



MID-TERM REPORT TO THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE OF THE SEQUOIAS
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OCTOBER 15, 2009



TABLE OF CONTENTS

Statement on Accreditation Mid-Term Report Preparation	3
Mid-Term Response to the Team Recommendations and the Commission Action Letter	4
Recommendation 1	4
Recommendation 2	7
Recommendation 3	9
Recommendation 4	10
Recommendation 5	12
Recommendation 6	20
Self-Study Planning Agenda Report	23
Substantive Change in Progress, Pending, and Planned, Report	32
Appendix Listing	34

STATEMENT ON ACCREDITATION MID-TERM REPORT PREPARATION

This is the Mid-Term Accreditation and Self-Study Report of the College of the Sequoias addressing the six recommendations that were made as a result of the October 15-19, 2006 Accreditation Team visit and the Commission Action Letter. It includes College of the Sequoias' actions regarding our Self-Study Planning Agenda, and substantive changes in progress, pending or planned. Preparation of the mid-term report was assigned to the Vice President of Academic Services and Accreditation Liaison Officer, Duncan Graham.

A team comprised of campus leaders from faculty, staff, and administrators was assembled and asked to contribute progress made over the past three years with regards to the six recommendations. This collaborative effort from many different constituents combining data, information, and supporting documents comprises College of the Sequoias' mid-term report.

Team members included: Kris Costa (Director of Agriculture), Rod Frese (Vice President of Administrative Services), Tim Garner (Director of Institutional Research and Planning), Mary Gonzales (Administrative Assistant), Frances Gusman (Vice President of Student Services), Michele Hester-Reyes (Academic Senate President), Beckee Hobson (Chair, Consumer/Family Studies), Chris Knox (Dean, Counseling and Matriculation), Jennifer Vega La Serna, (Dean of Arts and Letters), Kathie Lewis (Director, Learning Resource Center), David Maciel (Director of Disability Resource Center), Deborah Nolan (Coordinator of Distance Education, and Faculty Enrichment Committee), Milli Owens (Co-chair General Education Committee), Steve Renton (Public Information Officer), Thea Trimble (Co-chair, Program Review), Robert Urtecho (Dean, Science, Math and Engineering), Stephanie Yocum (Health Services Coordinator), and Elaine Webb (Administrative Specialist).

Duncan Graham presented the draft report to the College Council on September 08, 2009. The Council approved the report on September 22, 2009 for recommendation to the Superintendent/President and the Board of Trustees for their review and approval at their meeting on October 14, 2009.

Dr. William Scroggins, Superintendent/President
College of the Sequoias

Date

MID-TERM RESPONSE TO THE TEAM RECOMMENDATIONS AND THE COMMISSION ACTION LETTER

The following six recommendations were made as a result of the October 15-19, 2006 Accreditation Team visit. Topics of response are reflected in the bullet points that follow each recommendation. Following each topic in italics are the related documents and when applicable the website where the document can be found.

Recommendation 1

The team strongly recommends that the college establish a positive campus climate through an inclusive dialogue that embodies a culture of respect, civility, and trust to improve institutional decision-making, planning, and effectiveness. (Standard IB.1; Standard IIIA.1d, IIIA.4c; and Standard IVA.2, IVA.2a, IVA.2b, IVA.3, and IVA.5)

The college has followed this recommendation and meets these standards. The level and quality of communication are outstanding as exemplified by the activities cited below. This high level of dialog and the positive campus climate has enabled to college to make major advancements in planning and decision-making.

▶ **Dialogue: College Council, Board Reports, Conversations**

The College Council annually reviews and revises as needed the college mission statement and the college shared governance process. College committees actively develop recommendations to the College Council which debates issues and makes recommendations to improve college policies and practices.

Documents: College Mission Statement, Participatory Governance Model, agendas and minutes for College Council: (Appendix 1,2,3)

http://www.cos.view_page.asp?nodeid=949&parentid=933&moduleid=5

▶ **Campus Climate: Budget Decisions, Negotiations, President's Evaluation**

The college follows an agreed-upon process of budget development that culminates in debate at the College Council and a recommendation to the President regarding expenditures for the coming fiscal year. The District meets regularly with representatives of the exclusive bargaining units for full-time faculty, part-time faculty, and classified staff. The college president functions as chief negotiator with the aid of the Dean of Human Resources and selected members of the administrative team. Relationships between the District and the unions are positive, constructive, and collegial. The college president undergoes a regular 360 degree evaluation, the latest results of which reflect the positive campus climate.

Documents: Fiscal Procedures, Summary of District-COSTA Negotiations, July 2009, Summary of CSEA-District Negotiations, August 2009, Scroggins 2009 Evaluation Document, Scroggins 2009 Evaluation Comments (Appendix 4, 4a, 5)

▶ **Weekly Board Report**

The President/Superintendent sends a weekly report to the Board of Trustees on activities and news from the campus community, and shares this "Weekly Board Report" with the college via email. This simple, but innovative concept was a new communication vehicle for the campus and has provided the college community with up-to-date news and activities.

The report tends to feature a “top 10” review of the most important fiscal, educational, and personnel information for the week. It includes meetings that the President has attended in the community and gives a quick synopsis of the challenges and opportunities that COS faces in the short and long term. Distributing this report via the campus email system is one example of being paperless and supports the President’s emphasis on “going green.” It is widely read and gives a quick overview with respect to campus news.

Documents: Weekly Board Report (Appendix 6)

http://www.cos.edu/view_page.asp?nodeid=4273&parentid=4265&moduleid=5

► **Cultural Heritage Celebrations**

The Cultural Heritage Months project was initiated in fall 2008. For six months during the academic year College of the Sequoias would hold a series of events focused on particular groups whose heritage reflects the diverse culture of our campus and the United States. A budget was established to fund supplies and marketing as well as stipends for twelve individuals, six who will coordinate the events and six who will work with faculty to research and disseminate material to be used in classrooms relative to the heritage group being featured that month. This project is under the auspices of the Student Equity Committee. The Chair of the committee is assigned as the budget administrator. At the end of the spring 2009 the Student Equity Committee decided to have the Cultural Heritage Celebrations established as a standing subcommittee. The subcommittee consists of two co-chairs and the event coordinators and recently renamed the title of the Cultural Heritage Celebrations to COS Diversity Celebrations.

Documents: Heritage Month Timeline, American Indian Heritage Month, European American Heritage Month (Appendix 7, 8, 9)

► **Handling of Difficult Decisions**

Occasionally, consensus is not reached among stakeholders on a particular issue. In such cases, it is the practice of the college to slow down the process, collect more information, reflect on options, and seek compromise on the outcome. Two examples illustrate this attitude.

In the fall of 2007 the college president suggested that a vacant campus police officer position be replaced with a community security position. Debate in College Council demonstrated a lack of agreement on the issue. The college arranged for a consultant to come to campus, collect information, interview a cross-sections of the staff, and make recommendations. As a result, the college 1) replaced the vacant position with a sworn officer, 2) increased the police chief position from half-time to full-time, 3) placed facility and lighting projects on the Measure I general obligation bond list to improve the physical security of the campus, and 4) secured the agreement of the College Council that additional personnel could be hired in the classification of community security positions.

A second issue arose in the fall of 2008. Budget shortfalls in the operation of the Child Development Center led the college to recommend that the Center be taken over by the Tulare County Office of Education. Based on input from college staff, community members, and parents at the Center, the college pursued alternatives. Through negotiations with CSEA, the personnel structure of the Center was revised and the Center operations expanded to twelve months with mandatory five-day-per-week child care agreements at an increased market rate. These interest-based actions had the result of bringing the Center budget into balance and retained the Center as a college-operated facility.

Documents: Child Development Center Budget Comparison, CSEA Agreement on the Child Development Center (Appendix 10, 11)

► **Professional Development**

The Faculty Enrichment Committee's (FEC's) mission statement and activities provide examples of efforts across campus that supports the objective of nurturing a positive campus climate through inclusive dialogue and planning. Although each department and division embraces this objective, the FEC served as a mechanism to integrate the autonomous groups and events under one comprehensive program that extends beyond staff development training for faculty, and includes training for the Professional Association for Classified Employees (PACE), the Customer Service Committee, Human Resources Department, etc. Through collaborative needs assessments and program evaluations, an extensive set of workshops, classes, campus "brown bag" discussions, and training programs allows staff from all areas of the campus to co-mingle according to themes and areas of interest. During the academic year of 2007-2008, five (5) campus-wide workshops were offered to all COS employees. In January 2008, the FEC offered five (5) workshops which exceeded expectations that had been set for a half-year program. Beginning in September 2008 until May 2009, a total of fifty-eight workshops were presented to the campus, and this year the FEC remains a vital link for employees and professional development.

