

# SHOW CAUSE REPORT 2013



SHOW CAUSE  
REPORT 2013  
VISALIA • HANFORD • TULARE

Sequoias Community  
College District



College of the Sequoias

# **College of the Sequoias**

## **Show Cause Report 2013**

Submitted by:

College of the Sequoias  
915 South Mooney Boulevard  
Visalia, CA 93277

Submitted to:

The Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

October 10, 2013





## Chief Executive Officer Certification Page




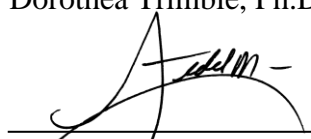
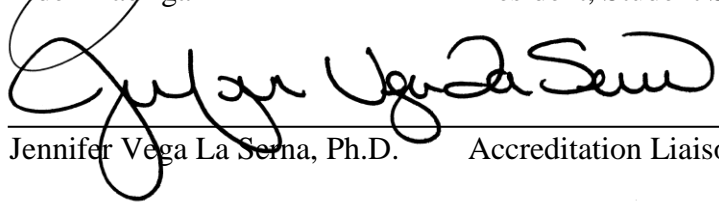
**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

**From:** Stan A. Carrizosa, Superintendent/President  
College of the Sequoias  
915 South Mooney Boulevard  
Visalia, CA 93277

This Show Cause Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of assisting in the determination of the institution's accreditation status.

I certify that there was broad participation by the campus community, and I believe the Show Cause Report accurately reflects the nature and substance of this institution.

**Signatures:**

	10/7/13	
Lori Cardoza	President, Board of Trustees	Date
	10/7/13	
Stan A. Carrizosa	Superintendent/President	Date
	10/7/13	
Dorothea Trimble, Ph.D.	President, Academic Senate	Date
	10/7/13	
Fidel Madrigal	President, Student Senate	Date
	10/7/13	
Jennifer Vega La Serna, Ph.D.	Accreditation Liaison Officer	Date



Dear ACCJC Commissioners:

The College of the Sequoias Community College District is entering our 87<sup>th</sup> year this fall, and we continue to take pride in the educational excellence we provide all our students. College of the Sequoias serves over 10,000 students on three campuses, and despite the broad economic recession and resultant fiscal challenges, our District has remained focused on our commitment to student success, academic excellence, and serving our college community and region. These attributes are the foundation of our statewide and national reputation for success and will remain at the forefront of our thinking as we plan for the future.

From the foundation of this solid commitment to serving local students, the entire college community – from the Board of Trustees to faculty, staff, students, and administrators – responded to the Accreditation’s “call to action” with clear focus and positive intent. Through task force and committee meetings, workshops, District-wide forums, and faculty summits, we engaged in meaningful dialogue and embraced Accreditation as an ongoing process for institutional improvement, rather than a periodic event. Faculty, staff, and administrators participated in training on integrated planning, clear and transparent decision-making processes, and resource allocation that leads to improvement of student, program, and institutional outcomes. The Board of Trustees requested and received special Accreditation training from the Accrediting Commission for Community and Junior Colleges. As a result, the Board incorporated further training on its role in accreditation into the agenda for its annual retreat.

In the past eight months, the District evaluated its current practices, became educated about Accreditation Standards and best practices, and revised its processes for planning, governance, and outcomes assessment. This comprehensive work strategically engaged hundreds of faculty, staff, administrators, students, and a cross-section of the District community. This united effort has resulted in a significant culture shift, and to accelerate and sustain this positive shift, we adopted a contemporary metaphor. Just like Apple has iPhone 5s, and Microsoft Outlook has version 2013, we are now **COS 2.0!** We are upgraded to a new, more effective, efficient, and relevant version of our previous selves!

**COS 2.0** includes new structures that have been designed through a collaborative process that has engaged faculty, students, and staff at all levels in a genuine sense of creation, ownership, and responsibility for successful implementation and long-term institutional change. The most important structures in this new culture are:

- *College of the Sequoias 2013 Governance & Decision-making Manual*
- *College of the Sequoias 2013 Integrated Planning Manual*
- *College of the Sequoias 2013 Resource Allocation Manual*
- Three-Year Outcomes and Assessment Cycle
- *College of Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*
- College of Sequoias Institutional Planning Calendar
- College of Sequoias Implementation Task Force

**COS 2.0** represents a new culture for our District, one based on clear, transparent processes for planning, decision-making, resource allocation, program evaluation, and ongoing institutional improvement based on measureable outcomes and data. Our new culture better

defines the roles and responsibilities of all entities in our District and the appropriate distinctions between our responsibilities for successful college operations and compliance, and the processes of collective bargaining and employee representation and advocacy. Our policies, structures, and protocols provide clear pathways for simultaneous but separate activities in these two areas that prevent the dysfunction that has historically created barriers to full compliance with accreditation standards.

Consistent with our metaphor of a software/systems upgrade, **COS 2.0** represents a new era of commitment to collegiality, mutual accountability, and ongoing improvement for College of the Sequoias. These upgrades are being built to last and are only subject to revision through the processes themselves. Gone is the era when initiatives and processes would start and stop and start over again year-by-year or with the hiring of every new senior administrator. **COS 2.0** is *our* operating system founded through district-wide collaboration and research on best practices proven effective in successful colleges and organizations.

The following report, along with supporting evidence and documentation, provides evidence of why the Accreditation of the College of the Sequoias Community College District should be reaffirmed. Thanks to an intense period of evaluating, revising, developing, integrating, and implementing plans in compliance with the Accreditation Standards over the past eight months, the District has corrected the deficiencies noted in the 2013 action letter. The impact of the sanction from the Accrediting Commission has been to spur us to build capacity for new leadership and accelerate development of the tools necessary to incorporate the Commission's Standards into our daily institutional lives.

College of the Sequoias is a successful institution with a rich and proud 87-year history of successfully serving our region of Tulare and Kings Counties. As we look to the next 87 years of service, this report serves as a reflection of not just who we are, but who we aspire to become. Over the past eight months, we have experienced a convergence of the right combination of forces that have broken the institutional inertia and re-created new norms. We feel privileged to be part of such a rare and important opportunity to provide institutional leadership in public service.

College of the Sequoias values the continued guidance of the Commission and wholeheartedly supports professional self-regulation as the most effective means of assuring the integrity, effectiveness, and quality of our District. Successful Accreditation is our quality assurance to our community. We look forward to our upcoming visit.

Sincerely,

A handwritten signature in black ink that reads "Stan A. Carrizosa". The signature is written in a cursive, flowing style.

Stan A. Carrizosa  
Superintendent/President

## Table of Contents

<b>Certification of the Show Cause Report .....</b>	<b>i</b>
<b>Statement of Report Preparation .....</b>	<b>1</b>

### **Eligibility Requirements**

Eligibility Requirement 10 Student Learning and Achievement .....	7
Eligibility Requirement 13 Faculty .....	11
Eligibility Requirement 19 Institutional Planning and Evaluation .....	19
Eligibility Requirement 21 Integrity in Relations with the Accrediting Commission .....	25

### **Standards**

Standard I.A. ....	35
Standard I.B. ....	43
Standard II.A. ....	71
Standard II.B. ....	89
Standard II.C. ....	101
Standard III.A.....	107
Standard III.D.....	121
Standard IV. . ....	163

### **Recommendations**

Recommendation 1: Planning .....	191
Recommendation 2: Campus Dialogue .....	215
Recommendation 3: Research Capacity .....	233
Recommendation 4: Student Learning Outcomes .....	255
Recommendation 5: Student Support Services .....	281
Recommendation 6: Human Resource Processes .....	297
Recommendation 7: Evaluation of Processes .....	305





# **Statement of Report Preparation**

*College of the Sequoias*

*Community College District*

---

---

## Statement of Report Preparation

---

The College of the Sequoias Community College District is committed to a relationship with the Accrediting Commission for Community and Junior Colleges that is characterized by integrity, full disclosure, and compliance.

In response to the show cause sanction imposed by the Commission, District constituents moved quickly to analyze the recommendations it received after the both the 2006 and 2012 comprehensive team visits. As noted in the Commission's 2013 Action Letter, four of the seven recommendations issued to the District in 2006 continued to be recommendations during the 2012 site visit.

The parallels referenced between the two reports may imply that the District ignored the 2006 recommendations. However, that was not the case. A warning sanction was imposed following the 2006 comprehensive visit and, in response, the District worked diligently to come into compliance during 2006–2007. The fall 2007 visiting team noted significant improvement, especially related to the campus climate and the development of the institutional planning processes. The Commission removed the sanction following the fall 2007 visit.

Given this acknowledgement that the District was on the right track, faculty, staff, and administrators continued to revise the planning processes and dedicate resources to the development and assessment of student learning outcomes. Despite the District's efforts focused on planning, campus climate, and student learning outcomes, the District was not successful in developing effective processes that were sustainable across the construction/expansion of two off-campus centers, changes in leadership, and pressures from budget reductions that led to labor disputes.

After the 2012 ACCJC's team visit, District constituencies immediately began evaluating recommendations from the exit forum. The team's preliminary recommendations became discussion items at participatory governance and administration meetings.

In February 2013, the District was notified of the Commission's decision to impose the show cause sanction which concluded the 2012 site visit process. While campus dialogue had already commenced, this sanction served as a powerful catalyst for evaluating the planning and governance processes, increasing collegial cooperation, and better serving students. Faculty, staff, administrators, and students across the District became highly motivated to become better educated about the accreditation standards and to collaborate on resolving issues that had previously prevented the District from full compliance with ACCJC standards.

The District moved quickly to capitalize on the Accreditation response process as a vehicle to build capacity among cadres of district faculty in areas of academic and institutional leadership. The Board of Trustees was immediately engaged in a leadership role and took action declaring a state of urgency and reviewed and approved an Accreditation Response Plan.

This plan was thoughtfully designed to include proven strategies and activities that build capacity to change organizational culture. A few specific examples included, but were not limited to:

- An Accreditation Response Task Force of 40 faculty, staff, administrators, and students were identified and appointed by the superintendent/president to steer the accreditation response process. The Task Force was a group of handpicked participants from a cross-section of the District who had demonstrated capacity, philosophy, attitude, and commitment for positive district-wide leadership. This large group met faithfully every week for seven months.
- The Accreditation Response Task Force was divided into five subgroups and formed around Standards, with each subgroup concentrating on and responsible for researching, addressing, and proposing solutions for items of non-compliance in the Show Cause Action Letter. These included findings specific to eligibility requirements, Commission Standards, and recommendations.
- The setting at weekly Accreditation Response Task Force meetings was designed to be an empowering environment where people's skills, talents, and ideas were cultivated and incorporated into decision-making. This venue was also a safe environment for open discussion, learning, and the trial and error necessary to foster emerging leadership.
- In addition to the task force meetings, each subgroup was expected to meet at least once each week. Focused on specific Standards, subgroup members reviewed and revised board policies and administrative procedures; identified existing protocols and practices; and investigated, drafted, and proposed researched-based solutions to achieve full Commission compliance. Subgroups were empowered to augment their membership for these meetings, thereby engaging additional faculty, staff, administrators, and students to not only expand the depth of a subgroup, but also increase involvement and participation in the Accreditation process. As a result, hundreds of District participants became involved in the accreditation response process.
- The Accreditation Response Task Force provided working templates for subgroups to submit their written responses and used this element to teach effective analysis and writing of an ACCJC finding/recommendation. The result of processing the written information through these templates is that each subgroup has been a co-owner/author to writing this Show Cause Report.
- Providing crucial leadership, the Academic Senate took an active role in the Accreditation process. Not only did the Senate facilitate extra meetings to discuss new planning and governance structures, it also organized and facilitated two Accreditation Summits—on a Saturday and a weekday evening. The format was to seek input, feedback, and suggestions from faculty on all changes/revisions to district processes and procedures. Over 150 participants attended the summits and participants included: faculty, staff, students, administrators, trustees, and community members. Presentations included subgroup representatives from the Accreditation Response Task Force presenting and reviewing the work done in their subgroup areas, further building their expertise and long-term leadership capacity. Perhaps most importantly, these summits enabled Academic Senate to serve as co-leaders in the Accreditation response

efforts and demonstrate positive participation in the process. Through this experience a new, collegial and positive relationship between Academic Senate and administration has been solidified.

- Over the last eight months, district-wide Accreditation Forums were held a minimum of once-a-month. The intent of these forums was to provide ongoing opportunities to share Accreditation Response Task Force updates in an open setting and constantly invite input, feedback, and the opportunity to answer questions and address concerns. They were live-streamed online, recorded, and archived on our District website, so they are accessible to anyone--at any time. An additional benefit of these forums was that they provided another leadership development opportunity for Accreditation Response Task Force members, as every forum included presentations by faculty who were leading their subgroup efforts on a specific Accreditation Standard. For many, it was their first experience in presenting and demonstrating this type of knowledge and expertise before a large group of peers.
- Almost immediately following receipt of the Show Cause Letter, the superintendent/president appointed a 25-member Accreditation Community Advisory Committee. This committee included specific representatives from our three campus cities of Visalia, Hanford, and Tulare, as well as members at-large. The intent of the Accreditation Community Advisory Committee was to engage the community and offer a venue for ongoing and accurate information, to provide regular status reports on all accreditation response efforts, to seek their input, feedback and guidance on all matters related to accreditation response, to be accountable to the public, to diffuse public misinformation and rumors, to earn their confidence and support and empower them to be active public advocates for the District. The Accreditation Community Advisory Committee was eventually expanded to include any and all public members who wished to attend. They met faithfully every two weeks (and monthly in June and July) for the past eight months. They too, served as a venue for faculty leadership development as Accreditation Response Task Force members were invited to attend the Accreditation Community Advisory Committee meetings and share their perspective on the accreditation response efforts, and perhaps, more importantly, the scope and depth of the change in institutional culture needed to assure full implementation and sustainability of all the recommendation responses.

This comprehensive process has strategically engaged hundreds of faculty, staff, administrators, and students, and a cross-section of the public community. The process has resulted in a significant culture shift to an upgraded version of their previous selves which the District now embraces called **COS 2.0**.

New structures have been designed through a collaborative process to engage faculty, students and staff at all levels in a genuine sense of creation, ownership, and responsibility for successful implementation and long-term institutional change. The list below identifies some of the most important structures and elements in this new culture:

- *College of the Sequoias 2013 Integrated Planning Manual*
- *College of the Sequoias 2013 Governance & Decision-making Manual*
- *College of the Sequoias 2013 Resource Allocation Manual*

- College of the Sequoias Outcomes & Assessment Cycle (including student learning outcomes and service area outcomes)
- College of the Sequoias Annual Report on the Master Plan
- College of the Sequoias Institutional Planning Calendar
- College of the Sequoias Implementation Task Force

The culture of **COS 2.0** defines and codifies the roles and responsibilities of all entities in the District and the appropriate distinctions between responsibilities for successful college operations and compliance, and the processes of employee representation, advocacy, and collective bargaining.

These upgrades are being built to last and are only subject to revision through the processes themselves. Gone is the old operating system in which initiatives and processes would start and stop and start over again year-by-year. **COS 2.0** is founded through District-wide collaboration and research on best practices proven effective in successful colleges and organizations.

The following report will “show cause” why the accreditation of the College of the Sequoias Community College District should not be withdrawn. The District has corrected the deficiencies noted in the ACCJC 2013 Action Letter.

To ensure that each response to an Eligibility Requirement, Standard, or Recommendation is complete and can be read independent of other sections of this report, descriptions of some processes, such as program review and some groups, such as the Accreditation Response Task Force, are included in more than one area. This repetition is intentional and is designed to create a logical flow of the narrative within a response section and to avoid requiring the reader to refer to other sections of this Show Cause Report.

This report, along with supporting evidence and documentation, will demonstrate that the District has significantly addressed the findings of the evaluation team and sanction action by the Commission. The District hereby demonstrates with the submission of this report that it has met the “burden of proof” regarding why its accreditation should be reaffirmed, and, therefore, why it should be removed from sanction.



## **Eligibility Requirement 10:**

*Student Learning and Achievement*

---



---

**Eligibility Requirement 10. Student Learning and Achievement**

*The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.*

---

The College of the Sequoias Community College District (hereafter referred to as the District) has defined and published learning outcomes for every course and program. The District demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes, through regular and systematic assessment within the institutional program review process. Program outcomes assessments are included in the academic institutional program reviews and are used to allocate resources and continually improve and balance services across the District. These processes are systematically reviewed and modified as needed according to the *College of the Sequoias 2013 Institutional Planning Manual* and *College of the Sequoias 2013 Resource Allocation Manual*. (Standards I.B.1, I.B.3., I.B.4., I.B.6, II.A.1.c, II.A.2.A., II.A.2.E., II.A.2.f.) [\[ER10.1\]](#) [\[ER10.2\]](#)

The District defines and publishes program outcomes in the college catalog [\[ER10.3\]](#) and on the college website [\[ER10.4\]](#) for every active course and program. The 2013- 2014 College of the Sequoias catalog includes a description of program outcomes and the transfer of credit policies. [\[ER10.3\]](#) Students can view the student learning outcomes for a course when they register for the course through the District's Banner management information system. Each course syllabi contains student learning outcomes. Institutional level outcomes are also available on the District's Outcomes Assessment website. [\[ER10.4\]](#) (Standard II.A.1.c., II.A.6)

The District has established the following processes to ensure the implementation of regular and systematic assessment of the student learning outcomes.

- Curriculum Processes – These processes provide an on-going systematic review of course and program relevance, appropriateness, and currency. In addition, course and program level outcomes are developed during this process. [\[ER10.5\]](#)
- Institutional Program Review - Outcome assessment is an integral part of the Institutional Program Review, which documents course, program, and institutional assessments and dialogue. Although the Institutional Program Review has included student learning outcomes since 2008, the 2012 Accrediting Commission visiting team found that the District had not assessed all of the learning outcomes. The institutional program review process includes a mapping component of courses to program and institutional level outcomes. The mapping process and faculty evaluation of curricular maps ensures that students who complete programs achieve the stated outcomes. [\[ER10.6\]](#) Additionally, dialogue regarding assessment results and formulated action plans are documented and made available to all faculty, staff, administration, and Board members via the District intranet through the program review website. [\[ER10.7\]](#)

- Three-Year Assessment Cycle - All courses and programs are reviewed through a formalized, on-going systematic analysis of achievement of learning outcomes. The District uses these assessment results to make improvements to courses and programs. Outcomes and assessments for courses and programs are monitored via the TracDat system, which is a web-based software application system. TracDat allows faculty, staff, and administrators to keep track of course and program learning outcomes and related assessments. Within TracDat, outcome assessment results are available to program faculty and administrators for analysis of outcomes achievement. [\[ER10.8\]](#)

The District satisfies Eligibility Requirement 10 as it has defined and published learning outcomes for every course and program. In addition, the District demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes, through regular and systematic assessment within the program review process.

---

**Evidence for Eligibility Requirement 10:**  
**Student Learning and Achievement**

---

ER10.1 *College of the Sequoias 2013 Integrated Planning Manual*

ER10.2 *College of the Sequoias 2013 Resource Allocation Manual*

ER10.3 College of the Sequoias; Catalog 2013-2014

ER10.4 Outcomes Assessment Website

ER10.5 Curriculum Handbook

ER10.6 Program Mapping Model

ER10.7 Program Review, Program Outcomes Sections

ER10.8 Three-Year Assessment Cycle; Academic Senate minutes

## **Eligibility Requirement 13:**

*Faculty*

---

---

**Eligibility Requirement 13: Faculty**

*The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.*

---

The College of the Sequoias Community College District has a substantial core of full-time faculty, sufficient in size to support all educational programs. Faculty responsibilities include development and review of curriculum, as well as assessment of learning.

The Accrediting Commission for Community and Junior Colleges (ACCJC) 2012 visiting team noted that there were sufficient numbers of full-time and part-time faculty and that:

*“Faculty responsibilities include the development and review of curriculum; however, the team could not verify that they included the required assessment of learning. Additionally, while it was found that some assessment was being done by faculty, the poor working relationship between faculty and administrators has caused a work slowdown so the progress is no longer being made”* [\[ER13.1\]](#)

The majority of faculty participated in evaluation and assessment of outcomes either through the one outcome, per course, per year, or other departmental work. As indicated in the Commission's Visiting Team Report of 2012, various District constituencies worked hard to design and implement a process for the development and assessment of student learning outcomes. However, evidence of improvements made as a result of these assessments was not well documented and, due to labor disputes and the work slowdown, work on learning outcomes was also slowed.

In the past eight months, the District has completed an impressive amount of work on student learning outcomes and assessment in order to fulfill the 2012 recommendations and to meet the ACCJC requirement for faculty participation in assessment of student learning outcomes.

At the April 8, 2013 meeting of the Board of Trustees, the College of the Sequoias Teachers Association presented an initiative or “pilot program” to adhere to the ACCJC recommendations that the faculty evaluation process indicate whether faculty include student learning outcomes on class syllabi and that faculty participate in the assessment of student learning outcomes.

As stated by the College of the Sequoias Teachers Association Executive Board, “the Pilot Program answers the need for continued and uninterrupted operation of the District—which is the paramount consideration—and it also emphasizes that faculty, above all, seek to be effective teachers and scholars. Furthermore, faculty accepts its professional responsibilities, which include service to the institution, service to the students, service to the community, as well as professional development, as necessary parts of any faculty member's job. It is the intent of the Pilot Program to engage in the elimination of the “Show Cause” aspect of SLOs. As part of the Pilot Program, faculty agrees to deploy SLOs.” [\[ER.13.2\]](#)

In Fall 2013, the faculty evaluation cover sheet includes the language:

*Pilot Program Professional Development Contributions (For all Faculty)*

*Participates in the Student Learning Outcomes assessment cycle Yes: \_\_\_\_ No: \_\_\_\_*

*(For Classroom Faculty) Includes SLOs on Class Syllabi Yes: \_\_\_\_ No: \_\_\_\_*

*Data derived from SLO assessments cannot be used to evaluate faculty performance.*

Although the District and the College of the Sequoias Teachers Association are not currently negotiating, faculty are actively working on outcomes and assessments and recognize the importance of addressing the ACCJC Standards. [\[ER13.3\]](#) (Standard II.A.1.c.)

This addition to faculty evaluations was also incorporated into the adjunct faculty professional responsibilities. At the September 16, 2013 meeting of the Board of Trustees, the College of the Sequoias Adjunct Faculty Association contract was approved including new language on adjunct faculty professional responsibilities for outcomes and assessment. The adjunct faculty evaluation process requires adjunct faculty to include student learning outcomes in syllabi.

[\[ER.13.4\]](#)

*“Duties of adjunct faculty shall include the following:*

*Performing student learning outcomes (SLO) and service area outcomes (SAO) activities to include:*

- 1. Identifying and developing student learning outcomes (SLO/SAO) for each course.*
- 2. Placing those SLO/SAO in each class section syllabus or program description.*
- 3. Conducting research analysis to assess progress toward achieving SLO/SAO's.*
- 4. Using SLO/SAO assessment results to make improvements.*
- 5. Participation in ongoing, systematic evaluation and integrated planning with other faculty members to improve outcomes.*
- 6. Entering all SLO/SAO data into the TracDat system in order to make the results available to the appropriate constituencies.”*

*“Unit members shall prepare and shall distribute to students at the first class meeting of the semester a syllabus for each course to which they are assigned and for which units are to be counted in the determination of the instructional load. The syllabus shall outline the student learning outcomes of the course, the grading plan to be used, the means which will be used to assess student achievement, and other pertinent details which will ensure the students' understanding of the nature of the course.”*

The following language was added to the administrative response to the adjunct faculty evaluation:

*“Adjunct faculty member participated appropriately in the Student Learning Outcome process: Satisfactory or Unsatisfactory”*

A summary of the recent work on the assessment of student learning outcomes follows:

- In spring 2013, all divisions participated in training on outcomes and assessment by sending representatives to workshops hosted by the Outcome and Assessment Committee. [\[ER13.5\]](#)
- A Three-Year Assessment cycle was approved by the Academic Senate in spring 2013. Assessment cycles have been established for all courses and programs and are tracked via the TracDat system. [\[ER.13.6\]](#)
- Faculty members completed assessments for every course offered in spring 2013. [\[ER.13.7\]](#)
- Faculty discussed the assessments and how to use the assessment results to make improvements at the August 8, 2013, Teaching and Learning Institute and during the August 9, 2013, Convocation and FLEX day. [\[ER.13.8\]](#)
- Faculty and staff will continue these discussions in a “Dialogue Day” on October 25, 2013 which is dedicated to the development of action plans based on the assessment of student learning outcomes. [\[ER.13.9\]](#)

Several departments have made improvements based on their dialogue and assessment of student learning. For example, after the history faculty attended a workshop on outcome and assessments. The faculty decided to implement the outcomes recommended by the “tuning project” sponsored by the Lumina Foundation and the American Historical Association. These organizations recommend outcomes that demonstrate the use of historical skills and perspectives. The members of the history department met and created three outcomes recommended by the “tuning” exercise that were the most appropriate for students at an introductory level. They adopted these outcomes for courses, discussed ways of incorporating them into their classes, and began assessing them in spring 2013. The faculty will continue to assess on a regular, scheduled basis. Based on an evaluation of the spring 2013 assessment results, the faculty learned that student use of primary sources was sporadic and rarely specific. They met to share strategies to increase the use of primary sources and shared online primary source websites. They also shared PowerPoint presentations on history skills and methods that could be adapted and used in the classroom. The faculty met again at the beginning of the fall semester to revisit strategies and share resources. The department will assess the results of these changes in fall 2013. [\[ER13.10\]](#)

The College of the Sequoias Community College District places itself at the proficiency level based on the *ACCJC Institutional Effectiveness Rubric III: Student Learning Outcomes*.

