College of the Sequoias
Substantive Change Proposal

Title
3.3.2 Establishing an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program in this case moving the Agriculture and Industrial Technology Classes and Programs from Visalia to the Tulare College Center.

October 15, 2012

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College of the Sequoias
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General Description of the College of the Sequoias

College of the Sequoias (COS) is a public, fully accredited California Community College serving Tulare and Kings Counties. It is located in the middle of California’s vast San Joaquin Valley and offers 91 certificate and 64 AA/AS Degree programs in a variety of career technical education and academic disciplines. COS’s programs articulate with both University of California and California State University systems and is establishing Transfer Model Curriculum as required by AB 1440 through the state legislature.

The College’s student body is diverse. COS has seen a significant increase in the enrollment of Latino and low-income students who are the first in their families to attempt higher education. The District includes large numbers of migrant workers and their families, chronically high unemployment, high rates of poverty, and low levels of educational attainment. A large number of residents are from homes where English is not the primary language spoken.

Enrollment peaked to over 13,400 students in 2011 with a full time equivalent of students (FTES) of over 10,300. Recent reductions in state funding have reduced the College’s ability to offer courses and programs to a projected FTES of 8,500 students for the 2012-13 academic years. The College offers a variety of transfer, degree, career technical education, community and contract education programs.

College of the Sequoias was originally established in 1926 as Visalia Junior College and was a department in the city high school. Its mission at that time was to provide inexpensive, lower-division College education to local high school graduates who intended to transfer to a traditional four-year College. Visalia Junior College was later expanded and a campus was built in 1938. The campus was built on the current College grounds in Visalia. In 1949, it expanded further and formed the College of the Sequoias Community College District, serving the communities of: Corcoran, Exeter, Hanford, Farmersville, Lindsay, Orosi, Three Rivers, Tulare, Woodlake, and Visalia.

A. Description of the Proposed Change

1. Brief Description: The purpose of the District substantive change is to move the agriculture and industrial technology division programs and general education courses to the Tulare College Center in Tulare, California.

A brief history of the division follows:

The District is located in the center of the most productive agriculture regions in the world. Many of California’s 200 commercially produced crops are grown in the Tulare, Kings and Fresno Counties where agriculture is the leading economic engine of the region. The College has maintained strong vocational agriculture and industrial technology programs since the early 1920’s.
The initial industrial technology program was built on the main Visalia campus in the 1940's in classrooms and shops that are still in use today. In fact, for a period of time during World War II the College utilized its industrial maintenance shop to support the war effort by leasing the facility to a local manufacturer to build brake systems for the war. The shop is still in use today for the industrial maintenance program.

The agriculture division was located on 160 acres of farmland located approximately three miles from the Visalia campus. The land was purchased jointly by a fundraising effort of local farmers who donated money for the purchase of the land along with the District. Classes were held in a Quonset hut which served as a combination classroom and shop for agriculture students of Redwood High School and Visalia Junior College. Over the years students built many of the structures on the farm which included an operating dairy, beef, sheep, swine, equine and horticulture facility.

During the next 60 years, the City of Visalia grew, surrounding the facility with urban sprawl. In 2000 the District conducted a needs study to establish The Center for Agriculture Science and Technology, referred to hereafter as Tulare College Center. The results of that study established the need of the District to build a new comprehensive campus whereby the foundation programs would be agriculture and industrial technology.

The new campus construction is nearing completion and will be ready for classes starting in January of 2013.

2. **Stated Mission:**

COS is a comprehensive community College focused on student learning that leads to productive work, lifelong learning and community involvement.

There are three areas of the District’s Mission. Firstly, the District provides a comprehensive community College focused on student learning that leads to productive work, lifelong learning and community involvement. Secondly, the College affirms that our mission is to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region. Lastly, College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.

According to the District's Master Educational and Facilities Plan, the District will have three campus/center sites, which include Hanford, Tulare, and Visalia. The District has a long history of leasing space or offering classes in high schools or other community centers to take higher education to the residents of the remote parts of our service area. The largest offerings of these classes have been to the cities of Hanford and Tulare. Other areas include Exeter, Three Rivers, Corcoran, and Woodlake.

2. **Rationale:** The rationale for establishing an additional location geographically apart from the Visalia Campus is extensive and includes the following:
• The existing agriculture laboratory suffers from encroachment of city growth and urbanization. The existing agriculture laboratory, as well as the Visalia Campus, is landlocked and expansion opportunities are not available or practical.

• Relocation of the industrial technology division from outdated and limited classrooms to new facilities is essential to provide the students with the latest technology in programs such as welding, industrial maintenance and information technology.

• The Tulare College Center will address the financial burden of the transportation issues of the South County students – many of whom are below poverty level and on financial aid. Easy accessibility to the new Center will encourage college participation for students who would otherwise be unable to attend.

• California Postsecondary Education Commission (CPEC) data, from 2009, documents that Tulare County ranked 46th as a county in the College going rate from public schools with only 20.1% of the students attending college well below the state average of 40.6%. The Tulare College Center will enable students who live in the southern portion of Tulare County better access to a College education when it opens in January 2013.

• The Tulare College Center will ease the increasing student enrollment issues experienced at the Visalia campus.

B. Educational Programs

1. Educational Purpose: Agriculture and industrial technology education remain a high priority for the College of the Sequoias. The need for new facilities and technology for these programs are essential to keeping the programs relevant to changing industry needs for a skilled workforce in these areas. The COS District is in the center of one of the largest agriculture producing areas in the world and the agriculture and industrial technology program supports the industry with the qualified, trained employees. The college plans to offer a new American Veterinary Medical Association accredited program for Registered Veterinary Technicians once the campus is open and will submit a substantive change for the program through the ACCJC.

2. Eligibility and Standards: The agriculture and industrial technology programs to be moved to Tulare meet all the eligibility requirements, Accrediting Standards, student learning outcomes and other curricular requirements as outlined in the College’s Accreditation report. The College will complete its six year Accreditation visit in October of 2012.

C. Planning Process

1. Institution Planning: The 160 acre farm site for the College of the Sequoias Agriculture Division was purchased in 1944 for a price of $43,000. Funding for the purchase was from local farmer’s contributions of $17,000 and District funding of $26,000. From 1944 through 1986 the classroom and laboratory facilities served as the site for programs of the agriculture division. During that time urban sprawl of the City of Visalia surrounded the site with new housing developments, retirement homes and commercial development centers.
In 1986 the District sold 40 acres of the site to the Visalia Unified School District to build El Diamante High School. In 1996 an additional 70 acres was sold for housing and in 1997 an additional 11 acres was sold for a shopping center. Through board resolution the proceeds from the sale of property was restricted to purchase a new site for the division in Tulare. In 1998 the District purchased 493.3 acres for the Tulare College Center which is in Tulare approximately 12 miles from the Visalia Campus.

Urbanization around the existing agriculture laboratory site and encroachment to the existing livestock program prompted the District to conduct a Needs Study to Establish an Official State Sanctioned Education Center to be known as the Center for Agriculture Science and Technology (which was renamed as the Tulare College Center) in 2000. The study set in motion the request through the California Postsecondary Education Commission (CPEC) which granted Center Status to the new campus in Tulare. Through state facility and local bonds the design phase of the campus was completed in 2006 and ground breaking was held by the District in the summer of 2010. The master plan consisted of a 120 acre site with facilities to eventually serve 20,000 students.

A permanent facility in Tulare supports the College’s mission statement in several ways: offering transfer and degree courses, basic skills classes, and Career and Technical Education Programs and courses in marketable skills for incumbent workers, and those looking to upgrade skills for employment/advancement opportunities. When the Center opens in spring 2013 students will be able to complete the General Education requirements for transfer and AA/AS degrees.

2. **Assessment:** The initial project consists of four phases. State funding of approximately $60 million dollars was utilized to build Phase I consisting of an instructional and student services building, welding shop and horticulture complex. This phase of the project encompasses approximately 100,000 square feet of classrooms, laboratories, and horticulture along with shop facilities. Phase I will house the lecture portion of the agriculture program and the architecture, graphic design, AutoCAD and welding programs of the industrial technology division. Phase I classrooms and laboratories will also provide facilities for offering a full complement of general education courses to serve the southern region of the COS District as a comprehensive center which will evolve into a College, making COS a multi-College District in the future.

Phase II of the project will be built for a major portion of the industrial technology program such as automotive, environmental control technology, information technology, construction, industrial maintenance and the certified electrician training program. Phase II will require a state facilities bond to be passed for construction. The District has already submitted project proposals for Phase II construction dollars.

Phase III of the project is currently under construction and will house the Animal Science and Technology facilities along with a kennel for the veterinarian technician program. The facility consists of equine, beef, sheep, swine and dairy facilities and will be a joint use facility between the Tulare Joint Union High School agriculture program and the College. COS has designated an 8 acre site adjacent to Phase III for the high school to build their own instructional classrooms and shops to house a secondary agriculture
program. Phase IV is a long term project which will also require state funding and house an event center for College and public events.

3. **Anticipated effect:** As mentioned above the planning process has been ongoing since 1986 when urbanization forced the District to consider a new location for the agriculture division’s farm laboratory. The College has been prudent with finances and successful in passing local bonds to complement state facility bonds. CPEC approval for the new center in Tulare has been obtained. Work has continued with the agriculture and industrial technology divisions in the self-study, program review and accrediting processes to complete a successful transition to a new site.