Documents: FEC Web Site:

http://www.cos.edu/view_page.asp?nodeid=2566&parentid=948&moduleid=1,
FEC Mission Statement (Appendix 12)

► **Customer Service Initiative**

The Campus Wide Customer Service Committee (CSC) was formed to help institute and sustain excellence in customer service and in 2008-09 was chaired by the Vice President of Student Services. In June 2009, the new Dean of Student Services assumed the chairmanship. Members are represented from Academic Services, Student Services and Administration areas. The CSC meets on a monthly basis.

With the president's support, the CSC has taken steps to involve the entire college in its efforts to maintain and improve the service provided to its customers. The CSC will continue to identify, discuss and pursue new and innovative ideas to meet future training needs. Past customer service training performed by the CSC includes: cross training within departments, discussions on the importance of customer service in retail, managing stress in the workplace, ethics in the workplace, and conflict resolution strategies. The CSC conducts workshops collaboratively with Faculty Enrichment Committee (FEC), and the Professional Association of Classified Employees (PACE).

Document: Excellent Customer Service Guide (Appendix 13)

► **Board Policies and Administrative Procedures Revising Process**

The COS Board Policies and Administrative Procedures have been reviewed and updated. This process began in September of 2006 and finished during the Fall 2009 semester. The Cabinet parceled out sections for review among different stakeholders in five areas: District/General Institution, Board of Trustees/Personnel, Academic Services, Student Services, and Business & Fiscal Affairs. The COS Academic Senate, Human Resources, Academic Services, Student Services, and Administrative Services participated by creating, reviewing and deleting BPs and APs after discussion and agreement with their constituents. The discussions were very rich and complex and helped us see how all the pieces fit to create the college. A process has been established that each year a section of the BP's and AP's will be reviewed

assuring the college is true to its policies and procedures. It also provides the community with a template of how COS functions.

Documents: (Appendix 14)

http://www.cos.edu/view_page.asp?nodeid=1657&parentid=931&moduleid=5

Recommendation 2

The team recommends that the college engage all campus constituent groups in an institutional decision-making and planning process, which is linked and central to the college mission. The process should be an ongoing, effective, and systematic cycle of evaluation, integrated planning, resource allocation, research, and reevaluation. This cycle should include such processes as curricular development, program review, and assessment and allocation of technological, physical, financial, and human resources. (Standard IA.4, IB.3, IB.4, IB.6, IB.7: Standard IIA.1, IIA.2, IIB3, IIB4, IIC2; Standard IIIA6, IIIB2, IIIC2, IIID1, IIID.2g, IIID3)

The college has continued to meet the referenced standards for several years. Over the last two years, the college has significantly improved its evaluation, planning, budgeting, and decision-making processes to the point that the college exceeds the referenced standards. In 2007 the college developed a budget development and resource allocation model that is aligned with the college mission statement and driven by program review results. This process prioritizes college activities based on costs in personnel, equipment (both instructional and non-instructional), technology, and facilities. Identified college committees review budget requests in these areas and make recommendations to College Council. These recommendations are debated and voted upon as recommendations to the college president. This process was enhanced during the 2008-09 academic year through collaboration between the District and the academic senate resulting in a revised decision matrix and an improved program review process. The college is currently launching its next round of strategic planning, updating the previous 2006 plan under which the college has been operating. These initiatives are described below.

► Program Review

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 and formats from across California and discussed purposes and uses of program review.

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 will be 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 Instructional Council. The makeup of the second level review committee was developed and implemented.

Documents: Budget Decision Making Flow Chart, Memo to Academic Senate on Program Review, Instructional Program Review and Annual Updates, Program Review Schedule: 2008-2013 (Appendix 15, 16, 17, 18)

► **Developing Student Services Program Review**

A committee of student services staff was established to review various student service models and templates to create a Program Review Process to be implemented by COS. This committee is working closely with the institutional research department to develop a template that parallels the instructional program review model. This process will allow student services to engage in an institutional decision-making and planning process directly linked to the mission of the college.

Documents: Student Services Program Review Form: 2007-08 (Appendix 19)

► **Budget Allocation Flow Chart/matrix**

In the 2008-09 academic year, The ad hoc Senate Committee working on a major revision of the Program Review Procedure agreed that one of the chronic problems associated with the old process was the lack of accountability regarding fiscal decisions. One committee would rank new faculty positions one way and another committee would re-rank them and forward the recommendation to the President without even a written rationale. The same scenario was followed with equipment and facilities recommendations. During the 2008-09 academic year a new process was established by the ad hoc committee and the college president. A newly created flow chart that is unambiguous, cogent, and accountable was implemented. If any changes occur after the initial decision, a written rationale must be provided. The number of committees tasked with ranking has decreased. This accountability matrix strengthens Program Review as the essential baseline for resource allocations in a vital and easy to understand way.

Document: Budget Allocation Flow Chart (Appendix 15)

► **Planning Process**

In the 2009-10 academic year the Institutional Planning Committee in conjunction with the Office of Institutional Research and Planning will develop a 5-year Institutional Strategic Plan with measurable goals/benchmarks based on existing institutional outcomes, a culture of evidence and focused plans presented in a Metrics format. In Spring 2008 the seven Institutional Outcomes of: 1) Quantitative Reasoning, 2) Writing and Reading, 3) Creative/ Analytical Thinking, 4) Oral and Listening Skills, 5) Information Literacy, 6) Social Interaction and 7) Health and Wellness were established. The plans to be reviewed or created, and aligned to institutional outcomes as part of the Strategic Plan are: Accreditation and Self Study, Educational Master Plan, Technology, Matriculation, Student Equity, Staff Development (FEC), Basic Skills (ELI), Five-Year Facility, Hanford/Tulare Centers, Individual Program Reviews (Unit Plans), Initiatives (FYE, ESC, ATD), Enrollment, Staffing, Marketing, and Distance Education.

Documents: Institutional-Level Assessment Report (Appendix 21)
http://www.cos.edu/view_page.asp?nodeid=3138&parentid=933&moduleid=5

► **Linking Planning and Budgeting**

Planning and budgeting are linked through the shared governance process driven by Program Review. All new faculty positions are reviewed based on identified program needs by faculty, and positions are prioritized by the Instructional Council. New non instructional positions identified in departmental program review are allocated through the College Council which identifies, priorities, and recommends the positions to be filled.

While the recommendations for faculty and classified staff positions are reviewed by management in President's Cabinet, the recommendations of the Instructional and College Councils are usually followed. The purchasing of technology or equipment is directed through program review. Faculty and staff delineate the equipment in the program review as something needed to enhance SLO's and student success for the instructional program. Instructional equipment that is funded by the state is prioritized by Instructional Council and all requests are reviewed to insure that they were identified as needs in the department's program review.

Document: Fiscal Procedures, Budget Decision Making Flow Chart (Appendix 15)

Recommendation 3

The team recommends that the college develop, review, and measure student learning outcomes in all of its courses, programs, degrees/certificates, the general education pattern, and institution-wide practices. (Standard IB.1, Standard IIA.1c, IIA.2a, IIA.2b, IIA.2e, IIA.2f, IIA.2g, IIA.2h, IIA.2i, IIA.3, IIA.6a, IIB.1, IIB.4, IIC.1a, IIC.2; Standard IIIA.1b, IIIA.1c; and Standard IVA.1, IVA.2b, IVB.1b).

During the 2008-09 academic year, the college—led by the academic senate—revised the program review process to include student learning outcomes. This revision takes advantage of the extensive work done on developing and assessing course level student learning outcomes. Recognizing the need for more extensive program level student learning outcomes, the District and the academic senate have launched an initiative in this area for the 2009-10 academic year. To more effectively utilize the results of student learning outcomes in student services programs, the college is seeking to modify the existing program review template to more specifically address the program review needs of these programs. During the 2007-09 academic years, the academic senate developed institutional student learning outcomes. To facilitate the assessment of these outcomes, the curriculum committee recently formed a subcommittee to review general education requirements for the associate degree and how such courses are developed and reviewed. The committee will also review the institutional student learning outcomes and make recommendations for their assessment. The college meets the current level of performance on the student learning outcome process as specified by the Commission.

► **Program Review (with levels of completion in the template)**

The revised program review process was discussed under Recommendation 2. This process now includes a description of the process by which the program staff develop and assess course and program SLOs, data compiled on the SLO assessment results, mapping of course level outcomes to both program and institutional level SLOs, a discussion and analysis of SLO results, and a plan for future work on SLOs.