<b>Characteristics of Institutional Effectiveness in Student Learning Outcomes Proficiency Level</b>	<b>Self-Evaluation and Evidence</b>
<p>Student learning outcomes and authentic assessments are in place for courses, programs, and degrees.</p>	<ul style="list-style-type: none"> <li>• Student Learning Outcomes have been developed for courses, programs, and degrees. <a href="#">[ER13.7]</a></li> <li>• Assessment calendars have been developed and are located in TracDat. <a href="#">[ER13.11]</a></li> <li>• Program and degree assessments are located in Institutional Program Review. <a href="#">[ER13.12]</a></li> </ul>
<p>There is widespread institutional dialogue about the results of assessment and the identification of gaps.</p>	<p>In Fall 2013, the Teaching and Learning Institute and Convocation was dedicated to outcome assessment work. Institution-wide Dialogue Days, focusing on outcome assessment, have been added to the District calendar each semester. The Outcome and Assessment Committee has provided training opportunities for faculty and facilitated discussions of outcomes and assessment. Department and division meetings throughout the semester are focused on outcome assessment. <a href="#">[ER13.8]</a></p>
<p>Decision making includes dialogue on the results of assessment and is purposefully directed toward aligning institution wide practices to support and improve learning.</p>	<p>The <i>College of the Sequoias 2013 Integrated Planning Manual</i> is evidence of how the District includes the results of assessment and improvement of student learning in decision-making processes. There is a direct link from Institutional Program Review, which includes assessment results, to planning and decision making. Additionally, dialogue regarding assessment results and formulated action plans are documented and made available to all faculty, staff, administrators, and Board members. <a href="#">[ER13.13]</a></p>
<p>Appropriate resources continue to be allocated and fine-tuned.</p>	<p>The District allocates resources utilizing the process outlined in the <i>College of the Sequoias 2013 Resource Allocation Manual</i>, that specifically ties the results of outcome assessment to resource allocation. The resource allocation model is a component of the District's integrated planning. <a href="#">[ER13.14]</a></p>



<b>Characteristics of Institutional Effectiveness in Student Learning Outcomes Proficiency Level</b>	<b>Self-Evaluation and Evidence</b>
<p>Comprehensive assessment reports exist and are completed and updated on a regular basis.</p>	<p>Pre-existing assessments and results, previously housed in CurricUNET, have been transferred to the newly adopted TracDat system. Current assessments and results are now housed in TracDat. Comprehensive assessment reports are available in TracDat. A three-year cycle for assessment was adopted by the Academic Senate in spring 2013. The faculty have identified assessment calendars for each learning outcome; these are located in TracDat. <a href="#">[ER13.11]</a></p>
<p>Course student learning outcomes are aligned with degree student learning outcomes.</p>	<p>The mapping process, and faculty evaluation of curricular maps, ensure that students who complete programs achieve the stated outcomes. Course and program level outcomes are aligned using the curricular mapping tool found in the District's program review templates. Using these curricular maps, linkages between program/institutional outcomes and specific courses, and their attendant learning outcomes, are documented and evaluated. Through an analysis of programmatic sequencing of the course outcomes supporting each program outcome, faculty assess the extent to which the discrete experiences at the course level combine and support student learning at the program and institutional level. <a href="#">[ER13.15]</a></p>
<p>Students demonstrate an awareness of goals and purposes of courses in programs in which they are enrolled.</p>	<p>In an effort to inform students of goals and purposes of courses in which they are enrolled, students can view the student learning outcomes for a course when they register for the course through the District's Banner management information system. Each course syllabi contains student learning outcomes. All course, program and institutional level outcomes are available via the District's Outcomes Assessment website. <a href="#">[ER13.16]</a></p>

The College of the Sequoias Community College District meets Eligibility Requirement 13 because it now includes effectiveness in producing student learning outcomes as a component of the evaluation of faculty who are responsible for assessing student learning.

---

### **Evidence for Eligibility Requirement 13: Faculty**

---

- ER13.1 Accrediting Commission of Community and Junior College, Visiting Team Letter, 2012
- ER13.2 College of the Sequoias Teachers Association “Pilot Program”
- ER13.3 Faculty Evaluation Cover Sheet
- ER13.4 Board of Trustees Meeting Minutes and College of the Sequoias Adjunct Faculty Association Tentative Contract
- ER13.5 Outcomes and Assessment Workshops, Spring 2013
- ER13.6 Three-Year Assessment Cycle; Academic Senate minutes
- ER13.7 TracDat Report for Spring 2013 active course assessments
- ER13.8 Fall 2013 Teaching and Learning Institute and Convocation sign-in sheets
- ER13.9 Dialogue Day in October 2013 (e-mail invitation to faculty)
- ER13.10 History Department information from TracDat
- ER13.11 TracDat Assessment Calendars
- ER13.12 Institutional Program Review templates: program outcomes section
- ER13.13 *College of the Sequoias 2013 Integrated Planning Manual*
- ER13.14 *College of the Sequoias 2013 Resource Allocation Manual*
- ER13.15 Program Mapping Model
- ER13.16 Outcomes Assessment website



## **Eligibility Requirement 19:**

*Institutional Planning and Evaluation*

---

---

**Eligibility Requirement 19: Institutional Planning and Evaluation**

*The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.*

---

The District has continued to foster a culture of evidence that serves as the foundation for the continuous cycle of assessment and improvement of District instructional programs, student services, and policies.

The District systematically assesses how well it accomplishes its purposes by implementing a cycle of integrated planning. The timelines and processes for this cycle are documented in the *College of the Sequoias 2013 Integrated Planning Manual* and in the District's Institutional Planning Calendar. [\[ER19.1\]](#) [\[ER19.2\]](#)

The District Mission Statement defines its purposes by identifying the intended student population, the programs and educational services that it provides to the community, and its commitment to student success. (Standard I.A.) Given that the Mission Statement is the institutional statement of purpose, the Mission Statement is central to decision-making and planning. (Standard I.A.4.) Prior to fall 2013, the mission was usually evaluated every year. [\[ER19.3\]](#) In keeping with the processes and timeline in the *College of the Sequoias 2013 Integrated Planning Manual*, Administrative Procedure 1200 was revised, The Mission Statement will be reviewed every three years, with the next review beginning in September 2014. [\[ER19.4\]](#) (Standard I.A.3.)

The current District Mission Statement as reaffirmed by the Board of Trustees in November 2011 is:

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

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

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

The District Mission Statement is reproduced in a variety of print and online publications including the District catalog. [\[ER19.5\]](#) [\[ER19.6\]](#) (Standard I.A.2.)

The District uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. In spring 2013 the District compared its current assessment and planning practices to the ACCJC Standards. To correct deficiencies identified in this comparison, the District either revised current processes or developed new processes. To formalize these new and/or revised planning processes, the District prepared the following three manuals:

- *College of the Sequoias 2013 Integrated Planning Manual*
- *College of the Sequoias 2013 Governance and Decision-Making Manual*
- *College of the Sequoias 2013 Resource Allocation Manual*

The new/revised planning processes are outlined in the integrated planning manual. The participatory governance groups assigned monitoring or operational responsibility for components of the District's planning and assessment processes are identified in the governance and decision-making manual. An overview of the links between planning and resource allocation is presented in the integrated planning manual and greater details on these processes are provided in the resource allocation manual. The District's work in spring 2013 in assessing, revising, and documenting its planning and assessment processes has strengthened, integrated, and formalized the District's planning infrastructure. (Standard I.B.)

As demonstrated by the planning practices outlined in the *College of the Sequoias 2013 Integrated Planning Manual*, the District relies on quantitative and qualitative research to assess its effectiveness in meeting its Mission Statement. (Standard I.B.) The assessments are used to maintain an ongoing, collegial dialogue about the continuous improvement of student learning and institutional processes. (Standards I.B.1., I.B.4.)

Three examples of these routine assessments of institutional effectiveness and dialogue are Institutional Program Reviews, annual Student Success Scorecard Report, and the annual report on the Strategic Plan.

- *Institutional Program Review:* Assessment and planning occurs at the unit level through a regular cycle of program review for all units in the District, including academic services, student services and administrative services. In this process each unit describes its desired outcomes, the ways that the unit contributes to the achievement of District Goals and District Objectives. [\[ER19.7\]](#) Updates and comprehensive program reviews include the assessment of student learning at the course, program, and institutional levels and service area outcomes. Progress on outcomes with cycles of assessment is memorialized within program review documents to provide a historical foundation from which to evaluate program improvement and to inform future planning. For more details about the schedule and types of learning outcome assessments, refer to the response to Recommendation 4 of this Show Cause Report.
- *Student Success Scorecard:* Each spring the California Community College Chancellor's Office distributes a standardized report reflecting institutional effectiveness. This report describing the District's effectiveness in meeting its mission serves as a catalyst of dialogue across the District. For example, this data was presented at the May 13, 2013 Board of Trustees meeting, the June 2013 management retreat, and the Fall 2013 convocation. In addition to these efforts, the District posted the Scorecard to its website for consumption by the broader community. [\[ER19.8\]](#)

- *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan:* Each spring the Institutional Planning and Effectiveness Committee requests progress reports from those identified as responsible for specific District Objectives. Once these reports are received, the committee analyzes the progress reports in terms of their effectiveness in moving the District toward achievement of the District Objectives. Once the annual report is drafted, the dialogue expands throughout the District. The Institutional Planning and Effectiveness Committee submits the draft to the District Governance Senate for their dialogue on progress on the District Objectives. This feedback is incorporated into the draft, which is then distributed throughout the District for further review and feedback. Once again the feedback is integrated into the final document, which is submitted to the superintendent/president who then reviews and discusses the document with the Board of Trustees. [\[ER19.9\]](#)

These assessments, as well as the additional assessments described in the response to Standard I.B.4., are essential accountability tools in the District cycle of integrated planning because this information reinforces and sustains a district-wide dialogue on its long-term goals and short-term objectives. (Standards I.B.3., I.B.5.)

In addition to these routine annual assessments, the District assesses its current effectiveness through the master-planning process. This process includes an analysis of the institution's strengths and weaknesses relative to fulfilling its mission. The term of the current College of the Sequoias Educational Master Plan 2005 – 2006 will end in spring 2015, and the District intends to begin developing its next master plan in January 2014. [\[ER19.10\]](#) (Standard I.B.2.)

The District uses the analysis of its effectiveness in meeting its mission to develop long-term goals and short-term objectives, as demonstrated in the *College of the Sequoias 2010-2015 Strategic Plan*. In the Strategic Plan, District Objectives describe specific initiatives that will be undertaken to achieve the District Goals. Many of the objectives in the College of the Sequoias 2010-2015 Strategic Plan are not readily measurable. While the District Objectives for 2013-2014 are conceptually based on the objectives in the College of the Sequoias 2010-2015 Strategic Plan, the District Objectives for 2013-2014 are reframed as measurable statements in compliance with ACCJC Standards. [\[ER19.9\]](#) [\[ER19.11\]](#) (Standards I.B., I.B.2., I.B.3.)

Once District Objectives are identified through the strategic planning process, assessment and planning occurs at unit levels through program reviews. This process requires each unit to address the ways efforts at the unit level will address an issue identified through outcomes assessment or will contribute to the achievement of a District Objective. [\[ER19.7\]](#) (Standards I.B.2., I.B.3.)

The next step in the District's cycle of integrated planning is to allocate the resources needed to carry out its institutional and unit-level plans. Resource allocations are determined at four levels: unit, division, service area, and institution. These allocations are based on the priorities established in the Strategic Plan and the Institutional Program Reviews. (Standard I.B.3.)

Plan implementation follows the allocation of resources in the District's integrated planning model. In the plan implementation process responsible parties complete the projects

identified in the District Objectives as well as the unit-level work required to complete the activities identified in Institutional Program Review. (Standard I.B.3.)

Following implementation of the plans, the cycle continues with an assessment of the plan outcomes to determine whether the District Objectives and unit-level work moved the District closer to achievement of the District Goals. As described previously, this analysis is documented in an annual progress report that informs the internal and external community about progress toward long-term goals. Refer to the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan* for specific examples of recent institutional improvements accomplished as a result of completing objectives identified in the Strategic Plan. [\[ER19.9\]](#) (Standards I.B.3., I.B.5.)

The District's comprehensive integrated planning model includes a mechanism for assessing the planning processes. This assessment is used to identify ways to improve the planning processes in a cycle of continuous quality improvement. (Standards I.B.6., I.B.7.)

Through the annual and periodic planning processes described in this overview and described in more detail in the response to Recommendation 1 in this Show Cause Report, the District demonstrates that its goals emerge from a review of data; that it makes resource allocation decisions based on those goals; that plan outcomes are assessed using quantitative and qualitative data; and that the results of those assessment culminate in an analysis of institutional effectiveness. (Standard I.B.)



---

## **Evidence for Eligibility Requirement 19: Institutional Planning and Evaluation**

---

- ER19.1 *College of the Sequoias 2013 Integrated Planning Manual*
- ER19.2 College of the Sequoias Institutional Planning Calendar
- ER19.3 Administrative Procedure 1200 approved February 13, 2012
- ER19.4 Administrative Procedure 1200 approved in September 9, 2013
- ER19.5 Board of Trustees minutes for November 2011 meeting in which the mission was reaffirmed
- ER19.6 *College of the Sequoias College Catalog 2013- 2014*
- ER19.7 Institutional Program Review templates
- ER19.8 Student Success Scorecard PowerPoint presentation
- ER19.9 *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*
- ER19.10 *College of the Sequoias Educational Master Plan 2005-2006*
- ER19.11 *College of the Sequoias 2010-2015 Strategic Plan*

## **Eligibility Requirement 21:**

*Integrity in Relations with the Accrediting  
Commission*

---

---

**Eligibility Requirement 21: Integrity in Relations with the Accrediting Commission**

*The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.*

---

The District is committed to a relationship with the Commission that is characterized by complete integrity and full disclosure.

In response to the show cause sanction imposed by the Accrediting Commission in February 2013, the District analyzed the recommendations received following the comprehensive team visits in 2006 and 2012. As noted in the 2013 Action Letter from the Accrediting Commission, four of the seven recommendations issued in 2006 continued to be recommendations following the 2012 site visit. [\[ER21.1\]](#)

ACCJC Recommendations 2006	ACCJC Recommendations 2012
<i>(#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 re-evaluation. This cycle should include such processes as curricular development, program review, and assessment and allocation of technological, physical, financial, and human resources.</i>	<i>1. Planning: In order to meet the standards, the team recommends that the college integrate, strengthen, and formalize its planning processes, systematically reviewing and revising them to ensure informed decisions for continuous improvement.</i>  <i>3. Research Capacity: In order to fully comply with the standards, the team recommends the college increase the research capacity of the institution in order to compile and provide data to guide institutional planning and resource allocation, program review and assessment, and decision-making for institutional effectiveness.</i>  <i>6. Human Resources Processes: In order to increase effectiveness, the team recommends that the college improve human resources processes to include hiring procedures for all employees and establish a clear</i>

ACCJC Recommendations 2006	ACCJC Recommendations 2012
	<p><i>connection between employee evaluation and improvement.</i></p> <p><i>7. Evaluation of Processes: In order to meet the standards, the team recommends that the college develop and implement a systematic evaluation of its decision-making and budget development processes and use the results of those evaluations as the basis for improvement.</i></p>
<p><i>(#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.</i></p>	<p><i>2. Campus Dialogue: In order to be more effective, the team recommends that the college improve the campus climate by encouraging constituents to participate in an inclusive dialogue that embodies a culture of respect, civility, and trust.</i></p>
<p><i>(#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.</i></p>	<p><i>4. Student Learning Outcomes: To meet the standard, the team recommends that the college advance its progress on student learning outcomes by regularly assessing those outcomes and using the results to improve student learning and strengthen institutional effectiveness. The college needs to include effectiveness in producing student learning outcomes as a component of the evaluation of faculty and staff who are responsible for assessing student learning. The college also needs to demonstrate how it is using these data for improvement.</i></p>

ACCJC Recommendations 2006	ACCJC Recommendations 2012
<p><i>(#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.</i></p>	<p><i>5. Student Support Services: In order to meet the standards, the team recommends that the college improve counseling services for evening students, online students, and students that attend the Hanford Center in order to ensure the equitability of those services.</i></p>

The parallels referenced in the table above may imply that the District ignored the 2006 recommendations. However, that was not the case. A warning sanction was imposed following the 2006 comprehensive visit and, in response, the District worked diligently to come into compliance during 2006-2007. The fall 2007 visiting team noted significant improvement, especially related to the campus climate and the development of institutional planning processes. The Commission removed the sanction following the fall 2007 visit. [\[ER21.2\]](#) [\[ER21.3\]](#) [\[ER21.4\]](#)

Given this acknowledgement that the District was on the right track, the District continued to revise its planning processes and dedicate resources to the development and assessment of student learning outcomes. The response to Recommendation 1 in this Show Cause Report summarizes the major changes in the District's planning processes between 2006 and 2012. Despite the District's efforts focused on planning, campus climate, and student learning outcomes, the District was not successful in developing effective processes that were sustainable across the development/expansion of two off-campus centers, changes in leadership, and pressures from budget reductions that led to labor disputes. As a result, the Commission imposed a show cause sanction. [\[ER21.1\]](#) [\[ER21.5\]](#)

The show cause sanction imposed by the Accrediting Commission following the 2012 site visit served as a powerful catalyst for increasing collegial cooperation. Faculty, staff, administrators, and students across the District became highly motivated to become educated about the Accreditation Standards and to collaborate on resolving issues that had previously prevented the District from full compliance with ACCJC Standards.

In the past eight months, the District has completed an impressive amount of work on an accelerated timeline in order to fulfill the 2012 recommendations:

- Assessed and revised its institutional planning processes; [\[ER21.6\]](#) [\[ER21.9\]](#) [\[ER21.10\]](#) (Standard I.B.)
- Assessed and revised its participatory governance structure; [\[ER21.7\]](#) (Standard IV.A.)

- Assessed and revised resource allocation processes; [\[ER21.8\]](#) (Standard III.D.1)
- Increased its research capacity as detailed in response to Recommendation 3 of this Show Cause Report; (Standards I.B.2., II.A.1.c., II.B.1., II.C.1.)
- Developed and established the Institutional Review Board;
- Hired a director of research, planning and institutional effectiveness;
  - The director co-chairs the Research Advisory Work Group;
  - The director is a direct report to the superintendent/president, and a member of Senior Management Council, Institutional Program Review Committee, Outcome and Assessment Committee, and Institutional Planning and Effectiveness Committee;
- Assessed and revised its processes for assessing student learning outcomes, service area outcomes, and institutional learning outcomes as detailed in response to Recommendation 4 of this Show Cause Report; (Standard II.A.1.c.)
- Developed a three-year student learning outcomes assessment cycle; [\[ER21.11\]](#)
- Implemented a system, TracDat, to house outcomes and assessments;
- Increased the equity of services provided at each of the District's locations and online as detailed in response to Recommendation 5 of this Show Cause Report; (Standards II.B.1., II.C.1.)
- Assessed and revised hiring and evaluation procedures as detailed in response to Recommendation 6 of this Show Cause Report; (Standard III.A.3.)
- Developed processes to evaluate its institutional planning and decision-making processes. [\[ER21.6\]](#) [\[ER21.7\]](#) (Standards I.B.6. and IV.A.5.)

The District's confidence in the sustainability of the recent changes to planning, governance, and assessment processes is high because it has intentionally and thoughtfully built an infrastructure to ensure that these models will weather future changes in leadership. This infrastructure is described below.

1. New and revised processes have been documented in three manuals:
  - *College of the Sequoias 2013 Integrated Planning Manual*
  - *College of the Sequoias 2013 Governance and Decision-making Manual*
  - *College of the Sequoias 2013 Resource Allocation Manual*

Development of timelines within the manuals increases transparency and encourages participation across campus constituencies.

The manuals are available in hard copy and online. [\[ER21.6\]](#) [\[ER21.7\]](#) [\[ER21.8\]](#)

2. Responsibility for specific planning tasks has been assigned to groups and offices as documented in the manuals. [\[ER21.6\]](#) [\[ER21.7\]](#) [\[ER21.8\]](#)
3. The Institutional Planning Calendar has been developed and is posted online. [\[ER21.9\]](#)
4. The District immediately began implementing the new institutional planning concepts and language by using these to prepare the *College of the Sequoias 2013 Annual Report*

on the 2010-2015 Strategic Plan and developing measureable objectives for 2013-2014. [\[ER21.10\]](#)

5. At the district-wide fall 2013 convocation, the superintendent/president presented training for all employees on the new/revised integrated planning and governance models, with approximately 300 attendees. [\[ER21.12\]](#)
6. All committee co-chairs reviewed their committee's role in planning and governance during the fall 2013 organizational meetings. [\[ER21.13\]](#) [\[ER21.14\]](#)
7. Board policies and administrative procedures were created, and existing policies and procedures were evaluated and revised to align with revisions to planning and governance processes. [\[ER21.15\]](#)
8. Responsibility for annually reviewing and revising the key manuals has been assigned to specific groups, and the schedule is included in the College of the Sequoias Institutional Planning Calendar. [\[ER21.9\]](#)
  - *College of the Sequoias 2013 Integrated Planning Manual* is assigned to the Institutional Planning and Effectiveness Committee
  - *College of the Sequoias 2013 Governance and Decision-making Manual* is assigned to the District Governance Senate
  - *College of the Sequoias 2013 Resource Allocation Manual* is assigned to the Budget Committee.
9. As new processes are implemented in fall 2013, the Accreditation Response Task Force work is complete. The superintendent/president has appointed members of the Accreditation Response Task Force to serve on a one-year Implementation Task Force. This task force is composed of members of the Accreditation Response Task Force. Its charge is to ensure that the *2013 Integrated Planning Manual*, the *2013 Decision-making Manual* and the *2013 Resource Allocation Manual* are fully implemented. The Implementation Task Force will assist governance senates/committees/councils fulfill their charges as outlined in the three manuals. The task force will assist these groups by providing clarifications, answering questions, and supplying suggestions on how the groups might address conflicts that arise between the new procedures and changes, and the previous practices and by-laws. In addition, task force members will monitor the charge of all groups to be transparent and to provide agendas and minutes of their work to the District. [\[ER21.16\]](#)

In analyzing its status following the imposition of the show cause sanction, the District realized that all members of the District community needed training on Accreditation Standards. For example, only one faculty member in the entire internal college community had ever served on an Accreditation visiting team. Senior administrators were new to their positions, so none of them had served on a team or attended Accreditation training.

The steps that have been taken to remedy the District's need for training on Accreditation Standards are:

- The superintendent/president requested the Accrediting Commission to assign District leaders to Accreditation visiting teams [\[ER21.17\]](#)

- By invitation from the superintendent/president, the President of the Accrediting Commission conducted a workshop for the Board of Trustees. [\[ER21.18\]](#)
- The Accreditation liaison officer and the co-chair of the Institutional Program Review Committee attended Accreditation training in November, 2012, and the Accreditation liaison officer and the superintendent/president attended Accreditation training in April 19, 2013. [\[ER21.19\]](#)
- The Accreditation liaison officer, co-chair of the Institutional Program Review Committee and two faculty members attended the Academic Senate California Community College Accreditation Institute in February 2013. [\[ER21.20\]](#)
- The superintendent/president attended the Community College League of California CEO workshop on Accreditation in April 2013. [\[ER21.21\]](#)
- Five workshops were presented on campus focused on the assessment of student learning outcomes and service area outcomes, as stipulated in the Accreditation Standards. Participation in these workshops has been strong. [\[ER21.22\]](#)
- The District contracted with two consultants who have shared their expertise with planning and assessment in on-campus meetings. [\[ER21.23\]](#)
- The superintendent/president and the Accreditation liaison officer reviewed the institutional commitments described in the ACCJC Manual for Institutional Self Evaluation and during the forums presented in spring 2013, used these commitments to educate the District community about the importance of viewing Accreditation as an ongoing set of best practices rather than an every-six-year event. [\[ER21.24\]](#)
- The superintendent/president, District Governance Senate, and Institutional Planning and Effectiveness Committee have been assigned responsibility to remain current on Accreditation Standards and oversee the District's compliance. [\[ER21.7.\]](#)
- The superintendent/president facilitated three open forums for the community to provide information about Accreditation. [\[ER21.25\]](#)
- The superintendent/president facilitated four open forums targeted at faculty, staff, administrators, Board members, and Accreditation Advisory Committee Members to provide ongoing information about Accreditation. [\[ER21.26\]](#)
- The Accreditation Community Advisory Committee formed to gather input and disseminate information about the Accreditation process from community members representing areas of the District. [\[ER21.27\]](#)
- The District established and maintained an Accreditation website which kept internal and external constituencies apprised of Accreditation meetings and activities. [\[ER21.28\]](#)
- Articles and interviews were included in local newspapers regarding Accreditation progress. [\[ER21.29\]](#)

In the past eight months, the District has demonstrated its commitment to the Accrediting Commission Policies and Standards by:

- Seeking training to better understand Accreditation Standards;
- Developing institutional planning, governance, and assessment processes that comply with Accreditation Standards;



- Creating an infrastructure to support the newly revised/developed institutional planning, governance, and assessment processes; and
- Assigning responsibility for ongoing monitoring of Accreditation compliance to three participatory governance committees.

Through these actions and the others documented in this Show Cause Report, the District is committed to a relationship with the Accrediting Commission that is characterized by complete integrity and full disclosure.

---

## **Evidence for Eligibility Requirement 21: Integrity in Relations with the Accrediting Commission**

---

- ER21.1 ACCJC Action Letter February 2013
- ER21.2 ACCJC Action Letter 2007
- ER21.3 Accreditation Visiting Team Evaluation Report, October 2007
- ER21.4 ACCJC Action Letter 2008
- ER21.5 Accreditation Visiting Team Evaluation Report, October 2012
- ER21.6 *College of the Sequoias 2013 Integrated Planning Manual*
- ER21.7 *College of the Sequoias 2013 Governance and Decision-making Manual*
- ER21.8 *College of the Sequoias 2013 Resource Allocation Manual*
- ER21.9 College of the Sequoias Institutional Planning Calendar
- ER21.10 College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan
- ER21.11 Three-Year Assessment Cycle; Academic Senate minutes (approval)
- ER21.12 Fall 2013 Convocation Presentation
- ER21.13 Organizational Agenda Meeting Guide
- ER21.14 Meeting Minutes showing use of agenda guide for:
  - District Governance Senate
  - Academic Senate
  - Student Senate
  - All District Governance Senate Committees
- ER21.15 Board Policy and Administrative Procedure for Planning and Governance
- ER21.16 Implementation Task Force Minutes
- ER21.17 E-mail to Commission and College of the Sequoias employees requesting to serve on ACCJC Visiting Teams
- ER21.18 ACCJC training for the Board of Trustees Presentation
- ER21.19 Training for Accreditation Liaison Officer in November 2012 and April 2013
- ER21.20 State Academic Senate Accreditation Training Workshop, February 2013, agendas
- ER21.21 Community College League of California, CEO Accreditation Workshop
- ER21.22 Assessment Workshops
- ER21.23 Schedules of Consultant on-campus days
- ER21.24 Open Forums (Spring 2013)

ER21.25 Community Forums

ER21.26 Open Forums (Fall 2013)

ER21.27 Accreditation Community Advisory Committee agendas

ER21.28 College of the Sequoias Accreditation website

ER21.29 210 Connect evidence (Spring 2013)

## **Standard I.A.**

---

*I.A.3. and I.A.4.*

---

**Standard I.A.3.** *Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District (hereafter referred to as the District) uses its governance and decision-making processes to regularly review its mission and revise it as warranted.

