



## 1. Contact Information

---

Coordinating Institution: West Hills College Lemoore

Contact Person's Name and Title: Don Warkentin, President

*The contact person must be a representative of the coordinating institution and will serve as the single point of contact for the Department of Finance.*

Contact Person's Email Address: [donwarkentin@whccd.edu](mailto:donwarkentin@whccd.edu)

Contact Person's Phone Number: (559) 935-3200

Contact Person's Mailing Address: 555 College Avenue  
Lemoore, CA 93245

### List of Participants:

Participating Institution: West Hills College Coalinga

Contact Person's Name and Title: Carole Goldsmith, President

Contact Person's Email Address: [carolegoldsmith@whccd.edu](mailto:carolegoldsmith@whccd.edu)

Contact Person's Phone Number: (559) 934-2205

Contact Person's Mailing Address: 300 Cherry Lane, Coalinga, CA 93210

Participating Institution: West Hills Community College District

Contact Person's Name and Title: Frank Gornick, Chancellor

Contact Person's Email Address: [frankgornick@whccd.edu](mailto:frankgornick@whccd.edu)

Contact Person's Phone Number: (559) 934-2180

Contact Person's Mailing Address: 9900 Cody Street, Coalinga, CA 93210



## 2. Amount of Award and Coordinating Institution CEO Spending Plan Approval

---

\$2,500,000.00

Check made payable to: West Hills Community College District  
Mailing address: West Hills Community College District, 9900 Cody Street, Coalinga, CA  
93210. Attn: Chancellor Frank Gornick

### Assurance and Signature

Please replicate the following assurance, followed by the signature of the chief executive officer.

“I assure that I have read and support the spending plan for the Governor’s Award for Innovation in Higher Education for West Hills College Lemoore. I understand that the spending plan is subject to approval by the Committee on Awards for Innovation in Higher Education. West Hills Community College District will serve as the fiscal agent and will be responsible for distributing funds to support approved initiatives. Many initiatives focus on creating new professional development programs that engage faculty, students, and staff while other initiatives represent one-time in nature instructional or service equipment and/or supplies. All of the initiatives are directly linked to the priorities of the Award for Innovation objectives. I also understand that my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this spending plan.”

---

Don Warkentin, President

April 10, 2015

---

Date



### 3. West Hills College Lemoore Coordinating Institution Spending Plan

---

#### Learning Community Models

Learning community models develop a *common dialogue for faculty to integrate student work* and provide support for students, thereby mitigating students getting lost, reducing the number of students that drop, and increasing student success. Faculty and student services support staff will collaborate to adapt best practices using proven methods and deploy services that strengthen the intrusive integration of instruction and support services to expedite student completion and reduce time to degree/transfer. The two-year project will include appropriate entities from secondary and postsecondary, including two-year colleges and adjacent universities in the Central Valley.

<b>Learning Community Models Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Professional development for innovative Instruction and Student Services	Establish funds to support creative teaching and support service innovations that infuse technology in secondary and postsecondary instruction and services to improve student access, success, and transfer.	\$50,000.00
<b>Timeline:</b> fall 2015 through fall 2017		

#### Student Learning Outcomes professional development

West Hills College instituted a consistent and regular means whereby faculty have sustained attention on the development, assessment, analysis and professional development needed for implementing Student Learning Outcomes (SLO) and ensuring that all programs were reviewed on a schedule. The immediate next step is to provide opportunities for faculty to understand how to effect curriculum changes as a result of SLO assessment(s) at the course and program levels. The year-long professional development opportunities will enable all faculty to participate in professional advancement initiatives. The tracking software allocation is one-time in nature.

<b>SLO Professional Development Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Professional Development	Provide professional development opportunities for faculty.	\$12,500.00
Course/program SLO tracking software and automation	Replacing static, printed outdated course-tracking software and rubrics that automate tracking of SLO attainment at the course and	\$37,500.00



	program levels. A campus wide ad hoc faculty group researched vendors in the 2014-15 academic year.	
<b>Timeline:</b> fall 2015 through spring 2016 for faculty PD; tracking software in summer 2015.		

**Distance Education/Connected Learning Online Program growth**

Continuous professional development for faculty and staff in distance platforms, multimedia tools, accessibility, andragogy, support services and related distance education and stimulate expansion of new online certificate and degree programs that are in alignment with transfer institution programs.

