*	44	133	105	110	*	116	553
Making Things Grow	122	75	63	244	83	84	90	190	951
From Chant to Chance	65	72	56	117	89	65	*	216	680
Subtotal	260	147	197	594	313	297	90	607	2,505
<u>Fall 1976</u>									
The Adams Chronicles	26	12	40	*	22	56	*	48	204
The Home Gardener	99	40	53	236	72	91	80	109	780
Law for the 70's	54	19	95	258	78	136	67	244	951
Real Estate and You	45	10	38	142	32	77	*	90	434
Subtotal	224	81	226	636	204	360	147	491	2,369
<u>Spring 1976</u>									
The Adams Chronicles	53	27	58	*	37	*	35	48	258
Consumer Experience	71	*	88	298	64	65	*	110	696
Contemporary California Issues	27	25	29	113	13	*	*	26	233
Man Builds, Man Destroys	80	*	69	245	41	*	53	81	569
Subtotal	231	52	244	656	155	65	88	265	1,756
<u>Fall 1975</u>									
Consumer Clothing	44	*	7	68	122		*	21	262
Classic Theatre	24	18	*	225	*		*	65	332
A Time to Grow	82	96	94	358	17		59	393	1,099
Consumer Nutrition	58	16	56	83	57		*	52	322
Subtotal	208	130	157	734	196		59	531	2,015

Telecourse Offerings and Enrollment Figures
Spring 1973 through Spring 1977

	<u>ARC</u>	<u>Butte</u>	<u>CRC</u>	<u>Modesto</u>	<u>SCC</u>	<u>S.J. Delta</u>	<u>Sierra</u>	<u>Yuba</u>	<u>Totals</u>
<u>Spring 1975</u>									
Near East in Modern Times	17	19	58	206	20		*	78	398
Law for the 70's	86	67	184	560	16		57	398	1,368
Musical Romanticism	19	*	20	*			9	46	94
Subtotal	122	86	262	766	36		66	522	1,860
<u>Fall 1974</u>									
Consumer Nutrition	53	48	85	151	110		16	65	528
Subtotal	53	48	85	151	110		16	65	528
<u>Spring 1974</u>									
Law for the 70's	86	81	103	323	48		46	147	834
Intro. to Physical Geography	57	39	72	217	32		44	107	568
Practical Reasoning	30	50	77	198	29		51	94	529
Media in America	7	73	28	94	17		26	40	285
Subtotal	180	243	280	832	126		167	388	2,216
<u>Fall 1973</u>									
World of Islam	39	37	79	129	39			24	347
Twentieth Century Literature	37	29	45	*	20			27	158
Subtotal	76	66	124	129	59			51	505
<u>Spring 1973</u>									
Classical Humanities	118	383	247	191			54	67	1,060
Subtotal	118	383	247	191			54	67	1,060
Totals	1,472	1,236	1,822	4,689	1,199	722	687	2,987	14,814

* Did not participate in course offering.

EVENTS SPONSORED BY COMMUNITY SERVICES COMMITTEE 1971-72

<u>MONTH</u>	<u>EVENT</u>	<u>ATTENDANCE</u>
SEPTEMBER	JAZZ CONCERT.....Burton Street Irregulars	50
	SLIDE PRESENTATION.....Jesus Christ-- Super Star. (Rock Concert)	50
	PUPPETRY WORKSHOP..... 8 Weeks	25
OCTOBER	GUEST SPEAKER.....Mrs. Medger Evans	150
	PIANO CONCERT.....All Chopin by Mrs. Jameson	150
	GUEST SPEAKER.....Dr. Lochlin on India	50
NOVEMBER	COMMUNITY SYMPHONY CONCERT.....Yuba College Symphony Orchestra	75
	GUITARIST.....Peter Evans (Flamenco & Classical)	275
	TOURING SHOW.....From Sacramento State "From Stich to Wit"	35
	CHRISTMAS PROGRAM.....Yuba College Music Department presented	200
DECEMBER	PIANO CONCERT.....All Liszt by Mrs. Jameson	150
	GUEST SPEAKER.....A. W. Bramwell, Editor & Publisher Chico Enterprise	40
	CHOIR CLINIC.....For High School Students	150
FEBRUARY	COMMUNITY SYMPHONY CONCERT.....Yuba College Symphony Orchestra	60
	COVERING THE CAMPAIGN TRAIL.....Panelists from Sacramento Union, United Press, Independent Herald and Yuba College	40
	GUITARIST.....Bola Sete (Flamenco & Classical Jazz)	400
MARCH	CONCERT.....Chico State Choir	50
	GUEST SPEAKER.....Dr. James Fadiman (ESP)	425
	GUEST SPEAKER.....Rabbi Amiel Wohl	10
	GUEST SPEAKER.....Arthur Hoppe, noted political Satirist	425
APRIL	GUEST SPEAKER.....Dr. Chu from Chico State on China	25
	BRASS BAND.....Quatro Ramirez in Concert	150
	CONCERT.....Chico State Orchestra in Concert	50
	COMMUNITY SYMPHONY CONCERT.....Yuba College Symphony Orchestra	50
MAY	YUBA COLLEGE MUSIC DEPT. Spring Concert	250
	FEBRUARY & MARCH: Community Art Show in Foyer of College Theatre	

Appendix 0-1

WOODLAND CENTER
Yuba Community College

Courses Offered 1976-1977

<u>Name of Course</u>	<u>Spring 1976</u>	<u>Fall 1976</u>	<u>Spring 1977</u>	<u>Summer 1977</u>	<u>Proposed Fall 1977</u>
<u>Administration of Justice</u>					
A.J. 10 Intro to Law Enforcement	x	x	x		x
A.J. 11 Criminal Law		x			x
A.J. 16 Police Operation					x
A.J. 13 Evidence			x		
A.J. 20 Juvenile Law & Procedures			x		
A.J. 30 Intro to Corrections					x
A.J. 15 Criminal Investigation					x
A.J. 23 Victims of Crimes					x
A.J. 54 Peace Officer Orientation			x		
<u>Agriculture</u>					
Ag. Bus. 20 Intro to Ag. Business		x			x
Ag. Bus. 21 Agricultural Management	x				
Ag. Bus. 22 Agricultural Records	x		x		
Ag. Bus. 24 Farm Budgets		x			
Ag. Mech. 61 Electrical Systems		x			
Ag. Mech. 62 Preventive Maintenance		x			x
Ap. Sci. 22 Hydraulics					x
Ap. Tech. 36 Air Conditioning					x
An. Sci. 20 Intro to Animal Husbandry		x			x
An. Sci. 25 Horse Husbandry			x		
Pl. Sci. 20 Intro to Horticulture		x			x
Pl. Sci. 46 ABCD Ag. Projects Lab & Lecture			x		x
Pl. Sci. 22 Intro to Soils			xx		
O.H. 20 Intro to Landscape		xx			x
O.H. 22 Landscape Plant Identification			x		
O.H. 27 Landscape Construction			x		
O.H. 92 Indoor Plants					
<u>Anthropology</u>					
Anthro. 1 Intro to Physical Anthropology			xx		x
Anthro. 2 Intro to Cultural Anthropology			xx		
<u>Aeronautics</u>					
Aero. 50 Basic Ground School					x
<u>Art</u>					
Art 4 AB Drawing and Composition		xx	xx		xx
Art 9 AB Painting		xx	xx	x	xx
Art 10 Intro to Art		x	x		x

Note: Double checks indicate that the course is offered both in the day and evening program.