The District mission statement is:

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

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

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

The Board of Trustees adopted this mission statement on May 14, 2007, and reaffirmed it on November 4, 2011. [\[S.IA.1\]](#)

The Board of Trustees supports the importance of regular and systematic review of the mission statement by directing that such a review occur in Board Policy 1200. [\[S.IA.2\]](#) Administrative Procedure 1200 assigns the District Governance Senate with the responsibility for initiating and overseeing this review. [\[S.IA.3\]](#) [\[S.IA.4\]](#)

In spring 2013, the District reviewed and revised its integrated planning processes as documented in the *College of the Sequoias 2013 Integrated Planning Manual*. As part of that process, the District established formal step-by-step procedures for the regular and periodic review of the mission. The “Timeline and Process for Reviewing the District Mission” specifies the groups and offices responsible for each discrete step. This assignment of responsibility is reinforced in the *College of the Sequoias 2013 Governance and Decision-making Manual*, which specifies that one of the purposes for the District Governance Senate is to “Lead the periodic review and/or reaffirmation of the District mission.”

In fall 2013, an Implementation Task Force was established. This task force is composed of members of the Accreditation Response Task Force. Its charge is to ensure that the *College of the Sequoias 2013 Integrated Planning Manual*, the *College of the Sequoias 2013 Decision-making Manual*, and the *College of the Sequoias 2013 Resource Allocation Manual* are fully implemented. The Implementation Task Force will assist governance senates/committees/councils fulfill their charges as outlined in the three manuals. The task force will assist these groups by providing clarifications, answering questions, and supplying suggestions on how the groups might address conflicts that arise between the new procedures and changes, and the previous practices and by-laws. In addition, task force members will

monitor the charge of all groups to be transparent and to provide agendas and minutes of their work to the District.

As documented in the *College of the Sequoias 2013 Integrated Planning Manual* and the College of the Sequoias Institutional Planning Calendar, the District will review its District mission statement every three years and the next review will begin in September 2014.

[\[S.IA.5\]](#)

## **Self Evaluation**

The College of the Sequoias Community College meets Standard I.A.3. because it uses its governance and decision-making processes to review and possibly revise its mission statement.

The District Governance Senate initiates a review of the District mission statement every three years. When the District assessed the components of its integrated planning cycle in spring 2013, the decision was made to outline specific steps that are to occur in the mission statement review. This description of step-by-step procedures provides structure and clarity to the mission statement review process and ensures that all institutional governance bodies and their constituencies have appropriate input into review and revisions of the mission statement.

The schedule and procedures for the mission statement review have been established for the next ten years as documented in the *College of the Sequoias 2013 Integrated Planning Manual* and the College of the Sequoias Institutional Planning Calendar. [\[S.IA.5\]](#)

## **Actionable Improvement Plans**

- The superintendent/president, with members of the Implementation Task Force and the District Governance Senate, will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes.

---

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

---

## **Descriptive Summary**

The District's mission is central to its institutional planning and decision making. The District's mission statement directs all members of the District community to focus on students by supporting student learning, serving the area's diverse population, and promoting student success.

This mission statement was a driving force in the District's model of integrated planning documented in the *College of the Sequoias Educational Master Plan 2005-2006*. [\[S.IA.6\]](#) As a result, the mission was also a driving force in the development of the *College of the Sequoias 2010-2015 Strategic Plan* developed in fall 2009. [\[S.IA.7\]](#)

The qualitative data that formed the basis of the Strategic Plan included a series of brainstorming meetings on campus with faculty and staff as well as open-invitation

community meetings in four communities: Corcoran, Hanford, Tulare, and Visalia. These on-campus and community conversations began with a review of the District mission statement. Based on the input from these meetings, six focus areas were identified:

1. Student Access
2. Students' Success in Completing Their Education
3. Students' Mastery of Basic Skills
4. Effective and Efficient College Practices
5. Students as Citizens of a Global Community
6. Economic Growth for Tulare and Kings Counties

These six focus areas were the foundation for building the Strategic Plan Goals and Objectives, which are clear reflections of the District mission statement.

In addition to playing the central role in District-wide planning, the District mission statement is an essential element in unit-level planning through Institutional Program Reviews. In the Institutional Program Review, each academic services unit is asked to describe the program. When the Institutional Program Review Committee evaluates these program reviews, academic services units receive an “exemplary” ranking for this section if the program description demonstrates a link to the District mission. Similarly, each administrative services unit is asked: “How does the mission of your program support/further the mission of the college?” Units receive an “excellent” or “satisfactory” ranking for this section contingent on the level to which the administrative services unit mission is clearly linked to the District mission. [\[S.IA.8\]](#)

When the District’s planning processes were assessed and revised in spring 2013, the pre-eminence of the Mission Statement was retained. Within the newly revised integrated planning model, the mission statement is both visually and functionally foundational to all other components of the planning cycle. In the District’s cycle of integrated planning (see graphic below), the Mission Statement is intentionally the starting point as a way to indicate that the mission statement drives all other planning components.

Because the Mission Statement is foundational to planning, it is also foundational to decision making. The processes for institutional decisions rely on information from the core planning documents/processes, such as institutional program reviews and the Strategic Plan. For example, the Budget Committee’s rubric for evaluating requests for above-base funds places a high priority on the requests that are justified by evidence included in an Institutional Program Review and/or is aligned with District Objectives. Since the mission is the starting point for both Institutional Program Reviews and District Objectives, the mission is a salient factor in the allocation of above-base funds. (Refer to the *College of the Sequoias 2013 Resource Allocation Manual*.)

## College of the Sequoias Model for Integrated Planning



The District's Mission Statement affirms its commitment to support local businesses and industries. This commitment is featured during community outreach activities. Since assuming the position in 2012, the superintendent/president's message in formal and informal meetings with local leaders is a focus on the ways that the District works toward achieving its mission. Specific examples of such community outreach activities are:

- Serving as the speaker for meetings of civic organizations. [\[S.IA.9\]](#)
- Hosting three open-invitation community forums, one at each campus. [\[S.IA.10\]](#)
- Participating on a panel in spring 2013 at a community meeting hosted by the local newspaper. A primary purpose of the meeting, dubbed 210 Connect, was to discuss the District's impact on the community. [\[S.IA.11\]](#)
- Convening an Accreditation Community Advisory Group that meets every two weeks. [\[S.IA.12\]](#) The superintendent/president intends to eventually transition the Accreditation Community Advisory Group into a more general Community Advisory Group.
- Serving as the speaker at the feeder high school's faculty meetings within the District. [\[S.IA.13\]](#)



In addition to these efforts to establish and reinforce clear community-college communication about the District's issues and decisions, the District's career technical education programs convene regular meetings of the program-specific Advisory Groups. [\[S.IA.14\]](#)

## **Self Evaluation**

The College of the Sequoias Community College meets Standard I.A.4. because the District's Mission Statement is central to institutional planning and decision-making.

In spring 2013 the District assessed its current planning processes, identified areas of noncompliance with ACCJC Standards related to institutional planning, and revised processes or developed new processes to correct the identified deficiencies. As documented in the *College of the Sequoias 2013 Integrated Planning Manual*, the new/revised planning processes highlight the central role of the mission in planning and in decision-making.

To ensure alignment with the new/revised planning components, the District is revising its Institutional Program Review process in fall 2013 beginning with the development of new program review templates by the Institutional Program Review Committee. Once completed, these processes and templates will be reviewed in various participatory governance groups and implementation of the new process is slated for spring 2014. [\[S.IA.15\]](#) Although the link between program descriptions and the District mission statement was previously required only for academic services and administrative services, in the revised Institutional Program Review template, all units in all service areas, academic services, student services, and administrative services will be required to describe how the programs contribute to fulfillment of the District mission.

Both the superintendent/president's presence in the community and regular meetings of advisory committees have strengthened the District's ability to inform and to hear from the community. These activities provide greater community awareness of the District's challenges in working toward fulfilling its mission and create both formal and informal pathways for interactive dialogue about the District's programs and services.

## **Actionable Improvement Plan**

- The superintendent/president, with the District Governance Senate, will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* relating to the revision of the District mission.
- The superintendent/president, with the Institutional Program Review Committee and the Academic Senate, will ensure the creation and implementation of the new Institutional Program Review template. Implementation of the revised program review process will begin in spring 2014.
- The superintendent/president, with the District Governance Senate and Board of Trustees, will ensure that relevant board policies and administrative procedures are updated to align with the *College of the Sequoias 2013 Integrated Planning Manual*.

---

## **Evidence for Standard I.A.**

---

Note: The three manuals submitted with this show cause report are referred to in the report by their titles and are not included on this evidence list. These Manuals are:

- *College of the Sequoias 2013 Integrated Planning Manual*
- *College of the Sequoias 2013 Governance and Decision-making Manual*
- *College of the Sequoias 2013 Resource Allocation Manual*

S.IA.1 Board of Trustee Minutes for November 14, 2011

S.IA.2 Board Policy 1200

S.IA.3 Administrative Procedure 1200

S.IA.4 District Governance Minutes

S.IA.5 College of the Sequoias Institutional Planning Calendar

S.IA.6 *College of the Sequoias Educational Master Plan 2005-2006*

S.IA.7 *College of the Sequoias 2010-2015 Strategic Plan*

S.IA.8 Institutional Program Review Rubrics

S.IA.9 Meetings with civic organizations

S.IA.10 Community Forums at each campus in spring 2013

S.IA.11 210 Connect community meeting and Community Forums

S.IA.12 Accreditation Community Advisory Committee Agendas

S.IA.13 List of High Schools and meeting dates

S.IA.14 CTE Advisory Committees

S.IA.15 Institutional Program Review Agendas and Minutes for Fall 2013



## **Standard I.B.**

---

*I.B.1., I.B.2., I.B.3., I.B.4., I.B.5., and I.B.6.*

**Standard I.B.** The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing: (1) evidence of the achievement of student learning outcomes, and (2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

---

**Standard I.B.1.** *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District has established processes that create ongoing, collegial, and self-reflective dialogue to inform the decision-making process and track progress toward sustainable quality improvement and institutional effectiveness.

The processes described in the *College of the Sequoias 2013 Integrated Planning Manual* require dialogue on many levels for all planning processes. Assessment and planning are the focal points for these dialogues about student learning and institutional effectiveness. The timeline and parties responsible for initiating the assessment and subsequent use of those assessments for various planning purposes are outlined in the timeline and process charts in the *College of the Sequoias 2013 Integrated Planning Manual*.

The two guiding principles that shape the structure of these dialogues are:

- Input from all constituents is valued and
- Data are used to validate institutional efforts and are the means of communicating that assessment to the District's constituencies.

One example of how planning processes foster institutional dialogue is the development and use of institutional program reviews. To prepare an Institutional Program Review, various groups at the unit level engage in dialogue as they analyze data, discuss issues, and develop initiatives. These are authentic conversations about institutional effectiveness, such as student learning outcomes, program-specific targets, and achievement of District Goals and District Objectives. These collegial dialogues are documented when the unit drafts, reviews, revises, and finalizes the Institutional Program Reviews.

Once the Institutional Program Reviews are completed, the dialogue broadens to include colleagues outside of the unit:

- In each division and service area as funding requests are analyzed and prioritized;
- In Instructional Council, Student Services Council, and Administrative Services meetings where above-base funding requests are analyzed and prioritized;
- In Budget Committee meetings after technical and feasibility assessments are discussed with the Technology Committee and Facilities/Safety Council;

- In the District Governance Senate meetings where prioritized lists are reviewed and recommended to the superintendent/president; and
- In the Senior Management Council where requests for above-base funds and base-budget augmentations are analyzed and final allocations are determined.

A second example of institutionalized assessment and discussion of institutional effectiveness is the development of the annual report. Each spring, the Institutional Planning and Effectiveness Committee requests progress reports from those identified as responsible for specific District Objectives. Once these reports are received, the committee:

- Consolidates the progress reports;
- Analyzes the progress reports in terms of their effectiveness in moving the District toward achievement of the District Objectives;
- Edits or augments the District Objectives for the coming year as needed based on the assessment of the outcomes of the current year's work; and
- Identifies improvements in District policies and procedures that resulted from these efforts.

Once the annual report is drafted, the dialogue expands amongst District constituencies. The Institutional Planning and Effectiveness Committee submits the draft to the District Governance Senate and Academic Senate for their discussion regarding progress on the District Objectives. This feedback is incorporated into the draft, which is then distributed throughout the District for further review and feedback. Once again the feedback is integrated into the final document, which is submitted to the superintendent/president who then reviews and discusses the document with the Board of Trustees. The production of this important document reinforces and sustains a broad dialogue on the District's long-term goals and short-term objectives.

A third example of institutionalized assessment and discussion of institutional effectiveness is the establishment of Dialogue Days, which began in fall 2013. Dialogue Days are:

- Three hours during the fall and spring Convocation Day dedicated to assessment and
- One day each semester when faculty may redirect their students in order to participate.

The purpose of these specific blocks of time is to complete course and program outcomes assessment work as a unit by having conversations about the analysis of research findings and developing action plans to improve instructional processes. [\[S.IB.1\]](#)

In addition to the assessment and discussion of institutional effectiveness sparked by these three processes, other assessments of institutional effectiveness are summarized in the following table.

### College of the Sequoias Community College District Institutional Assessment Schedule

<b>What is Being Assessed?</b>	<b>What is the Assessment Tool?</b>	<b>When Does Assessment Occur?</b>	<b>How is the Assessment Used?</b>
Institutional Effectiveness Outcomes	Student Success Scorecard	Annually in June	Annual report to the board and distributed throughout the District
Institutional Program Review	Participant survey	Annually in January	Revise and improve templates and processes
District Units	Institutional Program Review	Annually in January - October	Refine key processes and improve student learning
Essential Learning Initiative (basic skills)	Assessed in multiple ways contingent on the project	Annually in May	Continued funding is based on the assessments of project outcomes
Committee Effectiveness	Self-assessment of the year's work	Annually in May	To improve the effectiveness of committees in meeting the District Objectives and integrated planning timelines
Student Surveys	<ul style="list-style-type: none"> <li>• Community College Survey of Student Engagement</li> <li>• Survey of Entering Student Engagement</li> </ul>	Surveys were administered in 2009-2011.	Survey results were discussed District wide and in division meetings and are available for use in Institutional Program Reviews (2010, 2011, and 2013)

### Self Evaluation

The College of the Sequoias Community College District meets Standard I.B.1. because the District has created and implemented multiple processes that create ongoing, collegial, and self-reflective dialogues that inform the decision-making process and track progress toward sustainable quality improvement and institutional effectiveness.

Some examples of how the venues for these dialogues are being created and maintained are the Institutional Program Reviews, the annual report on the Strategic Plan, and Dialogue Days. Each of these and other processes are catalysts for discussions about student learning outcomes and institutional effectiveness at the unit level as well as in participatory governance groups. Many of these processes are detailed in the *College of the Sequoias 2013 Integrated Planning Manual*; other examples of structured District-wide conversations, such as the Essential Learning Initiative report, maintain the District's focus on institutional effectiveness data and encourage dialogue about strategies for improvement.

In addition to these formal processes, the District has a history of engaging in ad hoc dialogues as warranted. Examples of such efforts include Fall 2009 Achieving the Dream charrette, January 2010 Strategic Plan charrette process, the spring 2012 Accreditation summits, and February and March 2013 Planning Summits.

These new and revised processes increase the opportunities for faculty, staff, and administrators to engage in meaningful activities that assess program performance leading to measures that will improve those programs. These procedures and processes, along with prior practices, are evidence of a sustainable culture of assessment.

## **Actionable Improvement Plan**

None.

---

***Standard I.B.2.** The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District sets institutional goals, and based on those goals, develops measurable objectives to improve its effectiveness. The District Goals and District Objectives are distributed across the District.

As described in the *College of the Sequoias 2013 Integrated Planning Manual*, the District has established and is currently implementing processes and timelines for developing District Goals and measureable District Objectives. Since these processes were revised and/or developed in spring 2013, a brief review of the District's recent history regarding its goals and objectives is relevant.

The *College of the Sequoias Educational Master Plan 2005-2006* summarized the District's planning model as Planning, Implemented, and Evaluation (PIE):

*"Planning (P) should lead to action which is implemented (I) and which in turn must be evaluated (E). Once the evaluation is complete, new goals and objectives are developed, which in turn are implemented and evaluated."* [\[S.IB.2\]](#)



Using this approach, in fall 2006 the Institutional Planning Committee issued a call for challenges facing the District. Filtering that feedback through the District's vision and mission, the committee developed the following six institutional goals for 2006-2009 along with three to five objectives for each. [\[S.IB.3\]](#)

1. Achieve student transfer and/or occupational objectives: Continually assess student needs and offer programs and support services which assist our diverse population in meeting their transfer and occupational goals
2. Advance the economic growth of the region: Strengthen existing connections and develop new partnerships with business and industry throughout the area
3. Master basic skills: Strengthen students' communication and computational skills as well as their preparedness for college-level coursework
4. Foster student access and success: Increase student successful achievement of educational objectives
5. Prepare students to be productive members of the community: Develop needed job skills and the skills needed to contribute to society
6. Improve efficiency and effectiveness of college practices: Enhance resource development and better utilize fiscal, facility, equipment and personnel resources

These goals and objectives guided the District's efforts for several years and progress toward achieving these goals and objectives was documented in an annual report. [\[S.IB.4\]](#)

When the term for these institutional goals expired in 2009 the District developed a five-year Strategic Plan organized by the following six focus areas. [\[S.IB.5\]](#)

1. Student Access
2. Students' Success in Completing their Education
3. Students' Mastery of Basic Skills
4. Effective and Efficient College Practices
5. Students as Citizens of a Global Community
6. Economic Growth for Tulare and Kings Counties

Following the identification of these focus areas, the District identified three or four goals within each area of focus, resulting in 20 institutional goals for 2010-2015. The next step was to develop three to eleven objectives for each goal, resulting in a total of 134 objectives. Responsibility for completing the objectives was assigned to specific units and progress on achieving these goals and assessing their measurable outcomes was evaluated and recorded annually by these responsible parties. These results were consolidated to create a tactical plan progress report that was widely distributed. [\[S.IB.6\]](#)

Although the District implemented cycles of developing goals and objectives, as well as assessment of progress toward achieving them since 2006, the processes were insufficiently interconnected to meet ACCJC Standards. As a result, the District received a show cause sanction in 2013. [\[S.IB.7\]](#)

In early spring, the District concentrated on assessing and revising its integrated planning model and governance structure. Once those projects were completed, the District turned its attention to the Strategic Plan and in June 2013 convened a retreat to evaluate the current

Strategic Plan. The Institutional Planning and Effectiveness Committee, the Institutional Program Review Committee, and the Executive Board of the Academic Senate met jointly for this task and found the Strategic Plan to be an ineffective planning tool for the following reasons. [\[S.IB.8\]](#)

- The Strategic Plan is unwieldy and unrealistic because there are too many objectives. The current plan has six focus areas, 20 goals, and 134 objectives.
- Many of the objectives are not measurable.
- The objectives are uneven in level and scope. Some objectives describe large, District-wide projects and others describe tasks that are assigned to individuals through job descriptions.

Since the District had recently committed to following the timeline set forth in the *College of the Sequoias 2013 Integrated Planning Manual* to develop a ten-year Institutional Planning Calendar and new District Goals beginning in January 2014 followed by the development of a three-year Strategic Plan with corresponding District Objectives beginning in January 2015, consensus was reached to salvage the current Strategic Plan rather than abandon it.

The District created a unique approach to this challenge by using the recently approved annual report as the vehicle to correct the current Strategic Plan's deficiencies and establish priorities for District-wide energies and resources in 2013-2014. The following is a brief summary of the steps in this approach.

1. Institutional Planning and Effectiveness Committee asked for progress reports from the units assigned to complete an objective in the *College of the Sequoias 2010-2015 Strategic Plan*. [\[S.IB.9\]](#)
2. These progress reports were analyzed in order to place each of the 134 objectives into one of these categories:
  - Completed
  - Eliminated
  - Ongoing
  - To be considered for attention in 2013- 2014 [\[S.IB.8\]](#)
3. Institutional Planning and Effectiveness Committee, the Institutional Program Review Committee, Senior Management Council, and the Executive Board of the Academic Senate met in a retreat to:
  - Review best practices for strategic planning, such as the characteristics of measureable objectives;
  - Confirm that the Strategic Plan objectives were correctly placed in the four categories of completed, eliminated, ongoing, and to be considered for attention in 2013- 2014; and
  - Identify which objectives were the highest priorities for the coming year. [\[S.IB.8\]](#)
4. Feedback on the priorities suggested in the retreat was distributed to participants who attended the retreat. [\[S.IB.10\]](#)

5. The Senior Management Council analyzed the retreat feedback and drafted eight District Objectives for 2013- 2014 based on that feedback.
6. The co-chairs of the Institutional Planning and Effectiveness Committee used the progress reports and the retreat results to draft the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*. [\[S.IB.11\]](#)

This draft is organized in three sections:

- Part 1: Update on the activities completed between 2010 and spring 2013 related to each objective. *Purpose: To inform everyone in the District about the work that has been completed*
- Part 2: Analysis of the District's movement toward achieving its goals. *Purpose: To assess whether or not work on the objectives resulted in forward movement toward achievement of the institutional goals*
- Part 3: Identification of the objectives to be completed in 2013-2014. *Purpose: To focus the District's collective energies and resources on specific objectives.*

Draft of the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan* was presented to the District Governance Senate and the Academic Senate for discussion via the participatory governance structure in fall 2013. [\[S.IB.12\]](#)

Part 3 of this document is the transition from the previous planning processes to the new/revised processes developed in spring 2013. Rather than continuing to use the terms and concepts from the current Strategic Plan, there is a shift in Part 3 to the new/revised terms and concepts described in the *College of the Sequoias 2013 Integrated Planning Manual*. These specific changes are:

1. Institutional objectives are labeled District Objectives, instead of Objectives, which was the term used in the *College of the Sequoia 2010-2015 Strategic Plan*.
2. Many of the objectives in the *College of the Sequoias 2010-2015 Strategic Plan* are not readily measurable. While the District Objectives for 2013-2014 are conceptually based on the objectives in the *College of the Sequoias 2010-2015 Strategic Plan*, the District Objectives for 2013-2014 are reframed as measurable statements in compliance with ACCJC Standards. (Standards I.B., I.B.2., I.B.3.)
3. A responsible party is assigned to each District Objective. This term refers to the office or group that will be held accountable for launching, overseeing, and completing the actions needed to accomplish the District Objective.
4. The District Objectives include a description of how progress on the District Objective will be assessed in spring 2014 when the *College of the Sequoias 2014 Annual Report on the 2010-2015 Strategic Plan* is prepared.

The final *College of the Sequoias 2014 Annual Report on the 2010-2015 Strategic Plan* will be presented to the Board of Trustees for information and posted on the website. [\[S.IB.13\]](#)

Part 3, which describes the District Objectives for 2013–2014, also assigns a responsible party and a method of assessment for each District Objective. The District Objectives for 2013-2014 were presented to faculty, staff, and community at Convocation on August 9, 2013 and posted on the District website. [\[S.IB.14\]](#)

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Standard I.B.2. as evidenced by the setting of institutional goals to improve its effectiveness, using these goals to establish measurable objectives, and distributing these plans across the District.

Although the District's energies have been guided by institutional goals for the past decade, feedback from several ACCJC visiting teams and a spring 2013 self-assessment motivated the District to identify and correct the ways that its processes were not in compliance with ACCJC Standards on goals and objectives.

The District revised its planning processes in spring 2013 to remedy the identified gaps and deficiencies in its current Strategic Plan. Beginning with the focus areas, goals, and objectives from the *College of the Sequoias 2010-2015 Strategic Plan*, the District applied the new and revised planning concepts and definitions to develop the following eight measurable objectives for 2013-2014.

### Focus Area II. Students' Success in Completing Their Education

#### Goal IIA. Create a culture of achievement

*District Objective One for 2013- 2014:* Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses

*Assessment:* Compare students' successful course completion rate in 2013-2014 with previous data on students' successful course completion rates

*Measure:* Course completion rate (2009/10–2013/14)

*District Objective Two for 2013-2014:* Increase the percentage of faculty who use the Early Alert System to provide feedback on student progress

*Assessment:* Compare the rate of faculty using the Early Alert System in 2013-2014 to the rate of faculty using this system in prior years

*Measure:* Count of faculty who utilized the Early Alert System for 2010/11-2013/14

*District Objective Three for 2013- 2014:* Provide a level of counseling and library services for all District students that is equitable across the sites and instructional delivery modalities

*Assessment:* Compare the level of counseling and library services by delivery time (day/evening), modality (online/face-to-face), and District location for 2013- 2014 to prior years

*Measure:* Count of counseling appointments by delivery time (day/evening) for 2011/12 - 2013/14; Count of counseling appointments by delivery modality (online/face-to-face) for 2011/12-2013/14; Count of library hours of operation by site for 2011/12-2013/14; Count of library visitors by site and delivery modality for 2011/12-2013/14; Count of books/resources circulated by site for 2011/12-2013/14; Count of tutorial hours provided by site and delivery modality for 2011/12-2013/14

### **Focus Area III. Students' Mastery of Basic Skills**

Goal IIIC. Ensure that students who place into a basic skills level class successfully complete the highest level math and English courses established by their Student Educational Plan

*District Objective Four for 2013- 2014:* Pilot a program of deliberate counseling in which counselors and basic skills faculty collaborate to: individually contact all first-time students who declare an intent to complete the requirements for an associate degree, certificate, or transfer, and who also placed into basic skills English or mathematics for the purpose of ensuring that this cohort of students complete their Student Educational Plan in the first semester

*Assessment:* Compare the rate at which students in the identified cohort in 2013 – 2014 complete a student educational plan in their first semester to that rate for comparable cohorts in prior years

*Measure:* Count of identified students who received an intervention during the 2013/2014 year; Count of identified students who received an intervention and completed their student educational plan during the 2013/14 year

*District Objective Five for 2013- 2014:* Pilot a program of deliberate counseling in which counselors and English faculty collaborate on the following: counselors visit English classes for the purpose of encouraging and scheduling counseling appointments.