<b>Distance Education/Connected Learning Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Faculty and staff professional development	Core technologies and competencies leveraged to deliver value to students.	\$50,000.00
Curriculum alignment and/or redesign <i>Spark</i> grants	Expansion of online certificate and degree programs that focus on innovation and entrepreneurship as a competency and skill.	\$50,000.00
<b>Timeline:</b> summer 2015 through fall 2018 (faculty and staff professional development)		
<b>Timeline:</b> spring 2016 through spring 2019 (Curriculum redesign <i>Spark</i> grants)		

**Transfer Degree Expansion**

The transfer degrees have *decreased replication* of courses by transfer students, improved communication with CSU transfer institutions, and *standardized degree* requirements. There is a continuing initiative as Senate Bill 440 (Padilla) to require all community college create transfer degrees in every major for which there is a transfer model curriculum and a degree in that discipline.

<b>Transfer Degree Expansion Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Professional development	Provide opportunities for faculty to increase collaboration with CSU and UC faculty on transfer degrees with an emphasis on curriculum alignment outcomes.	\$25,000.00
<b>Timeline:</b> fall 2015 through spring 2016		

**Degree Program Redesign**

The district understands that students' starting off *on the wrong foot* hurts completion; students who make early progress complete at higher rates. With the advent of REG365 and continued emphasis on educational planning, this is a logical next step in efforts to streamline the pathway for student completion and transfer.



<b>Degree Program Redesign Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Cultivation grants	Incentives to accelerate adoption of innovative projects that demonstrate success in teaching and learning.	\$25,000.00
<b>Timeline:</b> summer 2015 through fall 2017		

### **Guided Pathways to Success**

Students' having a goal isn't *enough*; secondary and postsecondary students need help planning to achieve success. West Hills College is supplementing general fund disbursements with Student Success and Support (SSSP) funds to structure student schedules that clearly define and facilitate future education pathways for students and pioneering an innovative initiative to create pathways that remain with students through their matriculation across educational providers (secondary and postsecondary).

<b>Guided Pathways to Success Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Professional Development	Establish funds to provide support to faculty with creative proposals that focus on adult education (living-working-learning) models.	\$50,000.00
<b>Timeline:</b> fall 2015 through fall 2018 (professional development)		

### **Transfer Model Curriculum**

Expansion of programming and resources to coordinate transfer orientation, transfer centers, transfer skills courses, and transfer student housing. Additional transfer degrees as required by SB1440 will be completed, specifically biology, chemistry, and economics.

<b>Transfer Model Curriculum Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Articulation with transfer institutions	Complete articulation agreements.	\$5,000.00
<b>Timeline:</b> fall 2015 through fall 2016		

### **Achieving the Dream (ATD) research and implementation Plans**

Building on prior work and deployment of the institutional implementation plan, research data will result in changes to curriculum, scheduling patterns, assessment, and/or andragogy that will influence ease of transfer and increase completion rates of students.

<b>Achieving the Dream Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Institutional research outcomes	Deployment of the implementation plan in late spring 2015 institutional research and data	\$150,000.00



# WEST HILLS

COMMUNITY COLLEGE DISTRICT

	analysis to realign service delivery to students to expedite completion.	
<b>Timeline:</b> summer 2015 through fall 2018		



## 4. Amount of funds to be transferred to eligible participants

---

West Hills Community College District and West Hills College Coalinga are additional participants eligible to receive funds. The following section details the amount of funds proposed for expenditure by these participants.

### West Hills College Coalinga

#### Learning Community Models

Learning community models develop a *common dialogue for faculty to integrate student work* and provide support for students, thereby mitigating students getting lost, reducing the number of students that drop, and increasing student success. Faculty and student services support staff will collaborate to adapt best practices using proven methods and deploy services that strengthen the intrusive integration of instruction and support services to expedite student completion and reduce time to degree/transfer. The two-year project will include appropriate entities from secondary and postsecondary, including two-year colleges and adjacent universities in the Central Valley.

<b>Learning Community Models Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Professional development for innovative Instruction and Student Services	Establish funds to support creative teaching and support service innovations that infuse technology in secondary and postsecondary instruction and services to improve student access, success, and transfer.	\$50,000.00
<b>Timeline:</b> fall 2015 through fall 2017		

#### Student Learning Outcomes professional development

West Hills College instituted a consistent and regular means whereby faculty have sustained attention on the development, assessment, analysis and professional development needed for implementing Student Learning Outcomes (SLO) and ensuring that all programs were reviewed on a schedule. The immediate next step is to provide opportunities for faculty to understand how to effect curriculum changes as a result of SLO assessment(s) at the course and program levels. The year-long professional development opportunities will enable all faculty to participate in professional advancement initiatives. The tracking software allocation is one-time in nature.