Appendix 0-2

<u>Name of Course</u>	<u>Spring 1976</u>	<u>Fall 1976</u>	<u>Spring 1977</u>	<u>Summer 1977</u>	<u>Proposed Fall 1977</u>
<u>Astronomy</u>					
Ast. 1 Intro to Astronomy			x		x
<u>Basic Subjects</u>					
Bas. Sub. 100 Basic Skills		x	x		x
Bas. Sub. 101 Study Skills			x		x
<u>Biology</u>					
Bio. 1 Principles of Biology					x
Bio. 10 General Biology					x
<u>Business</u>					
Acct. 1 Principles of Accounting			xx		x
Acct. 6 Payroll and Income Tax			xx		
Acct. 75A General Accounting		x			x
Acct. 75B General Accounting			x		x
Acct. 95A Tax Preparation			x		
B & F 1 Principles of Banking			x		
Gen. Bus. 10 Intro to Business		xx			xx
Gen. Bus. 18A Business Law		x		x	x
Gen. Bus. 18B Business Law			x		
Gen. Bus. 100 Elementary Business Math		xx	xx	x	xx
M & S 80 Small Business Management	x	x			
M & S 85 Foundations of Management	x	x			
R. E. 30 Principles of Real Estate	x	xx	xx		x
R. E. 91 Real Estate Practices		x	x		x
R. E. 92 Real Estate Appraisal	x				
R. E. 93 Real Estate Finance			x		
R. E. 94 Legal Aspects of Real Estate					x
S & O 15 Typing		xx	xx	x	xx
S & O 16 Shorthand		xx	xx		xx
S & O 54A Model Office		x	x		x
S & O 52 Business English			x		x
S & O 55 Clerical & Civil Service			x		x
<u>Communications</u>					
Comm. 50 Communications 1		xx	xx	x	xx
Comm. 51 Communications 2		xx	xx	x	xx
<u>Computer Science</u>					
Comp. Sci. 1 Fortran Programming for Business					x
Comp. Sci. 10 Fundamentals of Computer Science		xx	xx		x

Appendix 0-3

<u>Name of Course</u>	<u>Spring 1976</u>	<u>Fall 1976</u>	<u>Spring 1977</u>	<u>Summer 1977</u>	<u>Proposed Fall 1977</u>
<u>Operative Education</u>					
Coop. Ed. 44 AB General Work Experience		xx	xx		xx
Coop. Ed. 45 AB Occupational Work Experience		xx	xx		xx
Coop. Ed. 85 AB Occupational Work Experience					x
<u>Ecology</u>					
Eco. 10 Man and His Environment	x	xx	xx		x
<u>Economics</u>					
Econ. 1A Elementary Economics					x
<u>Emergency Medical Technician</u>					
EMT 52 Emergency Medical Technician			x		
<u>Educational Assistant</u>					
Ed. Asst. 50A Volunteer Tutor Training		x	x		
Ed. Asst. 52 Teacher Aide	x	x			
Ed. Asst. 56 Parent Communication Skills			x		
<u>Education</u>					
Educ. 1 Intro to Teaching		x			
Educ. 20 Tutoring Seminar		x	x		
<u>Early Childhood Education</u>					
ECE 6 Music for the Young Child					x
ECE 7 Creative Materials			x		
ECE 31 Child, Family, Community		x	x		x
ECE 39 Children's Literature		x			
<u>English</u>					
English 1A Reading and Composition		xx	xx	x	x
English 30 American Literature			x		
English 31 Creative Writing	x	x	x		x
English 32 Contemporary Literature		xx		x	xx
English 38 Science Fiction Literature					x
English 44 Masterpieces of Literature					x
English 70A Developmental Reading		xx			
English 41 Shakespere Festival				x	
English 559 English as Second Language			x		
<u>Ethnic Studies</u>					
Nat. Am 12 Native American Cultures			x		
La Raza 15 Mexican American History		xx	x		
La Raza 32 La Raza Literature					x
La Raza 42 Ballet Folklorico					x

Appendix 0-4

<u>Name of Course</u>	<u>Spring 1976</u>	<u>Fall 1976</u>	<u>Spring 1977</u>	<u>Summer 1977</u>	<u>Proposed Fall 1977</u>
<u>Fire Science</u>					
Fire Sci. 91 Emergency Care			x		
<u>Food Service Management</u>					
FSM 202 Sanitation & Safety		x			
FSM 203 Work Improvement			x		
<u>.ology</u>					
Geo. 10 Intro to Geology					x
<u>Geography</u>					
Geog. 1 Physical Geography	x	x			
Geog. 47 Native American Cultures			x		
Geog. 2 Cultural Geography					x
<u>Geriatric - Home Health Aide</u>					
GHA 211 Geriatric Aide - Home Health Care					x
<u>Health Education</u>					
H. E. 1 Dimensions of Health		x	xx		x
H. E. 2 First Aid		x	xx		x
<u>History</u>					
Hist. 8 California & The Southwest		x			
Hist. 10 American Historical Patterns	x	xx	x	x	xx
Hist. 11 Twentieth Century History			x		
Hist. 15 Mexican American History		xx	x		
Hist. 17A United States History		xx	x		xx
Hist. 17B United States History			xx		
Hist. 47 Roots			x		
Hist. 4A Western Civilizations					x
<u>Humanities</u>					
Hum. 10 A Introduction to Humanities		x	x		x
<u>Mathematics</u>					
Math 10 Elements of Math		x	x		xx
Math 15A Concepts of Math			x		
Math 20 Intermediate Algebra		xx	x		x
Math 100 Elementary Algebra		x	x		x
Math 110 Arithmetic for College Students		x	xx	x	xx
<u>Music</u>					
Mus. 35A Beginning Guitar		x	x		x