A budget for the Tulare College Center is being established with a blending of current fiscal resources of the Visalia and Hanford campuses that will be relocated to the Tulare College Center. The District is also identifying existing and additional human, fiscal and facility resources that will utilized by the new campus.

4. **Benefits:** To support student success, the College will expand or shift its current services to serve what is projected to be over a 500 FTES Spring 2013 opening. In addition, it is important to note that in order to absorb expected growth district-wide and to relieve pressure on the Visalia Campus over the next several years, there will be an intentional effort to shift enrollment from the Visalia Campus to the Tulare Center. The planned growth for COS will be at Tulare College Center.

The Board of Trustees, the President’s Cabinet, and faculty and staff have a commitment to implement successfully a full-service educational facility at the Tulare College Center. President-Superintendent Stan Carrizosa has established a Tulare College Center management team consisting of representation from student, fiscal, academic and facility managers to make decisions for the new center. The group meets on a biweekly basis to address issues that deal with construction or planning for the new campus.

5. **Preparation and Planning:** Furthermore, a full complement of student services will be provided to students enrolled in classes at the Tulare Center when it opens in spring 2013. During each term, a full complement of services are made available including admissions and registration, financial aid, tutoring, and counseling, and a combination of food and bookstore services. During the semester, students at the Tulare College Center can avail themselves of services including the Health Center, Disability Resource Center (DSPS Disabled Services Programs and Services), Veterans’ Services, and Career Counseling/Job Center/Work Study. These services will be offered on a permanent or rotating basis to ensure access to these services at least twice per month. In addition, class visits by counselors and other staff, as well as early alert opportunities, are offered to faculty teaching at the Center.

Through a series of meetings and discussions with both internal and external constituencies, an Educational Master plan was created for the District (Appendix A). This overall plan included anchor programs at each of the District’s Campuses/Centers: Visalia, Tulare and Hanford. Because of the commuting/travel limitations of many District residents, it was realized that education must be provided in the communities.
The anticipated effect of the proposed change on the rest of the institution is beneficial for two reasons. First, the current Visalia campus is impacted both in terms of number of students which can be served and is on a landlocked campus—even after expanding in every direction possible. The next expansion of facilities would be cost-prohibitive. Second, by expanding course offerings in other population centers in the District, access will be better for students.

D. Adequate Resources

The Program Review process is the primary intuitional planning structure at College of the Sequoias. Program Review allows for analysis and evaluation of all programs and services and provides an opportunity to request additional needed resources. After concerns with the process in the 2006 Accreditation Visit, an ad-hoc committee of the Academic Senate was convened in mid-spring 2008. The Committee’s charge was to review and revise the Program Review processes and format. The Committee consisted of the academic senate president and vice president, eight faculty members including many current and former division chairs, and the last Accreditation Chair.

The Committee reviewed Program Review processes. It was decided that funding processes needed to be clearly identified and agreed upon based on assessed needs from Program Reviews. In conjunction with the College president, the Committee developed budget decision-making flow charts. In addition to identifying the processes for funding, the flow charts also stipulated the use of Program Reviews as the source of information to evaluate the funding requests from programs. The Committee decided on a format for Program Review that mirrored the current Accreditation Standards in May 2008 and then developed a full template for Program Review in fall 2008. This format included standardized data and evaluation criteria for each section. The format includes annual updates that are appended to the corresponding sections of the full Program Review. This will allow programs to be focused on their plans and allow assessment and potential modifications for their progress. The new Program Review was presented to the Academic Senate and was approved in December 2008. The newly modified Program Review committee began to implement the new format in spring 2009. Instructions and timelines were developed and also placed on the Intranet. Training sessions were held for programs undergoing full Program Reviews. Instructions for programs which only had annual updates were developed and distributed to the Instructional Council. The makeup of the second level review committee was developed and implemented.

1. Student Support Services: Phase I construction of the Tulare College Center provides facilities for a variety of student services personnel. Through ongoing planning process the District has identified key student services personnel to assist students on a daily basis. Technology will allow student services staff to work from the Tulare campus while serving students at the District level. The college has already identified a fulltime counselor, financial aid specialists, admissions and records staff, outreach, assessment and other student services personnel who will staff the center in January-2013 as shown in Appendix A. (Page 18)
2. **Staffing:** In the chart the initial faculty and staffing assignments for the fall-2013 opening of the campus as shown on page 45. All of the fulltime faculty for the agriculture division, adjunct faculty and staff will move to the new site. The fulltime faculty member for the industrial technology architectural program will also move in addition to the entire adjunct faculty from the division who teach in the graphic design, drafting and AutoCAD programs. Two fulltime classified staff for the instructional programs and support staff will also relocate to the Tulare campus.

Aided by his administrative assistant, the current Dean of Career Technical Education has and will serve as the site administrator for the Tulare College. Personnel will also be relocated to the new site for bookstore, food service, cashier, security, library, computer technology, health center, custodial, maintenance and operations and other services as needed.

As shown on page 47, the College of the Sequoias Organizational Chart clearly documents the administration of the site and how it will be connected to the main campus.

3. **Professional Development:** The site administrator has developed a faculty and staff resource guide for the Tulare College Center. The handbook covers policies and procedures unique to the Tulare College Center. Included in the handbook are items such as room usage, key requests, admissions and application procedures, financial aid and counseling services, and technology usage. A handbook was developed when the District opened the Hanford campus and proved to be very beneficial for all employees.

4. **Facilities and Equipment:** The Tulare College Center will consist of over 100,000 square feet of instructional and support services. Phase I consists of Buildings A, B and C in addition to an ornamental horticulture unit with four greenhouses, shade structure, nursery and plant science facility.

Building A is a two story building consisting of approximately 37,250 square feet. The building houses all of student services, administrative services, bookstore, food service, health center, warehouse, copy and mail services, library, tutorial center, assessment center, Disability Resource Center and computer services.

Building B is also a two story building of approximately 50,100 square feet. The primary purpose of Building B is instructional. Building B has facilities for classrooms, laboratories, and distance education and faculty office spaces. The facility also has a surgery and preparation room for the District’s veterinarian assistant program, chemistry and biology laboratories as well as a soil science laboratory.

Building C is a 12,652 square foot shop for the welding and manufacturing program. The shop is equipped with 24 welding stations for arc welding and 30 stations for oxyacetylene welding. The facility has ample room for project construction, manufacturing education, classroom and office space.

Phase III of the project has nearly 65,000 square feet of buildings for the Animal Science and Technology program. The facility has beef, sheep, swine, equine and dairy
structures allowing students to gain practical experiences in handling all types of livestock. The unit features a riding arena, equine reproduction facility, pavilion, farrowing barn and other structures for the housing of animals.

Phase I of the project was funded with local and state bond money totaling nearly $100 million dollars. The facility will have over $3.5 million dollars in equipment and furniture making the campus complete with all the latest in computer, distance education and science equipment technology.

To provide safe and sufficient physical resources to all sites in accordance with federal, state, and local regulations, the College works collaboratively with several committees and departments. These include, but are not limited to: the Facilities Department, the COS Police Department, and the Facilities/Safety Committee.

The Facilities Department is primarily responsible for grounds, maintenance, and custodial activities. It also serves as the lead department for any safety concerns reported, and conducts regularly scheduled safety meetings within the department regarding appropriate response to facility safety issues.

The COS Police Department is primarily responsible for ensuring a safe and secure environment for all students and employees of the College, as well as for the security of real and personal property of the District. The COS Police Department works collaboratively with local agencies, and in the case of the Tulare College Center, will work with the City of Tulare Police Department and the Tulare County Sheriff’s Office.

The Facilities/Safety Committee is a subcommittee of the College Council. The Committee’s responsibilities include developing a long-range facilities plan in conjunction with the Facilities Department, reviewing requests for facility changes (remodeling, new construction), prioritizing and recommending minor capital improvement projects, and reviewing and recommending scheduled maintenance projects.

Library and learning support services are accessible to all students, faculty, and staff on campus from the library, learning centers, computer laboratories, and learning technology development and training. In addition, these services are accessible off-campus through the internet. The library provides access to the online catalog and 17 full-text databases and electronic reference sources 24-hours a day seven days a week through the web page. The library web page provides access to all library collections, services and policies to all students, staff, and faculty on and off-campus. All users have access to COS library resources on and off-campus with a current library card. Electronic books (e-books) and online databases support student learning at the Tulare College Center, Visalia Campus, the Hanford Educational Center, and distance education students.

The technology available at the Tulare College Center consists of desktop computers in student computer labs, desktop computers for faculty and staff use, and laptops for mobile computing needs. The Tulare campus also enjoys a wired network capable of 1-
gigabit speeds and wireless access throughout all buildings at the Tulare College Center which will allow video to the desktop.

The District has ensured that the Tulare College Center facilities are technologically supported. All of the classrooms and meeting have been equipped with sufficient technology to be classified as smart classrooms. In addition, two classrooms in Tulare have been created with simulcast equipment for instructional purposes to other COS sites. There will be more than 330 computers on the new campus in Tulare.

The dedicated library space functions as a resource center for students. It is equipped with a copier, computers and printers for student use for research and registration purposes. From these computers, students are able to access not only the web, but also library search engines.

Tulare is joined to the Visalia campus through six bonded t-1 circuits from AT&T. Access to network assets such as file servers, web sites and the Banner Enterprise Reporting Program system uses this connection. Tulare has local network assets also, such as printers, copiers and file servers specifically for Tulare staff, faculty and students.

Currently, the Tulare College Center is supported by Computer Services with one fulltime technician to maintain network and desktop equipment, server maintenance and phone maintenance. On-site visits are augmented with remote troubleshooting and maintenance from the Visalia campus.