Document: Program Review Section IIA Student Learning Outcomes (Appendix 23)

► **SLO data from 2009 Annual Report**

In 2009 COS had 70% of the courses with SLO's, with 45% had ongoing assessment, with a course currency policy in place with benchmarks and deadlines that included SLO's be in place

by spring 2010. Although 20% of our programs had SLO's with about 8% utilizing ongoing assessments, we have give reassign time to a faculty member to work with Division Chairs and Program Directors to adopt Program SLO's in all of our programs with the ultimate goal of aligning course SLO's Program SLO's with Institutional SLO's. Institutional SLO's have been established, and the Institutional Planning Committee will refine those and develop an implementation plan during the 2009-10 academic year.

Documents: 2009 SLO Annual Report (Appendix 24)

http://www.cos.edu/view_page.asp?nodeid=3138&parentid=933&moduleid=5

► **Program Student Learning Outcomes (SLO) Initiative**

COS has made great strides in its course SLOs and its Institutional Learning Outcomes, but the need to focus on Program SLOs lead to the following initiative. In May 2009, the Academic Senate initiated a college-wide workshop on Program SLOs. Afterwards, Academic Senate leadership in conjunction with the college president discussed the need to energize the initiative by selecting one faculty member from the SLO Committee to work closely with the Division Chairs to create Program SLOs during the 2009-2010 year. Additional release time was provided and the position was created and staffed. In fall 2009, the Program SLO coordinator and the Academic Senate brainstormed a working definition of "program." The Program SLO coordinator will begin working with the Pre-Nursing Program and the Science Division. The SLO Coordinator focusing on course SLOs. With the addition of a new Institutional Researcher, a higher priority on data collection will be instituted.

Documents: None

► **General Education Committee**

After several years of inactivity on General Education Areas, in the spring 2009 semester, the Academic Senate formed the General Education committee as a subcommittee of the College Curriculum Committee. The General Education committee had an organizational meeting on April 30, 2009 and plans to meet regularly during the 09-10 academic year. The committee goal is to have an AA/AS degree requirements proposal to the Curriculum Committee by the end of March 2010. The plan to achieve this goal includes a review of Institutional SLOs at the February meeting to confirm that the AA/AS requirements fulfill the Institutional SLOs.

Documents: General Education Committee Plan 2009-2010 (Appendix 25)

Recommendation 4

The team recommends that the College provide the full range of support and instructional services to all students and staff in all of its learning environments. The College must devote appropriate staff, facilities, and budget resources to support instruction, learning, and staff development. It must provide training for staff in diversity awareness, technology applications, and distance education. Additionally, the institution must improve the quantity, currency, depth, and variety of its library resources. (Standard IIA.2e, IIA.2f, IIA.4, IIB.1, IIB.3a, IIC.1a, IIC.1c, IIC2, Standard IIIA.5a, IIIA.5b, IIIA.5, IIIB.2, IIIC.1, IIIC.1b, IIIC.1c)

The college has significantly expanded support services in a wide range of learning environments. The budget development process has prioritized this effort, and the college has sought and obtained significant supplemental funding for these purposes. The college has invested in a new library technology system and made significant improvements in the scope and accessibility of library electronic databases. The college meets or exceeds these standards. The following examples illustrate initiatives that have addressed these issues.

► **Staffing and support in learning environments:**

The college's First Year Experience (FYE) will undergo a transformation based on assessed success and a newly acquired Title V grant. Although the state budget is creating shortfalls in categorical funding COS is committed to maintain strong programs in our Writing Center, MESA program, Math Learning Skills Lab.

The English Department opened the Writing Center in 2006. The Writing Center assists all COS students develop their writing abilities by allowing them to work on writing tasks one-on-one (or in small groups) with peer-tutors or writing instructors. The Writing Center currently provides support for over 4000 student hours per year and its use is growing rapidly. The Writing Center is open 39 hours per week (a one-hour reduction this year due to the Library closing at noon on Fridays) for 15 weeks each semester.

The Writing Center is currently staffed by English department faculty, a part-time ESL paraprofessional, a part-time instructional specialist and student tutors. The English faculty work in the writing center on a volunteer basis or on a paid basis at the faculty activity rate.

The Math, Engineering, and Science, Association (MESA) lab is open Monday through Thursday 8am to 6pm and Fridays from 8am to 2pm, with times allocated for tutoring in a variety of areas in the math and sciences.

Documents: None

► **Distance Education Training**

The Distance Education Committee (DEC) oversees the training of faculty through online and face-to-face workshops on campus since Fall 2007. Topics have included student retention and online teaching pedagogy. To support the adoption of the newest version of Blackboard, Blackboard 9.0, the DEC provided multiple workshops in May, June, July, and August 2009 (see documentation for schedule). The DEC scheduled thirteen additional training sessions for the first two weeks in September, 2009, and will continue scheduling and facilitating training sessions throughout the 09-10 academic year based on recommended practices and faculty need. The Distance Education for College of Sequoias (DECOS) committee advises the DEC concerning training topics and resources. In the fall 2009 semester, DECOS will be preparing a distance education teaching certificate curriculum for consideration.

Documents: Blackboard 9.0 Training Schedules (Spring & Fall 09), Blackboard 9.0 July 20-23 Training Agenda (Appendix 26, 27)

► **Library Resources**

The librarians developed SLOs for the three Library classes that are offered for credit. Since that time the librarians have been working on program level SLO's. The program level SLO's and accompanying assessment plans have been created and submitted to the SLO campus committee. Although it has not proved possible to increase the budget for materials to support the students, the librarians have concentrated on using our existing monies to enlarge the electronic collection of e-books both in Reference and in the non-fiction collection. We continue to work on promoting outstanding web sites and links to full-text books available for free through Internet resources.

Document: Learning Resource Center Program SLO Assessment Report (Appendix 28)

► **Teaching and Learning Center (TLC)**

During the academic years of 2007-2009, multiple departments and programs across campus collaborated in the development of a Teaching and Learning Center (TLC). Effective fall 2009 the Center is fully operational to provide resources to faculty in the forms of equipment, software programs, a library, technology to develop the most innovative instructional and student support delivery modalities in a classroom/counseling/library support environment (virtual or real), and a conference room. A full-time classified staff member monitors all activities in the Center: 50% of her time is devoted to the TLC. Any group, whose mission is to develop and train faculty, is allowed access to the equipment or facility on an "as need basis" or drop-in access unless an activity requiring the full use of the room has been reserve. Groups utilizing the TLC include the Student Equity and Diversity Committee, Faculty Enrichment Committee, Essential Learning Initiative, First Year Experience, Achieving The Dream, Customer Service Committee, Human Resources, Distance Education for College of the Sequoias, Learning Resource Center, etc. The TLC is funded by the Essential Learning Initiative (basic skills initiative) and the staff person is funded by the district.

Documents: None

Recommendation 5

The team recommends that the College focus on the needs of its diverse populations both on-campus and in the community, including new students, non-traditional populations, and persons of limited English ability. The College must pay particular attention in all of its learning environments to the needs of persons with disabilities, including access to facilities, services, instructional materials, and print and electronic media. The College should ensure that its public representations are universally accessible. (Standard IA.1, Standard A.1a, IIA.1b, IIA.2d, IIA.6c, IIB.3a, IIB.3b, Standard IIIA.4a, IIIA.4b).

Since the fall of 2006 the college has vigorously pursued improvements in meeting the needs of students from groups historically under-represented in higher education. The college now exceeds the referenced standards as exemplified by the initiatives discussed below.

► **Achieving the Dream (ATD)**

Achieving the Dream: Community Colleges Count is a national initiative to help more community college students succeed. College of the Sequoias is one of 20 community colleges in seven states that have joined the initiative. With the addition of these colleges, the initiative has grown to include 102 institutions – 98 colleges and four universities – in 22 states.

ATD is a long-term national initiative to help more community college students succeed – particularly those students who traditionally face the most significant barriers to success, including low-income students and students historically underrepresented in higher education. The initiative is built on the belief that broad institutional change, informed by student achievement data, is critical to significantly improving student success rates.

As part of joining ATD, COS made a two-year commitment to focus its efforts on closing performance gaps among students in targeted populations. ATD colleges are identifying methods for increasing student success and implementing interventions to create institutional improvements for all students.

Documents: Achieving The Dream Presentation August 2009 (Appendix 29)

► **California Tomorrow: Campus Change Network, Student Voices**

The Student Voice Project addressed several student realities:

- ⇒ Students are not deeply or systematically involved in the planning or change efforts of institutions,
- ⇒ Students' day-to-day experiences in navigating college systems in the context of their complex and demanding lives are often not understood by those more intimately involved in college planning efforts,
- ⇒ Provides avenues for colleges to systematically and cyclically gather and learn from the perspectives of students on campus,
- ⇒ Provides a vehicle for students to build their capacity to be change agents in the evolution of colleges' planning efforts to improve student success,
- ⇒ Students from California who come from the lowest income group in the nation; fall in the ranking as the highest proportion of students of color in the nation and; who are part of the 65% - 80% of California community college students who work an average 32 hours a week.