*Assessment:* Compare the number of counseling appointments in 2013- 2014 to the prior year's data

*Measure:* Count of counseling appointments for 2011/12 - 2013/14; Count of classroom visits by counselors for the 2013/14 year

*District Objective Six for 2013- 2014:* Accelerate the schedule for offering the basic skills sequence in English or mathematics.

*Assessment:* Compare the count of accelerated sections offered for basic skills courses to the offering of traditional sections of basic skills courses; Compare the successful course completion rate for students taking basic skills courses in an accelerated schedule to students taking basic skills courses in traditional schedules

*Measure:* Count of course sections offered with accelerated schedule; Count of course sections offered with traditional schedule; Success rates of students enrolled in accelerated basic skills schedules; Success rates of students enrolled in traditional basic skills schedules

## **Focus Area IV. Efficient and Effective College Practices**

### **Goal IVA. Maintain comprehensive, transparent, and accountable college operations at College of the Sequoias**

*District Objective Seven for 2013- 2014:* Allocate resources based on an accountable and systematic District-wide planning and budget development process that links this allocation to Institutional Program Reviews and the Strategic Plan

*Assessment:* Budget Committee's Annual Process Review in spring 2014;  
Formal assessment of planning and decision-making processes in January 2015

*Measure:* Proportion of above-base resources allocated that are directly tied to a District Objective; count of program/area plans receiving above-base funding as a result of having completed the program review process and tied program/area plans to district objectives outlined in the District's Strategic Plan

### **Goal IVD. Become recognized as a college where teaching and learning practices are focused on student success**

*District Objective Eight for 2013-2014:* Assess the effectiveness of the pilot program of requiring successful completion of English 251 as a prerequisite for social science transfer courses

*Assessment:* Compare the successful course completion rate of students in social science transfer courses in 2012-2013 (when the prerequisite was enforced) with the successful course completion rate of students in social science transfer courses prior to the enforcement of this prerequisite who did not successfully complete English 251 prior to enrolling in the social science transfer courses

*Measure:* Success rate and count of students identified in the pilot program; Success rate and count of students who did not complete English 251 prior to enrolling in specified social science courses

These District Objectives were discussed by the District Governance Senate and Academic Senates in fall 2013, presented to the Board of Trustees, and were featured in numerous fall presentations. Alignment with these District Objectives will be one of the criteria for the Budget Committee's prioritizations of above-base funding in spring 2014.

The District now has measureable objectives derived from institutional goals, processes and timelines for establishing and assessing those objectives, processes for allocating resources to support the objectives, and methods for ensuring broad understanding of the goals and objectives.

## **Actionable Improvement Plan**

The superintendent/president, with members of the Implementation Task Force and the District Governance Senate will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes. This repeats the actionable improvement plan in Standard I.A.3.



---

**Standard I.B.3.** *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District has developed an ongoing systemic cycle of institutional planning that includes data-driven evaluation, integrated planning, resource allocation, implementation, and re-evaluation. These processes are characterized by inclusion and opportunities for District-wide participation. The District Governance Senate and the Senior Management Council supervise the ongoing planning processes, including development and assessment of learning outcomes, program reviews, and budgeting processes that lead to resource allocation.

The following is a brief history of the District's path to the current integrated planning model described in the *College of the Sequoias 2013 Integrated Planning Manual*.

The District developed its first integrated planning process for institutional planning in 2006. [\[S.IB.2\]](#) The components in this integrated planning cycle were evaluated at numerous points between now and then, and as a result, the District's models for integrated institutional planning were revised. These evaluations were the basis for the District's work toward assessment and evaluation processes that would meet Accreditation Standards, yet these processes were not sustainable in the context of the District's culture and changes in leadership. The District's response to Recommendation 1 summarizes the major improvements in planning processes since 2006 and will not be repeated here. Following is a detailed description of the institution's work in spring 2013 to revise and improve its integrated planning model.

Despite improvements to the District's cycle of planning between 2006 and 2012, the fall 2012 Accrediting Commission Visiting Team reached the same conclusion as the teams in fall 2000 and fall 2006: the District had not yet effectively linked its planning processes in an ongoing and cohesive cycle.

*"...the overall processes do not appear to be adequately linked in order to clearly define how the institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning and how the evaluation process is assessed in order to ensure continuous quality improvement."* [\[S.IB.15\]](#)

In order to come into compliance with the Accreditation Standards on institutional planning, the District developed the following ambitious agenda of institutional planning tasks to be completed in spring 2013.

- Evaluate the District's current planning processes to ensure that all processes meet Accreditation Standards (Standards I.B.3., I.B.4., I.B.6.)

- Add planning components as needed to ensure that the District's planning processes included a complete cycle of evaluation, integrated planning, resource allocation, implementation, re-evaluation, and the assessment of the planning processes (Standards I.B.3., I.B.4., I.B.6.)
- Revise its current integrated planning model to show the links among the planning processes in a clear, straightforward manner (Standard I.B.3.)
- Craft clear definitions of all planning processes and terms and collect those definitions in a single document (Standards I.B.1., I.B.3., I.B.4.)
- Establish timelines and process descriptions for each planning process in the revised integrated planning model (Standards I.B.1., I.B.4.)
- Develop a ten-year institutional calendar to track planning activities (Standard I.B.3.)
- Prepare a document to provide greater detail on resource allocation processes and explain the links from program review and strategic planning to resource allocations (Standard I.B.3.)
- Develop a governance and decision-making document to assign responsibilities for planning to appropriate groups and offices (Standards I.B.1., I.B.2.)
- Prepare the annual report on the Strategic Plan to document progress on the objectives identified in the *College of Sequoias 2010-2015 Strategic Plan* (Standards I.B.5., I.B.7.)
- From the objectives in the Strategic Plan that were not yet completed, identify the highest priorities for concentrated effort in 2013-2014 and revise those objectives to ensure that they are time-bound, measurable, realistic, and specific (Standard I.B.2.)

The challenge was to develop a process that would complete the tasks on an accelerated timeline while still providing multiple opportunities for feedback. To meet this challenge, a unique process was developed. A core team called the Accreditation Response Task Force was appointed and asked to serve as the official body of the District to guide and develop its response to the show cause sanction from ACCJC. The 40 Accreditation Response Task Force members represented each District constituency. Appointees to this group were chosen for their familiarity with, or interest in, the content of the recommendations to be addressed.

The Accreditation Response Task Force functioned as a cadre of colleagues who met weekly to assess current processes, brainstorm revisions/recommendations, implement necessary changes in policies and procedures, and serve as first readers of key documents. In order to accomplish a great deal in one semester and address each recommendation/standard at the same time, the Accreditation Response Task Force was divided into the following five subgroups, each with responsibility for a specific ACCJC Standard. [\[S.IB.16\]](#)

- Subgroup I for Standard I: Institutional Planning and Effectiveness
- Subgroup IIA for Standard IIA: Student Learning Outcomes
- Subgroup IIBC for Standards IIB and IIC: Student Support Services and Service area outcomes
- Subgroup III for Standard III: Resources
- Subgroup IV for Standard IV: Leadership and Governance



To develop an integrated planning cycle that is in full compliance with ACCJC Standards on institutional planning, the Subgroup I evaluated the current model and identified those components that needed to be added or revised. [\[S.IB.17\]](#) The next step was to draft, review, and revise the following:

- Planning processes that needed to be added to the District's model;
- A graphic showing how the elements in the integrated planning model would link to one another; and
- The purpose, process, and timeline for both the revised and new components of the District's 2013 Integrated Planning Model.

Drafts of the *College of the Sequoias 2013 Integrated Planning Manual* were presented at open forums, as well as the planning summits, and were distributed throughout the District. After the draft manual was distributed, mechanisms were in place for gathering broad-based feedback on both the assessments of current planning processes as well as the proposed new/revised processes. [\[S.IB.18\]](#)

The *College of the Sequoias 2013 Integrated Planning Manual* clearly explains how the components in the District's institutional planning processes link to one another in a cycle summarized by these steps: evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. It is through the annual sequence of these planning practices that the District assesses institutional effectiveness and uses those assessments to continually improve the District's services to students.

### College of the Sequoias Model for Integrated Planning



As shown in the graphic above, data analysis is central to the District's model of integrated planning because plans are developed based on quantitative and qualitative data, and plan outcomes are assessed using quantitative and qualitative data. With this grounding in research, the components of the District's integrated planning model are as follows.

- The District's Mission is the foundation of all planning processes because it describes the intended student population and the services that the District provides to the community.
- The first step in preparing the District's Master Plan (educational and facilities) is an analysis of effectiveness in which the District compares its current status to its mission (internal scans) and an analysis of projected demographics, legislative, and economic changes (external scans). These data, along with other relevant college documents, are used to identify challenges and opportunities. Based on these data, the District develops a long-term Master Plan. Through the process of developing the comprehensive master plan, the District develops District Goals that describe how it intends to address the identified current and anticipated challenges.
- The District Goals are the foundation for College of the Sequoias' short-term plan called the Strategic Plan. This three-year plan identifies District Objectives that describe specific activities intended to move the District toward achievement of the District Goals. In addition to the District Objectives, the District's Strategic Plan identifies the specific Actions, responsible parties, and target completion date for each District Objective.
- Institutional Program Review captures unit-level planning for instructional, student service, and administrative units. These Institutional Program Reviews describe how each unit will contribute to achievement of the District Objectives and includes an analysis of unit-specific data, the identification of strengths and weaknesses, a report on prior year Actions, a link to the assessment of student learning, the development of Actions for the coming year, and the identification of resources, if any, that is needed to support the initiatives. If a District Objective or Action requires funding, the responsible party for that Action includes the funding request through program review and/or through a process that connects to the Strategic Plan.
- Resource Allocation follows the development of the short-term plans. This process ensures that Actions identified in the Strategic Plan and the Institutional Program Review are funded to the extent possible.
- Plan Implementation is the next step in the College of the Sequoias Model for Integrated Planning. This work is done by the responsible parties to complete the District Objectives identified in the Strategic Plan and the unit-level work required to complete the Actions identified in Institutional Program Review.
- Outcome Assessments occurs annually through the documentation and analysis of progress made toward achieving the District Goals.
- The College of the Sequoias Annual Report on the Master Plan is where the Outcome Assessments are consolidated and documented. This document summarizes the current year's achievements, analyzes progress toward achievement of the District Goals, and directs the District's Actions in the coming year.

The specific components in the District's integrated planning cycle are evaluated on a three-year cycle. A process and timeline chart for each planning component, including the

evaluation of planning processes, is documented in the *College of the Sequoias 2013 Integrated Planning Manual*.

## **Self Evaluation**

The College of the Sequoias Community College District meets Standard I.B.3. because the District developed an ongoing, systemic cycle of institutional planning that includes data-driven evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Each component of this cycle is clearly described along with a step-by-step process and timeline. (See *College of the Sequoias 2013 Integrated Planning Manual*.) Both institutional planning and program reviews rely on qualitative and quantitative data as the basis for developing institution-level plans and unit-level initiatives.

The District also developed an infrastructure to support the 2013 integrated planning model, ensuring that this planning model will weather future changes in leadership. Facets of the infrastructure that promise sustainability for these planning processes are described below.

1. All planning processes have been documented in three manuals that are available in hard copy (*College of the Sequoias 2013 Integrated Planning Manual*, *College of the Sequoias 2013 Resource Allocation Manual*, and *College of the Sequoias 2013 Governance and Decision-making Manual*) and are posted online. [\[S.IB.19\]](#)
2. Responsibility for specific planning tasks has been assigned to groups and offices as documented in the three manuals and the College of the Sequoias Institutional Planning Calendar.
3. The Institutional Planning Calendar has been developed and is posted online. [\[S.IB.20\]](#)
4. In fall 2013, at Convocation, the superintendent/president trained over 300 employees on the new/revised integrated planning and governance models [\[S.IB.21\]](#)
5. All committee co-chairs reviewed their committee's role in planning during the fall 2013 organizational meetings. [\[S.IB.22\]](#)
6. Responsibility for annually reviewing and revising the key manuals has been assigned to specific groups and the schedule for that review is included in the College of the Sequoias Institutional Planning Calendar. [\[S.IB.20\]](#)
  - *College of the Sequoias 2013 Integrated Planning Manual* is assigned to the Institutional Planning and Effectiveness Committee
  - *College of the Sequoias 2013 Governance and Decision-making Manual* is assigned to the District Governance Senate
  - *College of the Sequoias 2013 Resource Allocation Manual* is assigned to the Budget Committee.
7. All committees of the District Governance Senate are required to complete a year-end committee evaluation. The questions include confirmation that scheduled meetings occurred and reports of committee members' attendance and committee accomplishments. These forms are submitted to the District Governance Senate in May. The District Governance Senate consolidates these reports to create a District Year-end Committee Evaluation Report that may include recommendations for improvements in the coming academic year. This report is posted online for distribution throughout the District and is included in the superintendent/president's information report to the Board of Trustees.

In addition to this infrastructure to support the integrated planning, the superintendent/president appointed an Implementation Task Force to assist the District in closely adhering to the processes set forth in the *College of the Sequoias 2013 Integrated Planning Manual*, *College of the Sequoias 2013 Governance and Decision-Making Manual*, and *College of the Sequoias 2013 Resource Allocation Manual*.

## **Actionable Improvement Plans**

None.

---

***Standard I.B.4.*** *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

---

## **Descriptive Summary**

The District's planning processes offer opportunities for input by appropriate constituencies and lead to the allocation of necessary resources and improvement of institutional effectiveness.

### **Constituent Involvement in Planning**

The District relies on the involvement of faculty, staff, administrators, and students to develop the most effective plans at both the unit level and the institutional level. All of the planning processes outlined in the *College of the Sequoias 2013 Integrated Planning Manual* have been designed to spark dialogues at multiple levels across the District.

Unit-level planning occurs through the Institutional Program Review process. The involvement of faculty, staff, and administrators is required for the drafting and review of these documents.

District-wide planning includes the development of master plans and strategic plans. These processes begin with collaborative reviews of relevant data in large groups. Drafts of institutional-level planning documents are distributed throughout the District for review and input. Components of District-wide planning are assigned to participatory governance groups, such as District Governance Senate and the Institutional Planning and Effectiveness Committee. The members on these participatory governance groups represent specific constituencies and are charged with the responsibility of serving as a conduit of information to their constituents as well as providing input from their constituents, to the participatory governance group. The District documented these process steps and responsibilities in the *College of the Sequoias 2013 Integrated Planning Manual* and the *College of the Sequoias 2013 Governance and Decision-making Manual*.

In addition to District-wide meetings and involvement through the participatory governance structure, the District involves internal constituents in institutional planning in a variety of ways, as summarized below.

- Planning documents and data reports are posted online. Technological improvements, such as SharePoint, TracDat, Banner, and CurricUNET, facilitate and support the work

of faculty and staff and allow for feedback from colleagues and other District constituents.

- Data reports, such as the annual report on the Student Success Scorecard, are routinely presented at appropriate District committees and to the Board of Trustees for discussion and analysis. [\[S.IB.23\]](#)
- Weekly updates, COS eNews and relevant documents, such as the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan* are distributed District wide and are available online. [\[S.IB.24\]](#)
- The superintendent/president hosts District-wide forums for faculty, staff, and administrators each semester. Everyone in the District is invited to these presentations of current events. For wider distribution, the town hall meetings are streamed to the Hanford Educational Center and the Tulare College Center. [\[S.IB.25\]](#)
- The superintendent/president hosts open forums for students each semester. This provides an opportunity to present current information, as well as an opportunity for students to ask questions.
- The Accreditation Community Advisory Committee meets every two weeks with the superintendent/president to share District updates and elicit feedback from the members. This committee will transition into a more general citizen's advisory group beginning in January 2014.
- The COS Active Calendar lists the meetings for all governance bodies. The calendar is published for the academic year at the beginning of each fall semester and is available on the District's website. [\[S.IB.26\]](#)
- The vice president, administrative services will host annual meetings at each campus during the spring budget development period to communicate the District's anticipated budget for the ensuing year.

### **Link between Planning and Resource Allocations**

A thread throughout the District's integrated planning models in the past decade is that the District's mission is the starting point for resource allocations. On a regular cycle, the District evaluates its effectiveness in meeting its mission and develops District Goals to address any challenges to the District's success in meeting its mission. District Objectives are based on these District Goals, and resources are allocated based on justifications related to the Institutional Program Review or District Goals and District Objectives. These links clearly reflect the importance the District places on ensuring that all resources are dedicated to fulfilling the District mission.

The two primary sources of direction for current year allocations of resources from the general fund are the Strategic Plan and Institutional Program Reviews. Strategies to ensure broad participation in the development of District Goals and District Objectives are described in the *College of the Sequoias 2013 Integrated Planning Manual*. The program review process is also described in this manual and includes unit-level input, which reflects District wide participation in setting funding priorities for the coming year.

Through the development of District Objectives and the program review process, units identify and prioritize needs for personnel, facilities, supplies, equipment, and technology.

Funding requests are processed through several steps at the division and service area levels, culminating in the District Governance Senate developing a prioritized list of recommendations that is submitted to the superintendent/president. Through this process, financial planning is linked to the District mission and integrates resource allocation with other processes in the District's cycle of integrated planning.

The District's connections between resource allocations and planning are as follows.

1. *Development of Budget Assumptions:* The budget development process reinforces the link between institutional planning and resource allocations through the budget assumptions. In early spring the Budget Committee drafts budget assumptions, reviews those draft assumptions with District Governance Senate, and modifies the assumptions as needed throughout the spring so that these reflect District Objectives, as well as the impact of external decisions, such as the level of state apportionment.
2. *Evaluation of Discretionary Base Budget Requests:* During the budget development process a unit (department/division) may elect to re-allocate funds from one budget category to another within the unit's discretionary base budget. The unit area manager request will include a justification based on how this budget shift will support the unit's ability to address an issue identified in its Institutional Program Review and/or contribute to achievement of a District Objective. The unit area manager will meet with fiscal services administration to implement the movement of funds. A summary report of re-allocated base budget funds will be presented to the Budget Committee annually.
3. *Evaluation of Above-Base Funding Requests:* Requests for above-base funds may be justified by an issue identified in an Institutional Program Review or justified as necessary for the achievement of a District Objective. These justifications are considered at all levels in the process of prioritizing requests for above-base funds and are included in the final recommendation presented to the Board of Trustees.

### **Improvement of Institutional Effectiveness**

As outlined in the integrated planning manual, the District's planning process begins with an evaluation of institutional effectiveness in meeting its mission, developing District Goals to address challenges to the District's success in meeting its mission, and then evaluating its success in fulfilling the District Goals. That evaluation is documented in an annual report that summarizes the improvements made in the past year that were designed to increase institutional effectiveness. [\[S.IB.11\]](#)

Following are four examples of objectives from the 2010-2015 Strategic Plan that have been completed and have increased institutional effectiveness. Additional examples are documented in the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*. (S.IB.11.)

#### **Focus Area I. Student Access**

*Goal IC. Improve access to district facilities*

*Objective IC.3. Provide adequate parking at all District properties*

Outcomes:

- Two parking lots with a total of 786 spaces for student parking were added to the Visalia campus in 2012.

- A parking lot with 933 spaces for student parking was opened at the Tulare College Center in 2013.

## **Focus Area II. Students' Success in Completing Their Education**

*Goal IIA. Create a culture of achievement*

*Objective IIA. 8. Offer a limited number of late-start classes for students who want to enroll after the first day of classes*

Outcome: Late start classes have been offered each semester:

- Fall 2010: 185 sections
- Spring 2011: 167 sections
- Fall 2011: 146 sections
- Spring 2012: 148 sections
- Fall 2012: 88 sections
- Spring 2013: 103 sections

## **Focus Area II. Students' Success in Completing Their Education**

*Goal IIA. Create a culture of achievement*

*Objective IIA.9. Provide mandatory orientation for incoming students*

Outcome: All students new to College of the Sequoias who did not previously attend another college or who are taking more than six units are required to complete orientation prior to enrolling for a second semester.

## **Focus Area III. Student's Mastery of Basic Skills**

*Goal IIIA. Allocate resources (human, fiscal, and physical) to ensure that College of the Sequoias offers sufficient basic skills classes and labs to meet student demand*

*Objective IIIA.3. Develop and implement a plan to determine whether College of the Sequoias has adequate classrooms, space, and equipment for academic support to meet the needs of all basic skills students.*

Outcomes:

- An academic support services assessment conducted in 2010 assessed the amount of space allocated to academic support services. Due to the addition of space at the Hanford Education Center and the Tulare College Center, adequate space is now available at all campuses for academic support services.
- A proposal for the construction of a Basic Skills Center on the Visalia campus was submitted in to the state Chancellor's Office in 2011 – 2012. It has been approved at the first level, and is on the list for capital construction funding

## **Self Evaluation**

The College of the Sequoias Community College District meets Standard I.B.4. as evidenced by the District's planning processes which offer opportunities for input by appropriate constituencies, lead to the allocation of necessary resources, and provide a process for documenting improvements in institutional effectiveness.

The District uses a variety of strategies to promote internal constituents' broad involvement in planning and assessment, relying on the use of technology to share information, as well as in-person meetings, such as town hall meetings.

The District funds its plans through a resource allocation process that begins with input at the unit-level and prioritizes funding requests that are justified through the program review process or are linked to the achievement of the District Goals and District Objectives.

The District annually documents progress made in achieving its plans designed to increase institutional effectiveness. The process and timeline for preparing this annual report is included in the *College of the Sequoias 2013 Integrated Planning Manual*.

### **Actionable Improvement Plan**

- The superintendent/president, with the Budget Committee and the Implementation Task Force, will ensure compliance with the processes of budget development and above-base resource allocation in the *College of the Sequoias 2013 Resource Allocation Manual*.

---

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

---

### **Descriptive Summary**

The District communicates assessment results to both internal and external stakeholders in a variety of ways.

For internal stakeholders, the District's routine and systematic processes that rely on the presentation and analysis of assessment results and institutional effectiveness indicators are:

- **Institutional Program Review:** One component of this review is the analysis of data that reflect the performance of the unit. These conversations about student learning outcomes, program learning outcomes, institutional learning outcomes, and service area outcomes occur across the District. For details about the schedule and types of learning outcomes assessments, refer to the response to Recommendation 4.
- **Resource allocation processes:** Once the Institutional Program Reviews are completed, these outcomes assessments are discussed by colleagues outside of the unit as funding requests are analyzed and prioritized.
- **College of the Sequoias Annual Report on the Strategic Plan:** Each spring the Institutional Planning and Effectiveness Committee requests progress reports from those identified as responsible for specific District Objectives. Once these reports are received, the committee analyzes the progress reports in terms of their effectiveness in moving the District toward achievement of the District Objectives. Once the annual report is drafted, the dialogue expands District wide. The Institutional Planning and Effectiveness Committee submits the draft to the District Governance Senate for their dialogue on progress on the District Objectives. This feedback is incorporated into the draft, which is then distributed District wide for further review and feedback. Once



again the feedback is integrated into the final document, which is submitted to the superintendent/president who then reviews and discusses the document with the Board of Trustees. The production of this important document reinforces and sustains dialogue on its long goals and short-term objectives.

- Student Success Scorecard: Each spring the Chancellor's Office distributes a standardized report reflecting institutional effectiveness. Formerly the Accountability Reporting for Community Colleges, this statewide report of the District's effectiveness in meeting its mission sparks dialogue across the District. [\[S.IB.27\]](#)
- Essential Learning Initiative: The Essential Learning Initiative funds innovative projects and each spring, the recipients of those funds present data to reflect the effectiveness of the projects. [\[S.IB.28\]](#) These reports are consolidated into a final report that is widely distributed.
- Community College Survey of Student Engagement: This survey was distributed to 889 students in 2011. In 2010, 2011, and 2013, the results were presented to division meetings and the District Governance Senate. [\[S.IB.29\]](#)

Beginning in fall 2013, conversations about institutionalized assessment and discussion of institutional effectiveness will be scheduled and institutionalized through the establishment of Dialogue Days, which are:

- Three hours during the fall and spring Convocation dedicated to assessment, and
- One day each semester when faculty may redirect their students.

The purpose of these specific blocks of time is to complete course and program outcomes assessment work as a unit including conversations and analysis about research, findings, changes to curriculum, and reporting. [\[S.IB.30\]](#)

To keep the public informed about matters of institutional quality and the outcomes of institutional assessments, the District distributes reports, convenes meetings of community members, and makes formal presentations. The means by which this information is distributed to the external community are summarized below.

- The superintendent/president hosts two District-wide forums each semester to keep the internal and external community notified about the District's events and successes. These presentations streamed to the Hanford Educational Center and the Tulare College Center.
- Senior administrators make presentations at meetings of civic organizations.
- The superintendent/president participates in special activities, such as the community meeting hosted by the local newspaper in spring 2013. A primary purpose of the meeting, dubbed 210 Connect, was to discuss the District's impact on the community. [\[S.IB.31\]](#)
- All committees of the District Governance Senate are required to complete a year-end committee evaluation. The questions include confirmation that scheduled meetings occurred and reports of committee members' attendance and committee accomplishments. These forms are submitted to the District Governance Senate in May. The District Governance Senate consolidates these reports to create a District Year-end Committee Evaluation Report that may include recommendations for

improvements in the coming academic year. This report is posted online for District wide distribution and is included in the superintendent/president's information report to the Board of Trustees.