5. Fiscal Resources: The District ensures that it provides adequate financial resources dedicated to the programs to be offered at the Tulare College Center. The District has committed to separate line item budgets for not only operational expenditures, but also academic course offerings. In addition, the Board of Trustees and President are committed to shifting enrollments (and classes) to the Tulare College Center—away from the Visalia Campus.

The District has developed a long-range plan to ensure adequate resources for the continued growth of the Center. Planning and allocations for the Tulare College Center are part of the institutional planning and resource allocation process. Thus, the budgets described above are established and reviewed as a part of the District resource allocation process.

In addition to the District general fund resources, the College has an $800,000 farm operations budget and a $1.2 million dollar farm reserve account for the agriculture division to operate the approximate 320 acres of farm on the new campus site.

The College is in the process of establishing a budget for the Tulare College Center for the 2013-2014 academic years. Financial planning occurs at several different levels of the District. Individual departments, programs, and divisions use the Program Review process as the focus of their financial planning. During Program Review, these programs evaluate their needs in all areas, including financial needs. Funds for supplies, equipment, and personnel are requested and justified at this time. Program Review at these levels is based on the mission and goals of the District and the goals of the
individual programs. However, the funds available for these requests are determined by the vice president of administrative services and the Senior Management Council.

The shared governance structures of the College Council are also involved in financial planning. This group, with representatives from all campus constituencies, makes recommendations to the superintendent/president about funding allocations for above-base budget monies. The group has no involvement with the development of any other area of the budget. The Tulare College Center, for budgetary purposes, will remain part of this process.

Financial planning has two aspects, income and expenditures. The District's 2012 general fund unrestricted budget expenditures were $45,816,656, consisting of 85 percent for personnel costs (salaries and benefits), 14 percent for supplies and services, and 1.2 percent for other areas, including discretionary spending. An analysis of the budget will include the shifting of resources from the existing agriculture division site located approximately four miles from the Visalia Campus to the Tulare College Center. Personnel costs will be reallocated from the Visalia to the Tulare Campus. A budget has been established for maintenance and operation of the facility within the College’s budget decision shared governance process.

The Preliminary Budget is developed by the vice president of administrative services and the Senior Management Council in May and is presented to the Board of Trustees in June. During this time, the Standing Budget Committee is kept informed on the status of the budget. This budget projects income and expenditures for the next fiscal year, including a projection of Full-time Equivalent Students (FTES) generated by the District along with other potential impacts on the budget, such as workload reductions, salary and benefits changes, and new hiring. The final budget goes to the Board in September for approval. The final budget and pertinent material used to develop the budget are published in the Budget Book. At the September 2012 board meeting a preliminary budget for the Tulare College Center was approved by the board.

**Budget:** As shown in the table below the estimated annual budget for the Tulare College Center in 2012-13 will be approximately $1,987,190. For the 2013-14 academic years the total will be approximately $4,195,884.
### College of the Sequoias Tulare Center
#### Fiscal Year 2012/2013 Budget

<table>
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<tr>
<th>Description</th>
<th>Hanford Budget</th>
<th>Tulare Budget</th>
<th>Total Tulare &amp; Hanford Campuses</th>
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### College of the Sequoias Tulare Center
#### Fiscal Year 2013/2014 Budget

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<td></td>
<td>5,724</td>
</tr>
<tr>
<td><strong>Total Class &amp; Other Non-Acad Salary</strong></td>
<td>727,304</td>
<td>617,965</td>
<td>1,345,269</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>368,542</td>
<td>808,356</td>
<td>1,176,898</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>45,322</td>
<td>50,870</td>
<td>96,192</td>
</tr>
<tr>
<td><strong>Other Operating Expenses &amp; Services</strong></td>
<td>444,815</td>
<td>529,905</td>
<td>974,720</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>6,000</td>
<td></td>
<td>6,000</td>
</tr>
<tr>
<td>Other Outgo</td>
<td>85,000</td>
<td></td>
<td>85,000</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>2,440,243</strong></td>
<td><strong>4,195,884</strong></td>
<td><strong>6,636,127</strong></td>
</tr>
</tbody>
</table>
• It is estimated that current staffing personnel will be about forty fulltime equivalent faculty (FTEF) needed to generate the projected 21,000 Weekly Student Contact Hours (WSCH) at the site when it is at full capacity. Eighty percent of these FTEF will be adjunct faculty, while the remaining twenty percent will be fulltime tenure track instructors. In addition, one certificated administrator is forecasted to be housed at the Center. At an average of $40,000 per adjunct FTEF, $90,000 per Full-time FTEF and $140,000 per administrator, the total cost of certificated personnel equals $2,140,000 annually. Many of these instructors and courses will be transferred from the Visalia site. The additional revenue will be generated by the growth in FTES when growth funding is available.

Fifteen Full Time Equivalent (FTE) classified staff are planned for the Center when it is at full capacity. These positions include all areas of Student and Support Services, except Maintenance and Operations which is outlined below. At an average salary and benefit cost of $50,000 per FTE, the classified costs are estimated at $750,000 annually. Most of these personnel (and therefore budget) will be shifted from the Visalia campus. As growth in FTES occurs, the additional revenues will cover the costs of the additional classified staff.

• Maintenance and Operations costs are projected to be $7 per gross square foot of building space at full occupancy. This equates to about 167,000 gross square feet times $7 equals $1,169,000 annually. These costs include all maintenance, custodial and grounds personnel in addition to utility, supplies and services costs.

6. **Monitoring Achievement:** The Office of Planning and Research regularly monitors student success, retention, and persistence for the entire District. The District has administered the Community College Survey of Student Engagement (CCSSE) survey for the past two years. These efforts will continue and the results evaluated. In addition, during the aforementioned Program Review Process, students will be surveyed to identify additional areas of opportunity for services and course offerings.

For the Tulare College Center, students in architecture, graphic design, drafting, welding, and agriculture were surveyed to determine the most appropriate general education classes to be offered in the spring 2013 semester on the new campus. The College added those courses to the schedule for the upcoming semester.

As mentioned above the monitoring of the agriculture and industrial technology divisions is already in place with the District’s Self-Study, Program Review and Accreditation process.

**The data for the Industrial Technology Division is as follows:**

<table>
<thead>
<tr>
<th></th>
<th>Fall 07</th>
<th>Spring 08</th>
<th>Fall 08</th>
<th>Spring 09</th>
<th>Fall 09</th>
<th>Spring 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS</td>
<td>65%</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>(87%)</td>
<td>(88%)</td>
<td>(88%)</td>
<td>(88%)</td>
<td>(88%)</td>
<td>(88%)</td>
</tr>
<tr>
<td>Division</td>
<td>72%</td>
<td>75%</td>
<td>73%</td>
<td>75%</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>(91%)</td>
<td>(92%)</td>
<td>(90%)</td>
<td>(92%)</td>
<td>(90%)</td>
<td>(93%)</td>
</tr>
<tr>
<td>Departments</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>56%</td>
<td>71%</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>AERO</td>
<td>(0%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td>(88%)</td>
<td>(96%)</td>
</tr>
<tr>
<td>ARCH</td>
<td>66%</td>
<td>73%</td>
<td>57%</td>
<td>72%</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td>AUTO</td>
<td>70%</td>
<td>75%</td>
<td>62%</td>
<td>72%</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td>CT</td>
<td>80%</td>
<td>84%</td>
<td>82%</td>
<td>84%</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>DRFT</td>
<td>56%</td>
<td>41%</td>
<td>53%</td>
<td>57%</td>
<td>56%</td>
<td>54%</td>
</tr>
<tr>
<td>ECT</td>
<td>76%</td>
<td>67%</td>
<td>70%</td>
<td>81%</td>
<td>55%</td>
<td>79%</td>
</tr>
<tr>
<td>ELEC</td>
<td>0%</td>
<td>81%</td>
<td>76%</td>
<td>76%</td>
<td>79%</td>
<td>70%</td>
</tr>
<tr>
<td>ET</td>
<td>73%</td>
<td>81%</td>
<td>86%</td>
<td>77%</td>
<td>86%</td>
<td>85%</td>
</tr>
<tr>
<td>GD</td>
<td>68%</td>
<td>73%</td>
<td>60%</td>
<td>72%</td>
<td>78%</td>
<td>70%</td>
</tr>
<tr>
<td>IT</td>
<td>71%</td>
<td>78%</td>
<td>77%</td>
<td>78%</td>
<td>81%</td>
<td>77%</td>
</tr>
<tr>
<td>ITEC</td>
<td>78%</td>
<td>74%</td>
<td>77%</td>
<td>69%</td>
<td>76%</td>
<td>73%</td>
</tr>
<tr>
<td>WELD</td>
<td>72%</td>
<td>63%</td>
<td>72%</td>
<td>72%</td>
<td>70%</td>
<td>68%</td>
</tr>
</tbody>
</table>

**Aeronautics**

The AERO program has a success rate that is comparable to the industrial technology division and a retention rate that is also comparable to the industrial technology division. The AERO program has a success rate that is higher than the College and a retention rate that is also higher than the College.

**Architecture**

The ARCH program has a success rate that is comparable to the industrial technology division and a retention rate that is also comparable to the industrial technology division. The ARCH program has a success rate that is higher than the College and a retention rate that is also higher than the College. This higher success and retention rate is outstanding when you consider the fact that the architecture program is academically rigorous and the quality of work expectation is high. One possible explanation is the dedication to the career choice that students have made that encourages them to concentrate and do their very best work on all projects regardless of the amount of effort that is required.