Through the Student Voices Project students learn what equity means for community college students; how to define a policy and evaluate a policy using a set of questions; how to conduct community college research through surveys and interviews and; how to communicate effectively and make presentations on their research.

The insights COS learns from our students' voices is used to examine policies and barriers that our students have identified as problematic in achieving success

Documents: Student Voices Flyer, Student Voices Presentation May 2009 (Appendix 30a, 30b)

► **Student Equity Plan**

The Student Equity Plan has gone through two major revisions since 2005. Written originally in January of 2005, it languished after it was turned in to the Chancellors' Office. In 2006, identified as an institutional priority, The Student Equity committee was reformed to include faculty, administrators, students and classified staff. COS contracted with California Tomorrow and over the last three years has provided valuable input as the plan was updated.

In response to a 2007 summit with approximately 50 stakeholders, the Student Equity Plan was redesigned incorporating new suggestions that came out of the summit. The plan instituted large scale initiatives such as First Year Experience, the COS Diversity Celebrations, the Early Alert Program and the addition of a second PUENTE cohort. Smaller, but still important gains have been made in student orientation and translation of materials into other languages. With the new Achieving The Dream Initiative, COS will use the Student Equity Plan (and many other action plans) to choose between 3-5 objectives that will help us succeed at greeting, teaching and evaluating all students equally.

Document: Student Equity Plan and Student Equity Plan Objectives and Activities (Appendix 31a, 31b)

► **Registration-to-Go (RTG)**

Registration to Go (RTG) is a program that registers new graduating high school students into fall and/or summer classes. COS brings all of the resources including to area high school campuses so that the students can apply for admission and register for classes at their high school. We administer placement testing, assist students with the COS application, the FAFSA, on-line orientation and setting up their COS e-mail. The high school

seniors receive a RTG orientation so they are prepared to register for classes. Admissions & Records personnel, counselors, financial aid personnel, first year experience personnel, outreach personnel and student ambassadors are a part of RTG in order to assist the graduating high school student with their first semester Student Educational Plan, building their class schedule, finalizing financial aid, registering for a first year experience cohort and registering for summer and/or fall semester classes. These services are especially helpful for the diverse student populations who may be first generation college students or those who are not familiar with the steps required to register for college, students who have limited English abilities as well as those who have transportation issues.

Documents: Registration-to-Go Recap (Appendix 32)

► **First Year Experience (FYE)**

The First Year Experience (FYE) Program was initiated in May 2007. The focus of the program is to enhance the success, retention and persistence of students with fewer than 30 completed college units. The program has expanded from six learning communities of 25 students per community, to 12 communities for fall 2009. A First Year Experience Seminar course has also been added, with the course incorporated into all learning communities for the fall 2009 semester. The program focuses on developmental level (remedial) students, and formulates half of our communities based on developmental English and Math courses. Key program efforts are to ensure we determine when students need assistance and to refer the students to campus resources and services that will give the students the best opportunity for academic success. Learning Communities have also been formed around specific populations of students, including athletes, career and technical education students, and African American students.

Documents: Spring 2010 First Year Experience Learning Communities, Fall 2009 First Year Experience Learning Communities, First Year Experience Brochure (Appendix 33a, 33b, 34)

► **Giant Step Orientation/Parent Orientation**

College of the Sequoias First Giant Step Orientation program has been consistently growing. During orientation students are exposed to different aspects of campus life and resources, including diverse campus clubs and student safety. First Giant Step Orientation is open to all incoming freshmen and anyone who has not completed their admissions orientation requirement. COS Parent Orientation program has also seen increased attendance with 57 attendees this year compared to 25 in 2008. Parents are invited to learn about the different resources available, including financial aid, transfer programs, campus safety, and FERPA laws. All information presented during these orientations is available online and on campus.

Documents Fall 2009 Parent Orientation Survey Results (Appendix 35)

► **Community Based ESL Non-Credit Courses**

COS began offering community based ESL classes in Fall 2007. As of Fall 2009, we have over 260 students participating in the off-site classes. This community based program reaches out to non-traditional students of limited English ability who would not otherwise have access to the main college campus. The classes are offered in collaboration with several nonprofit agencies and the Visalia Unified School District in nine communities:

- ⇒ Hanford— Self-Help Enterprise Community Resource Room (2 classes)
- ⇒ Goshen—Self-Help Enterprise Community Resource Room
- ⇒ Kettleman City—Family Resource Center
- ⇒ Visalia Oval—Community Services Employment Training (CSET)

- ⇒ Visalia—Manual Hernandez Elementary School (VUSD)
- ⇒ Pixley— Community Services Employment Training (CSET)
- ⇒ Earlimart— Self-Help Enterprise Community Resource Room
- ⇒ Farmersville—Self-Help Enterprise Community Resource Room
- ⇒ Woodlake—Proteus

The classes focus on the diverse needs of our students ranging from farm workers, displaced workers, parents wanting to help understand the educational system, citizenship and adults wishing to improve their employment potential. In spring 2009, COS bussed in over 250 community ESL students and their families to participate in the annual college open house. The students learned about the college and all of the opportunities available to them as students. A major goal of the community ESL program is to promote transfer into the on-campus ESL program and eventually into the vocational education programs or degree and transfer programs. Community ESL students also receive a certificate of achievement when they complete the beginning, intermediate or advanced level courses. In collaboration with the CSET and Radio Campesina, we have a strong outreach marketing campaign to the community. The classes have also been advertised via television on the Arriba Valle Central-Univision morning Spanish community program.

Documents: ESL Off-Site Weekly Attendance Report; ESL Off-Site Weekly Attendance Report Spring 2009; ESL Off-Site Weekly Attendance Report, Fall 2009 (Appendix 37a, 37b, 37c)

► **Disability Resource Center (DRC)**

The Disability Resource Center responds to the needs of students and the community to ensure that individuals with disabilities are provided access to campus facilities, services, and instructional material. To ensure that the campus is physically accessible to individuals with disabilities, the DRC routinely brings issues to the attention of the facilities/safety committee that might require mitigation. Staff of the DRC participate on the Room Utilization Committee in order to review classroom configurations and make recommendations so that classrooms are accessible to students with disabilities and that there is ease of access and egress from each classroom. The staff and faculty of the DRC provide technical assistance to the campus to ensure that learning environments are accessible to persons with disabilities.

The DRC provided a faculty enrichment presentation at the beginning of the fall 2008 semester in order to collaborate more effectively with faculty on the provision of accommodations and services to students with disabilities. Additionally, a committee comprised of the vice president of student services, access specialist, distance education director, director of the learning center, director of the disability resource center developed a resource guide on providing accessible instructional material that complies with sections 504 and 508 of the Rehabilitation Act. A brief presentation of the material was provided at the fall 2009 convocation. The material has been posted on the COS intranet and training sessions have been scheduled through the High Tech Training Center to occur during the fall 2009 semester.

Document: Disability Resource Center Annual Report 2008-09 (Appendix 38)

► **Accessibility Initiative**

In the spring of 2009, a small task force convened to develop and recommend a set of procedures and resources for faculty to facilitate 508 compliance of electronic instructional media. The efforts of the task force comprise the elements of the accessibility initiative. Over

the spring and summer 2009, the task force developed a resource guide for faculty that explains faculty responsibility, along with the procedures established to support faculty efforts. The resource guide will be distributed campus-wide in the fall 2009 semester. Additionally, the team secured subscriptions to licenses, accessible streaming video repositories to support faculty in adopting accessible videos. The LRC Director and the DEC are serving as resources for faculty concerning alternate media selections.

Instructional Media Services and Disability Resource Center staff also play a role in providing direction and services to faculty who are fulfilling their responsibility to provide accessible instructional media to their students. The task force made a presentation at the fall 2009 campus-wide convocation to explain the basic elements of the accessibility initiative. Subsequent training and information sessions will be scheduled periodically for all divisions. Additionally, in August 2009 training sessions facilitated by staff from the Chancellor's Office High Tech Center were facilitated by COS.

Documentation: Resource Guide for Providing Accessible Instructional Materials (Appendix 39)

► **Community College Survey of Student Engagement**

COS participated in the Spring 2009 administration of the Community College Survey of Student Engagement (CCSSE). The CCSSE, a national survey coordinated by the University of Texas (Austin), measures student "engagement," as a student's level of involvement and "connectedness" with his or her institution, both a measure of quality and a strong factor in student success. The University randomly selected 53 course sections to survey; COS selected an additional 9 sections focusing on our Hanford campus and our First Year Experience program. The CCSSE data will point to areas needing improvement. The CCSSE data also provides COS benchmarks, against which we can measure the effect of our engagement strategies over time.