- An Accreditation Community Advisory Group that meets every two weeks has been established to serve as a liaison with the community. [\[S.IB.32\]](#) The superintendent/president intends to transition the Accreditation Community Advisory Group into a more general Citizens Advisory Group beginning January 2014.
- The District website provides internal and external communication regarding the outcomes of institutional assessment. Examples include eNews and the community list serve. [\[S.IB.24\]](#)
- Articles about the District's effectiveness are submitted for publication in the Visalia Chamber newspaper, The Visalia Times-Delta, and Tulare Advance Register. [\[S.IB.31\]](#)

## Self Evaluation

The College of the Sequoias Community College District meets Standard I.B.5. as evidenced by the District's communication of assessment results to both internal and external stakeholders.

Assessment is essential to the District's integrated planning cycle and therefore, the District distributes assessment results to the internal community throughout the year through a variety of means, such as reports posted online and presentations at committee and town hall meetings. The District also uses a variety of strategies to communicate information about the District's institutional quality to the public, relying on online postings to share information as well as in-person meetings, such as the Accreditation Community Advisory Group.

## Actionable Improvement Plan

None.

---

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

---

## Descriptive Summary

The District assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying all parts of its integrated planning model.

The District developed its first integrated planning process for institutional planning in 2006. [\[S.IB.2\]](#) The components in this cycle of integrated planning were evaluated at numerous points over the past decade and as a result, the District's models for integrated institutional planning were revised and are described in the response to Recommendation 1. These evaluations were the basis for the District's work toward assessment and evaluation processes that would meet Accreditation Standards yet were sustainable in the context of its culture and across changes in leadership.

The District most recently evaluated its planning processes in spring 2013. Following that assessment, the District addressed the identified problems and either revised existing processes or developed new processes. The resulting integrated planning model is described in response to Standard I.B.3. in this report. The District prepared the *College of the Sequoias 2013 Integrated Planning Manual* to document this model and the process and timeline for each planning component including the systematic review of its planning processes.

The revised planning processes will be implemented beginning fall 2013 and the first formal assessment of these will be conducted in spring 2015. After this initial assessment, a formal assessment will be conducted every three years as noted on the College of the Sequoias Institutional Planning Calendar. [\[S.IB.20\]](#)

A summary of the steps in the formal assessment as outlined in the *College of the Sequoias 2013 Integrated Planning Manual* follows.

- The Institutional Planning and Effectiveness Committee develops a process to gather District-wide feedback about the District's planning processes.
- The process is reviewed by the District Governance Senate and, once approved, the Institutional Planning and Effectiveness Committee implements the process to gather District-wide feedback.
- The Institutional Planning and Effectiveness Committee consolidates the feedback to prepare an assessment report, which may include recommended revisions to one or more of the components in the District's integrated planning model.
- The Institutional Planning and Effectiveness Committee forwards the report to the District Governance Senate and the Academic Senate.
- The District Governance Senate and the Academic Senate distribute the assessment report to their constituencies for review and comment.
- The District Governance Senate and the Academic Senate consider the feedback from their constituencies and recommend reaffirmation of or revisions to the planning processes.
- The superintendent/president reviews the assessment report and reaches agreement with the District Governance Senate and the Academic Senate regarding which changes will be made in the planning processes, if any.
- The superintendent/president prepares an information report on this assessment for the Board of Trustees and the resulting changes to the planning processes, if any. The superintendent/president also distributes this informational report throughout the District.
- The co-chairs of the Institutional Planning and Effectiveness Committee revise the *College of the Sequoias Integrated Planning Manual* to reflect all approved changes and ensure that the new document is widely distributed.

In addition to this scheduled review of the 2013 integrated planning model, the District evaluates the Institutional Program Review templates annually to ensure that these templates maintain a balance between standard questions and questions that reflect the emergent issues facing the District. [\[S.IB.33\]](#)

The District measures the effectiveness of its planning processes in fostering institutional improvement through the Institutional Program Reviews and the annual progress report on the Strategic Plan as described below.

1. One measure of the effectiveness of unit-level planning is the evaluation of the impact of the allocations received in the prior year. This assessment occurs in the Essential Learning Initiative annual report and in the program review process. The program review template to be implemented in fall 2014 will require units to summarize the programmatic impact of the prior year's requests. By tracking how each unit used above-base funding to improve its effectiveness, the District is monitoring whether its resources support the development, maintenance, and enhancement of its programs and services.
2. A second measure of the effectiveness of institutional planning is the tracking of institutional progress toward meeting the District Objectives. This annual report on the Strategic Plan is an essential accountability tool in the District's integrated planning model because it reinforces and sustains a District-wide dialogue on its long-term and short-term goals.

### **Self Evaluation**

The College of the Sequoias Community College District meets Standard I.B.6. as evidenced by the District's processes to systematically review and modify the components of its integrated planning cycle.

The District has modified its model of institutional planning on an ongoing basis over the past decade. The current model described in the *College of the Sequoias 2013 Integrated Planning Manual* includes a clear process and timeline for formalizing this assessment of planning processes and for making revisions based on that assessment.

### **Actionable Improvement Plan**

None.

---

## Evidence for Standard I.B.

---

Note: The three manuals submitted with this show cause report are referred to in the report by their titles and are not included on this evidence list. These Manuals are:

- *College of the Sequoias 2013 Integrated Planning Manual*
- *College of the Sequoias 2013 Governance and Decision-making Manual*
- *College of the Sequoias 2013 Resource Allocation Manual*

S.IB.1 Action Request 3 from Subgroup IIA

S.IB.2 *College of the Sequoias Educational Master Plan 2005-2006*

S.IB.3 Institutional Goals 2006-2009

S.IB.4 Institutional Goals Work-Team Revisions

S.IB.5 *College of the Sequoias 2010-2015 Strategic Plan*

S.IB.6 Sample Tactical Plan

S.IB.7 Commission Action Letter February 2013

S.IB.8 Materials for the Strategic Plan Meeting, June 18, 2013

S.IB.9 Request for progress reports

S.IB.10 Feedback on Objectives Ranked on June 18

S.IB.11 *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*

S.IB.12 Approval of the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*

S.IB.13 Board approval of *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*

S.IB.14 Convocation Day PowerPoint for Institutional Objectives: Fall 2013

S.IB.15 Commission Visiting Team Evaluation Report, Fall 2012

S.IB.16 Responsibility of Accreditation Response Task Force Subgroups

S.IB.17 Standard I Subgroup Minutes

S.IB.18 Open Forums and Accreditation Summit on Integrated Planning

S.IB.19 College of the Sequoias Governance Website

S.IB.20 College of the Sequoias Institutional Planning Calendar

S.IB.21 COS 2.0 Quick Guide

S.IB.22 Minutes of senate/committee fall organizational meetings:

- District Governance Senate
- Academic Senate

- Student Senate
- Budget Committee
- Institutional Planning and Effectiveness Committee
- Institutional Program Review Committee
- Technology Committee

S.IB.23 Board of Trustee: Scorecard Presentation

S.IB.24 eNews regarding the *College of the Sequoias Annual Report on the Strategic Plan*

S.IB.25 Town hall meeting invitations

S.IB.26 COS Active Calendar

S.IB.27 Student Success Scorecard Presentation

S.IB.28 Essential Learning Initiative Annual Report

S.IB.29 Community College Survey of Student Engagement Presentation

S.IB.30 Dialogue Days: October 25, 2013

S.IB.31 210 Connect Agendas

S.IB.32 Accreditation Community Advisory Committee Agendas

S.IB.33 Institutional Program Review template



## **Standard II.A.**

---

*II.A.1.a., II.A.1.c, II.A.2.a, II.A.2.b.,  
II.A.2.e. II.A.2.f., II.A.2.g., II.A.2.h., II.A.2.i.*



---

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

---

---

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

---

## **Descriptive Summary**

The College of the Sequoias Community College District identifies and meets the educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of the community. In addition, the District relies on research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

The District also identifies student learning needs and student learning outcomes for all courses, programs, certificates and degrees. The District assesses student achievement of those outcomes and uses assessment results to make improvements.

As evidenced in the 2012 Visiting Team Report,

*“The team verified that the instructional programs address and meet the mission of the institution. It also verified that the college identifies and meets the educational needs of its students through programs consistent with their educational preparation and the demographics of the community.”* [\[S.IIA.1\]](#)

Specific actions that the District has taken to meet this standard include:

1. The institution identifies student learning needs and student learning outcomes for courses, programs, certificates and degrees:

The District uses national and local data to identify student learning needs. Examples include the Community College Survey of Student Engagement (CCSSE), the Community College Faculty Survey of Student Engagement (CCFSSE), the Survey of Entering Student Engagement (SESEE), COS Extended Information System (CEIS), Student Educational Plans (SEP), and the counseling survey. Course student learning outcomes are identified for every active course. These outcomes are available on the Outcomes and Assessments website, TracDat, course syllabi, and the Banner (Class Search page). Program outcomes are identified for all degrees and certificates. These outcomes are available in the College Catalog, TracDat, and program review documents. [\[S.IIA.2\]](#) [\[S.IIA.3\]](#) [\[S.IIA.4\]](#)

2. The District assesses student achievement of those outcomes:

A process has been updated and institutionalized to determine student achievement for course and program outcomes. A Three-Year Assessment Cycle was approved by the Academic Senate in spring 2013. [\[S.IIA.5\]](#) Assessment cycles have been established for all courses and programs and are tracked via the TracDat system. [\[S.IIA.6\]](#) Within the three-year cycle, the District has established the following sequence of procedures to design, administer and evaluate learning outcomes. (Standard I.B.3., II.A.2.a., II.A.2.e., II.A.2.f.):

- Teams agree on an assessment method
- Teams prepare assessment materials
- Assessments are administered
- Results are collected and analyzed
- Assessments are evaluated and documented in assessment reports
- Departments consider proposed changes intended to improve student learning as identified in assessment reports
- The assessment process outlined above is entered into TracDat
- Assessment, assessment results and evaluations are integrated into Institutional Program Review

To ensure student achievement of outcomes, the District has aligned course and program outcomes and created program assessment plans that include measurable benchmarks. All program and institutional learning outcomes are directly linked to explicitly identified course outcomes. [\[S.IIA.7\]](#) Because of these links, the inculcation of program and instructional outcomes occurs as follows:

- First, students participate in course level activities, lessons, and other experiences designed to address learning outcomes at the course level
- Learning from these experiences accumulates as students proceed through their courses and programs.
- This accumulation of knowledge and skills leads to the development of learning relevant to identified program and institutional outcomes.

Under such circumstances, the assessment of institutional and program level outcomes is understood to be embedded in course level outcomes assessment. In other words – as a result of the explicit linkages between course, program and instructional outcomes – assessment at the course level effectively functions as program and instructional level assessment.

These embedded assessments are augmented using the curricular mapping tool found in the District's program review templates. Using these curricular maps, linkages between program/institutional outcomes and specific courses and their attendant learning outcomes are documented and evaluated. Through an analysis of programmatic sequencing of the course outcomes supporting each program outcome, faculty assess the extent to which the discrete experiences at the course level combine and support student learning at the program and institutional level. [\[S.IIA.8\]](#) (Standards II.A.2.a., II.A.2.b., II.A.2.e., II.A.2.f., II.A.1.c.)

In addition to work being done within these established processes, faculty actively discuss outcomes and assessment in other settings. Faculty participated in two outcomes and assessment workshops in spring 2013, where every division on campus was represented. In fall 2013, the faculty Teaching and Learning Institute and Convocation were focused on outcomes and assessment, and faculty worked together to discuss outcomes assessment and use assessments to make improvements. The District set the dates for two “Dialogue Days” dedicated to District wide discussion on outcomes assessment: October 25, 2013 and March 21, 2014. [\[S.IIA.9\]](#) (Standard I.B.1., I.B.3., II.A.2.b)

3. The District uses assessment results to make improvements:

As described in the preceding section, the Outcomes Assessment Cycle and calendar includes the process whereby departments use assessment results to propose changes and make improvements to student learning. The assessment results and improvement plans are embedded in the program review process. The extent to which the implementation of those improvements plans support the achievement of District Goals and District Objectives are documented in the *College of the Sequoias Annual Report on the Strategic Plan*. [\[S.IIA.10\]](#) These links are described in the *College of the Sequoias 2013 Integrated Planning Manual*. The District’s planning processes ensure that student learning outcomes are regularly assessed and that the results are utilized to improve student learning and strengthen institutional effectiveness. (Standards I.B.2., I.B.3., II.A.2.a., II.A.2.b., II.A.2.e., II.A.2.f.)

## Self Evaluation

The College of the Sequoias Community College District meets Standards II.A.1.a and II.A.1.c as evidenced by the District’s improvement of processes and development of tracking mechanisms to identify student learning outcomes for courses, programs, certificates and degrees. Faculty and staff are assessing student achievement of those outcomes and using the assessment results to make improvements. Assessments and improvements are documented in multiple formats (Outcomes Assessment website, TracDat, Institutional Program Review). This documentation serves to ensure accuracy in reports submitted to ACCJC.

## Actionable Improvement Plan

- The Outcome and Assessment Committee, the Institutional Planning and Effectiveness Committee, the Institutional Program Review Committee, the Budget Committee, and the Office of Academic Services will ensure outcomes assessments are tied to institutional improvement and resource allocation according to the *College of the Sequoias 2013 Integrated Planning Manual*, *College of the Sequoias 2013 Resource Allocation Manual*, and *College of the Sequoias 2013 Governance and Decision-Making Manual*.
- The Outcome and Assessment Committee, the Technology Committee, the Office of Research, Planning, and Institutional Effectiveness will establish processes to evaluate the effectiveness of TracDat.

---

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

---

## **Descriptive Summary**

The College of the Sequoias Community College District has an established curriculum process to design, approve, administer, deliver and evaluate courses and programs that recognizes the central role of faculty. [\[S.IIA.11\]](#) [\[S.IIA.12\]](#) [\[S.IIA.13\]](#) The District also has processes in place for assessing course and program learning outcomes and using the results to make improvements. The District has recognized the central role of its faculty in establishing quality and improving instructional courses and programs explicitly in its policies and procedures. [\[S.IIA.14\]](#) As referenced in the response to Standard II.A.1.c., the District assesses program and institutional level outcomes and uses results to make improvements.

The institution uses established procedures to identify learning outcomes and to evaluate courses and programs in the following ways:

- Faculty develop student learning outcomes for courses during the creation of course curriculum. The student learning outcomes, housed in TracDat, are linked to the course outline of record. These outcomes are reviewed within the five-year curriculum approval and review cycle. [\[S.IIA.12\]](#) (Standard II.A.1.c.)
- Outcomes and outcomes assessment are used to evaluate courses and programs as documented in TracDat. Faculty dialogue that occurs through the process and the action plan for improvement for courses and programs are documented in Institutional Program Review. The extent to which these plans support the achievement of District Goals and District Objectives are reported in the College of the Sequoias Annual Report on the Strategic Plan. Plans relevant to District Goals and District Objectives are also used to inform adjustments to subsequent actions tied to these goals and objectives. [\[S.IIA.15\]](#)
- Course level learning outcomes and program level learning outcomes are explicitly tied to institution level learning outcomes in both CurricUNET and TracDat. Within Institutional Program Review, faculty are asked to associate program level outcomes with institutional level outcomes. Courses are mapped to program level outcomes, and through that process, to institutional level outcomes. Using this process, faculty make improvements to their programs through an evaluation of course sequencing and prerequisites.

An example of using program outcome assessment to make improvements is found in the Administration of Justice Department's contribution to the Social Science Division's Program Review. The faculty found that outcomes were being introduced in the appropriate courses but not necessarily reinforced or emphasized within the program. In Fall 2012, the faculty developed an action plan to review course content to identify where each outcome is introduced, where it was reinforced, and where it is emphasized. They found that because students in the program are not required to take courses in any particular order, there is

nothing to prevent them from taking a course that emphasizes an outcome before they have taken the course where it is introduced. During the Fall 2013 semester, the faculty are discussing the feasibility of introducing within-discipline prerequisites, which would allow sequencing of program courses and the effective introduction, reinforcement, and emphasis of program outcomes. [\[S.IIA.16\]](#)

The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs:

- Faculty play a central role in establishing quality and improving instructional courses and programs through the curriculum process and the program review process. Board Policy 2510, titled Participation in Local Decision-making, and the administrative procedure on local decision-making were originally adopted on October 8, 2007, and were updated on June 19, 2013. As summarized below, this policy and the accompanying Administrative Procedure 2510 specifies the decision-making roles and responsibilities of the faculty. [\[S.IIA.14\]](#) (Standard IVA.2.)

Faculty: The Board of Trustees agrees to primarily rely upon the advice and judgment of the Academic Senate on the following academic and professional matters:

1. Degree and certificate requirements;
2. Grading policies;
3. Policies for faculty professional development activities; and
4. Curriculum, including establishing prerequisites and placing courses within disciplines.

In addition, the same policy recognizes that the Board will mutually agree with the Academic Senate on these academic and professional matters:

1. Educational program development;
2. Standards or policies regarding student preparation and success;
3. District and college governance structures as related to faculty roles;
4. Faculty roles and involvement in accreditation process, including self-studies and annual reports;
5. Processes for program review;
6. Processes for institutional planning and budget development; and

Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

## **Self Evaluation**

The College of the Sequoias Community College District meets Standard II.A.2.a as evidenced by the District's development of processes to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. Faculty play a central role in establishing quality and improving instructional courses and programs. The District previously assessed outcomes, but did not have a standardized format to share assessments and track assessment progress.

In response to the 2012 ACCJC Visiting Team Report, the District completed significant work in the past eight months to assess program and institutional outcomes and to use those results to improve programs. This work is evidenced by:

- The faculty have identified student learning outcomes for active courses which are available in TracDat, on the Outcomes and Assessment website, and in course syllabi. [\[S.IIA.17\]](#) [\[S.IIA.18\]](#) [\[S.IIA.19\]](#) (Standard II.A.1.c.)
- The faculty have identified assessment calendars for each learning outcome which are located in TracDat. [\[S.IIA.6\]](#) (Standard II.A.2.b., II.A.2.e, II.A.2.f.)
- Pre-existing assessments and results, previously housed in CurricUNET have been transferred to the newly adopted TracDat system. Current assessments and results are now housed in TracDat for consistent reporting. (Standard II.A.1.c., II.A.2.f.)
- Program Outcomes are mapped to courses and are assessed as a component of Institutional Program Review as described previously. Institutional Program Review documents are migrating to TracDat in order to strengthen the connections between outcome assessment and institutional effectiveness. [\[S.IIA.7\]](#) (Standards I.B.3, II.A.1.c., II.A.2.b., II.A.2.e., II.A.2.f., II.A.2.i.)
- Program Outcomes are mapped to Institutional Outcomes in the Institutional Program Review. As with program outcomes, Institutional Outcomes will be maintained in TracDat. [\[S.IIA.7\]](#) (Standard I.B.3., II.A.2.f., II.A.2.i.)
- Dialogue Days have been scheduled to provide a venue and dedicated time for faculty to discuss assessment results and develop action plans for improving student learning. [\[S.IIA.9\]](#) (Standard I.B., I.B.1., II.A.1.a., II.A.1.c., II.A.2.b., II.A.2.f.)

The District is confident that these recent improvements in the processes that support the development and assessment of student learning outcomes are sustainable because faculty participation has been strong, the assessment processes are a component of Institutional Program Review, and a subcommittee of the Academic Senate has been assigned responsibility for ongoing faculty training on the assessment of student learning outcomes. [\[S.IIA.18\]](#)

## Actionable Improvement Plan

None.

---

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

---

## Descriptive Summary

The College of the Sequoias Community College District has developed processes and procedures to ensure that faculty expertise and advisory committees, when appropriate,



identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The District has established timelines and cycles for regularly assessing student progress towards achieving those outcomes.

The 2012 ACCJC Visiting Team Report confirmed that,

*“The team found that the college uses several methods to ensure that its courses meet the needs of its communities (e.g. enrollment information, discussions during the curriculum process and college committees, program reviews, advisory committees, and student surveys). Through career and technical education advisory committees, business and employer partners provide another layer of review to these programs once or twice a year.”* [\[S.IIA.1\]](#)

The team, however, did not find that the District regularly assesses student progress towards achieving learning outcomes.

The 2012 Visiting Team Evaluation Report refers to two areas relevant to Standard II.A.2.b.:

ACCJC Team Report	District Response
<p><i>1. There appear to be inconsistent findings regarding the number of courses which have student learning outcomes and the percentage that are regularly assessed; the number of programs which have learning outcomes and the percentage that are regularly assessed; and the degree to which institutional learning outcomes are regularly assessed. The discrepancies are evidenced in the data found in CurricUNET and data reported annually to the Accrediting Commission for Community and Junior Colleges (ACCJC).</i></p>	<p>The District addressed this finding with the procurement of the TracDat system and the development of a Three-Year Assessment Cycle. Course, program, and institutional level outcomes are now in TracDat and are available on the District’s public website. <a href="#">[S.IIA.18]</a></p> <p>The District has developed TracDat reports that will be used to develop the annual reports for the Accrediting Commission for Community and Junior Colleges, as well as for any other reporting agency. (Eligibility requirement 21) The District reviewed the TracDat reports in detail and compared active courses to courses currently in CurricUNET, the District’s course software system. The District is in the process of migrating Institutional Program Review to TracDat to ensure accuracy and integrity of the data across multiple reporting structures. TracDat now serves as the single reporting system for course, program, institutional, and service area outcomes. <a href="#">[S.IIA.3]</a> Beginning in Fall 2014, Institutional Program Review will include an evaluation of unit progress within their established three-year cycles.</p>

ACCJC Team Report	District Response
<p>2. <i>As a result of the grievance actions of COSTA, the campus has halted most work on learning outcomes. There is however, some progress on student learning outcomes taking place for personnel choosing to continue in this work. The college is not in compliance with ACCJC Accreditation Standards and has not reached proficiency. The faculty are aware of the impact of not reaching proficiency based on the ACCJC rubric regarding student learning outcomes, as well as the impact of not doing so on the college's request for reaffirmation of accreditation.</i></p>	<p>As described in the response to Standards II.A.1.a. and II.A.1.c. and Recommendation 4 of this Show Cause Report, faculty participation in work on learning outcomes has resumed since Fall 2012. Examples include: participated in outcomes and assessment workshops and forums; held department/division meetings specifically addressing outcomes and assessments; developed and participated in TracDat training sessions; designed, implemented and evaluated assessments; entered data into TracDat; organized and attended Accreditation Summits; and returned to all committee work.</p> <p>Specifically to address the issue of faculty participation in outcomes assessment work, at the April 8, 2013 meeting of the College of the Sequoias Board of Trustees, the College of the Sequoias Teachers Association presented an initiative, or “pilot program” to adhere to ACCJC recommendations that student learning outcomes be included in the faculty evaluation process. In addition to the evaluation for classroom faculty, the faculty evaluation will include whether faculty include student learning outcomes on class syllabi.</p> <p>As stated by the College of the Sequoias Teachers Association Executive Board, “the Pilot Program answers the need for continued and uninterrupted operation of the District—which is the paramount consideration—and it also emphasizes that faculty, above all, seek to be effective teachers and scholars. Furthermore, faculty accepts its professional responsibilities, which include service to the institution, service to the students, service to the community as well as professional development, as necessary parts of any faculty member’s job. <a href="#">[S.IIA.20]</a></p>

## Self-Evaluation

The College of the Sequoias Community College District meets Standard II.A.2.b as evidenced by the District’s creation of processes for all units to follow for annual assessment work. The District regularly assesses student progress towards achieving outcomes. Faculty expertise is utilized to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education degrees. Faculty are fully engaged in the outcomes and assessment process. Faculty from all divisions and departments have participated in TracDat training; designed, implemented and evaluated



assessments; developed assessment cycles; participated in outcomes and assessment workshops and forums; and have outcomes assessment as part of their regular evaluations. [\[S.IIA.3\]](#) [\[S.IIA.6\]](#) (Standards II.A.1.a., II.A.1.c.)

The District standardized the documentation of the student learning outcomes assessment results as well as a three-year assessment calendar. TracDat system provides the arena for the District to ensure quality and authenticity of data reports on outcomes and assessment to the ACCJC, as well as any other required reporting. [\[S.IIA.3\]](#) (Eligibility Requirement 21)

The assessment cycle is part of the program review process and the integrated planning model, which helps to ensure that all programs, courses, certificates, and degrees are assessed on a regular basis.

## **Actionable Improvement Plan**

None.

---

*Standard 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.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District has established processes to ensure that evaluation occurs for all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. [\[S.IIA.12\]](#)

The District has established the following processes to ensure regular and systematic assessment of courses and programs.

- Curriculum Processes – Faculty in each discipline routinely monitor the course and program relevance, appropriateness and currency. When they propose curricular changes and additions, the Curriculum Committee reviews and approves the courses and program for relevance, appropriateness, currency, and future needs and plans. In addition, course and program level outcomes are developed during this process. Course and program curricula are tracked through the CurricUNET system. Once approved by the Curriculum Committee, courses and programs are reviewed and approved by the Academic Senate and the Board of Trustees, prior to being sent to the Chancellor's Office for final approval. Curriculum for programs and courses are updated on a five-year cycle or as needed. [\[S.IIA.12\]](#)
- Institutional Program Review - Outcomes assessment is an integral part of the Institutional Program Review, which documents course, program, and institutional assessments and dialogue. Learning outcomes have been part of the program review process since 2008. This process includes a mapping component of courses to program and institutional level outcomes. The mapping process and faculty evaluation of curricular maps ensures that students who complete programs achieve the stated

outcomes. [\[S.IIA.8\]](#) Additionally, dialogue regarding assessment results and formulated action plans are documented and made available to all faculty, staff, administration and Board members via the District's Institutional Program Review intranet site. [\[S.IIA.21\]](#)

Three-Year Assessment Cycle - All courses and programs are reviewed through a formalized, on-going systematic analysis of achievement of student learning outcomes. The District uses these assessment results to make improvements to courses and programs. Outcomes and assessments for courses and programs are developed by discipline faculty during curriculum development and assessment of the outcomes are posted in TracDat. The Outcome and Assessment Committee uses the TracDat system to monitor the development and assessment of course and program outcomes. The completion of these assessments will be monitored within the revised program review templates beginning Fall 2014.