**Automotive**

The AUTO program has a success rate that is comparable to the industrial technology division and a retention rate that is also comparable to the industrial technology division. The AUTO program has a success rate that is higher than the College and a retention rate that is also higher than the College.
**Construction Technology**
The CT program has a success rate that is comparable to the industrial technology division and a retention rate that is also comparable to the industrial technology division. The CT program has a success rate that is higher than the College and a retention rate that is also higher than the College.

**Drafting**
The DRFT program has a success rate that is lower than the industrial technology division and a retention rate that is also lower than the industrial technology division. The DRFT program has a success rate that is lower than the College and a retention rate that is also lower than the College. These lower percentages; success of 54% and retention of 76% are a result of the lack of a full time faculty member. Similar to the architecture industry, the CAD technician is entering a career field that expects a high level of accuracy, precision, and has a very small margin of error on all work produced.

**Environmental Control Technology**
The ECT program has a success rate that is comparable to the industrial technology division and a retention rate that is also comparable to the industrial technology division. The ECT program has a success rate that is higher than the College and a retention rate that is also higher than the College.

**Electronics**
The ELEC program has a success rate that is slightly lower than the industrial technology division and a retention rate that is also slightly lower than the industrial technology division. The ELEC program has a success rate that is higher than the College and a retention rate that is slightly lower than the College.

**Electrical**
The ET program has a success rate that is higher than the industrial technology division and a retention rate that is also higher than the industrial technology division. The ET program has a success rate that is higher than the College and a retention rate that is also higher than the College.

**Graphic Design**
The GD program has a success rate that is comparable to the industrial technology division and a retention rate that is lower than the industrial technology division. The GD program has a success rate that is higher than the College and a retention rate that is comparable to the College.

**Information Technology**
The IT program has a success rate that is comparable to the industrial technology division and a retention rate that is also comparable to the industrial technology division. The IT program has a success rate that is higher than the College and a retention rate that is also higher than the College.

**Industrial Maintenance**
The ITEC program has a success rate that is comparable to the industrial technology division and a retention rate that is also comparable to the industrial technology division. The ITEC
program has a success rate that is higher than the College and a retention rate that is also higher than the College.

**Welding**
The welding program has a success rate that is comparable to the industrial technology division and a retention rate that is also comparable to the industrial technology division. The WELD program has a success rate that is higher than the College and a retention rate that is also higher than the College.

**The data for the Agriculture Division is as follows:**

<table>
<thead>
<tr>
<th></th>
<th>Student Success (Student Retention in Parenthesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2007</td>
</tr>
<tr>
<td>Agriculture Division</td>
<td>78% (93%)</td>
</tr>
<tr>
<td>Agriculture Management</td>
<td>73% (95%)</td>
</tr>
<tr>
<td>Vet-Tech</td>
<td>46% (69%)</td>
</tr>
</tbody>
</table>

Data for the agriculture division shows above average student success and retention rates as compared to District averages.

7. **Evaluation and Assessment:** In general the industrial technology division and agriculture division have higher success rates compared to the College percentages. Retention rates for the industrial technology division are also higher than the College percentages. Programs within the industrial technology division that show a lower success and retention rate than the industrial technology division and the College are notable for their lack of a full time faculty member. All programs in the industrial technology division must maintain very close and critical ties to the industries in which students seek career employment in. This and the necessity of viewing students and their career plans as an entire educational goal is critical to the success of students and, as a result, the program

**E. Evidence**

1. **Approval Process:** As documented in the College of the Sequoias Board minutes and approval of board resolutions the first action to start the process for building the Tulare College Center started in 1986 with the sale of the existing agriculture farm laboratory located three miles from the Visalia Campus. Again, through board action, in 1996 the District sold an additional 70 acres of the original 160 acre site purchased in 1944. In 2000 the board and Superintendent/President contracted with Allan Petersen and Dr. Ernest Berg and Associates, Educational and Facilities Planning to conduct the needs study for the establishment of the Center for Agriculture Science and Technology. The study supported the Board’s decision through board action and resolution to purchase the 493.3 acre site for campus construction in 1998.

The District received approval of center status in April of 2001. The approval set into motion the project proposal process documented below:
2. **Legal Requirements:** As documented in board minutes the District has followed all of the legal requirements for the establishment of the Tulare College Center.

3. **Governing Board Action:**
   - Board Resolution 98-10, March 16, 1998, South County Educational Center.
   - Action Item Approval, November 16, 1998, exchange of property toward the purchase of the Tulare College Center.
   - The Tulare College Center budget was approved at the October-2012 Board meeting.

**F. Eligibility**

**Continued Eligibility Requirements for Accreditation**

1. The College of the Sequoias is a fully accredited comprehensive two-year community College, accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. College of the Sequoias is listed in the directories of the United States Office of Education, American Council on education and is a part of the California Community Colleges system. The University of California and the California State University systems, as well as other public and private Colleges and universities, grant credit for transfer courses completed at College of the Sequoias. The Tulare College Center does not adversely impact the authority of COS.

The full accreditation report documenting eligibility can be found on the COS website: [http://www.cos.edu/About/Accreditation/Pages/default.aspx](http://www.cos.edu/About/Accreditation/Pages/default.aspx)

1. **Authority**
   The Tulare College Center enhances the authority of College of the Sequoias as a fully accredited comprehensive two-year community college, accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. College of the Sequoias is listed in the directories of the United States Office of Education, American Council on Education and is a part of the California Community Colleges system. The University of California and the California State University systems, as well as other public and private colleges and universities, grant credit for transfer courses completed at College of the Sequoias. The additional offering of online degrees and certificates does not adversely impact the authority of COS.
2. Mission
The Tulare College Center increases student access in the College of the Sequoias district by enhancing the mission of the college through expansion of career education programs leading to occupational careers to advance economic growth. The new campus will provide increased access to higher education to the residents of southern Tulare County by offering courses in basic skills, certificate, degree and transfer programs fulfilling the mission of the college.

3. Governing Board
The Board of Trustees of the College of the Sequoias consists of five elected representatives from the five geographical wards that comprise the District. The Tulare College Center will increase student access to higher education by serving students from Wards 2, 4 and 5 encompassing the southern geographical area of the College of the Sequoias District.

4. Chief Executive Officer
COS has a district superintendent/president who is appointed by the Board of Trustees. The Board of Trustees delegates to the superintendent/president the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board under the Education Code 70902 and 72400, Title 5 regulations, and Board Policy 2430. The Tulare College Center will be represented on the board by the Ward 4 and Ward 5 representatives to the board and administrators on the campus will report to the superintendent/president.

5. Administrative Capacity
The administrative staff is outlined in the organizational charts for the District. The District has sufficient administrative capacity. All administrative personnel meet or exceed the minimum qualifications for the positions they hold. The Tulare College Center will open with a site administrator and eventually a provost along with a site dean to administer the new campus.

6. Operational Status
The District is in its eighty-sixth year of operation. The District offers courses at the Visalia campus, the District Farm (soon to be the Tulare College Center), the Hanford Educational Center, and in various high schools and community centers throughout the District. The college will sell the existing Visalia farm site to the Visalia Unified School District (VUSD) who has jointly occupied the existing site for the last three years with a charter school specializing in career technical education pathways.

7. Degrees
COS offers 163 Associate of Arts/Science degrees and certificates. The requirements for these degrees and certificates are available through the General Catalog, the District’s website, and the “Major Sheets” created by the Counseling Division. The District has been approved by the Accrediting Commission to offer 23 degrees, with more than 50 percent of the courses available online. With the opening in spring of 2013 the Tulare College Center will offer the entire certificate and degree programs for agriculture, architecture, graphic design, aeronautics and welding as these programs will be moved from the Visalia campus. A full complement of general education course will be offered at the site enabling student
to complete their AA/AS degrees or transfer courses as part of the new Transfer Model Curriculum programs being developed by the college.

8. Educational Programs
All certificate and degree programs at COS are listed in the General Catalog. These programs have been developed by specific departments and approved by the Campus Curriculum Committee, the Academic Senate, the Board of Trustees, and the State Chancellor’s Office. The programs to serve as the foundational programs for the Tulare College Center will include agriculture, architecture, graphic design, drafting and welding. A full complement of general education courses are also available at the new campus.

9. Academic Credit
College of the Sequoias awards credit for coursework using the Carnegie Standard as a minimum, as defined in Title 5 of the California Education Code. All of the Tulare College Center credit, non-credit and not-for-credit courses will continue through the district’s curriculum process.

10. Student Learning Achievement
COS develops and assesses student learning outcomes for its courses and programs as part of the Program Review process. Program Review is tied to resource allocation. Required analysis of student learning as part of the Program Review process is designed to lead to continuous quality improvement. All of the programs offered at the Tulare College Center will continue with the program review process.

11. General Education
The Tulare College Center will offer a full complement of general education courses with the campus opening in spring 2013. For the fall 2013 schedule the new campus will offer general education in each of the areas of the CSU and UC transfer requirements in addition to those necessary for the AA/AS degree pattern for the college.

12. Academic Freedom
The Tulare College Center will conform to the entire District’s basic principles of Academic Freedom as outlined in the accreditation self-evaluation report.

13. Faculty
The Tulare College Center will provide adequate fulltime and adjunct faculty to along with student services counseling faculty to ensure the instructional and support services are available to all students attending the new campus.