Documents: CCSSE Overview Report (Appendix 39a)

► **Tech Prep Expo**

In collaboration with the Tulare and Kings County Office of Education, Kings and Tulare County ROP's and Visalia Unified School District, COS held the GIANT Tech Prep EXPO on March 26, 2009. GIANT EXPO was held on the COS campus and included 34 different vocational and academic competitions. This event was well attended and last year we had over 600 high school student attendees competing for prizes. Included was a program for middle school students which enabled them to explore different career pathways and over 240 middle school students visited the COS campus. The Giant Tech Prep EXPO is a strong business connection that has been quite successful in introducing students to careers options as well as rewarding them for their career-technical education success. EXPO 2009 set records for business partner participation, enlisting their time to judge contests, visit with students, and sponsor competitions.

Documents: Tech Prep Expo 2009 Program, Tech Prep Expo Competition Results (Appendix 40a, 40b)

► **Giant Open House**

The Student Activities and Affairs Office coordinated the Annual Giant Open House and Chalk Art Festival on April 25, 2009. This fun and informative campus-wide event provided the opportunity to showcase the outstanding programs and services COS has to offer to our local community members and potential students. We invited and transported

approximately 250 ESL students and their families which provided a firsthand college experience for this specific group. The event was advertised in English and Spanish through newspaper ads and several radio segments. The event included 36 exhibitors (COS programs and services), offered 30 workshops on a variety of topics, entertainment and lunch.

Documents: Giant Open House Announcement (Appendix 41)

Documents in Spanish

In an effort to reach the high percentage of our underrepresented non-English speaking or ESL student population it was agreed there was a great need to provide information and services in the Spanish language in order to keep more students informed about our policies and procedures. In 2007, the Vice President of Student Services initiated this process and used Rescribe, a translation service to translate standardized forms utilized by Student Services administrators and staff into the Spanish language. This process is ongoing with new forms now submitted for translation as the need arises. Once established in Spanish form, it is then the responsibility of each department to annually update their individual forms. The future plan is to have all these forms made available on the COS website. The following documents have been translated from the English Language to Spanish: Letter to High School Students & Parents; Registration Checklist – spring 2007; Fast Track/Bridge Program 2007-2008; Semester Schedule of Classes; Add/Drop Classes Form; Application for Associate Degree; Financial Aid Notations for inclusion on documents; Application for Counseling Services.

Documents: Registration Checklist English, Registration Checklist Spanish (Appendix 42a, 42b)

► **Involvement with Parent Institute for Quality Education (PIQE)**

In the spring of 2007 members from ProYouth HEART (HEART), Parent Institute for Quality Education (PIQE), Visalia Unified School District (VUSD) and COS embarked on a collaboration to provide parenting classes for parents of grammar school children. The PIQE program provided the curriculum and instruction for this project. The curriculum emphasized strengthening the school to home partnership role of parents in their child's education. The PIQE program coordinators and staff are bilingual and cross-cultural English/Latino and provide instructional materials in English and Spanish. The HEART program funded the PIQE classes and provided child care at the school sites. VUSD school site administration and staff assisted PIQE in the program setup and coordination.

The role of COS was to provide a .5 unit of college credit for parents successfully attending the program. The majority of parents attending the classes had never enrolled in a college course. After the first semester of classes it was found that numerous parents did not register for the course due to the application form only written in English and residency issues. To overcome these barriers, the application has been translated into Spanish and a non-credit course was written, approved and implemented for parents with residency issues. In spring semester 2009, 117 parents were awarded .5 unit and 165 parents completed 12 hours of non-credit course work.

► **TRiO/Upward Bound Math & Science (TRiO/UBMS)**

A six-week Summer Academy marked the completion of year two of five for the TRiO Grant/Upward Bound Math & Science. In its two years, TRiO/UBMS has not only focused on serving its targeted population but it has also stressed in them the importance of pursuing a STEM degree/career. During the Summer Academy,

students earned high school and college credit by enrolling and completing three college level courses. The TRiO Grant/Upward Bound Math & Science is currently serving 55 total students, 5 students more than what it was originally funded to serve. As part of its agreement with the US Department of Education, COS's TRiO Grant/Upward Bound Math & Science provides these 55 students the additional services of: weekly after school tutorials at each of the four high schools; monthly educational Saturday sessions at COS; college/university campus visits; and cultural, educational and recreational field trips.

Documents: TRiO Summer Academy 2009 Report (Appendix 43)

► **Puente Project**

The Puente Project is a transfer readiness program co-sponsored by the University of California and the California Community College Chancellor's Office. The Mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to succeeding generations. Puente has four main components. 1) The first year a student takes two English classes, 251 and 1. The content of both courses focuses on Latino authors and issues. Also a study skills class; Human Development 120AB is taken each semester for the first year. 2) Students work consistently with their Puente counselor each semester to develop and monitor an educational study plan and for personal counseling until they are ready to transfer. 3) Students are matched with community members from various professions who will share their knowledge and experience with the students.

Puente students take educational field trips to universities each year and attend an annual statewide Puente Student Conference. Also, the Puente Club helps students develop leadership skills by networking with local community members, attending professional conferences, participating in cultural events and providing community service.

The Puente Project is a national award winning program that has helped thousands of educationally underserved students succeed in school and college through teaching, counseling, and mentoring. Puente currently serves students in 54 community colleges and 35 high schools throughout California.

Documents: Puente Project Description – English-Spanish, Puente Brochure, Puente Mentor Flyer, Puente Mentor Brochure (Appendix 44a, 44b, 44c, 44d)

► **University Preparatory High School (UPHS)**

Beginning this fall, COS hosts an early college high school called University Preparatory High School. This project, run by the Tulare County Office of Education, is a collaborative effort between the two institutions. Currently enrolling 76 high school freshmen, UPHS offer those students the opportunity to complete high school and earn sixty transferrable units all within four years. With a theme of the helping professions, UPHS emphasizes occupations in the areas of health, education, social work, criminology, and business.

Documents: MOU University Preparatory High School, UPHS Charter Petition, UPHS Recruitment Flyer (Appendix 45a, 45b, 45c)

► **Latina Leadership Network (LLN)**

College of the Sequoias has been supportive of the newly developed chapter of the Latina Leadership Network, established in 2007. LLN focuses on helping promote higher education and professional development of Latinas.

In the 2006-07 academic year, 45,624 Hispanic/Latino students statewide dropped out of high school, a rate of 5.2 percent.

In November 2008, LLN hosted its first Latino Youth Leadership Academy on the COS campus, spearheaded by the president of LLN, Anna Williams. The goal of this event was to bring awareness to these youth that college can be a part of their future and to establish a positive mentor relationship for each student. This is what inspired COS and the LLN's involvement. The event was funded in cooperation with COS and Tulare County Office of Education. Among the volunteer presenters were instructors, doctors, authors and keynotes like Visalia Unified School District Superintendent, Stan Carrizosa, Visalia Mayor, Jesus Gamboa and Superior Court Judge Valerino Salcedo, and Richard Santana "Homeboy Goes to Harvard". Over two hundred at-risk middle school aged boys were handpicked to participate in the Academy. The full day of break-out sessions included career choice planning, music, science, writing, self esteem and respecting others. Parents were also welcomed to attend a parenting session. Lunch, t-shirts and certificates of participation were distributed to the boys. COS will once again host its second annual Latino Youth Leadership Academy in October 2009. In addition, COS will host the annual Latina Leadership Network and California Community College's 23rd annual Conference on March 11-13, 2010.

Documents: Latino Youth Leadership Academy Flyer, Latino Youth Leadership Academy Letter (Appendix 46, 46a)

► **Expanding Your Horizons (EYH)**

COS continues to co-sponsor the annual Expanding Your Horizons Conference with the Tulare County Office of Education. Expanding Your Horizons is part of a national movement dedicated to increasing the number of women choosing careers in science, technology, engineering and mathematics-based (STEM) disciplines. The program has grown to serve over 900 girls from our service area. Nearly 40 workshops providing hands-on experience in science, mathematics and engineering are offered by COS faculty and students, local scientists and educators. The Expanding Your Horizons Conference was developed based on the following assumptions:

- ⇒ In order to increase the participation of women in mathematics, science, and engineering careers, there must be an increase in the pool of qualified women.
- ⇒ In order for young women to have the option to enter mathematics, science, and engineering careers, they need to choose to take the appropriate mathematics and science courses in high school.
- ⇒ Intervention strategies are needed that increase the participation of girls in mathematics by nurturing enjoyment and confidence in mathematics, by connecting the value of mathematics to career opportunities, by providing career role models, and by actively encouraging girls to persevere in mathematics coursework.