COMMUNITY SERVICES EVENTS

1972-73

Attendance Record

<u>Date</u>	<u>Event</u>	<u>Time(s)</u>	<u>Attendance</u>
10/4/72	DR. HIPpocrates	3 p.m. 8 p.m.	425 385 (810)
10/9/72	STAN FRIEDMAN (Flying Saucers)	8 p.m.	392
11/1/72	DANISH GYM TEAM	8 p.m.	600
11/3-4 11/10-11	Play "AFLEA IN HER EAR"	8 p.m.	325
11/14/72	Jameson Piano Concert	8 p.m.	125
11/15/72	Yuba Coll. Symphony Concert	8 p.m.	35
12/1,2,3	Play "PIED PIPER OF HAMELIN"	various	1600
12/7/72	B.S.U. show "Deep in My Soul"	12:30 & *:00	350 (at start)
12/12/72	Music Dept. Concert	8 p.m.	175
1/30/73	Concert, Y.C. Chorale and Organ	8 p.m.	200
2/28/73	Y.C. Symphony-Young Artists	8 p.m.	100
3/28/73	Jameson Memorial Piano Concert	12 noon	150
4/12,13,14/73	Moliere Comedies and opera The Lowland Sea	8 p.m.	375
4/25/73	Cal Tjader Concert	8 p.m.	155
5/3/73	Los Cuatros Ramirez Brass	8 p.m.	165
5/3/73	Edwin L. Barber III (State Dept)	8 a.m. to 3 p.m.	100, classes Radio audience
6/5/73	Y.Coll. Music Dept Concert	8 p.m.	17 for lunch TV audience
6/7/73	Y.C. Theatre and Dance Program	8 p.m.	75

Appendix Q-3

RECORD OF PUBLIC EVENTS 1973-1974
(Chronological List)

<u>Date & Time</u>	<u>Event</u>	<u>Attendance</u>
Mon. Sept. 24, all day	Lounge Lizzards Stringey Band (Concert)	100s of students
Tue. Oct. 2, 8 p.m.	Dr. Gina Cerminara Lecture (E.S.P.)	215....Class 390....Night
Thu. Oct. 11 8 p.m.	World of Buckminster Fuller (Film)	103
Sun. Oct. 14 2 p.m.	James Adair Concert (Viola & Piano)	24
Tue. Oct. 16 8 p.m.	Eda Jameson Concert (Piano)	66
Thu. Oct. 25 8 p.m.	The Titan (Art Film)	57
Nov. 1, 2, 3 8 p.m.	Rope (A play given by Yuba Coll. Theatre)	141
Thu. Nov. 8 8 p.m.	Casals & Stravinsky (Music Film)	42
Fri. Nov. 16 8 p.m.	Black Theatre, Davis U.C. (Workshop Perf.)	265
Thu. Nov. 29 8 p.m.	Stoney Edwards (Country Western Concert)	102
Dec. 7, 8, 9 Various	The Frog Prince (Yuba Coll. Play for Children)	1491
Mon. Dec. 10 8 p.m.	Annual Dinner Concert	180 (capacity)
Tue. Dec. 11 8 p.m.	The New China (Lecture by W. Tom)	42
Thu. Dec. 20 8 p.m.	Fall Choral Concert (Y.C. Music Dept.)	125
Fri. Jan. 4 7 p.m.	Danish Basketball Team (Athletic Event)	110
Thu. Feb. 7	Demonstration on Creativity (Y.C. Theatre Class)	50
Thu. Feb. 7 9 p.m.	Indian Sitar Group (Concert)	75
Mon. Feb. 11 8 p.m.	Museum Without Walls No. I (Art Film)	148 Campus 70 Lake County
Wed. Feb. 20 8 p.m.	China (Lecture by Lisa Hobbs)	55
Mon. Feb. 25 8 p.m.	Museum Without Walls No. II (Art Film)	155 Campus 80 Lake County
Tues. Feb. 26 8 p.m.	Eda Jameson (Piano Concert)	83
Wed. Feb. 27 8 p.m.	Y.C. Community Symphony (Concert)	55
	(Sub-total)	4224

Appendix Q-4

RECORD OF PUBLIC EVENTS 1973-1974 (continued)

<u>Date & Time</u>	<u>Event</u>	<u>Attendance</u>
Mon. Mar. 4	8 p.m. Motor Racing (Lecture by Stirling Moss)	86
Sun. Mar. 10	2 p.m. Sacramento Symphony (Concert)	292
Mon. Mar. 11	8 p.m. Museum Without Walls No. III (Art Film)	75 Campus 52 Lake County
Thu. Mar 14	8 p.m. Sacto. Tradition Jazz Society (Concert)	122
Sat. Mar. 16	8 p.m. Russian Authors (Lecture by Ch. Berrier)	20
Mon. Mar. 18	8 p.m. Museum Without Walls No. IV (Art Film)	89 Campus 37 Lake County
Mon. Mar. 25	8 p.m. Museum Without Walls No. V (Art Film)	92 Campus 30 Lake County
Wed. Mar. 27	1 p.m. Black Oppression (Lecture by Flo Kennedy)	200
	2 p.m. " "	105
	8 p.m. " "	352 (capacity)
Thu. Mar. 28	1 p.m. Black Theatre Production (Play)	195
	7 p.m. " " "	200
Tue. Apr. 16	8 p.m. Piano & Electronic Music (Recital, Dr. Ebbets)	62
Thu. Apr. 18	8 p.m. Classical Guitar (Concert by D. Watanabi)	400+ (Standing Room Only)
Sun. Apr. 28	2 p.m. Ballet Folklorico (Chicano Folk Concert)	225
	8 p.m. " "	310
Thu. May 2	8 p.m. A Time of Renaissance (Y.C. Theatre & Music Dept. productions)	73
Tue. May 7	8 p.m. Conservation (Lecture by Wes Jackson)	75
Mon. May 13	8 p.m. Watergate & Conspiracy (Lecture, D. Freed)	223
Wed. May 15	8 p.m. Youth Artist Concert (Y.C. Comm. Symphony)	153
Fri. May 17	8 p.m. Ghosts, Spirits (Lecture on Occult, Nocerino)	138
Sun. May 19	2 p.m. Piano Recital at Lower Lake (Eda Jameson)	51
Wed. May 22	11 a.m. Education in India (Dr. Ram Singh)	200 (In classes)
May 24, 25	8 p.m. Street Sounds (Play by Y.Coll. Black Theatre)	75
Wed. May 29	8 p.m. Mozart Requiem (Concert by Y.Coll. Chorale)	91
June 6, 8	8 p.m. Theatre-Dance Recital (Y.Coll. Fine Arts Dept.)	262
July 25,26,27	8 p.m. H.M.S.Pinafore (Gilbert & Sullivan Musical)	1000 (Anticipated)