14. Student Services
The Tulare College Center will have a full complement of student services staff to provide students at the campus with admissions and records, counseling, financial aid, health center, Transfer/Career counseling, comparable student services at the Tulare College Center when it opens in 2013. COS provides a comprehensive set of student services to all students. The District will provide services described in the General Catalog, the District’s website, and through the three options for mandatory orientation. The District offers many programs that serve the general student body (Academic Counseling, Financial Aid, Student Health Center, Transfer/Career Center), as well as specialized services designed for
certain student populations (Disability Resource Center, Extended Opportunity Programs and Services/Cooperative Agencies Resource for Education, CalWORKs). The student services support student learning and assist students with their matriculation services appropriate to support their learning. Student Services information such as financial aid, admissions and records, and counseling are available to students online. Students can apply to the District, register, apply for financial aid, contact a counselor, and order transcripts online. a Student Computer Helpdesk available online and staffing will be available at the library on the new Tulare College Center.

15. Admissions
The Tulare College Center will adhere to the admissions policy and procedures are clearly outlined in the General Catalog, the Schedule of Classes, and on the District’s website. Any graduate of an accredited high school may be admitted to COS.

16. Information and Learning Resources
The Tulare College Center will be staffed by staff from the main Learning Resource Center (LRC) on the Visalia campus. This new center includes a library, Tutorial Center (including online tutoring), Computer Commons, Writing Center and group study facilities. The campus also has two distance education classroom for interactive television classes.

17. Financial Resources
The District has an established budget development process that includes the publication of a Budget Book, which is the final budget. The Vice President of Administrative Services, the President’s Cabinet, and the Institutional Budget Committee are involved in this process. The college has established a budget for the Tulare College Center.

18. Financial Accountability
COS undergoes an annual external audit. The audit reviews both funds and processes in order to determine compliance with established accounting and reporting standards. The most recent audit, June 2011, noted no “material weaknesses” in internal control of financial reporting.

19. Institutional Planning and Evaluation
The Tulare College Center will remain under the planning and evaluation process as documented in the District’s self-evaluation report for fall 2012.

20. Public Information
The College of the Sequoias strives to present itself accurately in all of its printed and electronic publications. The General Catalog is published biennially and contains all key information students require to enroll and matriculate through the District. The Tulare College Center will be included in the public information procedures for the District. The college is currently working on the website class selection process so that students will be made aware of the city where classes are located such as Tulare, Visalia or Hanford.

21. Relations with the Accrediting Commission
COS is committed to adhering to all ACCJC accreditation eligibility requirements and standards and to accurately portraying itself to the Commission. The District publishes a general statement of accreditation in its General Catalog, and on the District website.
The vice president of academic services is the accreditation liaison officer and is responsible for ensuring that all necessary reports, documentation, and evidence of compliance are provided to ACCJC in a timely fashion. COS has responded to all recommendations and requests for reports from ACCJC. The Tulare College Center faculty, staff and administration actively participate in the accreditation process through regular shared governance processes.

G. Accreditation

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

On May 14, 2007, the Board of Trustees adopted the current COS Mission. The current Mission reads:

College of the Sequoias is a comprehensive community college focused on student learning that leads to productive work, lifelong learning and community involvement.

College of the Sequoias affirms that our mission is to help our diverse student population achieve its transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.

College of the Sequoias is committed to supporting students’ mastery of basic skills and to providing programs and services that foster student success.

The Tulare College Center expands the college’s capacity to fulfill the current mission of the college by increasing access to the college’s career technical education programs that lead to productive work while fostering basic skills and student success.

Standard I.A.4

The institution’s mission is central to institutional planning and decision making.

The establishment of the Tulare College Center is a result of the institutions planning and decision making process. The new campus has been in the planning process for nearly thirty years. Through the planning process the college’s mission has been modified to respond to the increase in the focus on career technical education, basic skills and student success. The college, through the program review process and shared governance model, has worked with the community build the new campus to expand the colleges capacity to serve the population within its district boundaries.

Standard I.B.

Improving Institutional Effectiveness
The Tulare College Center has been established through a long term process of planning and institutional effectiveness. As well documented in the District’s accreditation report the college has all of the necessary elements in place to ensure institutional effectiveness. Through the self-study and program review process the college has developed a plan to produce and support student learning, measures to evaluate that learning, assesses how well learning is occurring and makes changes to improve student learning.

In 2006 the college completed a study for the agriculture division to determine the most effective strategy to build a new facility for the program which was being encroached by urban sprawl. The college then assessed the need for facility improvement of the industrial technology program. Through program review and strategic planning the college utilized state facility bonds and local bonds to build the Tulare College Center with both the agriculture and industrial technology programs as the foundation programs for the new campus.

**Standard I.B.1**

*The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

The Tulare College Center will continue to work with the college’s administrators, faculty, and staff to engage in dialogue about continuous improvement of student learning and institutional processes in both formal and informal settings. The new campus will have the opportunity to engage in formal dialogue about student learning at COS through campus committees such as the Curriculum Committee, the Outcomes and Assessment Committee (OAC), the Institutional Program Review Committee (IPRC), and the Institutional Planning and Effectiveness Committee (IPEC). In the future, when the Tulare College Center becomes a college, these committees will be formed on the new college campus.

**Standard I.B.3.**

*The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

The Tulare College Center resulted in the college continually assessing its effectiveness and capacity to serve the southern part of the district and the need to establish a new campus focusing on expanding the career technical education to increase the job readiness of its students. The planning process resulted in a continual systematic planning and evaluation process to in order to allocate the necessary human, facility and financial resources to build a new campus center in Tulare. The opening of the campus in January of 2013 will only increase the need for assessing the goals of the college and its effectiveness in serving the population of the district. An ongoing and systemic assessment of student learning outcomes and allocation of resources will continue as the campus grows in the future.

**Standard I.B.4.**

*The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*
Initially the Tulare College Center will remain an integral part of the college’s shared governance process established through AB 1725. Faculty, students and staff will continue to participate on the Visalia campus until such time that the Tulare College Center becomes a college and College of the Sequoias becomes a multi-college district.

**Standard I.B.5**  
*The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Programs which will be moved to the Tulare College Center will continue their self-study process each year as part of the college’s program review process. This process continues to serve as the process for assessing the quality and of each program.

**Standard I.B.6.**  
*The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

For the past several years the college has planned and evaluated its processes to ensure the District has utilized the shared governance process to build the new Tulare College Center. Through the self-study and program review processes the need for the new campus was determined, resources were allocated, construction was planned and completed and programs identified to be moved to the new campus. Through this planning process the college has reallocated resources, faculty, staff and administration to serve the students at the new campus.

**Standard I.B.7.**  
*The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

The college will continue to evaluate the progress of the Tulare College Center to ensure that the new campus serves the communities of the southern part of the College of the Sequoias District.

**Standard II: Student Learning Programs and Services**  
*The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

**Standard II.A: Instructional Programs**  
*The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve...*
teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

**Standard II.A.1.a.**
The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

The Tulare College Center has designed the campus to provide facilities for student support services for the students who will be attending the campus. Admissions and records, financial aid, counseling, library, veterans, DSP&S, CalWORKS, tutorial and distance education facilities are all included in the new campus facilities. Staffing for these programs will be provided on a fulltime or rotational basis.

**Standard II.A.1.b.**
The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

The primary economic engine of the College of the Sequoias District is agriculture contributing over $5 billion dollars annually to the local economy. The college is committed to a strong educational program in agriculture to train the future employees of the agriculture industry. A key part of the Tulare College Center is the Animal Science and Technology Center and over 320 acres of productive agriculture land owned and devoted to the agriculture instructional program. These facilities replace the colleges old agriculture farm complex that was built in the 1940’s and will be the best agriculture facilities in the state.

**Standard II.A.1.c.**
The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

The Tulare College Center will continue to participate in the college’s ongoing procedures for identifying student learning outcomes for courses, programs, certificates and degrees. The programs moving to the new campus are actively completing student learning outcomes for their courses and assessing their outcomes.

**Standard II.A.2.**
The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The Tulare College Center will incorporate the college’s ongoing processes for basic skills instruction and provide those services and programs on the new campus. The new campus is located closer to the Business Industry and Community Education Training Center (BICS) than
the Visalia campus which will increase accessibility to students and businesses seeking services from the BICS center.

**Standard II.A.2.a.**  
The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Utilizing the District’s processes and procedures for identifying and evaluating outcomes the Tulare College Center will continue to encourage faculty at the new campus to be involved in this process for the college.

**Standard II.A.2.b.**  
The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

The primary instructional programs at the Tulare College Center will focus on career technical education. Each of the programs at the new site incorporates advisory committees to enhance and evaluate their curriculum and programs. The site administrator also serves as the dean of career technical education and administers the college’s Vocational Technical Education Act (VTEA) planning and funding for the college.

**Standard II. A.2.c.**  
High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

The Tulare College Center will continue to provide the highest quality of instruction for the programs that will move to the new site. The current financial crisis being experienced by the college, because of the state budget, has forced the college to evaluate every program and determine the best course of action to ensure the proper breadth, depth and time of completion for certificate and degree programs to be offered at the new site.

**Standard II.A.2.d.**  
The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

The foundational programs for the Tulare College Center are CTE programs. Initially the architectural and agriculture programs will be moved to the new site. Long term the automotive, industrial maintenance, construction, environmental control technology and informational technology programs will move to the new campus. The new campus will offer the facilities, laboratories and equipment technology to provide students with the latest in teaching methodologies and technologies for these programs.