Working together with the COS Mathematics Engineering and Science Achievement (MESA) program, EYH offers college STEM students the opportunity to perform community outreach and volunteerism during this conference.

Documents: Expanding Your Horizons Flyer Fall 2008 (Appendix 47)

► **National College Health Survey**

During the spring of 2009, COS participated in the American College Health Association’s (ACHA) National College Health Assessment (NCHA) survey. Approximately 600 students were surveyed and the results were sent back to ACHA for compilation. The results were returned to COS in both electronic format (in the form of a CD) and in hard copy format. The sample included students who were very representative of the COS population. (See page 17 of the attached executive summary.) When comparing the survey demographics to the entire COS population in the areas of age, gender and ethnicity, the percentages were very close, lending validity to the results. The survey has been made available to all COS faculty with the intent of supplying the college with information that will give us a clearer picture of the students we serve.

Documents: National College Health Assessment Spring 2009 (Appendix 48)

► **Psychological Services at Health Center**

The counselors and staff of the Student Health Center’s psychological services are deeply committed to meeting the needs of the college’s diverse population. The Psychological Services Supervisor, who coordinates the services and recruits counselors for the program, actively seeks bilingual and bi-cultural counselors so that the college is prepared to meet the mental health needs of our diverse students. In addition, the counselors working within the psychological services program are trained to practice their counseling skills within the guidelines of the National Association of Social Workers (NASW) Code of Ethics. Section 1.05 of the NASW Code of Ethics specifically addresses our response to cultural competency and social diversity. Lastly, we strive to make our counseling services available and accessible to non-traditional students by providing outreach presentations to various classes and clubs on campus.

Documents: Code of Ethics of the National Association of Social Workers (Appendix 49)

Recommendation 6

The team recommends that the College develop a process by which all policies are regularly reviewed and updated to meet Accreditation Standards, including, but not limited to tenure review; hiring & evaluation processes (management, classified, and faculty); employee professional ethics; board policy concerning ethics policy violation; boardmanship training & development; accommodations for students and staff; academic honesty policy

(Standard IB.1, II.B.1, II.B.2c, Standard IIIA.1d, IIIA.4, IIIA.4c, and Standard IVA2, IVA2a, IVA2b, IVA.3, IVA.5. IVB.1f)

Even before the visiting team arrived in the fall of 2006, the college had established a process for the review, development, and updating of all board policies and administrative procedures. This process was conducted collegially and was completed earlier this year. The college is now moving to review and revise forms that implement these procedures and to create electronic versions of each form—complete with web based review, approval, and electronic signatures. The college now meets all the referenced standards.

► **Board Policy updates**

The creation of needed policies and the revision of existing Board Policies began in Spring 2007. Appropriate administrators, along with committees comprised of Academic Senate and CSEA members, addressed their individual areas of expertise. Assignments and Board of Trustee approval dates follow:

⇒ Board of Trustees - Bill Scroggins, Superintendent/President – Fall 2007

- ⇒ District and General Institution - Kristin Hollabaugh, Executive Director, Foundation/ Institutional Advancement - Spring 2007
- ⇒ Academic Services - Vice President, Academic Services – Spring 2008
- ⇒ Student Services - Frances Gusman, Vice President of Student Services – Spring 2008
- ⇒ Business and Fiscal Services - Rod Frese, Vice President of Administrative Services – Fall 2007
- ⇒ Human Resources - John Bratsch, Dean, Human Resource Services/Legal Affairs – Fall 2007

The policy development process was expedited in most instances by the use of templates provided by the Community College League of California Community's (CCLC) Policy Service. As drafts were completed, they were reviewed, revised if needed, and approved by: 1) area councils, 2) the President's Cabinet, 3) College Council, 4) Academic Senate for academic affairs, and, 5) Board of Trustees. A complete area review will be conducted each semester, along with addressing the suggested current updates from CCLC. Coordination of the effort is provided by Elaine Webb of the President's Office.

Documents: None

► **Administrative Procedure updates**

The revision/creation of Administrative Procedures began upon completion of the Board Policy process. While the administrators listed above assumed direct responsibility, individuals most directly involved with the implementation of the corresponding Board Policy prepared draft procedures. These were reviewed, revised if needed, and approved by: 1) area councils, 2) the President's Cabinet, 3) College Council, and, 4) Academic Senate for academic affairs. Administrative Procedures were provided to the Board of Trustees as information items only. Completion dates for each section follow:

- ⇒ District – No Administrative Procedures
- ⇒ Board of Trustees – Fall 2007
- ⇒ General Institution – Spring 2009
- ⇒ Academic Services – Spring 2009
- ⇒ Student Services – Fall 2008
- ⇒ Business and Fiscal Services – Fall 2008
- ⇒ Human Resources – Fall 2008

A complete area review will be conducted each semester, along with addressing the suggested current updates from CCLC. Coordination of the effort is provided by Elaine Webb of the President's Office.

Documents: Plan of Action for President's Cabinet (Appendix 51)

► **Subscription to Update Service**

The Board Policy and Administrative Procedure Service is provided to COS by the Community College League of California, in partnership with Liebert Cassidy Whitmore, a California law corporation. Board Policy and Administrative Procedure Templates, along with semi-annual updates to keep policies and procedures current, are provided. Updates received during the development of policies and procedures were automatically incorporated into the documents. Updates received after approval of policies and procedures will be addressed in Fall 2009. Also available to COS are workshops and policy development assistance. Coordination of updates is provided by Elaine Webb of the President's Office.

Document: (Appendix 52) http://www.ccleague.org/files/public/Update16_Overview.doc

► **Form Review**

In our continuing effort to become a paperless organization, we are in the process of reviewing all the printed forms used at COS. A study group was established to review each form and discuss it with the administrator and staff which originate the form to determine current use and continued use. The goal is to eliminate some forms and make others more accessible while being ever aware of efficiency and student /staff ease of use.

The process has been to review each form and initially relate it to either a Board Procedure (BP) or and Administrative Procedure (AP). Some forms do not have a related procedure and a determination will need to be made if one needs to be created or the form eliminated. The final result will be that every form will be electronic and online, associated with an AP or BP if necessary, have a date posted when it was adopted, the sequence of approval on the form, and the final filing location. The forms will be posted as both internal and external documents on SharePoint and will be able to be accessed by either students or COS local constituencies as appropriate.

Document: Form Grid (Appendix 53)

► **Annual Board Retreats**

Each winter the governing board of the college holds a two day retreat. This retreat serves several purposes. Through the college planning and evaluation process, the board receives updates on progress in all college programs—academic, support, and administrative. The board also reviews and updates as needed the college vision statement. The meeting presents an opportunity for the board to set district priorities for the coming year. The board conducts its annual review in public sessions leading up to the retreat and then utilizes the retreat for more in depth discussion of improvement of board practices. Beginning this year, the board is participating in the CLASS project (California Leadership for Advancing Student Success). This project involves board discussion of data on student success, reports on college analysis of this data, progress on interventions to improve student success, and reflection on college policies that may inhibit student success. It is anticipated that these data-driven collegial discussions will assist the board and the college in making student success and even greater priority.

Documents: 2009 Board Retreat Agenda, Vision Statement, Board Priorities for 2009-10, 08-09 Board Evaluation – Open Ended Questions (Appendix 54a, 54b, 54c, 54d)

SELF-STUDY PLANNING AGENDA REPORT

The following is a brief description of the progress College of the Sequoias has made on our 35 self-identified areas of improvement in the 2006 self study and accreditation report. Each issue is referenced by the standard/s under which it addresses.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

I.A.4. The institution's mission is central to institutional planning and decision making.

1. College Council and the Institutional Planning Committee will refine the process which articulates the relationship between the decisions that are made and the Mission of the College.

Working with the Academic Senate, the College Council created a set of budget decision flow charts. These charts spell out the decision making process in all the key areas of the college: faculty positions; classified positions; supplies and maintenance; facilities, non-instructional equipment, and instructional equipment.

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.

2. The College Council will refine the goal development process to include identification of responsible staff and funding resources and will develop a process for consistently evaluating goal attainment.

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.

3. The College Council will identify and investigate models of measuring institutional effectiveness, and adapt a method to the planning process at COS.