Total (incl. Sub-Total from pg. 1) 9,029

Appendix Q-5

ATTENDANCE RECORD FOR PUBLIC EVENTS 1974-1975
(Chronological List)

<u>Date & Time</u>	<u>Event</u>	<u>Attendance</u>
Wed. Oct. 9 8 p.m.	Dr. Letiche, "Inflation" (Lecture)-----	147 D. -21.50
Mon. Oct. 14 8 p.m.	Civilisation #1 (Film)-----	87 -69.00
Mon. Oct. 21 8 p.m.	Eda Jameson, Piano (Concert)-----	91 -60.50
Tue. Oct. 22 7 p.m.	Joe Morello, Jazz Drummer (Concert)-----	282
Wed. Oct. 23 8 p.m.	Yuba College Symphony (Concert)-----	126 -76.50 S. -51.00
Mon. Oct. 28 8 p.m.	Civilisation #2 (Film)-----	72 D. - 1.50
Mon. Nov. 11 8 p.m.	Civilisation #3 (Film)-----	41
Thu. Nov. 14 8 p.m.	David Grimes, Guitar (Concert)-----	135 -79.50
Tue. Nov. 19 Day	Dr. Worsley, "Acupuncture" (Lecture)-----	80
Tue. Nov. 19 8 p.m.	Dr. Worsley, "Acupuncture" (Lecture)-----	125 -79.00
Mon. Nov. 25 8 p.m.	Civilisation #4 (Film)-----	45
Tue. Dec. 3 Day	Farm Association on Pesticides (Conference)-----	300
Dec. 6,7,8	Various Children's Play for Rideout Aux. (Y.C.T. Play) 4 perf.-----	1083
Mon. Dec. 9 8 p.m.	Civilisation #5 (Film)-----	47
Wed. Dec. 11 8 p.m.	Dr. Joe Fort, "New Sexuality" (Lecture)-----	127 -62.50
Mon. Dec. 16 7 p.m.	Annual Dinner-Concert -----	175-338.00
Fri. Dec. 20 Day	Randy Martin, "Color Me Black" (Drama Workshop)-----	35
Fri. Dec. 20 8 p.m.	Randy Martin, "Color Me Black" (Drama)-----	150
Wed. Jan. 8 8 p.m.	Marian Ash, "Equality for Women" (Lecture)-----	67 29.00
Mon. Jan. 13 8 p.m.	Civilisation #6 (Film)-----	45 6.00
Jan. 16,17,18 8 p.m.	"Noah", Y.C.T. Play -----	445-222.50
Sun. Jan. 19 2 p.m.	Eda Jameson, Piano (Concert) In Lake Co.-----	95
Tue. Jan. 21 8 p.m.	Yuba College Choral Groups (Concert)-----	75

Appendix Q-6

Continued-Page 2

ATTENDANCE RECORD FOR PUBLIC EVENTS 1974-1975

Mon.	Jan.	27	8 p.m.	Civilisation #7	(Film)-----	43	-2.50
Tue.	Feb.	4	8 p.m.	Euell Gibbons	(Lecture)-----	405	-216.00
Mon.	Feb.	10	8 p.m.	Civilisation #8	(Film)-----	30	
Tue.	Feb.	11	8 p.m.	7 Lively Arts #1	(Film)-----	36	
Thu.	Feb.	13	8 p.m.	Odessa Balalaikas	(Concert)-----	175	-125.00
Tue.	Feb.	18	8 p.m.	7 Lively Arts #2	(Film)-----	35	
Thu.	Feb.	20	8 p.m.	Search for Self #1	(Gathering)-----	203	
Mon.	Feb.	24	8 p.m.	Civilisation #9	(Film)-----	14	-1.00
Tue.	Feb.	25	8 p.m.	7 Lively Arts #3	(Film)-----	7	
Wed.	Feb.	26	8 p.m.	Yuba College Community Symphony	(Concert)-----	43	-10.50
Thu.	Feb.	27	8 p.m.	Search for Self #2	(Gathering)-----	125	
Sat.	Mar.	1	8 p.m.	"Hamlet", S.F. Shakespeare Co.	(Play)-----	387	
Wed.	Mar.	5	8 p.m.	Yuba College Chamber Orchestra	(Concert) In Lake Co.-----	32	-10.00
Thu.	Mar.	6	8 p.m.	Search for Self #3	(Gathering)-----	143	
Sun.	Mar.	9	8 p.m.	Yuba College Chamber Orchestra	(Concert) In Lake Co.-----	100	
Mon.	Mar.	10	8 p.m.	Civilisation #10	(Film)-----	20	
Wed.	Mar.	5,12,19,26		Estate Planning for Women	(Seminar)-----	266	-373.00
Thu.	Mar.	13	8 p.m.	Search for Self #4	(Gathering)-----	154	
Mon.	Mar.	17	8 p.m.	Eda Jameson, Piano	(Concert)-----	61	-38.00
Mon.	Mar.	24	8 p.m.	Civilisation #11	(Film)-----	20	
Wed.	Apr.	2	1 p.m.	Estate Planning for Women	(Seminar)-----	64	
Tue.	Apr.	8	8 p.m.	Kanellakos, "Trans-Meditation"	(Lecture)-----	135	-91.50
Fri.	Apr.	11	8 p.m.	U. of Pacific Woodwinds	(Concert)-----	250	
Mon.	Apr.	14	8 p.m.	Civilisation #12	(Film)-----	10	
Wed.	Apr.	16	8 p.m.	"Anthropology", Dr. Neville	(Lecture)-----	250	

Appendix Q-7

Continued-Page 3

ATTENDANCE RECORD FOR PUBLIC EVENTS 1974-1975

Apr. 17,18,19	8 p.m.	"Ceremonies in Dark Old Men"	(Play)-----	150
Thu. Apr. 17	7:30 p.m.	Nuclear Power,	(Discussion)-----	66
Thu. Apr. 24	7:30 p.m.	Alternate Power Sources	(Discussion)-----	55
Fri. May 2	8 p.m.	Oakland Youth Symphony	(Concert)-----	150
Sun. May 4	8 p.m.	Grishaw-Estabrook	(Recital)-----	110-132.00
Wed. May 7	8 p.m.	Modern China, Marc Faye	(Lecture)-----	162
Wed. May 7	Day	Modern China, Marc Faye	(Lecture)-----	43
Thu. May 8,9	8 p.m.	Ballet Folklorico	(Dance)-----	304-168.50
Wed. May 7, 14	Day	Management of Personal Finances	(Lecture) In Lake Co.-----	30
May 12,13,16	7 p.m.	Mind Control Class	(Workshop)-----	49-245.00
Sun. May 18	3 p.m.	Quadra Antigua	(Concert)-----	51 -21.00
Wed. May 21	8 p.m.	Yuba College Symphony & Chorale	(Concert)-----	201 -40.50
Wed. May 27	8 p.m.	Yuba Music Dept. Choral Classes	(Concert)-----	28 -18.50
May 28,29,30	8:15 p.m.	Yuba Modern Dance Class	(Concert)-----	446 -56.10
Sun. June 1	3 p.m.	"Victorino", In Lake Co.,	(Concert)-----	43