**Standard II.A.2.e.**
The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Due to the latest curriculum technology of an online CurricUNET program, the new site will have full access to the program and will complete the ongoing systematic review of all curriculum and student learning outcomes being offered at the Tulare College Center.

**Standard II.A.2.f.**
The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

The Tulare College Center faculty and staff will continue to participate in the college’s ongoing process for creating and evaluating student learning outcomes.

**Standard II.A.2.g.**
If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

The Tulare College Center faculty and staff will incorporate the policies and procedures outlined in the District’s Accreditation report regarding program examinations.

**Standard II.A.2.h.**
The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

The Tulare College Center faculty and staff will incorporate the policies and procedures outlined in the District’s Accreditation report regarding the integration of course outcomes into the curriculum process.

**Standard II.A.2.i.**
The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

The Tulare College Center will incorporate the college’s procedures for awarding of degrees and certificates stated in learning outcomes.

**Standard II.A.3.**
The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.
The Tulare College Center will require programs offered at the new site to adhere to the college’s procedures for the incorporation of general education courses for degree and transfer programs.

**Standard II.A.4.**

*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

The Tulare College Center will incorporate the same requirements for degree and transfer students that the college maintains.

**Standard II.A.5.**

*Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

The Tulare College Center will utilize advisory committees provide information concerning employer needs and employment standards for Career/Technical Education (CTE) programs. The meetings between CTE departments and advisory committees result in curriculum and programmatic changes that are reflected in the current catalog. Those vocational divisions with certificates mandated by law or governed by a regulatory agency assist students to meet the required competencies and also ensure they are meeting local and community goals.

**Standard II.A.6.**

*The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institutions officially approved course outline.*

The Tulare College Center will incorporate these guiding principles for all courses and programs offered at the new site.

**Standard II.A.6.a.**

*The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*

The Tulare College Center will incorporate these guiding principles for all courses and programs offered at the new site.

**Standard II.A.6.b.**
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

The Tulare College Center planning process for course offerings for the new site has incorporated student surveys to determine which courses need to be offered so students can get the majority or all of their program and general education courses at the new site so they do not have to go to more than one site to complete their certificate, degree or transfer requirements.

**Standard II.A.6.c.**
The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Through the District planning process all aspects of media applications are being utilized to ensure that students and the public are informed of the new Tulare College Center. Both electronic and printed media will be utilized to advertise classes and programs to be offered at the new site.

**Standard II.A.7.**
In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

The Tulare College Center will utilize existing procedures used by the District.

**Standard II.A.7.a.**
Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

The Tulare College Center will utilize existing procedures established by the District.

**Standard II.A.7.b.**
The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

The Tulare College Center will utilize existing procedures established by the District.

**Standard II.A.7.c.**
Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

The Tulare College Center will utilize existing procedures established by the District.
Standard II.A.8
Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

The Tulare College Center will utilize existing procedures established by the District.

Standard II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Standard II.B.1.
The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

The Tulare College Center will offer facilities, staff or technology for the following student services programs available to all students within the District.

- Link to Blackboard (Bb)
- Instructions for logging in to Bb
- Distance education frequently asked questions (FAQ)
- Faculty contact list
- Distance education program definition and contact information
- A student readiness survey
- A student orientation to distance education and technology at COS
- Links to student services

Standard II.B.2.
The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

The Tulare College Center will utilize existing procedures established by the District.

Standard II.B.2.a.
General Information

The Tulare College Center will utilize existing procedures established by the District to provide the following general information to students.
Standard II.B.2.b.

Requirements
The Tulare College Center will utilize existing procedures established by the District to provide the following requirements to students.

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Standard II.B.2.c.

Major Policies Affecting Students
The Tulare College Center will utilize existing procedures established by the District to provide the following information on major policies affecting students.

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Standard II.B.2.d.

Locations or publications where other policies may be found.
The Tulare College Center will provide the location and publications utilizing the following sources:

- Website
- Faculty Handbook

Standard II.B.3.

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

The Tulare College Center will have facilities and staffing to handle all of the support needs for its student population.

Standard II.B.3.a.

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.
The Tulare College Center will have facilities and staffing to handle all of the support needs for its student population. Through rotational or permanent relocation of faculty, adjunct and classified staff the new site will offer all of the student support services at the new facility.

**Standard II.B.3.b.**
The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

The Tulare College Center has already designated a student activities space for associated student body activities and functions. The center will also have available to facilities and equipment for ASB identification cards and other services encouraging personal and civic responsibilities through an ASB leadership program for Tulare.

**Standard II.B.3.c.**
The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

The Tulare College Center has designated staffing for the new center for a fulltime counselor, Disability Resource Center counseling services and other student development and success programs by relocating staff to the new center in January 2013 when the new site is opened. Staff will also be provided for advising students to ensure that all of the student support services are in place.

**Standard II.B.3.d.**
The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

COS is committed to diversity as stated in its Mission, Philosophy, Vision for the Future and Strategic Plan. The District encourages and provides funding for the implementation of appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. The Tulare College Center will support the mission of the college to enhance student understanding and appreciation of diversity by sponsoring many of the activities being held on the Visalia campus.

**Standard II.B.3.e.**
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

The Tulare College Center has already designated facilities and staffing to provide the same admissions and placement instruments utilized throughout the district. The new center has a designated computer laboratory to assist students in the placement and admissions procedures and staffing designated to the new campus.

**Standard II.B.3.f.**
The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are
maintained. The institution publishes and follows established policies for release of student records.

The Tulare College Center will utilize the same procedures established by the District regarding the storage and confidentiality of all student records.

**Standard II.B.4.**
The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

COS evaluates its student support services using three primary methods: evaluation processes and reports, including the District’s Program Review process and categorical program reviews by the Chancellor’s Office; regularly scheduled program and division meetings; and other data collected and analyzed. The Tulare College Center will utilize the same procedures followed throughout the district. Adequate human and facility resources are in place to support these efforts.

**Standard II.C.**
Library and Learning Support Services

The Tulare College Center has facilities for library and other learning support services for students that are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

**Standard II.C.1.**
The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The Tulare College Center has adequate facilities for all library functions offered on the Visalia campus including group study rooms, tutorial center, student computer access, library orientation room and other facilities needed by students.

**Standard II.C.1.b.**
The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

The Tulare College Center has a designated library orientation facility complete with student computer stations so that students have access to the entire library and research technology to allow students to gain their information competency skills.
Standard II.C.1.c
The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Planning is currently underway to provide staffing and hours of operation for the library services at the Tulare College Center. Through the planning process the college will be maintaining open access to students for library support services at the new site.

Standard II.C.1.d.
The institution provides effective maintenance and security for its library and other learning support services.

The Tulare College Center will follow district policies for the effective maintenance and security for the library and other support services at the new site. The management and operational staff will be part of the District’s current staff and reporting structure and some of the staff will be relocated to the new campus.

Standard II.C.1.e.
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

The Tulare College Center will follow district policies for all library services provided by outside contractors.

Standard II.C.2.
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard III. Financial Resources

Standard III.A Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, and evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.
The Tulare College Center employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably and evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

**Standard III.A.1.**

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

The Tulare College Center assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

**Standard III.A.1.a.**

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

The Tulare College Center will follow district policies and procedures to ensure the criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

**Standard III. A.1.b.**

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluation of all personnel including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

The Tulare College Center will follow all of the policies and procedures the district utilizes to
ensure the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluation of all personnel including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Standard III.A.1.c.**  
*Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

The Tulare College Center will adhere to the District’s evaluation process for faculty including an evaluation of teaching methods, materials, and effectiveness.

**Standard III.A.1.d.**  
*The institution upholds a written code of professional ethics for all of its personnel.*

The Tulare College Center will adhere to the District’s code for professional ethics for all personnel.

**Standard III.A.2.**  
*The institution maintains a sufficient number of qualified faculty with fulltime responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.*

The Tulare College Center will adhere to the District’s shared governance process for the selection of replacement and new faculty for the campus.

**Standard III.A.3.**  
*The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

The Tulare College Center will adhere to the District’s policies and procedures in regards to all personnel serving at the new campus.

**Standard III.A.3.a.**  
*The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

The Tulare College Center will adhere to the District’s policies and procedures in regards to fairness and employment procedures.

**Standard III.A.3.b.**  
*The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*
The Tulare College Center will adhere to the District’s policies and procedures in regards to confidentiality of personnel records.

**Standard III.A.4.**
The institution demonstrates through policies and practices an appropriate understanding of and a concern for issues of equity and diversity.

The Tulare College Center will adhere to the District’s policies and procedures in regards to equity and diversity.

**Standard III.A.4.a.**
The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

The Tulare College Center will adhere to the District’s policies and procedures in regards to support services personnel from diverse backgrounds.

**Standard III.A.4.b.**
The institution regularly assesses its records in employment equity and diversity consistent with its mission.

The Tulare College Center will adhere to the District’s policies and procedures in regards to regularly assessing records to verify employment equity and diversity.

**Standard III.A.4.c.**
The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

The Tulare College Center will adhere to the District’s policies and procedures in regards to the treatment of administration, faculty, staff and students.

**Standard III.A.5.**
The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

The Tulare College Center will adhere to the District’s policies and procedures in regards to professional development opportunities for faculty and staff.

**Standard III.A.5.a.**
The institution plans professional development activities to meet the needs of its personnel.

The Tulare College Center will adhere to the District’s policies and procedures in regards to professional development opportunities for faculty and staff.