Currently, the college measures goal attainment with key indicators at the macro level, that is, at the level of institutional goals. The current strategic plan is due for renewal this year, and the intention is to add key indicators at the objective level. An action plan will be added that includes activities planned to achieve each objective. Unit plans that are developed through the program review process have activities that will be connected to college objectives and evaluated with these same key indicators. The components of the activities will be timeline, benchmarks, responsible party, and resources needed.

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.

4. The College Council and the Institutional Standing Committees will formalize processes for systematically reviewing and modifying the planning cycle. At the end of the year, completion of the action plans will be communicated to all constituencies.

The planning cycle was modified through an initiative of the Program Review Committee. The cycle now begins each spring with the units up for program review going through training and receiving their data files. The program review cycle ends in mid fall in time for the unit plan resource requests to be processed through the budget decision process.

STANDARD II: STUDENT LEARNING PROGRAMS & SERVICES

II.A. Instructional Programs

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and upholds its integrity.

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.

5. The Academic Senate, the Campus Curriculum Committee, and the Student Learning Outcomes Committee will work in concert to educate the campus community in identification of student learning outcomes and methods of assessment of student learning.

These committees continue to work together to move forward on student learning outcomes.

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.

6. The Campus Curriculum Committee will develop a series of workshops to assist course authors in pairing appropriate course delivery methods with course objectives and content.
7. The Campus Curriculum Committee and the Academic Senate will enlist the assistance of the Office of Institutional Research and Grants to develop an evaluation process for modes of course delivery.

The college has an active Distance Education Committee which is finalizing a system to evaluate courses offered in one of the distance education modes. This committee has worked in concert with the Faculty Enrichment Committee to offer training on pedagogical methods and curriculum design which are appropriate to the stated distance education mode in order to effectively achieve course objectives.

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.

8. The Campus Curriculum Committee, with the assistance of the Student Learning Outcomes Committee, will develop tools and techniques for the assessment of student achievement of course SLOs. Identification of the means of assessing SLOs will become a mandatory part of the course outline template.

The college has adopted the CurricUNET system for developing and approving course outlines online. Expected student learning outcomes are part of this system as are methods of evaluating outcomes.

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 precollegiate 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.

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.

9. The Academic Senate will identify criteria used to define quality in instructional courses and programs. These criteria will be forwarded to the Program Review Steering Committee for inclusion in the Program Review process.

Last year, through a process led by the Academic Senate and the Program Review Committee, the program review process was revised to be much more data driven and to require responses to more structured evaluative statements.

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.

10. The Academic Senate will establish a realistic deadline for inclusion of evidence of student achievement of learning outcomes in all programs, certificates, and majors. This evidence will be documented in Program Review information.
11. The Campus Curriculum Committee will review all programs, certificates, and majors for evidence of a process to determine student achievement of learning outcomes.

The Academic Senate, working with the Program Review Committee and the Student Learning Outcomes Committee, has established a process to create and assess statements of expected student learning outcomes for each of the college's degree, certificate, and transfer programs. This process has begun this fall. The program review system has been modified to include program level student learning outcomes. These results will be reviewed by the Program Review Committee rather than by the Curriculum Committee.

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

12. The Campus Curriculum Committee will develop written guidelines to address breadth, depth, rigor, and sequencing of courses that will be disseminated to course authors.

The Curriculum Committee has developed a website which includes guidelines for courses in meeting Education Code and Title 5 regulations for the creation of courses to ensure breadth, depth, rigor and sequencing. Additionally, training has been provided and this discussion is an ongoing part of curriculum work on the campus.

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

13. The Campus Curriculum Committee will develop a timeline and a process to review majors and programs for relevance and effectiveness.

This process is accomplished through the new revised program review process. The evaluation is done by the Program Review Committee through reports to the Academic Senate and the Board of Trustees.

14. The Campus Curriculum Committee will enforce the five-year review policy, through the Program Review process.

The college has made significant progress in updating course outlines. The adoption of the CurricUNET system has been a major asset. The Curriculum Committee developed a Course Currency Policy, which has been approved by the Senate and is currently underway. This policy will ensure that courses are up to date by late spring 2010. Those courses that are not updated will be deleted from the catalog beginning fall 2010.

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.

15. The Campus Curriculum Committee will develop criteria that will provide consistency in awarding unit values to lecture, laboratory, and activity courses.

The revision of Administrative Procedure 4090, Unit/Credit Hour Configuration, set out a consistent standard for the relationship between course hours and units awarded. This Administrative Procedure was revised through a process led by the Academic Senate. It has subsequently been programmed into the CurricUNET course approval process to ensure uniformity.

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 objectives consistent with those in the Institutions officially approved course outline.

16. The Academic Senate will work with the Campus Curriculum Committee and the SLO Committee to develop a method(s) to ensure that official student learning outcomes identified in the official Course Outline are communicated to students in a consistent manner in the course syllabus.

In adopting the CurricUNET system of online course development and approval, the college included a required section on student learning outcomes. These statements are reviewed by the chair of the Student Learning Outcomes Committee during the course approval process. The Academic Senate has made initial progress on a course syllabus template that includes statements of expected student learning outcomes.

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.

17. The Office of Academic Services in concert with the Articulation Officer will develop a written policy for those students who wish to transfer to College of the Sequoias.
18. Written policies for transfer to College of the Sequoias will be placed in the *COS General Catalog* and on the website.

In the development of the 2009-11 College Catalog, all academic policies were reviewed and updated as appropriate.

II.B. Student Support Services

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.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable service to students regardless of service location or delivery method.

19. Student Services will review and revise outreach efforts to ensure information regarding financial aid and EOPS/CARE is presented during these sessions.

The college has implemented a Registration-To-Go process in which a college team visits every high school in the district. The team provides a brief orientation to the college, the opportunity to plan an initial course schedule, and, through a wireless network connection, the ability to register for courses. Qualified team members provide relevant information on financial aid and the various support programs offered by the college.

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

20. Identify and implement a convenient, cost effective e-mail process to communicate with all students.

The college now provides email accounts to all students. Students may connect the college email to their personal email account so that information sent via the campus system is forwarded to the email they use regularly.

II.C. Library and Learning Support Services

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.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

21. Learning Resources will explore additional sources of funding for books and on-line databases in order to keep pace with price increases.

Within the limited resources available, the Learning Resource Center has maintained and expanded online resources including databases and has continued the e-books project.

STANDARD III: RESOURCES

III.A. Human Resources

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.

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 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.

22. Human Resources will work with the appropriate groups and develop comprehensive hiring procedures and Board Policies for classified staff and administrators.

All board policies and administrative procedures in the human resources area were reviewed and updated as appropriate. As mentioned above, the budget decision charts spell out the decision making process used to prioritize the hiring of full-time faculty and staff while assuring that these decisions are based on program review information.

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.

23. Human Resources will work with the appropriate groups and develop Board Policies for the evaluation of confidential employees and administrators.

These procedures were reviewed and updated last year.

24. Academic Senate will review the evaluation process and content of faculty evaluations and make recommendations for changes that will reflect professional obligations, other than teaching, and will strengthen the connections between the evaluation and improvement in job performance.

The faculty evaluation process is in active negotiations between the District and the COS Teachers Association. The Academic Senate has been actively involved in the dialog with both groups.

25. CSEA will review the evaluation process and content for classified staff and make recommendations that will strengthen the connections between the evaluation and improvement in job performance. The President's Cabinet will review the evaluation process and content for administrators and confidential employees and make recommendations that will strengthen the connections between the evaluation and improvement in job performance. Human Resources will initiate a change in Board Policy 5070 to reflect the practice of evaluating tenured faculty once every three years.

These issues were addressed in the comprehensive review of board policies and administrative procedures.

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

26. CSEA will develop a written code of professional ethics for classified staff.

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.

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

27. The Academic Senate, PACE and the Management Council will research the professional development needs of their relative constituencies to better understand the source of dissatisfaction and then make recommendations on improving professional development opportunities.

Beginning three years ago, funding for faculty and staff development was restored and the committees resumed activity. Based on a needs survey, a comprehensive series of workshops have been developed and offered. Through union negotiations, an additional three days of faculty development have been added beginning this year. A process for flex credit has been developed.

III.B. Physical Resources

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 regular basis, taking utilization and other relevant data into account.

28. The Facilities Office will work with Academic Services to develop a method by which effective classroom utilization can be assessed.

Beginning in Fall 2006 a Room Utilization Committee consisting of administrators, staff, and faculty division chairs met twice monthly. The committee evaluated the facilities utilization on campus on a room-by-room basis. The college made funds available that were used to reorganize, remodel, and renovate classrooms on campus to meet Title 5 room utilization standards, create a positive and effective learning environment, and upgrade rooms to a campus multimedia standard. The project will be completed this year.

III.C. Technology Resources

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.