Total Attendance 8,722
49
 8,771

Appendix Q-8

ATTENDANCE RECORD FOR PUBLIC EVENTS 1975-1976
(Chronological List)

<u>Date & Time</u>	<u>Event</u>	<u>Type</u>	<u>Attendance</u>
9/25/75	Recreation for Handicapped	Workshop	75
9/30/75	Dr. Glasser, "Schools Without Failure"	Lecture	727
10/5/75	Odessa Balalaikas	Concert	239
10/13/75	Alfred Street, Guitar	Concert	180
10/14/75	Stan Dale, Transactional Analysis	Lecture	129
10/30/75	Ayako Uchiyama, Kabuki Dancer	Recital	152
11/5/75	Yuba College Community Orchestra	Concert	93
11/10/75	Music Dept. Jazz Clinic	Workshop	140
11/20/75	Bluegrass Concert by "High Country"	Concert	352
11/25/75	Aaron Stern "The Making of a Genius"	Lecture	126
11/26/75	Phillipino Program for Gateway Project	Variety	350
12/5,6,7	Annual Play for Children (Rideout Benefit)	Drama	1174
12/4/75	Larry Herring, Delancy St. Foundation	Lecture	51
12/7/75	"The Messiah" (at St. Isidore's Church)	Oratorio	900
12/10/75	Annual Dinner Concert	Gourmet Dinner	206
12/11/75	Morca, "Flamenco in Concert"	Dance Recital	184
12/12/75	East Indian Program	Variety	211
12/16/75	Music Department Concert	Concert	104
1/9/76	Ballet Folklorico de Livermore (in Woodland)	Dance	219
1/15/76	Martin Luther King Jr. Day	Variety	50
2/9/76	Ram Bagai on "Gandhi"	Lecture	130
2/3,10/17	Tax & Estates Planning	Seminars	260
2/19/76	Dr. Abrams on "Body Language"	Lecture	290

ATTENDANCE RECORD FOR PUBLIC EVENTS 1975-1976
(pg. 2 , continued)

<u>Date & Time</u>	<u>Event</u>	<u>Type</u>	<u>Attendance</u>
2/28/76	Photography Clinic	Workshop	95
2/26/76	Preview, Y.C.T. Play "Scapino"	Drama	180
2/27,28/76	Y.C.T. Play "Scapino"	Drama	475
3/5,6/76	Y.C.T. Play "Scapino"	"	650
3/1/76	Gary Snyder, Poet	Lecture-Seminar	372
3/28/76	Salonites-Olander Recital, Lower Lake	Concert	73
3/29/76	Romayne Wheeler, Piano	Concert	120
4/4/76	KOVR-TV 13 "Focus on Education"	Program on Handicapped	?
4/8/76	Yuba College Community Orchestra	Concert	160
4/19/76	Eda Jameson, Piano (on campus)	Concert	105
4/21/76	"The Rise of Common Woman"	Seminar	52
4/25/76	Eda Jameson Concert, (at Lower Lake)	Concert	85
4/27/76	Yuba Coll. Chorale (at St. Isidore's)	Concert	100
5/1/76	Balletfolklorico de Yuba College	Dance	271
5/2/76	" " " "	Dance	206
5/13/76	"Fragile-Handle With Care"	Seminar	25
5/14/76	Yuba Coll. Music Dept. Jazz Clinic	Workshop	250
5/14/76	Bresnahan Trio (Woodland Opera House)	Concert	23
5/16/76	" " (in Lower Lake)	Concert	65
5/18/76	Black Students' Play	Drama	25
5/20/76	Black Students' "Singathon"	Recital	120
5/24/76	Preview, Musical, "Sing Out Sweet Land"	Musical	50
5/25,26, 27,28/76	Yuba College Musical, "Sing Out Sweet Land"	"	764
6/1/76	Modern Dance Program, Rakela's Classes	Dance	126
6/4/76	Commencement	Variety	500
		TOTAL ATTENDANCE	11,054

Appendix R-1

MINUTES OF THE SPECIAL MEETING, FEBRUARY 18, 1978

BOARD OF TRUSTEES

YUBA COMMUNITY COLLEGE DISTRICT

THE BOARD OF TRUSTEES OF THE YUBA COMMUNITY COLLEGE DISTRICT MET IN SPECIAL SESSION ON FEBRUARY 18, 1978, AT THE WOODLAND ELKS CLUB, WOODLAND, CALIFORNIA, FROM 10:00 A.M. TO 12 NOON, AND AT THE WOODLAND CENTER OF YUBA COLLEGE, WOODLAND, CALIFORNIA, FROM 1:30 P.M. TO 3:00 P.M.

THE MEETING WAS CALLED TO ORDER AT 10:00 A.M. BY THE PRESIDENT, MR. SANKEY.

ROLL CALL: PRESENT: CLEMENT, FAYE, JOHNSON, PENNEBAKER, SANKEY
ABSENT : FRYE, GEORGE

THE PRESIDENT DECLARED A QUORUM WAS PRESENT AND PROCEEDED WITH THE ORDER OF BUSINESS.

MR. SANKEY WELCOMED EVERYONE TO THE MEETING AND INTRODUCED DR. WALKER AND THE OTHER MEMBERS OF THE BOARD, INDICATING THE RESPECTIVE TRUSTEE AREAS THEY REPRESENT.

1. WOODLAND CENTER NEEDS ASSESSMENT AND FEASIBILITY STUDY

DR. WALKER REMARKED THAT THIS MEETING SIGNIFIED THE END OF THE STUDY AND WAS BEING HELD FOR THE PURPOSE OF OBTAINING ANY FINAL INPUT REGARDING THE STUDY SO THAT THE BOARD COULD MAKE THEIR FINAL RECOMMENDATIONS WHICH WILL BE SUBMITTED TO THE CALIFORNIA COMMUNITY COLLEGES AND THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION.

DR. WALKER INDICATED THAT THE DISTRICT WAS INDEBTED TO THE PEOPLE ON THE ADVISORY COMMITTEE AND OTHERS INVOLVED FOR THEIR ASSISTANCE IN THE STUDY.