**Standard III.A.5.b.**
With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for
The Tulare College Center will adhere to the District’s policies and procedures in regards to professional development opportunities for faculty and staff.

**Standard III.A.6.**

*Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

The Tulare College Center will adhere to the District’s policies and procedures in regards to institutional assessment of human resources.

**Standard III.B Physical Resources**

**Standard III.B.1.**

*The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

The Tulare College Center add an additional 100,000 square foot of classroom, computer laboratory and shop space to the instructional program and approximately 65,000 square foot of animal science and technology building space to the college’s inventory. These additional structures have all been designed and built in compliance with the Division of State Architecture (DSA) standards.

**Standard III.B.1.a.**

*The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

The Tulare College Center planning process has included a budget for the maintenance and operation of the new campus. The new campus will feature the state-of-the-art facilities complete with the latest in technology for computers and distance education.

**Standard III.B.1.b.**

*The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

The Tulare College Center adds an additional 100,000 square feet of classroom, computer laboratory and shop space to the instructional program and approximately 65,000 square feet of animal science and technology building space to the college’s inventory. These additional structures have all been designed and built in compliance with the Division of State Architecture (DSA) standards.

**Standard III.B.2.**

*To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a*
The Tulare College Center will adhere to the District’s policies and procedures in regards to the physical resources planning and budgetary process for evaluation of facilities and equipment.

**Standard III.B.2.a.**
*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

The College of the Sequoias Board of Trustees has a restricted reserve of $1.2 million dollars to support capital improvement projects for The Tulare College Center to be used for the campus or agriculture laboratory for the new site.

**Standard III.B.2.b.**
*Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

The Tulare College Center will utilize the District’s physical resource planning for major capital outlay is integrated with institutional planning practices and procedures. The District works diligently to ensure that the Five Year Construction Plan is aligned with the Chancellor’s Office enrollment projections, the Strategic Plan, and the institution’s Program Review process. As the primary facilities planning document, the Five Year Construction Plan identifies the scope, schedule, and budget of new construction and modernization projects. As new facilities are planned, designed, and constructed, the District’s shared governance process ensures that departmental representatives are included as part of the design team.

**Standard III.C. Technology Resources**

**Standard III.C.1.**
*The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

The Tulare College Center will open with over 300 computers in a variety of classrooms and laboratories along with two fully equipped distance education classrooms. The installation, maintenance and repair of the computers and other technology will remain under the District’s information technology department. The college will assign a fulltime technician to the new campus to ensure the technology is operating properly to meet the needs of students.

**Standard III.C.1.a.**
*Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

The Tulare College Center will rely upon the District’s Technology Services Department is responsible for the design, implementation, and maintenance of the District’s information services.

**Standard III.C.1.b.**

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The institution provides quality training in the effective application of its information technology to students and personnel.

The Tulare College Center will rely upon district personnel that are responsible for providing training to faculty and staff in the Banner and SharePoint software systems. Faculty and staff are invited to attend other training sessions relevant to the use of Banner and SharePoint in their jobs. These sessions are sponsored by the District’s Faculty Enrichment Committee (FEC) and the Professional Association of Classified Employees (PACE).

Standard III.C.1.c.
The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

The Tulare College Center will rely upon the District’s plan for technology resource planning which occurs at different levels. Computer Services is responsible for planning as it relates to the District server farm as well as the institutional software package, Banner. The departments and programs use the Program Review process to plan their technology needs. Requests for technology resources are presented to the College Council, which is responsible for making recommendations to the President’s Cabinet on funding priorities. The Institutional Technology Committee advises the College Council on issues related to technology resources.

Standard III. C.1.d.
The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

The Tulare College Center will rely on the District’s process for the distribution of technology is primarily determined by the Program Review process, because programs and services must request funding for the initial purchase of these resources. The requests include a justification for how the technology will be used and why it is needed. Such factors as the age (or existence) of current technology, the critical nature of the technology to the course goals (or service operation), and the number of students who will be served are considered in making recommendations

Standard III. C.2.
Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

The Tulare College Center will rely upon the elements of the Strategic Plan and its associated tactical plans, including the Technology plan, which is reviewed and authored by the Technology Committee. The Technology Committee evaluates the needs of technology on all campuses and makes recommendations for budgetary decisions regarding technology.

Standard III.D. Financial Resources

Standard III.D.1.
The institution relies upon its mission and goals as the foundation for financial planning.
The Tulare College Center will utilize the District’s policy and procedures through the shared governance process to determine and allocate budgets to the new campus. The college has already put a budget in place for the campus for the next two years based on a combination of shifting existing resources and acquiring new resources for the campus.

**Standard III.D.1.a.**
*Financial planning is integrated with and supports all institutional planning.*

The Tulare College Center will use the District’s program review process for institutional planning. It not only provides plans for individual programs, but it also significantly contributes to the Strategic Plan. The requests for funds for equipment, facilities, technology, and personnel that arise out of Program Review reports are therefore justified based on the plans developed in the individual programs.

**Standard III.D.1.b.**
*Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

The main source of unrestricted income is the number of FTES that the District generates every year. To a large extent, the District controls this factor. Other fluctuations in unrestricted resources can also come in the form of Cost of Living Adjustments (COLA) and workload adjustments. The state budget process controls these factors. The number of FTES produced by the District is a direct function of the scheduling of courses and the enrollment in those courses. Each year, Academic Services works with Administrative Services to develop a projection of FTES. The budget is based on meeting that FTES projection. The Tulare College Center will strive to keep the number of FTES required for the campus to keep its center status therefore getting the extra revenue in its base budget for a center.

**Standard III.D.1.c.**
*When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

The Tulare College Center will utilize the same District policies and procedures in place for short and long range financial planning. The addition of a new campus will impact the general operations budget with new expenditures for maintenance and operations which are accounted for in the short range budget planning process.

**Standard III. D.1.d.**
*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

The Tulare College Center will utilize the same District policies and procedures in place for financial planning. The addition of a new campus will impact the general operations budget with new expenditures for maintenance and operations which are accounted for in the short range budget planning process.
Standard III. D.2.  
To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

The District utilizes Banner software as its financial management system. Those individuals who have budget responsibilities, generally referred to as budget managers, are given access to the appropriate levels of this software. To ensure proper use of funds, spending from an account requires approval by at least one supervisor. Once the budget has been developed, the appropriate funds’ balances are placed in Banner. All expenditures are processed by the Banner software. The budget managers can view their budgets as often as they wish to monitor expenditures. They can also print out budget reports for dissemination to their areas. Budget reports are presented to the Board of Trustees at all regular Board meetings. The Tulare College Center will use the same system.

Standard III.D.2. a.  
Financial documents, including the budget and independent auditor reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

The Tulare College Center will be part of the District’s final budget adopted in September clearly states the expected income and expenditures for the year, including the assumptions that were used to develop the budget. This constitutes the budget book, which is distributed to key groups and made available to anyone who wishes to view it.

The District undergoes an annual external audit. The audit reviews all funds and processes in order to determine compliance with established accounting and reporting standards. The audit begins after the end of the fiscal year, at the end of June and is generally presented to the Board before the end of the calendar year.

Standard III.D.2.b.  
Appropriate financial information is provided throughout the institution.

The Tulare College Center will utilize the District’s budget book and budget accountability reports distributed to several groups including the College Council and the standing Budget Committee. In addition, anyone who requests a copy can receive one.

Standard III.D.2.c.  
The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

The Tulare College Center will adhere to Board Policy 6200 which stipulates that the District have a reserve of six percent reserve as part of the District’s budget process. During the state fiscal crisis, the Board temporarily reduced the required reserve to five percent, with the understanding that once the state economy rebounds, the reserve will increase back to at least six percent. The current budget projection for 2011-12 has a 5.5 percent reserve at the end of
this fiscal year. The budget reserve allows the District to meet unforeseen financial obligations.

**Standard III.D.2.d.**

*The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

The organizational chart for the Tulare College Center illustrates oversight of finances is the responsibility of the vice president of administrative services. Administrators are responsible for monitoring the budgets in their areas. The Tulare site dean will meet on a regular basis with the vice president of administrative services to oversee the budget for the new campus.

**Standard III.D.2.e.**

*All financial resources, including those from auxiliary activities, fundraising efforts, and grants, are used with integrity in a manner consistent with the mission and goals of the institution.*

The Tulare College Center will utilize the District’s process whereby specific expenditures for categorical funds, including grants, are overseen by the managers of those areas. There is no central manager to oversee all of these areas. General expenditures within these areas are reviewed by the dean of fiscal services or by the vice president in the relevant area. The external audit report does look at the District's compliance with established government requirements for state and federal programs, including grants and financial aid.

**Standard III.D.2.f.**

*Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institutions.*

The District has a number of contracts with external entities. All contracts of this kind are overseen by the vice president of administrative services. These contracts range from leases, to service contracts (copier machines), to contracts with individuals (attorneys), to construction contracts. The vice president of administrative services utilizes the expertise of the Tulare County Counsel, as well as other attorneys, when reviewing potential College contracts to ensure they contain the appropriate provisions. The Tulare College Center will have programs in aeronautics and truck driving that will be housed at the new site. As part of the new campus the 320 acre farming operation also utilizes several outside contracts overseen by the site administrator and the vice president of administrative services.