<b>SLO Professional Development Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Professional Development	Provide professional development opportunities for faculty.	\$12,500.00
Course/program SLO tracking software and automation	Replacing static, printed outdated course-tracking software and rubrics that automate tracking of SLO attainment at the course and program levels. A campus wide ad hoc faculty group researched vendors in the 2014-15 academic year.	\$37,500.00

**Farm of the Future Directions**

West Hills *Farm of the Future*, a state of the art physical and laboratory facility of nearly 300 acres is collaborating with transfer universities in Agriculture Technology transfer programs, including Agriculture Engineering Technology that requires one-time purchase of instructional equipment as the postsecondary institutions explore opportunities to create a transfer degree program.

<b>Farm of the Future Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Instructional equipment technology	Purchase of instructional equipment.	\$117,000.00
<b>Timeline:</b> summer 2015		

**Distance Education/Connected Learning Online Program growth**

Continuous professional development for faculty and staff in distance platforms, multimedia tools, accessibility, andragogy, support services and related distance education and stimulate expansion of new online certificate and degree programs that are in alignment with transfer institution programs.

<b>Distance Education/Connected Learning Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Faculty and staff professional development	Core technologies and competencies leveraged to deliver value to students.	\$50,000.00
Curriculum alignment and/or redesign <i>Spark</i> grants	Expansion of online certificate and degree programs that focus on innovation and entrepreneurship as a competency and skill.	\$50,000.00
<b>Timeline:</b> summer 2015 through fall 2018 (faculty and staff professional development)		
<b>Timeline:</b> spring 2016 through spring 2019 (Curriculum redesign <i>Spark</i> grants)		



**Transfer Degree Expansion**

The transfer degrees have *decreased replication* of courses by transfer students, improved communication with CSU transfer institutions, and *standardized degree* requirements. There is a continuing initiative as Senate Bill 440 (Padilla) to require all community college create transfer degrees in every major for which there is a transfer model curriculum and a degree in that discipline.

<b>Transfer Degree Expansion Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Professional development	Provide opportunities for faculty to increase collaboration with CSU and UC faculty on transfer degrees with an emphasis on curriculum alignment outcomes.	\$25,000.00
<b>Timeline:</b> fall 2015 through spring 2016		

**Degree Program Redesign**

The district understands that students’ starting off *on the wrong foot* hurts completion; students who make early progress complete at higher rates. With the advent of REG365 and continued emphasis on educational planning, this is a logical next step in efforts to streamline the pathway for student completion and transfer.

<b>Degree Program Redesign Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Cultivation grants	Incentives to accelerate adoption of innovative projects that demonstrate success in teaching and learning.	\$25,000.00
<b>Timeline:</b> summer 2015 through fall 2017		

**Guided Pathways to Success**

Students’ having a goal isn’t *enough*; secondary and postsecondary students need help planning to achieve success. West Hills College is supplementing general fund disbursements with Student Success and Support (SSSP) funds to structure student schedules that clearly define and facilitate future education pathways for students and pioneering an innovative initiative to create pathways that remain with students through their matriculation across educational providers (secondary and postsecondary).

<b>Guided Pathways to Success Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Professional Development	Establish funds to provide support to faculty with creative proposals that focus on adult education (living-working-learning) models.	\$50,000.00
<b>Timeline:</b> fall 2015 through fall 2018 (professional development)		



**Transfer Model Curriculum**

Expansion of programming and resources to coordinate transfer orientation, transfer centers, transfer skills courses, and transfer student housing. Additional transfer degrees as required by SB1440 will be completed, specifically biology, chemistry, and economics.

<b>Transfer Model Curriculum Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Articulation with transfer institutions	Complete articulation agreements.	\$5,000.00
<b>Timeline:</b> fall 2015 through fall 2016		

**Degree Qualifications Profile (DQP)**

Gaining in momentum, competency-based education (CBE) as an academic program is intentionally designed to ensure students can demonstrate their learning of the knowledge, skills, and attitudes needed by a person in that major field of study by utilizing authentic assessments that are validated for quality.

<b>Degree Qualifications Profile (DQP) Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Curriculum redesign <i>Spark</i> grants	Establish professional development funds to broaden competency-based education opportunities for students that accelerate time to completion.	\$50,000.00

**West Hills Community College District**

**Common Assessment Test**

West Hills College led a consortium of colleges to beta test a *common assessment test*. The placement test was both adaptive and diagnostic and shared the same cut scores for students seeking to enroll in transfer-level English and math. Integration of the system wide portal/platform establishes commonality among two-year colleges to reduce unnecessary and often duplicative course-taking by transfer students and will reduce time to completion. The integration and functionality expenses to integrate the portal are one-time in nature.