### **Self-Evaluation**

The College of the Sequoias Community College District meets Standard I.A.2.e. as evidenced by the establishment of processes to evaluate all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

The District systematically reviews courses and programs through the curriculum process, the program review process, and the Three-Year Assessment Cycle. The District faculty, staff, and administrators have worked diligently to ensure that courses and programs were assessed and incorporated into the three-year assessment cycle. In addition, the District provided intensive training and professional development regarding methods of assessment, measurable objectives, and strategies for a systematic review of the District's programs. [\[S.IIA.22\]](#) (Standards II.A.1.a., II.A.1.c.)

### **Actionable Improvement Plan**

- The superintendent/president along with the Outcome and Assessment Committee will ensure compliance with the Three-Year Cycle for assessing all courses, programs, and institutional outcomes.

---

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

---

### **Descriptive Summary**

The College of the Sequoias Community College District has established processes for ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of stated student learning outcomes for courses, certificates, programs, and

degrees. In addition, College of the Sequoias strives to improve those outcomes and makes the results available to appropriate constituencies.

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocation education, and degrees.

### **Ongoing systematic integrated planning**

The District's integrated planning process establishes the role of Institutional Program Review. The program review process assures adherence to ongoing and systematic evaluation of student learning outcomes for courses, certificates, programs, and degrees. Course and program level outcomes and assessments are directly linked to resource allocation and are tracked through the program review process. This linkage is now formalized and codified in the *College of the Sequoias 2013 Integrated Planning Manual* and the *College of the Sequoias 2013 Resource Allocation Manual*. Within Institutional Program Review, programs document unit-level planning. The program review process describes how each unit will contribute to the achievement of District Objectives, an analysis of unit-specific data, the identification of strengths and weaknesses, a report on prior year actions, a link to the assessment of student learning, the development of actions for the coming year, and the identification of resources, if any, that are needed to support the initiatives. The planning process at the District ensures that student learning outcomes are regularly assessed and that the results are utilized to improve student learning and strengthen institutional effectiveness. (Standards I.B.3., II.A.1.c., II.A.2.e.)

### **Courses**

Course assessments and evaluation are an integral part of Institutional Program Review. Since 2008, faculty have been required to report implications identified in discussions of assessment results and develop next steps to address identified issues. The production of outcomes and assessments were identified in the evaluation rubric in the program review template. Institutional Program Review is intentionally linked to the District's resource allocation process. [\[S.IIA.15\]](#) [\[S.IIA.23\]](#) (Standard II.A.1.c., II.A.2.e.)

### **Programs, Degrees and Certificates**

The District's degrees and certificates have program outcomes and assessments in place. Program level outcomes were identified in Institutional Program Review during the process of mapping program outcomes to courses. Program review documents are migrating to TracDat in order to strengthen the connections between outcome assessment and institutional effectiveness. Implementation for program level outcomes will follow the Three-Year Assessment Cycle, along a sequence developed by each program or department. [\[S.IIA.24\]](#) (Standards I.B.3, II.A.1.c., II.A.2.b., II.A.2.e., II.A.2.f., II.A.2.i.)

All program and institutional learning outcomes are directly linked to explicitly identified course outcomes. [\[S.IIA.7\]](#) Because of these links, the inculcation of program and instructional outcomes occurs as follows:

- First, students participate in course level activities, lessons, and other experiences designed to address learning outcomes at the course level.

- Learning from these experiences accumulates as students proceed through their courses and programs.
- This accumulation of knowledge and skills leads to the development of learning relevant to identified program and institutional outcomes.
- Under such circumstances, the assessment of institutional and program level outcomes is understood to be embedded in course level outcomes assessment. In other words – as a result of the explicit linkages between course, program and instructional outcomes – assessment at the course level effectively functions as program and instructional level assessment.

These assessments are augmented using the curricular mapping tool found in the District's program review templates. Using these curricular maps, linkages between program/institutional outcomes and specific courses and their intended learning outcomes are documented and evaluated. Through an analysis of programmatic sequencing the course outcomes supporting each program outcome, faculty assess the extent to which the discrete experiences at the course level combine and support student learning at the program and institutional level [\[S.IIA.7\]](#) (Standards II.A.2.a., II.A.2.e., II.A.2.f., II.A.1.c.)

The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies:

- All course, program and institutional level outcomes are available to appropriate constituencies via the District's Outcomes and Assessment website. [\[S.IIA.18\]](#) These outcomes are reported from TracDat and are updated every semester. Program outcomes are also in the college catalog, and course level outcomes are listed in the syllabi for each course, as well as in the Banner system, which students can view when searching for a class. [\[S.IIA.25\]](#)
- The results of assessments are also posted in TracDat to make those results available to all members of the department. These results will be linked to Institutional Program Reviews for all units. Program review documents are available for all campus constituencies via the District intranet.

## Self-Evaluation

The College of the Sequoias Community College District has met Standard II.A.2.f. as it engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The District systematically strives to improve those outcomes and makes the results available to all constituencies. The *College of the Sequoias 2013 Integrated Planning Manual* and *College of the Sequoias 2013 Governance and Decision-making Manual* provide the structure for accountability and assure that these processes are ongoing and systematic. [\[S.IIA.15\]](#) [\[S.IIA.23\]](#) [\[S.IIA.26\]](#) (Standards II.A.1.a., II.A.1.b.)

All constituencies can view the course, program and institutional level outcomes on the District website and all outcomes and assessments are tracked through TracDat. Evaluations based on assessment results, and the plans generated by those evaluations are incorporated in

the Institutional Program Reviews and are monitored by responsible faculty/staff member(s) with the appropriate unit dean.

## **Actionable Improvement Plan**

None.

---

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

---

## **Descriptive Summary**

The College of the Sequoias Community College District validates effectiveness of departmental course and/or program examinations to assure appropriate measurement of student learning and minimize test biases.

For example, departmental examinations utilized at the District are created and validated by state agencies. The various paraprofessional programs on campus, such as nursing, truck driving, and cosmetology use departmental exams that are part of the state licensing or certificating processes. Some of the specific programs that use such pre-validated tests are:

- Electrician program: State certified test, developed and governed at the state level.
- Truck Driving program: State test developed and validated by the Department of Motor Vehicles.
- Cosmetology program: State certified test, developed and certified at the state level.
- The Certified Nursing Assistant: State certified test, developed and certified at the state level.
- Emergency Medical Technician: State certified test, developed and certified at the state level.
- Fire Science: State certified test, developed and certified by the state.
- Nursing program: The Test of Essential Academic Skills (TEAS) is developed and validated by the psychometricians at Assessment Technologies Institute, Inc. Test validation is confirmed by the California Community Colleges Chancellor's office (CCCCO) for use as an identifier for nursing school success. The test is a multiple-choice assessment of basic academic knowledge in reading, mathematics, science, and English and language usage. The objectives assessed on the TEAS exam are those which nurse educators deemed most appropriate and relevant for measuring entry level skills and abilities of nursing program applicants.
- Nurse Assistant: Once nurse assistant students successfully complete the program and meet all other requirements, they can apply to take the state exam to become Certified Nurse Assistants (CNAs) in California. This test is based on theory and skills; the applicant must meet minimum competency in both areas in order to receive state certification. The exam is under the jurisdiction of the California Department of Public Health, Licensing and Certification which includes, but is not limited to, development, approval, validation, and scoring of all tests. The Department of Public Health has the

authority to contract out testing services. Test results are reported quarterly to nurse assistant programs. A trend of low pass rates on the exams may result in further scrutiny by the Department.

- Physical Therapy Assistant: Upon successful completion of a Commission Accreditation Physical Therapy Education (CAPTE) Physical Therapy Assistant (PTA) program, the AS degree graduates can apply to take the National PTA exam. Candidates for testing must pass this national exam in order to become licensed in California. This test is the purview of CAPTE and the Federation of State Boards of Physical Therapy (FSBPT), which includes, but is not limited to, test development, validation, distribution, research, and reporting. A trend of low pass rates on the national exam will result in intense scrutiny of any program by CAPTE.

The District's current practices were verified by the 2012 ACCJC Visiting Team:

*"by using department exams that have been created and validated by state agencies, the college ensures that it is using non-biased valid measures in assessing student learning."* [\[S.IIA.1\]](#)

### **Self-Evaluation**

The College of the Sequoias Community College District meets Standard II.A.2.g. The exams for these programs are governed and validated by the state to assure appropriate measurement of student learning and minimize test bias. [\[S.IIA.1\]](#)

### **Actionable Improvement Plans**

None.

---

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

---

---

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

---

### **Descriptive Summary**

The College of the Sequoias Community College District has instituted Standards to award credit based on student achievement related to the stated student learning outcomes. Units of credit awarded are consistent with District policies.

Course assessments and evaluations are an integral part of Institutional Program Review. Since 2008, faculty have been asked to report discussions and implementations of assessment results and develop next steps to address identified issues. The production of outcomes and

assessments were identified in the evaluation rubric within the program review template. [\[S.IIA.27\]](#) (Standard II.A.1.c., II.A.2.e.)

The institution awards course credit based on student achievement of the course's stated learning outcomes. The institution awards degrees and certificates based on student achievement of a program stated learning outcome.

The Visiting Team Report of 2012 indicated that:

*“because the college has not clearly identified or assessed student learning outcomes for all programs, it cannot be determined whether credits are being awarded and degrees and certificates conferred based on actual student learning.”*

Although the District has included the assessment of student learning outcomes since 2008 in its Institutional Program Review, the development and assessment of student learning outcomes has not been consistent across the District. In the past eight months, the District has completed the development of student learning outcomes for all active courses and programs as well as standardized processes for assessing students' achievement of these student learning outcomes. [\[S.IIA.3\]](#) Active course and program outcomes are available online (course and program), on syllabi (course), and in the catalog (program). [\[S.IIA.2\]](#) [\[S.IIA.18\]](#) [\[S.IIA.19\]](#) In the program review documents, faculty include a brief description of the discussion of assessment results and their action plans for improvement. [\[S.IIA.27\]](#)

Similarly, the assessment of program outcomes is part of the Institutional Program Review. This assessment process includes a mapping component of courses to program and institutional level outcomes. In the program review documents, faculty include a brief description of the discussion of program assessment results and their action plans for improvement. [\[S.IIA.7\]](#)

The District uses these assessment results to make improvements to courses and programs. The Outcome and Assessment Committee monitors the development and assessment of Student Learning Outcome using the TracDat system. In addition, assessments are evaluated and monitored through the Institutional Program Review process by responsible faculty/staff with the appropriate unit dean. [\[S.IIA.7\]](#) [\[S.IIA.27\]](#)

The District awards course and program credit based on student achievement of course and program student learning outcomes. Through the curriculum process, faculty ensure that student outcomes are related to identified standards for student comprehension of course and program material. These outcomes are routinely assessed and the results are used to improve the courses and programs.

Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

The 2012 Visiting Team Report also stated that:

*“The team visited and reviewed the course outlines and syllabi for 15 face-to-face lecture classes, 5 face-to-face lab classes, and 7 distance education classes. In all of those visits*



*the team found the course consistent with the instructor syllabi and the assigned work and time allotted to be consistent with the Carnegie Unit.” [\[S.IIA.1\]](#)*

Board Policy 4090 describes the District’s standard for awarding units, which complies with Title 5 Section 55002.5. The District’s Administrative Procedure 4090 on Unit/Credit Hour Configuration is developed by the superintendent/president, with mutual agreement of the Academic Senate, and describes the unit/credit hour configuration and permissible exceptions. The District adheres to these policies and credits, degrees and certificates are awarded or conferred based on student achievement of student learning outcomes and is consistent with the Carnegie Unit. [\[S.IIA.28\]](#)

### **Self-Evaluation**

The College of the Sequoias Community College District meets Standard II.A.2.h. as evidenced by the awarding of credit based on student achievement of the course’s stated learning outcomes and that units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. Course, program and institutional outcomes have been identified and are available to appropriate constituencies. The Institutional Program Review Process ensures that course level outcomes are linked to degree and certificate outcomes. The District has instituted policies and procedures related to unit/credit hour configuration. [\[S.IIA.28\]](#) (Standards I.B.5., II.A.1.c., II.A.6.)

The District meets Standard II.A.2.i. as evidenced by the District’s identification and assessment of student learning outcomes for all programs. Degrees and certificates are conferred based on actual student learning. Students and appropriate constituents are aware of the stated program outcomes via the college catalog and the District website. [\[S.IIA.2\]](#) [\[S.IIA.18\]](#) [\[S.IIA.25\]](#) (Standards I.B.5., II.A.1.c., II.A.2.b., II.A.2.f., II.A.6.)

### **Actionable Improvement Plan**

None.



---

## **Evidence for Standard II.A.**

---

- S.IIA.1 Accreditation Visiting Team Evaluation Report, October 2012
- S.IIA.2 *College of the Sequoias Catalog*
- S.IIA.3 TracDat report of student learning outcomes for active course
- S.IIA.4 Institutional Program Reviews, several Outcomes sections
- S.IIA.5 Three-year Assessment Cycle, Academic Senate Approval
- S.IIA.6 TracDat Reports: assessment cycle/calendars
- S.IIA.7 Institutional Program Review Templates: Program Outcome and Assessment
- S.IIA.8 Program Outcomes Mapping Model
- S.IIA.9 Dialogue Day: October 2013
- S.IIA.10 *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*
- S.IIA.11 Board Policy 4020: Curriculum
- S.IIA.12 Curriculum Handbook
- S.IIA.13 CurricUNET screenshot
- S.IIA.14 Board Policy and Administrative Procedure 2510
- S.IIA.15 *College of the Sequoias 2013 Integrated Planning Manual*
- S.IIA.16 Administration of Justice curriculum sequencing work
- S.IIA.17 TracDat student learning outcomes
- S.IIA.18 Outcomes and Assessment website
- S.IIA.19 Course syllabi showing learning outcomes
- S.IIA.20 College of the Sequoias Teacher's Association "Pilot Program"
- S.IIA.21 Program Review intranet screenshot
- S.IIA.22 Outcomes and Assessment Workshops agendas
- S.IIA.23 *College of the Sequoias 2013 Resource Allocation Manual*
- S.IIA.24 TracDat Program Assessment Cycles
- S.IIA.25 Screenshot of Banner Class Search
- S.IIA.26 *College of the Sequoias 2013 Governance and Decision-Making Manual*
- S.IIA.27 Program Review template: course level student learning outcome and assessment
- S.IIA.28 Board Policy and Administrative Procedure 4090

## **Standard II.B.**

---

*II.B.3.a., II.B.4.*

---

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

---

## **Descriptive Summary**

The College of the Sequoias Community College District provides equitable access to all students of the District regardless of service location or delivery method.

To best serve students, the District provides services that are equitable across all populations and that reaches across all modalities of instruction. As cited in the 2012 Visiting Team Report, “the college offers most services equitably to students regardless of the service location or delivery method.”

Each student has access to a number of student support services, both in person and via the Internet. Each of the student services areas has informational webpages available to all students of the District. [\[S.IIB.1\]](#) Some services are available exclusively in person and other services are available online and in interactive formats. Additionally, to provide online students with opportunities to interactive and equitable education experience, the District maintains an active presence on popular Internet-based social networking sites, including Facebook, Twitter and GooglePlus. [\[S.IIB.2\]](#)

Launched on August, 1, 2013, the District’s website became home to AskCOS which is a knowledgebase system that answers user’s questions based on an interactive experience. In an effort to provide a technological solution that engages and empowers current and prospective students regardless of mode of instruction, AskCOS serves students 24/7 and provides information to users by allowing current and prospective students to ask (type) a question and thereby initiate an automated conversation. In addition, AskCOS provides a response and directs users to related questions that lead to additional information. Users are encouraged to rate the responses, thereby providing a data feedback loop to enhance the knowledgebase. (Standard II.B.3, II.B.4.)

Many of the AskCOS answers point the user to a specific page on the District’s website. The website provides information about academic services, career resources, disability support services, financial assistance, health center, learning resources and labs, new student assistance, outreach, bus pass program, veterans and military assistance, and a support service directory.

The District assures equitable access to student support services through Institutional Program Review. Each service develops service area outcomes and the assessments of these are included in the student services and library division Institutional Program Reviews. Student access to services is a common benchmark of success for student services and library programs. Resources are allocated based on information learned through the assessment of service area outcomes, which allow these programs to improve and balance services across the District. [\[S.IIB.3\]](#) (Standards I.B.1, I.B.3., I.B.4., I.B.6, II.B.4.)

The District's services for students are described below.

### ***Academic Counseling***

*In Person:* The purpose of the counseling department is to serve a diverse student population with academic, career, transfer, vocational, and personal counseling. The counseling faculty and staff are committed to empowering and educating students on how to achieve their academic goals by developing a student educational plan and providing referrals to campus and community resources. The division provides 30-minute in-person appointments on a drop-in basis and by appointment at all three campuses—Visalia, Tulare, and Hanford. Appointments are available Monday through Friday during regular business hours. Based on quantitative and qualitative student data and student need, evening hours were instituted for all three campuses in April 2013. [\[S.IIB.3\]](#) (Standard II.B.4.)

*Information and Services Available Online:* Through the counseling division website and the AskCOS interactive system, students can obtain the general information covered in a counseling session. By having the information available online, a student can access needed information 24/7. [\[S.IIB.4\]](#) In addition, services such as a pace calculator (describes students satisfactory progress for continued eligibility for financial aid) and a GPA calculator are available on the website providing students with an interactive way to learn how their grades impact availability of services and support.

In addition to face-to-face counseling and information available online, effective spring 2013, online counseling is available via email during the fall and spring semesters. Beginning in spring 2013 the online counseling page requests that students identify their status, which provides student data for planning and decision making.

### ***Admissions, Records, and Registration***

*In Person:* Admissions, records, and registration services are available in the South Sequoia Building on the Visalia campus, in Building B at the Tulare Center, and at The Hub in the Educational Building at the Hanford Center. The offices are open for walk-in services from 8:00 a.m. to 4:30 p.m. Monday through Friday at all three campuses.

*Information and Services Available Online:* Information is available on the webpage and provides online access to several services including, but not limited to: registration checklist, ordering transcripts, admissions eligibility, credit by exam, forms, new student information request, residency regulations, and graduation information. [\[S.IIB.5\]](#)

Specific information about lower-division major course preparation for transfer to a University of California or California State University is available via the Internet using [www.assist.org](http://www.assist.org). The District's catalog is maintained and available online. The catalog has program requirements and specific course information. In addition, Major Sheets are available directly on the District's homepage and are used by current and prospective students to see the requirements for each major.

To support students' ability to navigate frequently used processes 24/7, there are several videos available hosted on YouTube that show a student or a prospective student how to apply to College of the Sequoias; how to set-up a student email account; how to log in to a BannerWeb account; how to log into a Blackboard account; and how to check financial aid, and how to register for classes. [\[S.IIB.6\]](#)

The admissions process is available online by an application process and registration portal using BannerWeb. After a student completes the application process, the student receives an email message that contains the student's Banner identification number, registration information, and information about their District student email account. After the application process is complete, students are informed when they may register via an email sent to their student email account; this information is also available on BannerWeb self-service.

The online class schedule and registration process allows a student to enroll in available courses in the District. If a class is full, the system allows a student to register on a waitlist for a specific class, thereby automatically putting the student in the class if a vacancy occurs. In addition, faculty members use the waitlist system to determine who may be added to the class, in case of vacancy on the first day of instruction.

Through the BannerWeb self-service process, students are able to:

- add and drop classes
- make a fee payment
- view grades
- check on registration dates
- view financial aid information
- update student information
- view a class schedule

### ***Assessment and Placement Testing***

*In Person:* Assessment and placement testing services are available on a walk in basis at the Visalia campus from Monday through Friday. At the Tulare and Hanford campuses, Assessment Testing is available by appointment Monday through Thursday from 8 a.m. to 4:30 p.m. A student needing Disability Resource Center accommodations to take an assessment may schedule an appointment by calling the Disability Resource Center Testing office. In addition, prospective students who are attending high school may contact their high school counseling office or career center to see when the District will be visiting a high school for on-site placement testing. [\[S.IIB.8\]](#)

*Information and Services Available Online:* The District's assessment testing webpage provides information about the purpose of the test, procedures, information about the results, office and contact information, and Math and English test review websites and materials. [\[S.IIB.9\]](#)

### ***Bookstore***

*In Person:* The Visalia campus has a full self-service bookstore to purchase or rent textbooks and is available throughout the year for student support. The Hanford and Tulare campuses maintain bookstores to serve the needs of its programs and students. During peak times these bookstores are staffed by bookstore personnel, while during non-peak times, Center staff assist students in purchasing needed supplies and books.

For evening students, vending machines containing Scantron forms and other essential test taking materials are available at each of the three campuses.

*Information and Services Available Online:* Operated by Barnes and Noble, the District Bookstore offers a great deal of information for students about textbooks, computer equipment and software, current offers, e-books, class materials, textbook rentals, buyback, refund policy, shipping policy, employment, store hours, and contact details on its website.

Students may elect to purchase or rent textbooks and other materials online via the District's bookstore. Students may elect to have their books shipped to a place of their choice, or they can order their books online and have them delivered to either the Tulare or Hanford campuses for pick-up. In addition to these services, many textbooks are offered in electronic format for use with eReaders or computers.

### ***Disability Resource Center***

*In Person:* The Disability Resource Center helps students overcome limitations and circumvent barriers to their educational and occupational goals. The Center's services are individualized to aid each student's independence, productivity, and self-advocacy. Students with a verified disability may receive services which may include early registration, note-taking, extended time on examinations, and specialized academic and vocational counseling at any of the District Campuses. Beginning in January 2013, counseling and intake staff make scheduled and consistent visits to the Hanford and Tulare campuses in order to provide these important services to Center students. In addition, testing processes at the Center sites meet accommodations requirements and assistance such as sign language interpretation and adaptive computer technology for students with disabilities is available on any of the District campuses. [\[S.IIB.10\]](#)

*Information and Services Available Online:* The website maintained by the Disability Resource staff and faculty includes valuable information regarding services and accommodations, alternate media, assessment services, the high tech center, learning skills lab, testing assistance, and office and contact information.

### ***Extended Opportunity Programs and Services (EOPS)***

*In Person:* Part of the EOPS mission statement is to improve the delivery of programs and services for disadvantaged students. EOPS provides a number of support services, including counseling, early alert monitoring, priority registration, and assistance for university transfer, regardless of method of delivery of instruction. The District's Extended Opportunity Programs and Services department is located in the South Sequoia building on the Visalia campus. In Tulare and Hanford, while daily demands are met by the cross-trained student services staff working in the student services area, specific program support, paraprofessional appointments, and counseling appointments are available on a regular basis.

Beginning in spring 2013, counselors with the EOPS program provided services to both the Hanford Educational Center and Tulare College Center. In fall 2013, EOPS services were implemented to mirror the general evening counseling schedule with two counselors available twice a month.

*Information and Services Available Online:* The District's EOPS webpage plays host to a variety of information specific to the program, including but not limited to:

- Online application
- Eligibility requirements

- Support services
- Upcoming events
- Counseling and staff contact information
- Student testimonials
- Program forms

### ***Financial Aid***

***In Person:*** The financial aid program supports the open access principle and equal opportunity for students by offering a coordinated program of federal and state grants and scholarships, subsidized loans, and work opportunities to students who qualify according to the National Standardized Needs Analysis. The financial aid office helps students with the financial aid process and walks potential students through the Free Application for Federal Student Aid (FAFSA) during classroom presentations and workshops. The financial aid staff also provide materials and brochures to feeder high schools. The Financial Aid Office has representatives on all three campuses in order to meet the needs of students regardless of the campus on which they take classes.

***Information and Services Available Online:*** The BannerWeb Self-Service technology solution provides online access to information about a student's financial aid status and awards. General information about the financial aid process or applications and forms may be found on the District's financial aid website. This website include information regarding grants, awards, loans and scholarships and can be accessed 24/7. [\[S.IIB.11\]](#)

BannerWeb self-service allows student to check on their financial aid application, award status, and what paperwork is needed by the Financial Aid Office during the process. Students are able to track the progress of their financial aid and FASFA application online.

### ***Health Services***

***In Person:*** Clinical health services are available to students at the on-campus health center at the Visalia, Tulare, and Hanford campuses. The Tulare and Hanford students have access to a nurse by phone and to over the counter medication via a self-service/sign-in process. Services include nursing assessment and treatment of minor acute illness or injuries, glucose testing, blood pressure monitoring, vision and hearing screening, smoking cessation assistance, pregnancy testing, contraceptive care services, pregnancy testing, immunization vaccines, and TB testing.

***Information and Services Available Online:*** The District's health center department offers students easy access to information via the department's website. Topics include:

- contact information
- service hours
- services available
- helpful links about both health information and local resources
- frequently asked questions
- calendar of events

In addition, the District's students have free access to *Student Health 101*, an online magazine that promotes better health throughout college campuses.

### ***Orientation***

*In Person:* Face-to-face orientation is a great option for many students because it allows for a personalized orientation experience that gives you the opportunity to ask any questions they may have about the campus or available services. Orientation is available on Visalia, Hanford, and Tulare. Another option is attending orientation at Giant Days located on any of the District campuses prior to the fall semester.

*Interactive Services Available Online:* Online orientation can be viewed online. Through a knowledge gap assessment test, students can learn more about the services available to them while attending College of the Sequoias.

### ***Parking Permits***

*In Person and Online:* In fall 2012, the District contracted with The Permit Store to produce and process payments for the permits. Rather than only allowing students to only buy permits during normal business hours as had been done in the past, the new system allows students to purchase a permit regardless of time of day or day of the week. The system creates a temporary permit, and The Permit Store mails the parking permit to the purchaser within two weeks.