MR. RAY GUTIERREZ, DIRECTOR OF THE WOODLAND CENTER, WELCOMED EVERYONE TO THE MEETING. HE REVIEWED THE BACKGROUND OF THE STUDY AND ESTABLISHMENT OF THE ADVISORY COMMITTEE, ALONG WITH THE BASIC RECOMMENDATIONS OF THE COMMITTEE.

MR. DICK CLANTON, DIRECTOR OF THE BEALE CENTER, WHO ASSISTED IN DIRECTING THE STUDY PROCESS, REVIEWED THE SOURCES OF THE DATA GATHERING PROCESS AND THE RELIABILITY OF THE STUDY, CITING AND REVIEWING SEVERAL PAGES OF CHARTS AND EXPLAINING THE SURVEY AND HOW IT WAS CONDUCTED.

MR. HAROLD DOUGLASS, WOODLAND CENTER CONSULTANT, WHO, ALONG WITH MR. CLANTON, ASSISTED IN DIRECTING THE STUDY, REVIEWED THE PAST, CURRENT AND PROJECTED USE OF THE CENTER WITH REFERENCE TO ENROLLMENT, STAFF AND PROGRAMS. HE REVIEWED SEVERAL CHARTS IN THE STUDY RELATING TO ENROLLMENT DATA, ROOM UTILIZATION AND CLASS LOCATIONS. HE INDICATED THAT THE NUMBER OF PART TIME STAFF AT THE CENTER HAS TRIPLED IN THE PAST 1½ YEARS AND THE COURSE OFFERINGS HAVE GROWN FROM 14 TO 124 DURING THAT TIME.

COMMENTS OF LAY ADVISORY COMMITTEE REPRESENTATIVES

ADDIE MOLSON, A RETIRED TEACHER, INDICATED SHE FELT THAT "A DREAM HAS COME TRUE" WITH THE ESTABLISHMENT OF THE WOODLAND CENTER WHICH HAS BROUGHT THE AVAILABILITY OF COMMUNITY COLLEGE EDUCATION TO THE AREA RESIDENTS. SHE GAVE A BRIEF REPORT ON THE HISTORY OF EDUCATION AND STRESSED THE IMPORTANCE OF EDUCATION BEYOND THE HIGH SCHOOL LEVEL.

GREGG ASHLEY, A FORMER STUDENT OF THE WOODLAND CENTER, INDICATED HE CAME BACK TO COLLEGE WHEN THE WOODLAND CENTER OPENED AND TOOK THE BASIC COURSES. AFTER DETERMINING HIS MAJOR, HE SUBSEQUENTLY TRANSFERRED TO COLLEGE IN SACRAMENTO. HE FELT THAT THE WOODLAND CENTER IS DEFICIENT IN REGARDS TO THE NUMBER OF CLASSES IT OFFERS, AND THAT IT NEEDS TO BE EXPANDED. HE INDICATED HE KNOWS PEOPLE WHO ARE MOVING TO THE WOODLAND AREA FROM SACRAMENTO BECAUSE OF ECONOMIC FACTORS, WHO WOULD ATTEND THE CENTER IF IT HAD MORE COMPLETE PROGRAMS. HE FELT THE ATMOSPHERE AT THE CENTER IS VERY ATTRACTIVE, WITH HIGH QUALITY INSTRUCTORS.

MR. LUCERO, A MEMBER OF THE ADVISORY COMMITTEE, FELT THAT THE FIRST THING TO DO IS FIND A LOCATION TO PURCHASE, AND THIS SHOULD BE DONE SOON, DUE TO THE RISING INFLATION.

MR. PENNEBAKER INDICATED HE HOPED THAT EVERYONE WAS AWARE THAT THERE ARE REVIEWING BODIES BEYOND THE BOARD OF TRUSTEES THAT WILL BE REQUIRED TO APPROVE THIS STUDY ALSO. HE FELT HE WOULD HAVE TO BE CONVINCED THAT IT IS LESS DESIRABLE TO HAVE CLASSES IN OUTREACH LOCATIONS, AS OPPOSED TO ALL IN ONE LOCATION. HE FELT THIS CAN REALLY BE A STRENGTH IN THAT YUBA COLLEGE IS WILLING TO GO OUT TO THE LOCATIONS WHERE THE SERVICES ARE NEEDED.

MR. FRANK RODGERS, AN INSTRUCTOR AT THE WOODLAND CENTER, WHO ALSO OVERSEES THE BOOKSTORE, FINANCIAL AID, AND PLACEMENT OFFICE AT THE CENTER, INDICATED HE WAS TRYING TO CONVEY THE FEELINGS OF THE CENTER FACULTY MEMBERS AS A WHOLE. HE COMMENTED ON THE RAPID GROWTH OF THE CENTER DURING THE PAST 1½ YEARS AND FELT THAT THE CENTER HAS DONE AN EXCELLENT JOB OF PROVIDING SERVICES TO THE COMMUNITY DURING THAT TIME. HE FELT THAT THE MAIN CAMPUS IN MARYSVILLE HAS BEEN VERY SUPPORTIVE OF THESE EFFORTS. HE REFERRED TO SEVERAL OF THE PROGRAMS WHICH THE WOODLAND FACULTY MEMBERS EXPRESSED CONCERNS ABOUT WITH REGARD TO EXPANSION.

HE ASSURED EVERYONE THAT WHATEVER THE ACTIONS OF THE BOARD OF TRUSTEES ARE, THE FACULTY AND STAFF WOULD DO THEIR VERY BEST FOR THE PEOPLE OF WOODLAND AND THE SURROUNDING AREAS.

Appendix R-2

MR. SANKEY THANKED EVERYONE FOR THEIR PRESENTATION AND ASKED FOR ANY OTHER COMMENTS OR QUESTIONS FROM THE AUDIENCE.

GREGG ASHLEY COMMENTED THAT IN THE PAST STUDENTS RESIDING IN WOODLAND WANTED TO MOVE AWAY FROM THE AREA, BUT THIS IS NOT SO POPULAR ANY LONGER AND FELT THAT IF THE WOODLAND CENTER OFFERED A MORE COMPREHENSIVE PROGRAM IT WOULD ATTRACT THESE STUDENTS TO STAY IN THE AREA AND ATTRACT PEOPLE TO MOVE TO THE WOODLAND AREA FROM OTHER AREAS.

VIRGINIA POHL FELT THAT THE FOCUS SHOULD NOT BE ON EMPIRE BUILDING OR COMPETITION, BUT ON MEETING THE NEEDS OF THE PEOPLE.