<b>Common Assessment Test Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
CCCCO Common Assessment platform	Integration cost requirements for system wide portal.	\$45,000.00
<b>Timeline:</b> fall 2015 through fall 2016		



**Closing the Gap**

Essentially, the *secondary and postsecondary systems reached a substantial misalignment of math and English curriculum*. The one-time in nature costs are to be expended on facilitation, curriculum stipends, and staff to amend scheduling practices and requisite student information systems coding. Funds will also be utilized to track research outcomes of placement levels of student enrollment in English and Math transfer classes upon entry.

<b>Closing the Gap Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Technical Assistance	Elimination of curriculum misalignment facilitated by an intersegmental faculty group; increase college preparedness of first-time freshmen in English/Math transfer classes.	\$36,000.00
<b>Timeline:</b> summer 2015 through spring 2016		

**Leveraging Technology**

Leveraging technology to customize the teaching and learning process to serve all students is essential in the 21<sup>st</sup> century. The purpose is to explore opportunities to transform the way teachers teach and students learn, pave new ways of thinking, spark new ideas, and reinvent what it means to teach and learn. The allocations are intended to address the entire college community and all constituent groups to transform the physical environment, instructional resources, and services that optimize student achievement and completion.

Digital learning and/or online technology for low income students that provides access to low cost content and access to customized learning anchors our technology vision, aligns with the existing digital initiatives at our primary transfer university partners, and capitalizes on the continuing efforts of secondary schools to infuse technology in the teaching and learning process. Customized physical settings and learning platforms identified below are intended to close achievement gaps and the digital divide facing rural communities in the Central Valley. The allocations show strong correlations to other barriers by addressing the cost of education (apps versus textbooks) and concurrent realization that learning is moving indisputably toward digital content.

<b>Leveraging Technology Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Classroom technology equipment upgrades/updates	Increase interactive teaching delivery modalities using technology	\$250,000.00
Professional Development	Faculty scholars program stimulating development and usage of Open Educational Resources	\$175,000.00



	(OER), Applications and integration of digital teaching and learning textbooks.	
Teaching and Learning andragogy	Technology related learning, including flipped classrooms, blending learning, and competency-based education.	\$50,000.00
Technology Innovation Center	Providing faculty and students' access to new learning methods, creation of rich interactive, modular content and powerful composition tools.	\$100,000.00
Student collaborative learning spaces	Redesign of traditional classroom settings and creation of collaborative learning spaces for student groups.	\$50,000.00
<i>Student Genius</i> technology support system	Deployment of student support services to assist familiarity and uses of digital content.	\$50,000.00
Student lifecycle management	Innovations designed to promote student educational plan attainment services, innovative technology and emerging analytics such as customer relationship management (CRM) technologies, intrusive advising and outreach, and enhancements to existing student information systems (SIS) hardware and software.	\$270,000.00
<b>Timeline:</b> winter 2015 through spring 2019 (Classroom technology equipment upgrades)		
<b>Timeline:</b> summer 2015 through fall 2019 (Professional development)		
<b>Timeline:</b> spring 2016 through summer 2016 (Teaching and Learning)		
<b>Timeline:</b> summer 2015 through fall 2015 (Technology innovation centers)		
<b>Timeline:</b> spring 2015 through spring 2017 (Student collaborative learning spaces)		
<b>Timeline:</b> fall 2015 through fall 2018 ( <i>Student genius</i> technology support system)		
<b>Timeline:</b> spring 2016 through fall 2019 (Student lifecycle management systems)		

### Student iPad Initiative

Accelerating speed of transfer and efficiency of completion requires institutions to focus on student engagement, particularly in the San Joaquin Valley where non-academic factors often drive non-completion of students and are often compounded by lack of access to technology and broadband digital highways. West Hills understands that students expect to use multiple channels to communicate. The allocation supports a continuing initiative to provide access to technology devices for students, incorporates training and support and ensures all students have access to technology devices and support services.



<b>Student iPad Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Training and support for students	Technology knowledge practices, access to training support, development of student learning communities.	\$50,000.00
District supported Applications (Apps)	Integration/expansion of current pilot initiatives using student cohort models	\$50,000.00
<b>Timeline:</b> fall 2015 through fall 2018 (training and support for students)		
<b>Timeline:</b> fall 2015 through winter 2015 (district supported Applications)		

### Academic Tracker

*Academic Tracker* methods enabled students to eliminate completion of petitions requirements to earn a certificate. The system wide focus on creating a student education plan platform has the potential to reduce time to completion, expedite student completion and avoid unnecessary course re-taking at transfer institutions.