If a student would like to pay with cash, he or she may go online and complete the permit request process. Upon coming to the point to pay, the student may go to the cashier's office at the Visalia Campus, The Hub at the Hanford Educational Center, or to the cashier's window at the Tulare College Center.

Information regarding parking permits, regulations, and other District police information is available on the District website.

### ***Transit Pass Program***

*In Person:* In 2011, the District partnered with the city of Visalia and regional transit agencies including the Kings Area Rural Transit System to create a student low-fee transit pass, supported by a small student fee and a District subsidy. This pass provides students with unlimited ridership on Tulare and Kings Counties bus service which includes Visalia, Tulare, and Tulare and Kings County Transits. Students may obtain their Transit sticker at either the Visalia Campus (in the Student Activities and Affairs), at the Tulare College Center (in the Student Mall located in Building B), or at the Hanford Educational Center (at The Hub located in the Education Building).

*Information and Services Available Online:* Information about the transit pass program is available to students on the website. In addition, this website hosts other information including the board policy which allowed for this program, various transit information including maps, and general information about the program.



The table below summarizes the methods of student access to student services support:

Student Services and Support	Available in Person			Information and Services Available Online
	Visalia	Tulare	Hanford	
Academic Counseling	x	x	x	x
Admissions, Records and Registration	x	x	x	x
Assessment & Placement	x	x	x	x
Bookstore	x	x	x	x
Disability Resource Center	x	x	x	x
Extended Opportunity Programs and Services	x	x	x	x
Financial Aid	x	x	x	x
Health Service	x	x	x	x
Orientation	x	x	x	x
Parking Permits	x	x	x	x
Transit Pass Program	x	x	x	x

## Self Evaluation

The District meets Standard II.B.3.a. as evidenced by the provision of student access to support services both in person and online. The District is committed to educational access for students by supporting numerous routes for gaining admission to the District and for achieving success.

To support sustainability of broad student access to services, service area outcomes assessments are included in the student services institutional program review and are used to allocate resources and continually improve and balance services across the District.

[\[S.IIB.12\]](#) (Standards I.B.1, I.B.3., I.B.4., I.B.6, II.B.4.)

With a renewed sense of collaboration during the 2012-2013 year, the District formalized the new service delivery models which:

Identified ways to consistently use data to prescribe counseling and library services for center, evening, and online students. (Standards II.B.3.a., II.B.3.c., II.B.4., II.C.1.c.)

- Formalized processes, procedures, and data collection for online and evening counseling services. [\[S.IIB.4\]](#) (Standard II.B.3.a., II.B.3.c.)
- Enhanced the District's website to include a technology solution that engages and empowers current and prospective students regardless of location of instruction or

delivery mode to have important information at their fingertips via AskCOS. [\[S.IIB.5\]](#) (Standard II.B.3.a.)

- Assigned the student services division the responsibility of monitoring student needs and satisfaction of services through the service area outcomes process. [\[S.IIB.12\]](#)

### **Actionable Improvement Plan**

- Using the institutional program review and resource allocation processes, the superintendent/president will ensure that resource allocation decisions about student support services are based on data and that special attention is given to ensuring that students have equitable access to services at all District locations and means of delivery.

---

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

---

### **Descriptive Summary**

College of the Sequoias Community College District continuously evaluates student support services to assure their adequacy in meeting student needs and identifies ways to use the results for a basis of improvement.

In 2011-2012 student service units began including service area outcomes as part of the program review process. Through this process, benchmarks were established in order to make data-driven planning decisions in program development, program improvement and resource allocation.

#### ***Service Area Outcomes***

In spring 2013, the District assessed its program review template for student services and provided training on the design and assessment of effective service area outcomes as well as effective dialogue and data analysis. As a result, the District developed a standardized template for service area outcomes for all units. [\[S.IIB.13\]](#)

The development and assessment of service area outcomes were the focus of a June 2013 Management Workshop. [\[S.IIB.14\]](#) Following this training, managers collaborated with classified staff to create service area outcomes with their departments. A second workshop was held in mid-August 2013 to provide managers and classified staff with additional training and workgroup time. In late August 2013, working from the service area outcomes templates, managers were trained on TracDat input. [\[S.IIB.15\]](#)

As a part of Institutional Program Review, the following areas will complete the creation of service area outcomes and assessments:

- Admissions and Records
- Articulation

- Bookstore
- Business, Industry, Community Services
- College of the Sequoias Foundation
- Counseling
- Disability Resource Center
- District Police
- Extended Opportunity Programs and Services
- Facilities
- Financial Aid
- Fiscal Services
- Food Service
- Health Center
- Human Resources
- Institutional Planning and Research
- Learning Resource Center
- Public Information Office
- Technology Services
- Transfer/Career Center
- Veterans

### ***Student Support Services***

On a weekly basis, student services administrators meet to discuss district wide student service issues. [\[S.IIB.16\]](#) Topics addressed include, but are not limited to, programmatic elements, concerns, and innovations to address student needs. In addition, discussions involve the evaluation and improvement of student support services.

An example of the weekly meetings solve issues based on data includes a recent student services administrator meeting wherein equitable services for categorical programs was discussed. EOPS students are required to meet with EOPS counselors three times during the semester. Based on feedback from Extended Opportunity Program and Services students, counseling faculty identified a potential problem area regarding equitable access to EOPS counselors due to the fact that general counseling was available in the evening. The analysis was based on both quantitative and qualitative data including:

- Daily student distribution
- Current general counseling schedule
- Counseling ratios
- EOPS program requirements
- Counseling climate survey
- Input from Extended Opportunity Program and Services staff and counselors

Based on the analysis of this data, the student services administrators confirmed that there was a need for EOPS counseling in the evening. The analysis of the Daily Student Distribution indicated that the student availability was greatest on Tuesday evenings. In addition, Tuesday evenings were consistent with the current general counseling schedule. As a result of this

analysis, evening EOPS counseling was established in fall 2013. The effects of this change to the counseling schedule will be evaluated at the final student services administrator meeting of the semester. [\[S.IIB.17\]](#) (Standards I.B.1., I.B.4., I.B.5.)

On a regular basis, workgroups within student services meet to communicate matters of quality assurance and gather input on improving services. These workgroups provide a forum for program planning, implementation, and evaluation. Based on this process, individual units improve implementation of plans to achieve service area outcomes. Guided by service area outcomes, individual units implement program plans described and evaluated through Institutional Program Review. [\[S.IIB.18\]](#) (Standards I.B.4., I.B.5.)

On a monthly basis, student services administrators conduct departmental meetings to discuss, review, evaluate, and develop recommendations regarding student support services. These meetings are also used to update staff on district wide issues and activities, discuss issues and solutions within student services, and ensure that students' needs are being met. [\[S.IIB.19\]](#) (Standards I.B.1., I.B.4, I.B.5.)

Student services programs which have advisory committees (for example, the Disability Resource Center, Extended Opportunity Programs and Services, and Student Health Center), meet regularly to review program services and provide feedback for evaluating and improving the effectiveness of services. (Standards I.B.1., I.B.4, I.B.5., II.B.3.)

## **Self Evaluation**

College of the Sequoias Community College District meets Standard II.B.4. as evidenced by the multiple strategies that the District uses to evaluate student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence to contribute to the achievement of service area outcomes. The District uses the results of these evaluations as the basis for improvement. Evaluation and improvement of student services is accomplished through weekly meeting with student services administrators, regular meetings with workgroups, monthly student services staff meetings, and Institutional Program Review. (Standard I.B.1.)

The following is a specific example of evaluation of services from the Hanford Educational Center. Many of the campus facilities are multi-use, including the library which also serves as the computer commons and the bookstore. In a student survey at the end of the spring 2013 semester, students indicated that a quiet place to study would be helpful. Beginning with the fall 2013 semester, a "Quiet Zone" was established by assigning a dedicated classroom each afternoon that allows students the ability to study independently. Because of classroom demand, the "Quiet Zone" has several different locations depending on the day, but these locations are fixed for the entire semester. The locations and availability are well advertised through notices and the monthly student newsletter. [\[S.IIB.20\]](#)

## **Actionable Improvement Plan**

None.

---

## **Evidence for Standard II.B.**

---

- S.IIB.1 Student Services Webpage
- S.IIB.2 College of the Sequoias Social Media Websites
- S.IIB.3 *College of the Sequoias 2013 Resource Allocation Manual*
- S.IIB.4 Student Demographics and Daily Student Distribution
- S.IIB.5 AskCOS Data
- S.IIB.6 Admissions and Records website
- S.IIB.7 Hanford Center “How To” videos
- S.IIB.8 Placement Test Information
- S.IIB.9 Placement Test Preparation
- S.IIB.10 Disability Resource Center website
- S.IIB.11 Financial Aid website
- S.IIB.12 TracDat Service Area Outcomes for Student Services
- S.IIB.13 Service Area Outcomes TracDat Template
- S.IIB.14 Management Retreat Agenda
- S.IIB.15 TracDat Training Manual – Service Area Outcomes
- S.IIB.16 Student Services Meeting Agendas
- S.IIB.17 Evening/EOPS Counseling Agenda
- S.IIB.18 Student Services Workgroup Agendas
- S.IIB.19 Student Services Department Meeting Agendas
- S.IIB.20 Hanford “Quiet Zone”

## **Standard II.C.**

---

*II.C.1., II.C.1.c.*

---

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

**Standard II.C.1.c.** *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services regardless of their location or means of delivery.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District is in compliance with Standards II.C.1. and II.C.1.c. as evidenced by the District's provision of equitable library and learning support services regardless of the location or means by which instruction is delivered. The District provides access and training to all students so that the Learning Resource Center and other learning support services may be used effectively and efficiently.

The Learning Resource Center uses its website to serve the needs of all students regardless of location or delivery method. The new educational and technological resources for students include both online resources and study tools. The Learning Resource Center website describes and provides a link to the following resources and tools.

- “Ask A Librarian” (an online reference service)
- Online catalog
- Academic databases (full-text reference books, peer-reviewed journals, magazines, and newspapers)
- eBook collection
- Class and subject guides
- Faculty and student support pages and documents
- Information competency course information
- Contact information for the learning support services (Tutorial Center, Writing Center, and Math Lab)

To provide sufficient, adequate, and equitable services to students taking classes at one of the centers, during the evening, or online, the District has expanded services as outlined in the table below.

<b>Learning Resource Center Services and Support</b>	<b>Visalia</b>	<b>Tulare</b>	<b>Hanford</b>	<b>Evening</b>	<b>Online</b>
Library	x	x	x	x	x
Tutorial Center	x	x	x	x	x
Learning Commons	x	x	x	x	x

<b>Learning Resource Center Services and Support</b>	Visalia	Tulare	Hanford	Evening	Online
Computer Labs	x	x	x	x	x
Computer-Equipped Classrooms	x	x	x	x	n/a
Distance Education Classrooms	x	x	x	x	n/a
Writing Center	x	x	x	x	x
Math Labs	x	IP	IP	x	x

IP: In Progress

The math lab will be available at the Hanford Educational Center or Tulare College Center beginning in November 2013. Through the use of synchronous technology, students will be able to request assistance from mathematics instructors in the Math Lab on the Visalia campus.

#### *Visalia Campus*

At the Visalia campus, the Learning Resource Center includes a library, a tutorial center, learning commons, computer labs, computer-equipped classroom for instruction, distance education classroom, writing center, and learning skills lab. All District students are invited to use these resources.

#### *Hanford Educational Center*

The Hanford Educational Center has shared space that functions as the library and the bookstore. The facility opened with a print book collection, learning common computers which provide access to the Microsoft Office Suite and other programs which support instruction, and access to the Internet and the District's library electronic resources. The "Ask A Librarian" service is available and can be accessed either through the library website or through a desktop icon on the computer commons area. [\[S.IIC.1\]](#)

Students at the Hanford Educational Center can request a book via the inter-district library book loans. To increase the effectiveness of this process for students, the online book requests form was linked from the Hanford Library website. Books requested by Hanford Educational Center students are typically delivered to the campus within 24 hours. [\[S.IIC.2\]](#)

The Hanford Educational Center library is open 58.5 hours a week, on Monday through Thursday from 7:30 a.m. to 8:00 p.m. and on Fridays from 7:30 a.m. to 4:00 p.m. In spring 2013, staffing increased to include reference librarian at the Hanford Educational Center. In Fall 2013, the District again increased resources, bringing the total number of hours that a reference librarian is available to students to 24 hours per week.

Tutoring at the Hanford Educational Center takes place in a special area of the student lounge and science tutoring takes place in the science lab to allow student the added benefit of being able to use the anatomical models for learning, especially for anatomy and physiology



instruction. The Hanford writing center currently offers services in a computer lab staffed with an English faculty member.

### *Tulare College Center*

Opened in spring 2013, the Tulare College Center library has a book collection, learning common computers which provide access to the Microsoft Office Suite and other programs which support instruction, and access to the internet and the District's library electronic resources. Students at the Tulare College Center may contact the reference desk at the Visalia campus for assistance. In addition, the "Ask a Librarian" service is available and can be accessed either through the library website or through a desktop icon on the computer commons area. [\[S.IIC.1\]](#)

Students at the Tulare College Center can request a book via the inter-district library book loans. To increase the effectiveness of this process for students, the online book requests form was linked from the Tulare library website. Books requested by Tulare College Center students are typically delivered to the Center within 24 hours. [\[S.IIC.2\]](#)

The Tulare College Center library is open 36 hours a week on Monday through Thursday from 8:00 a.m. to 5:00 p.m. This schedule represents an increase of 16 hours compared to the number of hours the library was open in spring 2013.

Tutoring at the Tulare College Center takes place in the tutorial rooms of the library. For fall 2013, tutoring is available in mathematics, computers, chemistry, biology, and writing/English.

### *Evening*

The Learning Resource Center's reference desk at the Visalia campus is available for students to call with questions or needed assistance Monday through Thursday until 8:00 p.m. Beginning in spring 2013, the "Ask A Librarian" service was expanded to these same hours and is available either through the library website or via telephone.

### *Online*

Online students are provided services through the staffing at the Visalia Campus. Online students may call the reference desk at the Visalia campus for assistance. In addition, the "Ask a Librarian" service is easily accessed through the library website.

As documented above, online students have access to significant quantity, depth and variety of resources through the Learning Resource Center website. Online students receive tutoring at all District campuses.

## **Self Evaluation**

College of the Sequoias Community College meets Standards II.C.1. and II.C.1.c. as evidenced by the District's provision of library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The District provides both physical and online access to library and learning support services by:

- Increasing evening reference librarian duties to include “Ask a Librarian” support for center and online students from 4:00 p.m.to 8:00 p.m. Monday through Thursday.
- Augmenting staffing at the Hanford Educational Center library to include a professional reference librarian each week of the fall and spring semesters.
- Reallocating library technicians, student workers, and a reference and instructional librarian to the Tulare College Center.
- Expanding tutorial, writing center, and math lab services to the District’s centers.
- Procuring and adopting online resources and study tools.

These recent improvements in student access to library and learning support services reflect the District’s commitments to allocate resources based on student needs and to provide equitable student access to library and learning support services at all three District sites.

### **Actionable Improvement Plan**

- The superintendent/president in collaboration with provosts, computer services staff and math department faculty will ensure implementation of a system to provide math lab services to the Hanford Educational Center and Tulare College Center sites by November 2013.

---

## **Evidence for Standard II.C.**

---

### **Evidence for Standard II.C.**

II.C.1. Ask a Librarian

II.C.2. Inter-Library Loan information

## **Standard III.A.**

---

*III.A.1., III.A.1.a., III.A.1.b., III.A.1.c., III.A.1.d.*

---

**Standard III.A.1.** *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

---

---

**Standard III.A.1.a.** *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District uses established criteria, qualifications, and procedures for selection of personnel, which are clearly and publicly stated. Job descriptions are directly related to institutional mission 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.

The 2012 Visiting Team Report concludes,

*“A review of human resources shows that the college has policies and procedures that ensure equitable hiring for most groups. This review, however, also shows that the college does not have clearly established hiring procedures for classified personnel and interim managers.”*

The Recruitment and Hiring Board Policy 7120 previously only referenced the hiring of faculty and classified employees. In spring 2013, the policy was revised to include references to the hiring of management and confidential employees. Now, the policy establishes the framework for the recruitment and hiring of all personnel at the District. [\[S.IIIA.1\]](#) Currently, the policy is in the approval process through the participatory governance structure and will be presented to the Board of Trustees in the fall 2013 semester. (Standard III.A.1.a.)

The accompanying Administrative Procedure 7120 establishes that the hiring of all District employees shall be in accordance with written hiring procedures that are jointly prepared by representatives from the District and the relevant employee groups. [\[S.IIIA.2\]](#) All hiring

procedures are located on the District's website and are easily accessible. Specifically, Administrative Procedure 7120 outlines:

- Faculty Hiring Procedures [\[S.IIIA.3\]](#)
- Classified Employee Hiring Procedures [\[S.IIIA.4\]](#)
- Management Hiring Procedures [\[S.IIIA.5\]](#)
- Confidential Employee Hiring Procedures [\[S.IIIA.6\]](#)

The benefit of having written hiring procedures is that hiring procedures are clearly communicated to District staff and prospective candidates. Transparency in the hiring process promotes accountability. This, in turn, helps ensure that job applicants are treated fairly and equitably in their pursuit of employment with the District. (Standards III.A.1.b., IV.A.2.)

All District hiring procedures emphasize, through scoring criteria, the importance of selecting candidates who are qualified by appropriate education, training, and experience to provide and support student learning programs and services.

To illustrate, the Faculty Hiring Procedures adopted by the Board of Trustees in November 2012 includes hiring committee membership; the minimum qualifications required for the position; desirable qualifications for the position including the ability to incorporate student learning outcomes within courses and programs and assess those outcomes; information on courses to be taught if hired; academic responsibilities associated with being a District faculty member; academic and work experience needed for the position; and the requirement that the faculty member, if hired, must have knowledge of and commitment to working with students of diverse backgrounds. (Standards II.A.1.c., III.A.1.c., IV.A.2., IV.A.3.)

Similarly, the hiring procedures for administrators (including interim), classified and confidential employees include clear statements of the qualifications needed for each position as well as the position duties, responsibilities, and authority. Selection committees rank candidates based on the alignment between the candidates' education, training, and experience and the job description. Selection of committee members are defined by the bargaining unit or management hiring procedures. [\[S.IIIA.4\]](#) [\[S.IIIA.5\]](#) [\[S.IIIA.6\]](#) (Standard IV.A.3.)

As part of the application process, candidates submit an official transcript to verify their education. Human resources personnel confirm that degrees for faculty and administrators were earned at institutions accredited by recognized U.S. accrediting agencies.

### ***Self Evaluation***

The District meets Standard III.A.1. and III.A.1.a. as evidenced by its processes for selecting qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness.

The District now has clearly stated hiring procedures for all employee groups, which are in Board Policy 7120 (approved in November 2007) and Administrative Procedure 7120 (will be approved in fall 2013). This policy and procedure is available online and in the Human Resources Office. [\[S.IIIA.1\]](#) [\[S.IIIA.2\]](#) (Standard III.A.3.)

### **Actionable Improvement Plan**

None.

---

**Standard III.A.1.b.** *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluation of all personnel including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

---

---

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

---

## **Descriptive Summary**

The District 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. In addition, faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

The 2012 Visiting Team Report states:

*“While evaluation procedures for each constituency group exist and are applied, there is not a clear connection between evaluation and improvement.”*

*“Also, while faculty are required to develop goals and objectives for meeting the course outline of record, there is no evidence that a component of their evaluation includes effectiveness in producing stated learning outcomes.”*

### **Superintendent/President**

The superintendent/president is evaluated annually as described in Board Policy 2435. The evaluation process for the superintendent/president is developed and jointly agreed upon by the Board and the superintendent/president. The criteria for evaluation of the superintendent/president is based on adherence to Board Policy, performance of the duties enumerated in the superintendent/president’s job description and performance goals and objectives developed during prior evaluations or goal setting sessions legally adopted by the Board. [\[S.IIIA.18\]](#) (Standard IV.A.5.)

### ***Full-time Faculty***

In response to the Commission's recommendations, the District developed Board Policy 7150 and Administrative Procedure 7150 to address full-time faculty evaluations.

[\[S.IIIA.7\]](#) [\[S.IIIA.8\]](#)

Full-time faculty are evaluated regularly, consistent with the California Education Code, Title V of the California Code of Regulations and the full-time faculty bargaining association's collective bargaining agreement. The current schedule calls for an evaluation of full-time faculty once a year during their probationary period (which is four years) and every three years thereafter. [\[S.IIIA.9\]](#)

Procedures for evaluating full-time faculty were developed jointly by the Academic Senate, the full-time faculty bargaining association, and administration. Evaluation procedures are described in Administrative Procedure 7150 [\[S.IIIA.8\]](#), the full-time faculty bargaining association's collective bargaining agreement [\[S.IIIA.16\]](#), and Evaluation Procedures for Full-Time Faculty [\[S.IIIA.9\]](#), which is located on the Human Resource Office's webpage. (Standard IV.A.2.)

The evaluation process for faculty identifies that the purposes of evaluation are (1) to recognize, memorialize, and acknowledge good performance by the faculty; (2) to support faculty with expertise, resources, and a supervision experience that will enhance the existing performance of all professional staff, and to aid faculty members who are performing satisfactorily to achieve their own professional growth goals; (3) to identify a faculty member's unsatisfactory performance; (4) to assist faculty members in obtaining the necessary skills and knowledge to make improvements in their areas of deficiency; and (5) to document performance of faculty as per the provisions of California Education Codes §87660–87664 [\[S.IIIA.9\]](#)

In spring 2013, the participation in student learning outcomes and assessments was added to full-time faculty member's evaluation. At the April 8, 2013 meeting of the College of the Sequoias Board of Trustees, the College of the Sequoias Teachers Association presented an initiative or "pilot program" specifically to address the issue of faculty participation in outcomes assessment work and to adhere to ACCJC recommendations that student learning outcomes be included in the faculty evaluation process. In addition, the faculty evaluation for classroom faculty will indicate whether he/she included student learning outcomes on course syllabi. [\[S.IIIA.14\]](#)

As stated by the College of the Sequoias Teachers Association Executive Board, "the Pilot Program answers the need for continued and uninterrupted operation of the District—which is the paramount consideration—and it also emphasizes that faculty, above all, seek to be effective teachers and scholars. Furthermore, faculty accepts its professional responsibilities, which include service to the institution, service to the students, service to the community as well as professional development, as necessary parts of any faculty member's job."



### ***Part-time Faculty***

In response to the Commission's recommendation on evaluations, the District developed Board Policy 7150 and Administrative Procedure 7150 to address part-time faculty evaluation. [\[S.IIIA.7\]](#) [\[S.IIIA.8\]](#) (Standard IV.A.2.)

art-time faculty are evaluated regularly, consistent with the California Education Code, Title V of the California Code of Regulations and the part-time faculty bargaining association's collective bargaining agreement. The current schedule calls for an evaluation of part-time faculty at least once every six semesters. [\[S.IIIA.10\]](#)

The part-time faculty bargaining association and administration developed the evaluation procedures for part-time faculty. Evaluation procedures are found within Administrative Procedure 7150, the part-time faculty bargaining association's collective bargaining agreement [\[S.IIIA.8\]](#), and Evaluation Procedures for Adjunct Faculty [\[S.IIIA.10\]](#) located on the Human Resource Office's webpage.

The evaluation process for part-time faculty identifies the purposes of evaluation as being to improve the quality of instruction, enhance academic growth, promote professionalism, and assess performance of unit members. [\[S.IIIA.10\]](#)

Additionally, as part of a part-time faculty member's evaluation, the part-time faculty member shall be evaluated based upon whether the adjunct faculty member participated appropriately in the student learning outcomes process as detailed in a tentative agreement reached between the District and the part-time faculty member's bargaining association and ratified at the September 2013 Board of Trustees meeting [\[S.IIIA.15\]](#) It states the following duties:

1. *Identifying and developing student learning outcomes (SLO/SAO's) for each course.*
2. *Placing those SLO/SAO's in each class section syllabus or program description.*
3. *Conducting research analysis to assess progress toward achieving SLO/SAO's.*
4. *Using SLO/SAO assessment results to make improvements.*
5. *Participation in ongoing, systematic evaluation and integrated planning with other faculty members to improve outcomes.*
6. *Entering all SLO/SAO data into the TracDat system in order to make the results available to the appropriate constituencies.*

### ***Classified Employees***

In response to the Commission's recommendation on evaluations, the District developed Board Policy 7150 and Administrative Procedure 7150 to address classified staff evaluations. [\[S.IIIA.7\]](#) [\[S.IIIA.8\]](#) (Standard IV.A.2)

Probationary classified employees are evaluated during their second and fifth month of employment. After serving a probationary term, classified employees are evaluated annually through their first six years of employment. Thereafter, classified employees are evaluated every two years. [\[S.IIIA.11\]](#)

Procedures for evaluating classified employees were developed jointly by the classified bargaining association and administration. Evaluation procedures are found in Administrative Procedure 7150, the classified bargaining association's collective bargaining agreement [\[S.IIIA.17\]](#), and Evaluation Procedures for Classified Employees located on the Human Resource Office's webpage. [\[S.IIIA.11\]](#)

The evaluation process for classified employees identifies the purpose of evaluation as (1) to identify and commend effective performance; (2) to counsel and assist employees to improve performance; and (3) to appropriately document the basis for commendation and/or concerns of job performance.