**Standard III.D.2.g.**

*The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

Financial processes are evaluated on a regular basis by several different entities. The standing Budget Committee reviews the budget development process. The FOG reviews budget management processes. The external audit evaluates the entire budget for compliance with various legal standards of budget management and reporting. The Tulare College Center will utilize this process in the financial management of the site.
Standard III.D.3.
The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

The vast majority of the budget expenditures are for personnel costs. Evaluation of effective utilization of these funds can be done when a position becomes vacant. The District is transferring personnel to the Tulare College Center versus adding new positions to the site. This will occur until the state’s budgetary crisis is over and new positions can be added within the constraints of the District budget.

Standard IV: Leadership and Governance

Standard IV.A.
Decision-Making Roles and Processes

As part of the institution the Tulare College Center recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard IV.A.1.
Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

The Tulare College Center will remain part of the participatory governance at COS. This governance system has demonstrated by active participation of campus constituents at all levels of the institution.

Standard IV.A.2.
The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

The Tulare College Center faculty, staff, students and administration will continue in the participatory governance process of the District which encourages and facilitates faculty, staff, administration, and student participation in the decision-making process.

Standard IV.A.2.a.
Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
The Tulare College Center will have representation on the Academic Senate which serves as the primary governance structure for faculty members on campus. Board Policy 2510 establishes collegial relationship between Academic Senate and the Board of Trustees demonstrated in the Board of Trustees minutes by the regular presentation by the Academic Senate president.

**Standard IV.A.2.b.**
The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

The Tulare College Center will participate in the Academic Senate through representation of faculty teaching their load fulltime or part time at the new campus.

**Standard IV.A.3.**
Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

The Tulare College Center will have representation on the College Council, Academic Senate, Instructional Council, and ASB which provide forums for discussion and communication through participatory governance. Students, staff, faculty, and administrators have the opportunity to participate in College governance and express their opinions throughout the District. By collaborating as members of these groups, they work towards institutional improvement. Administrative Procedure 2510 outlines how the Academic Senate and superintendent/president jointly present to the Board of Trustees.

**Standard IV.A.4.**
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

The Tulare College Center is located in the southern portion of the district and will serve the communities of Tulare, Lindsay, Tipton, Pixley and Corcoran. The District advocates and demonstrates honesty and integrity in its relationships with external agencies. COS is committed to the Accreditation process. New relationships will be developed with these communities as a result of the new campus location.

**Standard IV.A.5.**
The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.
Programs moved to the Tulare College Center will participate in the Program Review process for the District which provides a process for review of all programs at the District. The term “program” is widely interpreted and includes academic programs, student services, administrative services, and interdisciplinary programs. Program Review provides a structured approach for continual assessment, review, and improvement. The results of Program Review are widely communicated to the Board of Trustees and across the campus community.

Standard IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Standard IV.B.1.
The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

The Tulare College Center falls under the authority of The Board of Trustees, which is the policy making body of the District. It is entrusted with the responsibility of overseeing all College programs and assets and is responsible for ongoing fiscal stability.

Standard IV.B.1.a.
The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

The Board of Trustees is an essential link with the community. Each member of the Board of Trustees has been elected by voters of a specific geographic ward and represents this geographic ward. The Tulare College Center is well represented by three board members who represent the geographic region of the populations that will be served by the new campus.

Standard IV.B.1.b.
The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The Board of Trustees establishes mission consistent policies to ensure quality, integrity, and improvement of student learning programs. The Board of Trustees does this through a variety of mechanisms including the standing reports it receives at Board of Trustees meetings and through participatory governance practices throughout the District. The Tulare College Center is well represented on the board to ensure the college’s mission is upheld at the new campus.

Standard IV.B.1.c.
The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
The Board of Trustees reviews and approves educational programs and curriculum that have undergone the required approval processes, which includes input from the departments, divisions, the Curriculum Committee, and the Academic Senate. Regular reports and presentations at Board of Trustees meetings by Academic Senate, division chairs, and other faculty keep the Board informed on education matters. For example, the vice president of academic services presents new, modified, or deleted curriculum at Board meetings. The organizational chart documents the representation of the Tulare College Center in this process.

**Standard IV.B.1.d.**
The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

As mentioned above the Tulare College Center is well represented on the Board of Trustees for the district.

**Standard IV.B.1.e.**
The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

The Board of Trustees acts in a manner consistent with its policies. The Board evaluates its policies and practices at its annual study session. During this session, the Board discusses the results of its self-evaluation.

**Standard IV.B.1.f.**
The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Board Policy 2740, Board Education, describes the Board of Trustees’ commitment to ongoing development of the Board as well as to a trustee education program. The Board of Trustees has an annual study session, in January or February, during which reports from major areas and services of the District may be presented. This meeting provides a time for public comment and is in full compliance with the Brown Act. The session generally extends across two days, and the format allows for a wider array of presentations and broader discussions than a typical Board of Trustees meeting. Administrators, faculty, classified staff, and the public are invited to present and to participate in discussion sessions. The Tulare College Center hosts a joint meeting with the Tulare Joint Union High School administration and board along with the Tulare City Council on an annual basis.

**Standard IV.B.1.g.**
The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

The Tulare College Center will utilize the District’s policies and procedures for Board self-evaluation as outlined in the Accreditation report.

**Standard IV.B.1.h.**
The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
The Board of Trustees maintains high standards of ethical conduct for its members. Board Policy 2715, Code of Ethics/Standards of Practice, contains the Conflict of Interest code mandated by the state as outlined and documented in the District’s accreditation report.

**Standard IV.B.1.i.**
The governing board is informed about and involved in the accreditation process.

The Board of Trustees has been involved with accreditation through attendance at selected Accreditation team meetings and participating in the Accreditation survey. The Board of Trustees is updated monthly by the vice president of academic services about Accreditation progress during the Board and Executive Reports portion of the Board meeting.

**Standard IV.B.1.j.**
The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

The Board of Trustees has the responsibility for selecting the superintendent/president as described in Board Policy 2431. Selection is fair, open, and complies with all regulations.

**Standard IV.B.2.**
The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The president/superintendent has been very involved in the planning and implementation of the Tulare College Center.

**Standard IV.A.2.a.**
The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The College of the Sequoias Community College District Organizational Structure chart describes the District structure. The Tulare College Center is documented in the organizational chart for the district and there are clear and distinctive lines of authority for the new campus.

**Standard IV.B.2.b.**
The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;

- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;

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ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.

The Tulare College Center is integrated into the collegial process ensuring that educational planning is a vital part of the new campus.

**Standard IV.B.2.c.**
The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

The Tulare College Center administrative team reports directly to the superintendent/president who is responsible for overseeing the implementation of statutes, regulations, administrative procedures and Board of Trustees policies for the District. The superintendent/president also ensures that the actions of the District are consistent with its stated mission.

**Standard IV.B.2.d.**
The president effectively controls budget and expenditures.

The Tulare College Center administration reports directly to the superintendent/president who works with the vice president of administrative services and fiscal staff to develop the budget and set the budget controls for the new campus.

**Standard IV.B.2.e.**
The president works and communicates effectively with the communities served by the institution.

The superintendent/president and his designees represent the District on various local boards and commissions. The Board of Trustees and the superintendent/president have had regular meetings with the City Council of Tulare, Tulare Joint Union High School Board and administration and other boards and committees from communities served by the Tulare College Center.

**H. Documentation**

The following reference documentation can be found at the following hyperlink:

http://www.cos.edu/About/Accreditation/Pages/Tulare‐Center‐Substantive‐Change.aspx


2. Site Map and Floor Plans of the Tulare College Center
   http://www.cos.edu/About/Accreditation/Tulare%20College%20Center%20Substantive%20Change/TulareCollegeCenterMaps-PhaseI.pdf

3. Class Schedule for Spring 2013 Semester
4. Board of Trustees Organizational Chart
   http://www.cos.edu/About/Accreditation/Tulare%20College%20Center%20Substantive%20Change/BoardofTrusteesOrgChart.pdf

5. COS Accreditation Report
   http://www.cos.edu/About/Accreditation/Documents/COS%20Accreditation%20Self%20Evaluation%202012_FINAL.pdf

6. Board of Trustees Resolution for Site Purchase
   http://www.cos.edu/About/Accreditation/Tulare%20College%20Center%20Substantive%20Change/BoardResolutionSitePurchase.pdf

7. Board Resolution on Center Status
   http://www.cos.edu/About/Accreditation/Tulare%20College%20Center%20Substantive%20Change/CenterStatus.pdf

8. COS Strategic Plan-2010-2015
   http://www.cos.edu/About/Accreditation/Tulare%20College%20Center%20Substantive%20Change/COSStrategicPlan2010-2015.pdf

9. COS Master Facilities Plan
   http://www.cos.edu/About/Accreditation/Tulare%20College%20Center%20Substantive%20Change/MasterFacilitiesPlan.pdf

10. Board Resolution Exchange of Property
    http://www.cos.edu/About/Accreditation/Tulare%20College%20Center%20Substantive%20Change/ExchangeofProperty.pdf

11. Board Action Measure J Oversight Committee
    http://www.cos.edu/About/Accreditation/Tulare%20College%20Center%20Substantive%20Change/MeasureJCommittee.pdf

12. COS Five Year Master Facilities Plan
    http://www.cos.edu/About/Accreditation/Tulare%20College%20Center%20Substantive%20Change/SequoiasCCDFacilitiesMasterPlan.pdf

13. Tulare College Center Phase III Map
    http://www.cos.edu/About/Accreditation/Tulare%20College%20Center%20Substantive%20Change/TulareCollegeCenterMaps-PhaseIII.pdf

14. Board Resolution-Site Purchase
## Appendix A

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<th>Summary</th>
<th>Full-Time Classified</th>
<th>Part-Time Classified</th>
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