<b>Academic Tracker Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Integration of local platform into statewide student education plan platform	Integration cost requirements for system wide portal	\$20,000.00
<b>Timeline:</b> spring 2016 through summer 2016		

### Transfer recording at course level

West Hills currently records units earned from previous college experience as a lump sum unit and grade points. Therefore, transfer students are unable to take advantage of the benefits academic tracker provides in the student planning area. West Hills will initiate the process of recording transfer units next academic year.

<b>Transfer Recording at Course Level Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Integration requirements	Assimilation of <i>Academic Tracker</i> , <i>e-Transcripts</i> and Prior Learning Assessment portals to expedite student completion	\$10,000.00
<b>Timeline:</b> fall 2015 through spring 2016		

### Personalized learning Modules

Stackable Career and Technical Education (CTE) degrees that focus on compressed offerings focusing on development of specific competency skills sets and academic credit for occupational coursework (e.g., pre-apprenticeship, apprenticeship). Also included is the acquisition of a *prior learning assessment* technology system enabling submission of prior coursework earned by students (e-Portfolios) at other institutions to expedite degree attainment, shorten time to completion, and expedite transfer opportunities.



<b>Personalized Learning Modules Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Student Information System (SIS) for competency-based education, contract training and technical assistance	Supplemental student information system software for existing Ellucian Systems (Datatel).	\$89,000.00
Prior Learning Assessment technology portal	Technology-driven portal supporting submission of e-Portfolio of prior coursework for institutional processing	\$63,000.00
<b>Timeline:</b> fall 2015 through spring 2016 (Student information system)		
<b>Timeline:</b> summer 2015 through winter 2015 (Prior learning assessment)		

### Guided Pathways to Success

Students' having a goal isn't *enough*; secondary and postsecondary students need help planning to achieve success. West Hills College is supplementing general fund disbursements with Student Success and Support (SSSP) funds to structure student schedules that clearly define and facilitate future education pathways for students and pioneering an innovative initiative to create pathways that remain with students through their matriculation across educational providers (secondary and postsecondary).

<b>Guided Pathways to Success Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Pathway linkages with secondary school providers and student tracking research components.	Develop/deploy ten-year plan integrating K-12 dual enrollment programs uniquely designed to <i>stay with the student</i> through both educational systems.	\$45,000.00
<b>Timeline:</b> spring 2016 through fall 2016)		

### eTranscript

West Hills will begin electronic student transcripts in spring 2015 and sending through that same system during the summer 2015. The *eTranscript* California system has been identified as a critical component of an education planning system in support of the implementation of electronic transcripts at all community colleges as mandated by the Education Planning Initiative.

<b>e-Transcript Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Integration of local platform into electronic transcripts platform	Integration cost requirements	\$10,000.00
<b>Timeline:</b> spring 2015 through spring 2016		



**West Hills College Mobile Application**

To facilitate additional opportunities for students to maintain focus on completion and transfer, West Hills College has developed a mobile application to support *MyWestHills* student information systems. The application will provide students with essential services for enrollment status, fee payment, class scheduling, and matriculation services.

<b>West Hills College Mobile Application Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Portal integration/authentication	Widen access by students to multiple communication channels to monitor academic progress.	\$10,000.00
<b>Timeline:</b> spring 2015 through summer 2015		

**Enrollment Management**

This program will be focused on eliminating bottlenecks in program completion, increasing productive (versus wasted) credits taken, and further decreasing time to completion through utilization of technology that enhances institutional capacity to respond to enrollment demand of students and identifies opportunities for increased space utilization (classrooms) efficiency.

<b>Enrollment Management Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Scheduling management software and space efficiency technical assistance	Improve student outcomes, increase retention rates, increase completion rates, and reduce time to completion	\$150,000.00
<b>Timeline:</b> spring 2016 through spring 2018		

**Automatic issuance of Degrees**

In an earlier section we detailed a 2014 innovation using technology to automatically award certificates of completion to students. In 2015, we plan to extend this practice to associate degrees. It is expected the innovation will *contribute to placing students on a faster track to completion.*

<b>Automatic Issuance of Degrees Spending Plan</b>		
<i>Activity</i>	<i>Intent</i>	<i>Fiscal Allocation</i>
Expansion of automatic issuance to associate degrees	Implementation requirements to align with CSU, UC and private institutions	\$50,000.00
<b>Timeline:</b> summer 2015 through winter 2015		