JOHN DAVIS, A MEMBER OF THE ADVISORY COMMITTEE AND DIRECTOR OF THE WOODLAND HIGH SCHOOL ADULT EDUCATION PROGRAM, INDICATED HE FELT VERY OPTIMISTIC REGARDING THE GROWTH OF POPULATION IN THE WOODLAND AREA. HE INDICATED THERE IS A LARGE INCREASE IN ADULTS WHO WANT TO FURTHER THEIR EDUCATION AND FELT MANY MORE WOULD TAKE COURSES AT THE WOODLAND CENTER IF MORE WERE AVAILABLE. HE FELT THERE IS A GREAT NEED FOR VOCATIONAL EDUCATION TYPES OF COURSES AND FELT IT WOULD BE A GREAT OPPORTUNITY FOR THE COMMUNITY COLLEGE IF THEY WERE TO OFFER THESE COURSES ALSO.

ADDIE MOLSON INDICATED THAT PEOPLE WHO ARE PREPARING TO RETIRE WILL ALSO NEED TO FURTHER THEIR EDUCATION IN ORDER TO ENHANCE THEIR RETIREMENT INCOME.

DICK CHOILIS, A MEMBER OF THE ADVISORY COMMITTEE, FELT THAT ONCE A PERSON IS INTRODUCED TO THE COMMUNITY COLLEGE COURSES, THEY MAY FIND THEY ENJOY THE ATMOSPHERE AND WOULD CONTINUE THEIR EDUCATION. HE FELT THAT TELEVISION SHOULD BE UTILIZED FOR SOME COURSES ALSO.

MR. SANKEY EXPRESSED APPRECIATION TO ALL STAFF MEMBERS AND THE ADVISORY COMMITTEE MEMBERS WHO TOOK PART IN THE STUDY. HE FELT SATISFIED THAT THE STUDY AND RESULTS WERE VERY THOROUGH. HE ALSO REQUESTED PATIENCE OF EVERYONE AT THIS POINT WHILE THE STUDY GOES THROUGH THE NEXT PROCESSES OF APPROVAL.

HE INDICATED HE IS PERSONALLY VERY INTERESTED IN WHAT IS GOING ON IN ALL AREAS OF THE DISTRICT, INCLUDING THE WESTSIDE, BUT THE BOARD MUST MOVE VERY CAREFULLY.

MR. FAYE FELT THAT THE WOODLAND CAMPUS SHOULD BE TOTALLY CONTAINED IN ONE LOCATION, AND THE BOARD SHOULD NOT PRECLUDE LOOKING AT PROPERTY IN ANY LOCATION. HE FELT THAT THE LOCATION OF THE CAMPUS SHOULD BE IN PRIME AGRICULTURAL LAND.

MR. SANKEY ADJOURNED THE MEETING FOR LUNCH AT 12:20 P.M.

THE MEETING RECONVENED AT THE WOODLAND CENTER OF YUBA COLLEGE AT 1:30 P.M.

DR. WALKER INDICATED THAT MR. BRILL WOULD SYNTHESIZE THE QUESTIONS AS THE ADMINISTRATION SEES THEM.

MR. BRILL DISTRIBUTED TO THE BOARD MEMBERS AND AUDIENCE A SHEET ILLUSTRATING TYPICAL QUESTIONS THAT SHOULD BE ANSWERED BY THE BOARD IN MAKING THEIR FINAL RECOMMENDATIONS.

MR. BRILL THEN REVIEWED THE INTERPRETATIONS OF THE QUESTIONS.

THE BOARD MEMBERS DISCUSSED THE DEFINITION OF "A COMPREHENSIVE CENTER" AS OPPOSED TO "A CAMPUS."

MR. PENNEBAKER FELT THE DISTRICT SHOULD MASTER PLAN FOR A 22 YEAR PROGRAM FOR 4,000 STUDENTS.

MR. BRILL FELT THERE WAS AN IMMEDIATE NEED FOR AN ADDITIONAL BUILDING ON THE PRESENT CENTER SITE FOR SUPPORT SERVICES. THE USE OF THE PRESENT SITE ON A LONG TERM BASIS WAS DISCUSSED. THE USE OF TEMPORARY BUILDINGS WAS DISCUSSED.

MR. PENNEBAKER FELT THERE WAS A LARGE ECONOMIC FACTOR IN USING RELOCATABLE BUILDINGS. HE AND MR. FAYE EXPRESSED THEIR FEELINGS THAT THE DISTRICT SHOULD PURSUE LOOKING FOR A PERMANENT SITE AND WORK TOWARDS DEVELOPMENT OF A MASTER PLAN.

MR. SANKEY INDICATED THAT MR. TED GEORGE COULD NOT ATTEND THE MEETING, BUT THAT HE HAD ALSO EXPRESSED THIS OPINION TO HIM.

MR. PENNEBAKER SUGGESTED AN ECONOMIC STUDY WITH REFERENCE TO LEASING SPACE IN AREAS AWAY FROM THE PRESENT SITE TO ACHIEVE SATISFACTION OF THE IMMEDIATE NEEDS, RATHER THAN PURCHASE RELOCATABLES FOR THE PRESENT SITE.

MRS. CLEMENT INDICATED SHE WAS IN FAVOR OF MOVING TO ACQUIRE A PERMANENT SITE AS SOON AS POSSIBLE AND IN THE MEANTIME, EXPLORING THE LEAST EXPENSIVE WAY TO SATISFY THE CENTER'S IMMEDIATE NEEDS.

THE BOARD DISCUSSED VARIOUS SUGGESTIONS AND IDEAS REGARDING THEIR FINAL RECOMMENDATIONS FOR THE STUDY, INCLUDING A MASTER PLAN FOR THE YEAR 2,000 PROJECTING A 6% GROWTH FIGURE, ENVISIONING A COMPREHENSIVE CAMPUS; SEARCHING FOR A PERMANENT SITE OF AT LEAST 160 ACRES WHICH WOULD BE ADEQUATE FOR AN AGRICULTURE PROGRAM; DISTRICT ADMINISTRATION FROM THE MARYSVILLE CAMPUS; DETERMINING THE ACCEPTABILITY OF THE RECOMMENDATIONS AT STATE LEVELS; MAXIMIZE THE EFFORTS AT THE PRESENT WOODLAND SITE AT THE MOST ECONOMICAL LEVEL AND EXPLORE THE LEASE SITUATION AT THE CURRENT SITE.

MR. SANKEY FELT THAT THE RESIDENTS TO THE NORTH OF WOODLAND (WESTSIDE) SHOULD BE STRONGLY CONSIDERED WHEN SEEKING A LOCATION FOR THE PERMANENT SITE.