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

29. The Institutional Technology Committee will review their plans for systematic replacement of technology resources and make any necessary modifications. The Institutional Technology Committee will then work with the Institutional Budget Committee to develop recommendations to the College Council on the methods by which these plans can be implemented in a realistic and on-going fashion.

Beginning in the 2006-07 fiscal year, the college has provided resources to replace computers on campus on a four-year refresh cycle. Currently, those funds are provided through a combination of general fund resources and local general obligation bond funds.

III.D. Financial Resources

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

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

30. The Superintendent/President will work with governance committees to develop a process for funding institutional goals, especially those not identified or associated with specific divisions or programs.

Though the program review and budget development process, projects emerge that request resources in the areas of faculty, staff, equipment, technology, and facilities. State funding levels determine the available resources to hire additional faculty and staff. The college has set aside budgeted funds for new expenditures in the areas of equipment, technology, and minor facilities renovation to the tune of \$50,000 each. Prioritization of these budget requests follows the budget decision charts mentioned above.

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.

b. Appropriate financial information is provided throughout the institution.

31. Administrative Services will place the *Budget Book* and all budget updates reported to College Council and the Institutional Budget Committee on the College's website. The locations and availability will be announced to the College via e-mail.

The college president make regular budget updates through the Weekly Board Report which is also posted on the web. The Budget Book is also posted on the president's web page.

32. Programs and services will provide pertinent, program-specific budget information a minimum of four times per year to their area personnel.

Budget and expenditure information is available to cost center managers through the online Banner information query system.

STANDARD IV: LEADERSHIP AND GOVERNANCE

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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.

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.

33. The Board of Trustees will review the "Principles of Collegial Governance" adopted in 1989 to ascertain whether the policy reflects current practice. [Note: This document is the precursor to the currently used policy, "Participatory Governance Model."]

The College Council reviews the "Participatory Governance Model" document annually and makes appropriate changes as needed.

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.

34. All shared governance committees and standing committees will post minutes from their meetings on the COS website.

For each college council standing committee, the college has provided a management facilitator and clerical support to produce minutes and agendas and handle other logistical support. The college has implemented an intranet system using SharePoint software. This system has a location to post documents for each committee. The college has provided training on the use of SharePoint and begun implementation this fall.

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.

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.

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.

35. The Board of Trustees will develop a policy for dealing with behavior that violates its code of ethics.

The Board of Trustees has reviewed and updated Board Policy 2715, "Code of Ethics/Standards of Practice," but has not yet adopted implementing Administrative Procedures.

SUBSTANTIVE CHANGE IN PROGRESS, PENDING, AND PLANNED

There are three areas for College of the Sequoias that are substantive changes: opening a new Education Center in Hanford, CA, a new degree and certificate program in helicopter piloting, and changes in our Distance Education program.

College of the Sequoias is opening a new Center in Hanford, California beginning in Fall 2010. In addition to offering general education courses the new center will house our police and fire academies and our truck driving programs.

With the passage of Measure C in November of 2006, the residents of Hanford voiced their support for expanded instruction and services from College of the Sequoias. The intention for the first year is to offer general education courses for a student to fulfill approximately 50% of their general education requirements at the Center. As each year progresses more classes will be offered to enable the following educational goals to be achieved: completion of all general education requirements for transfer to CSU and awarding of an Associate Degree, basic courses in Math, English and ESL to assure readiness for college courses, support courses to assist in academic success, and selected electives to reflect community interest.

As enrollment at the Hanford Center grows, more opportunities to address these educational goals will be available. The variety of courses offerings will expand, the number of sections of high demand courses will grow, the selection of times—morning, afternoon, evening—will be more varied, and the spread of sections across semesters—fall, spring, summer—will increase.

One of the aspects of the connection of the Hanford Center to the main COS campus will be the opportunity for Hanford students to take distance education classes. The Center will have a distance education lab that will provide live, two-way audio-video simulcasts from the main campus to the Center. The computer lab will enable students to access both fully online classes and “hybrid” classes that meet partially face-to-face and partially online. Furthermore, partnership with the Hanford Joint Union High School District will allow pre-nursing courses to be taught in the evening at the new high school adjacent to the Center.

On March 31, 2009, college of the Sequoias submitted a Substantive Change Proposal for a New Educational Program offering Associate Certificate Degrees in Professional Pilot-Helicopter. Part of our mission is to help the 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. The associate degree has been structured to permit students to transfer to the California State University program with their general education requirements met.

This program has been added due to the industry shortage for helicopter pilots. COS is located in one of the richest agricultural regions in the world. Increasingly, agriculture is relying on the application chemical fertilizer and pesticide to remain competitive. Helicopters are becoming the preferred agricultural application method because of the accuracy of application. Due to the shortage of helicopter pilots in the region, the ability of the helicopter agricultural applicators to supply services to the agriculture industry is negatively impacted.

Within this academic year, COS is planning to turn in a Substantive Change application to the Chancellor's Office for our Distance Ed program. Currently, College of the Sequoias (COS) has the potential to offer several Business Division degrees and certificates, as well as an Associate of Arts degree in Social Sciences, with 50 percent or more of the classes for these degrees and certificates offered through distance education. COS proposes to add distance education delivery to course offerings college-wide without supplanting traditional, face-to-face courses.

Distance education courses help COS achieve part of its mission, “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.” The COS service area encompasses an immense geographic range with widely scattered communities and the people of Kings and Tulare counties are underserved in easy access to higher education compared to most of California’s population. Thus, distance education from COS is particularly critical to those living in such widely disparate areas as Giant Forest, Alpaugh and Sultana.

APPENDIX LISTING

APPENDIX	TITLE
1	College Mission Statement
2	Participatory Governance Model
3	Agenda and Minutes for College Council
4	Fiscal Procedures, Summary of District-COSTA Negotiations, July 2009
4a	Summary of CSEA-District Negotiations, August 2009
5	Scroggins 2009 Evaluation Document, Scroggins 2009 Evaluation Comments
6	President's Weekly Board Reports
7	Heritage Month Timeline
8	American Indian Heritage Month
9	European American Heritage Month
10	Child Development Center Budget Comparison
11	CSEA Agreement on the Child Development Center
12	FEC Mission Statement
13	Excellent Customer Service Guide
14	Board Policies and Administrative Procedures Revising Process
15	Budget Decision Making Flow Chart
16	Memo to Academic Senate on Program Review
17	Instructional Program Review and Annual Updates
18	Program Review Schedule: 2009-2013
19	Student Services Program Review Form: 2007-2008
21	Institutional-Level Assessment Report
23	Program Review Section 11A Student Learning Outcomes
24	2009 SLO Annual Report
25	General Education Committee Plan 2009-2010
26	Blackboard 9.0 Training Schedules (Spring & Fall 2009)
27	Blackboard 9.0 July 20-23 Training Agenda
28	Learning Resource Center Program SLO Assessment Report
29	Achieving the Dream Presentation, August 2009
30a	Student Voices flyer
30b	Student Voices Presentation, May 2009
31a	Student Equity Plan
31b	Student Equity Plan Objectives and Activities
32	Registration-to-Go Recap
33a	Spring 2010 First Year Experience Learning Communities
33b	Fall 2009 First Year Experience Learning Communities
34	First Year Experience Brochure
35	Fall 2009 Parent Orientation Survey Results
37a	ESL Off-Site Weekly Attendance Report

APPENDIX LISTING

APPENDIX	TITLE
37b	ESL Off-Site Weekly Attendance Report, Spring 2009
37c	ESL Off-Site Weekly Attendance Report, Fall 2009
38	Disability Resource Center Annual Report 2009-2009
39	Resource Guide for Providing Accessible Instructional Materials
39a	CCSSE Overview Report
40a	Tech Prep Expo 2009 Program
40b	Tech Prep Expo Competition Results
41	Giant Open House Announcement
42a	Registration Checklist English
42b	Registration Checklist Spanish
43	Trio Summer Academy 2009 Report
44a	Puente Project Description, English-Spanish
44b	Puente Brochure
44c	Puente Mentor Flyer
44d	Puente Mentor Brochure
45a	MOU University Preparatory High School
45b	UPHS Charter Petition
45c	UPHS Recruitment Flyer
46	Latino Youth Leadership Academy Flyer
46a	Latino Youth Leadership Academy Letter
47	Expanding Your Horizons Flyer Fall 2008
48	National College Health Assessment Spring 2009
49	Code of Ethics of the National Association of Social Workers
51	Plan of Action for President's Cabinet
52	Subscription Update Service
53	Form Grid
54a	2009 Board Retreat Agenda
54b	Vision Statement
54c	Board Priorities for 2009-2010
54d	2008-2009 Board Evaluation-Open Ended Questions