FOR CLARIFICATION PURPOSES, DR. WALKER REQUESTED A RECESS TO SUMMARIZE IN WRITING THE BOARD'S FEELINGS.

THE BOARD RECESSED FOR 15 MINUTES.

Appendix R-3

A TYPED SUMMARY OF THE PROPOSED RECOMMENDATIONS WAS DISTRIBUTED TO THE BOARD MEMBERS AND AUDIENCE FOR REVIEW.

MOVED, SECONDED AND CARRIED THAT THE BOARD OF TRUSTEES RESOLVE THE FOLLOWING:

1. THAT THE YUBA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES HEREBY ADVISES THE BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES AND THROUGH THE CHANCELLOR'S OFFICE, THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION THAT THE YUBA COMMUNITY COLLEGE DISTRICT HAS COMPLETED AND ADOPTED THE WOODLAND CENTER NEEDS ASSESSMENT AND FEASIBILITY STUDY AND RECOGNIZES THE WOODLAND CENTER AS A PERMANENT OPERATION AND PETITIONS THE STATE TO RECOGNIZE IT AS SUCH.
2. THAT MASTER PLANNING COMMENCE FOR THE ESTABLISHMENT OF A COMPREHENSIVE CAMPUS FOR 2500 FTE STUDENTS BY THE YEAR 2,000 CONFORMING TO PROJECTIONS OF THE DEPARTMENT OF FINANCE.
3. THAT A SEARCH BEGIN IMMEDIATELY FOR A SITE OF A MINIMUM OF 160 ACRES WHICH WILL PROVIDE FOR A COMPREHENSIVE CAMPUS AS WELL AS LAND FOR AN AGRICULTURE PROGRAM. THIS SITE SHOULD BE LOCATED TO BEST SERVE THE STUDENTS OF THE WOODLAND, ESPARTO, AND OTHER WESTSIDE SCHOOL DISTRICTS.
4. THAT THE DISTRICT CONTINUE TO EXPAND SERVICES IN THE MEANTIME AT THE PRESENT WOODLAND CENTER TO PROVIDE FOR THE NEEDS OF PRESENT AND ANTICIPATED STUDENTS.
5. THAT ADDITIONAL FACILITIES AT THE CURRENT SITE BE KEPT TO A MINIMUM, AND ONLY WITH DEMONSTRATED NEED SUCH AS SUPPORT SERVICES (E.G., LIBRARY, BOOKSTORE, FACULTY OFFICES), IN ORDER TO KEEP TEMPORARY FACILITY COST AT A MINIMUM AND EMPHASIZE PERMANENT FACILITIES ON DISTRICT OWNED LAND. COMMUNITY RESOURCES SHOULD BE FULLY UTILIZED IF ECONOMICALLY FEASIBLE, IN PREFERENCE TO EXPENDITURE OF FUNDS FOR ADDITIONAL FACILITIES ON THE PRESENT LEASED SITE, UNLESS THE LATTER IS CLEARLY WARRANTED.
6. THAT THE DISTRICT SHOULD ATTEMPT TO INCREASE THE LENGTH OF THE LEASE AT THE CURRENT SITE IN ORDER TO PROTECT THE DISTRICT FROM CRISIS UPON EARLY TERMINATION OF THE LEASE.
7. THAT THE BOARD GO ON RECORD AS ENERGETICALLY SUPPORTING THE PLANNED, ORDERLY, AND ECONOMICALLY JUSTIFIABLE EXPANSION OF THE WOODLAND CENTER AND EVENTUAL WOODLAND CAMPUS AND HEREBY SUBMITS THE STUDY TO THE STATE WITH ITS STRONG ENDORSEMENT AND REQUEST FOR APPROVAL.

AYE: CLEMENT, FAYE, JOHNSON, PENNEBAKER, SANKEY
NAY: NONE
ABSENT: FRYE, GEORGE

MR. BRILL INDICATED THAT DURING THE SITE SELECTION PROCESS A VERY COMPREHENSIVE ENVIRONMENTAL IMPACT REPORT WILL BE REQUIRED, AND HE FELT THAT DUE TO THE IMPORTANCE AND IMPACT OF THE PROJECT, A PROFESSIONAL FIRM SHOULD BE HIRED TO CONDUCT THIS STUDY. HE ASKED WHAT THE BOARD'S FEELINGS WERE REGARDING THIS SUGGESTION.

MR. SANKEY AND MR. JOHNSON AGREED WITH THIS RECOMMENDATION.

DR. WALKER ADDED THAT SELECTION OF AN ARCHITECT WOULD BE ANOTHER ITEM FOR CONSIDERATION SINCE THE BOARD HAD PREVIOUSLY EXPRESSED ITS DESIRE TO CONSIDER ANY NEW PERMANENT FACILITIES AT ANY OF IT'S CENTERS INDEPENDENTLY OF IT'S ONGOING MAIN CAMPUS AND TEMPORARY CENTER FACILITIES.

MR. PENNEBAKER FELT THAT PERHAPS AT THE APPROPRIATE TIME A LOCAL COMMITTEE COULD BE APPOINTED TO CONDUCT AND STUDY SITE SELECTION AND MAKE RECOMMENDATIONS TO THE BOARD. HE ADDED THAT SUCH A COMMITTEE WOULD RECEIVE GUIDELINES AT THE ONSET OF THEIR STUDY.

MR. BRILL FELT THAT A RECORD OF THIS MEETING SHOULD BE INCORPORATED INTO THE STUDY AS A FINAL CHAPTER AND BROUGHT BACK TO THE BOARD AT THEIR MARCH MEETING FOR FINAL APPROVAL. THIS WAS AGREEABLE TO THE BOARD MEMBERS.

MR. GUTIERREZ THANKED THE BOARD FOR THEIR PARTICIPATION AND THANKED MR. CLANTON AND MR. DOUGLASS FOR THEIR LEADERSHIP IN CONDUCTING THE STUDY.

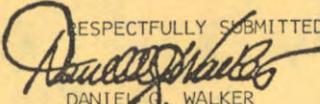
MR. SANKEY REQUESTED THAT A RESOLUTION FROM THE BOARD OF TRUSTEES COMMENDING THE MEMBERS OF THE ADVISORY COMMITTEE BE PREPARED FOR APPROVAL AT THE MARCH MEETING.

DR. WALKER INDICATED THIS WOULD BE DONE.

ADJOURNMENT

THE SPECIAL MEETING OF THE BOARD OF TRUSTEES ADJOURNED AT 3:00 P.M.

RESPECTFULLY SUBMITTED,


DANIEL G. WALKER
SECRETARY

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