### ***Managers***

In response to the Commission's recommendation on evaluations, the District developed Board Policy 7150 and Administrative Procedure 7150 to address management (including interim) evaluations. (Standard IV.A.2)

Evaluation procedures for managers were created with input from managers. Evaluation procedures are found in Administrative Procedure 7150 and Evaluation Procedures for Management Employees which is located on the Human Resource Office's webpage. [\[S.IIIA.12\]](#)

The evaluation process for a management employee identifies the purpose of an evaluation as an opportunity to provide managers with feedback on work quality, overall work performance, work behavior, and strengths and weaknesses. The evaluation process also provides an opportunity for management employees to gain insights into how their supervisors perceive their work performance; the supervisors' concerns; what the supervisor views as important for being successful at the District; and how to improve and enhance performance. Additionally, the purpose of an evaluation is to provide the manager's supervisor the opportunity to provide feedback; critique the manager's work performance; recognize the manager's achievements and accomplishments; recognize contributions managers have made to the District; recognize measurable progress or improvements made in the manager's performance; identify the manager's work strengths and weaknesses; and provide managers with guidance and suggestions for improvement. [\[S.IIIA.12\]](#)

### ***Confidential Employees***

In response to the Commission's recommendation on evaluations, the District developed Board Policy 7150 and Administrative Procedure 7150 to address confidential staff evaluations. (Standard IV.A.2)

Confidential employees are evaluated twice during their probationary period – at the fifth month of their employment and at the conclusion of ten months. Thereafter, confidential employees are evaluated at least every other year or more frequently, if deemed necessary by their immediate supervisor. [\[S.IIIA.13\]](#)

Evaluation procedures for confidential employees were created with input from confidential employees. Evaluation procedures are found in Administrative Procedure 7150 [\[S.IIIA.8\]](#) and Evaluation Procedures for Confidential Employees which is located and on the Human Resource Office's webpage. [\[S.IIIA.13\]](#)

The evaluation process for confidential employees identifies that the purpose of an evaluation is to provide confidential employees with feedback on work organization and planning; work quality; volume of work; organizational and team relationships; administration; innovation and creativity; analytical and problem-solving skills; communication skills; reliability and punctuality; and technical application and knowledge. [\[S.IIIA.13\]](#)

The District evaluates all personnel systematically and at stated intervals as outlined below:

Full-Time Faculty [\[S.IIIA.9\]](#)

- The Office of Academic Services sends evaluation notices to faculty members.
- Faculty members select members of the evaluation team and submit the committee list with the proposed self-evaluation plan to the dean.
- The vice president, academic services approves the committee membership.
- Faculty members request training regarding goals and objectives (if desired).
- Student evaluations are completed and data is compiled. (Scheduling the distribution of the chosen student evaluation form(s) shall be with the concurrence of the faculty member to not disrupt scheduled duties.)
- Approved committee members complete classroom observation.
- Faculty submit final self-evaluations to the dean.
- Once the evaluation is complete, results are submitted to human resources by the Office of Academic Services.
- The evaluation summary is placed in employee's personnel file.

Adjunct Evaluation Process [\[S.IIIA.10\]](#)

- The Office of Human Resources determines which adjunct employees are due for evaluations in the beginning of each semester.
- Adjunct faculty members are evaluated within the first semester of employment, and at least once during every six regular semesters of employment.
- Those new and continuing adjunct faculty members who are scheduled for evaluation are notified at the start of the appropriate semester.
- Student evaluations of faculty members are completed.
- All first semester faculty members will have a classroom visitation by the appropriate Dean, Coordinator, Division Chair or designee. Continuing faculty may be visited as time allows.
- After the evaluation is completed, faculty are required to contact the visiting evaluator to make an appointment to discuss the observations as well as address interests and concerns.
- The appropriate dean, coordinator, or division chair will send a written response and feedback to the evaluated instructor.

- A self-evaluation is then written by the evaluated instructor, using feedback provided from student evaluations and administrator observations. Completed evaluation must be turned in to the Office of Academic Services by November or April of the appropriate semester.
- Completed evaluations are received by human resources and reviewed for content. Evaluations that are deemed satisfactory are filed in the employee's personnel file. Evaluations that are considered unsatisfactory are forwarded to the dean of human resources who works with the academic dean to create a written improvement plan.
- Human resources monitors adjunct employees working under an improvement plan. If the adjunct instructor improves, the evaluation is filed in their personnel file and no further action is required. If the adjunct employee does not improve and receives an additional unsatisfactory evaluation, then the dean of human resources contacts the supervising academic dean to determine if the instructor's employment rights to teach at the College should be terminated.

#### Management/Confidential Annual Evaluation Process [\[S.IIIA.12\]](#) [\[S.IIIA.13\]](#)

- The Office of Human Resources determines which management/confidential employees are due for evaluations.
- Staff sends emails to the supervisors notifying them which employees need to be evaluated and due date of the evaluation. A blank fillable performance evaluation form is attached to the email.
- Supervisors meet with managers to be evaluated at the start of the year and discuss and clarify annual performance goals.
- Personal performance goals are documented and aligned with division/department actions and District Objectives in the Strategic Plan.
- Supervisors hold a mid-year review (conference) with managers to assess progress to-date on annual performance goals. Supervisors may highlight commendations/recommendations or concerns at this time.
- In early spring (prior to May 15th) the supervisor schedules a conference to prepare for annual performance evaluation. Managers are given an opportunity to complete a self-evaluation form as basis for discussion in this conference. Supervisors again highlight commendations and recommendations and may notify managers of any possible changes in assignment being considered for the subsequent year.
- The Supervisor then completes and reviews with each manager a final, written evaluation no later than June 30. Signed copies are provided for the manager and placed in the manager's personnel file.
- A reminder email is sent to supervisors who have not submitted the completed evaluations by the due date.
- Completed evaluations are received by the dean of human resources. The dean reviews and signs off on all management and confidential evaluations. Completed evaluations are filed in the personnel file.

#### Probationary Evaluations – Confidential Employees

- The Office of Human Resources determines which probationary confidential employees are due for evaluations.

- Staff sends emails to the supervisors notifying them which probationary employees need to be evaluated and due the date of the evaluation. A blank fillable performance evaluation form is attached to the email.
- Probationary confidential employees are evaluated using the process outline above during the 5th and 10th month of their 12 month probationary period.
- Completed evaluations are reviewed and signed by the dean of human resources. Completed evaluations are filed in the personnel file.

#### Classified Annual Evaluation Process [S.IIIA.11]

- The Office of Human Resources determines which employees are due for performance evaluations.
- Human resource staff sends emails to supervisors notifying them which employees need to be evaluated and the due date of the evaluation. A blank fillable performance evaluation form is attached to the email.
- Supervisors encourage employees to contact them with any questions/concerns regarding annual performance expectations/requirements.
- Supervisors use multiple measures (direct observation, employee behavior in required meetings/activities/events, employee attendance/productivity, other feedback as appropriate) to monitor and assess employee performance. Supervisors request meetings and provide communications as needed throughout the year to assist and support effective employee performance.
- Supervisor meets with the employee to review the evaluation.
- A reminder email is sent to supervisors who have not submitted the completed evaluation by the due date.
- Completed evaluations are received by human resources and reviewed for content. Evaluations that are considered unsatisfactory are given to the dean of human resources who works with the supervisor to create an improvement plan and schedules a 60-day follow-up evaluation. Evaluations considered satisfactory are signed off and filed in the personnel file.

#### Classified Probationary Evaluations

- The Office of Human Resources determines which probationary employees are due for evaluations.
- Staff sends emails to the supervisors notifying them which probationary employees need to be evaluated and the due date of the evaluation. A blank fillable performance evaluation form is attached to the email.
- Probationary employees are evaluated at the conclusion of two months and five months of employment.
- Supervisors encourage employees to contact them with any questions/concerns regarding annual performance expectations/requirements.
- Supervisors use multiple measures (direct observation, employee behavior in required meetings/activities/events, employee attendance/productivity, other feedback as appropriate) to monitor and assess employee performance. Supervisors request meetings and provide communications as needed throughout the year to assist and support effective employee performance.

- Prior to completing probationary period evaluation conferences, supervisors provide classified employees a self-evaluation form and request they review and rate their own annual performance in each area.
- Completed evaluations are received by human resources and reviewed for content. Evaluations considered satisfactory are signed off and filed in the personnel file. The dean discusses unsatisfactory evaluations with the supervisor to discuss continuing employment of the employee or releasing the employee during the probationary period.

## **Self Evaluation**

The District meets Standard III.A.1.b. and III.A.1.c. because the District assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. In addition, faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, include effectiveness in producing those learning outcomes. 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. Board Policy 2435 provide the basic framework for the evaluation of the superintendent/president. [\[S.IIIA.18\]](#) These documents include the frequency, the process, and the criteria for which the superintendent/president shall be evaluated. The superintendent/president was most recently evaluated in June 2013. The process used for this evaluation included these steps:

- Each Board member independently completed a comprehensive rating sheet;
- Board members shared their ratings in closed session and provided details and context to support the ratings;
- Board president compiled a single evaluation letter with commendations and recommendations for the next year;
- Board as a whole presented this letter to the superintendent/president in closed session; and
- All Board members and the superintendent/president signed the letter and it was placed into the superintendent/president's personnel file.

Administrative Procedure 7150 provides the basic framework for the evaluation of all other District personnel (full-time faculty, part-time faculty, classified employees, managers and confidential employees).

All District employees are evaluated regularly and at stated intervals as described below:

- Full-time faculty members are evaluated once a year during their probationary period (which is four years) and every three years thereafter;
- Adjunct faculty are evaluated at least once in every six semesters of teaching;
- Probationary classified employees are evaluated during their second and fifth month of employment;
- Regular classified employees are evaluated annually through their first six years of employment and every two years thereafter;



- Managers are evaluated at the end of their first year of employment and every two years thereafter;
- Confidential employees are evaluated twice during their first year of employment, at their fifth and tenth months of employment, and every other year thereafter. [\[S.IIIA.9\]](#) [\[S.IIIA.10\]](#) [\[S.IIIA.11\]](#) [\[S.IIIA.12\]](#) [\[S.IIIA.13\]](#)

The Human Resources Office tracks employee evaluations for classified, confidential, adjunct faculty and managers. The appropriate supervisor is notified when an employee evaluation is due, provides the appropriate forms to the supervisor, and monitors completion of the evaluation to ensure that these are completed in a timely manner. The Office of Academic Services uses a similar process to monitor full-time faculty evaluations. The District is currently up-to-date with all evaluations. [\[S.IIIA.23\]](#)

All employees may be evaluated more frequently if deemed necessary by their supervisor. [\[S.IIIA.9\]](#) [\[S.IIIA.10\]](#) [\[S.IIIA.11\]](#) [\[S.IIIA.12\]](#) [\[S.IIIA.13\]](#)

All District personnel have clearly defined evaluation procedures that provide written criteria for how they will be evaluated. These can be found within each employee group's collective bargaining agreement and on the District's website under "Employee Evaluation Procedures." [\[S.IIIA.9\]](#) [\[S.IIIA.10\]](#) [\[S.IIIA.11\]](#) [\[S.IIIA.12\]](#) [\[S.IIIA.13\]](#)

Evaluations at the District are positive in nature, rather than punitive as demonstrated by the purposes described in each employee group's evaluation process as well as in Board Policy 7150. [\[S.IIIA.7\]](#)

Each employee group's evaluation process includes a timeline for follow-up measures, if needed. [\[S.IIIA.9\]](#) [\[S.IIIA.10\]](#) [\[S.IIIA.11\]](#) [\[S.IIIA.12\]](#) [\[S.IIIA.13\]](#)

## **Actionable Improvement Plan**

None.

---

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

---

## **Descriptive Summary**

The District upholds a written code of professional ethics for all of its personnel as validated by this observation in the 2012 ACCJC Visiting Team Report:

*“COS' BP 3050 is its written code of ethics to which all employees must adhere. Also, there is a published statement of ethics within the Personnel Policies for Management Council and there is published statement of professional ethics in the College Catalog.”*

The District has a written code of ethics in Administrative Procedure 3050, which states, in part, that the District is comprised of professionals who are dedicated to promoting a climate that enhances the worth, dignity, potential, and uniqueness of each individual within the District community. Although members of the community work in various settings and

positions, all are committed to protecting human rights and pursuing academic excellence. While the faculty expects freedom of inquiry and communication, employees accept the responsibility these freedoms require: competency; objectivity in the application of skills; concern for the best interest of students, colleagues, and the District community; and avoidance of conflicts of interest and the appearance of impropriety. Regarding faculty, the Academic Senate has adopted a statement of professional ethics. [\[S.IIIA.24\]](#) Additionally, Administrative Procedure 3050 provides an ethics definition; a rationale for the administrative procedure; and general responsibilities to the District, to the profession, to colleagues, and to students. [\[S.IIIA.20\]](#)

Personnel policies for Management Council include a statement of ethics that defines professional ethics, the importance of ethics, and the District's expectations for ethical behavior. A Statement of Professional Ethics is published in the college catalog. [\[S.IIIA.22\]](#).

### **Self Evaluation**

The District meets Standard III.A.1.d. as evidenced by the District's establishment and publication of professional code of ethics for all employees.

The District's written code of ethics is found in Administrative Procedure 3050 [\[S.IIIA.20\]](#), Personnel Policies for Management Council, [\[S.IIIA.21\]](#) and the District's college catalog. [\[S.IIIA.22\]](#)

### **Actionable Improvement Plans**

None.



---

### **Evidence List for Standard III.A.**

---

- S.IIIA.1 Board Policy 7120
- S.IIIA.2 Administrative Procedure 7120
- S.IIIA.3 Faculty Hiring Procedures
- S.IIIA.4 Classified Employee Hiring Procedure
- S.IIIA.5 Management Hiring Procedures
- S.IIIA.6 Confidential Employee Hiring Procedures
- S.IIIA.7 Board Policy 7150
- S.IIIA.8 Administrative Procedure 7150
- S.IIIA.9 Evaluation Procedures Full-Time Faculty
- S.IIIA.10 Evaluation Procedures Adjunct Faculty
- S.IIIA.11 Evaluation Procedures Classified Employees
- S.IIIA.12 Evaluation Procedures Management Employees
- S.IIIA.13 Evaluation Procedures Confidential Employees
- S.IIIA.14 College of the Sequoias Teachers Association “Pilot Program”
- S.IIIA.15 Tentative Agreement between District and College of the Sequoias Adjunct Faculty Association
- S.IIIA.16 College of the Sequoias Teachers Association Master Agreement
- S.IIIA.17 California School Employees Association Master Agreement
- S.IIIA.18 Board Policy 2435
- S.IIIA.19 College of the Sequoias Adjunct Faculty Association Master Agreement
- S.IIIA.20 Administrative Procedure 3050
- S.IIIA.21 Management Council Personnel Policies
- S.IIIA.22 *College of the Sequoias Course Catalog 2013-2014*
- S.IIIA.23 Track Employee Evaluation: notification letters and tracking sheets
- S.IIIA.24 Academic Senate Statement of Professional Ethics

## **Standard III.D.**

---

*III.D.1., III.D.2., III.D.3., III.D.4.*

---

**Standard III.D. Financial Resources**

*Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning at both college and district/system levels in multi-college systems.*

**Standard III.D.1.** *The institution's mission and goals are the foundation for financial planning.*

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

---

**Descriptive Summary**

The College of the Sequoias Community College District established an integrated planning process in which the mission and institutional goals are the foundation for financial planning and resource allocations.

In spring 2013 the District assessed its integrated planning model and revised its planning processes. During this revision, the District refined its planning lexicon to more clearly communicate the ongoing systematic evaluation cycle that it uses to measure the effectiveness of planning, program review, resource allocations, and program outcomes. The integrated planning model with the processes and timeline for each component in the model are documented in the *College of the Sequoias 2013 Integrated Planning Manual*. [\[S.IIID.1\]](#) (Standards I.B.2., I.B.3., I.B.6.)

The District's integrated planning model explains how the components of institutional planning link to one another in a cycle characterized by these steps: evaluation; development of goals, objectives, and actions; resource allocation; plan implementation; and re-evaluation. It is through the annual sequence of these planning practices that the District assesses institutional effectiveness and uses those assessments to continually improve the District's services to students. (Standards I.B.1., I.B.2., I.B.3.)

Financial planning occurs at several different levels of the District, beginning with planning in individual departments and divisions, followed by planning in each of the three service areas (academic services, student services, and administrative services), and finally for the District as a whole. At each level, the District mission is the starting point for planning. The mission is the foundation of all planning processes because it describes the intended student population and the services that the college provides to the community. The mission is therefore the District's benchmark for assessing institutional effectiveness. [\[S.IIID.1\]](#) (Standards I.A., I.B.2.)

In the District's cycle of integrated planning, District-wide planning produces two key documents: the master plan and the Strategic Plan. District Goals are developed through the process of building the long-term master plan. This process includes an analysis of District's

effectiveness in meeting its mission. Data are used to identify challenges and opportunities. District Goals are developed to describe how the District intends to address the identified current and anticipated challenges. In the Strategic Plan, these District Goals are the foundation for more specific and measurable District Objectives. These District Objectives are then used as the basis for Institutional Program Reviews and resource allocations.

[\[S.IIID.1\]](#) [\[S.IIID.2\]](#) [\[S.IIID.3\]](#) (Standard I.B.2., I.B.3., III.D.1.a., III.D.4.)

In the new model of integrated planning, District Goals and District Objectives are central to resource allocation. Beginning with the 2014-2015 budget, the budget development process will begin with establishing budget assumptions to guide the allocation of resources.

Information from a variety of sources will be considered in the development of the budget assumptions, including:

- District Goals (Master Plan) and District Objectives (Strategic Plan);
- Priorities identified through the Institutional Program Reviews;
- Mandates from external agencies;
- Status of long-term and ongoing obligations;
- Projected State funding based on projected Full time Equivalent Students (FTES); and
- Local funding.

At the unit-level, faculty, staff, and administrators review their purpose, actions, and activities within the context of the District mission. Based on challenges identified through this analysis, units identify and prioritize needs for equipment, facilities, technology, and personnel. These resource requests are justified by the extent to which the resource request will address challenges within the unit and/or will move toward completing a District Objective. These resource requests, originating either from the District's Strategic Plan or through Institutional Program Reviews, reflect District-wide participation in setting funding priorities for the coming year. [\[S.IIID.1\]](#) (Standard I.A.4, I.B.2.)

Resource requests are reviewed and prioritized at several levels as described in the *College of the Sequoias 2013 Resource Allocation Manual*. [\[S.IIID.3\]](#) When the requests reach the appropriate committee/council, these committees/councils prepare four final lists of institutional priorities (equipment, facilities, technology, and personnel). Above-base budget requests are prioritized using the resource request rubric. This rubric weighs the resource requests in each of the four categories based on the extent to which they are justified by:

- Institutional Program Review and alignment with District Objectives;
- Breadth of impact;
- Potential impact on student success;
- Measurable outcomes; and
- Rank on the service area prioritized lists.

This rubric links the mission, through Institutional Program Reviews and District Objectives, to resource allocations. [\[S.IIID.3\]](#) (Standards I.B.3., III.D.1.a., III.D.4.)

The District's process for prioritizing above-base funding requests illustrates how the District assesses the feasibility of using alternative sources of funding to address issues identified in

Institutional Program Reviews. Units forward their funding requests to divisions. Division chairs and/or deans review these requests for above-base funds as a group and collaborate to identify funds within the department, program, or division (including grant funds) to fulfill the requests. Resource requests that cannot be fulfilled at this level are forwarded to the appropriate service area administrator. In the service area, the group collaborates to prioritize the requests within the service area and forwards the prioritized lists to the Budget Committee. The Budget Committee receives the four service area lists, and with input from the Technology Committee and the Facilities/Safety Council, prepares four final lists of District priorities using the resource request rubric, which weighs the requests based upon alignment with District Objectives, impact on student success, measurable outcomes, and Service Area rankings. The Budget Committee forwards the prioritized lists to the District Governance Senate for their final review and recommendation. The District Governance Senate then forwards the list(s) to the superintendent/president who prepares a report for the Board of Trustees, linking the requests to Institutional Program Reviews and District Objectives.

## **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Standard III.D.1.a. because the District assessed, revised and implemented a cycle of integrated processes for institutional planning that relies on its mission, District Goals, District Objectives, and Institutional Program Review as the basis for subsequent planning and resource allocations. (Standards I.B.1., I.B.2., I.B.3.)

As it develops the master plan, the District compares its performance against the mission and develops District Goals and District Objectives to address challenges identified in this analysis. At the unit level, programs and services compare their performance to the District mission and develop plans to remedy any identified weaknesses. In both district-wide and unit-level planning, the mission serves as the benchmark against which performance is assessed. Once plans have been developed, resource allocation decisions are justified by how requested resources will enable a program or service to realize a facet of the District mission by achieving a District Objective or addressing a weakness identified in the Institutional Program Review. [\[S.IIID.3\]](#) (Standards I.A.4., I.B.3.)

## **Actionable Improvement Plan**

- The superintendent/president, with members of the Implementation Task Force and the District Governance Senate, will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes. This repeats the actionable improvement plan in Standard I.A.3.

---

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

---

## **Descriptive Summary**

Institutional planning in the College of the Sequoias Community College District includes a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

### ***Assessment of Financial Resource Availability***

As described in the *College of the Sequoias 2013 Resource Allocation Manual*, the main source of unrestricted general funds is apportionment from the state, which is calculated based on the number of full-time equivalent students. Consequently, the amount of state apportionment is a direct function of the scheduling of courses and student enrollment in those courses.

Each year, academic services collaborates with administrative services to project the amount of state apportionment likely to be earned in the coming year. The preliminary budget is developed assuming that the District will meet this projected amount. The preliminary budget is adjusted during spring semester based on enrollment patterns as well as fluctuations in the state budget. [\[S.IIID.6\]](#) (Standard III.D.2.c.)

Assessments of financial resources availability are shared at multiple times throughout the year in various groups, as summarized below:

- The District Governance Senate, Budget Committee, and Board of Trustees receive briefings from the vice president, administrative services quarterly on the budget process and the level of agreement between projected income and expenditures through the Budget Accountability Reports, the Apportionment Attendance Reports, and through the Quarterly/Annual Financial Status Reports (CCFS-311Q Reports). [\[S.IIID.7\]](#) [\[S.IIID.8\]](#) [\[S.IIID.9\]](#) [\[S.IIID.42\]](#) (Standard III.D.2.c.)
- The Budget Committee discusses news about the state budget throughout the spring semester. The Budget Committee co-chairs, in turn, provide regular budget updates to the District Governance Senate. In addition, the vice president, administrative services similarly provides regular updates to the operational groups and the Board of Trustees. [\[S.IIID.1\]](#) [\[S.IIID.2\]](#) [\[S.IIID.22\]](#) (Standard III.D.2.c.)
- Various operational groups assess financial resources availability on an ongoing basis. An enrollment management work group, comprised of the three vice presidents and dean of technology, meets to monitor the projected amount of state apportionment by comparing actual enrollment to the enrollment targets. Discussions of state apportionment projections and accomplishments also take place in Instructional Council which is comprised of the division chairs and academic/student services deans. They are primarily responsible for the preliminary development of the class schedule. [\[S.IIID.14\]](#) (Standard III.D.2.c.)

Another facet of assessing the availability of financial resources is to compare revenues to anticipated expenditures. There are three categories of expenditures that are paid from the unrestricted general fund:

1. Non-discretionary base: These are the District's most basic required costs. The largest amount of the unrestricted general fund, 82 percent of the total unrestricted general fund in the 2013-2014 final budget, is expended for the salary and benefits of the District's employees.
2. Discretionary base: These are also basic costs within the District (e.g. utilities). Although still part of the District's base budget, there is more flexibility in the amounts budgeted in each of these categories.
3. Above-base funding: Each year the Board of Trustees establishes an amount of funding to pay for expenses emanating from the District's Master Plan, Strategic Plan, and Institutional Program Reviews. It is through this mechanism that the District provides fiscal support for its planning and program review processes.

This comparison of anticipated revenue to anticipated expenditures is a consistent feature of tentative and final budget presentations. [\[S.IIID.3\]](#) [\[S.IIID.5\]](#) [\[S.IIID.6\]](#) [\[S.IIID.31\]](#)

#### ***Development of Financial Resources: Grants***

Grants are the primary means of developing alternative sources of funding. As described in the response to Standard III.D.2.d. in this Show Cause Report, the District has been successful in this endeavor, acquiring a total \$3.3 million annually in additional revenues in recent years. During the process of reviewing above-base funding requests, these grant funds are considered as a possible source of revenue. [\[S.IIID.3\]](#)

#### ***Development of Financial Resources: Partnerships***

The District shares space with high school partners and other agencies to maximize the use of both partners' resources. The partnerships with local K-12 districts maximize the use of taxpayers' dollars and benefit students in both the K-12 systems and the District. Three current partnerships are:

- Partnership with the City of Hanford and Hanford Joint Union High School District to buy land that now houses Sierra Pacific High School, Hanford Educational Center, and the City of Hanford's softball fields. The high school and Hanford Educational Center share the science laboratory space: the high school uses the chemistry laboratories during the day and the District uses the laboratories for evening classes.
- Partnership with Visalia Unified School District created the Visalia Technology Early College, which is a career technical education high school located on the District's former Linwood Farm site. High school personnel collaborate with the District to encourage students to complete District degrees and certificates while concurrently completing high school requirements.
- Partnership with Tulare County Office of Education created the University Preparatory High School (UPHS), which is a college preparatory high school located on the District's Visalia campus. This project is a collaborative effort between the District and Tulare County Office of Education, offering students the opportunity to complete high school and earn sixty transferrable units all within four years. UPHS curriculum

emphasizes occupations in the areas of health, education, social work, criminology, and business.

The District has significant partnerships with Economic Development Corporations and Workforce Investment Boards. An example is the Workforce Investment Board of Tulare County, with which the District has multiple contracts to offer not-for-credit contract courses that have added to the service and enrollment offerings of the District. The first contract in 2008 brought over \$271,500 to the District and allowed for over 100 students to enroll. The three Workforce Investment Board not-for credit courses offered spring 2013 were Industrial Maintenance (20 students), Perio-operative Nursing (12 students), and Physical Therapy Aide (25 students).

Two other examples are: joining with California Corporate College Colleagues to offer covered California training in Tulare/Kings Counties as an important response to upcoming needs in the community currently, and the District's partnership with local manufacturers who are hiring District students in the for-credit welding and industrial maintenance programs.

[\[S.IIID.37\]](#)

### ***Expenditure Requirements***

In spring 2013 the District compiled the College of the Sequoias 2013 Resource Allocation Manual to make financial processes accessible and transparent across the District. This document includes a general overview of the sources of revenue as well as the appropriate expenditures from each type of revenue. Expenditures from accounts funded by restricted revenue are monitored by the supervising administrator as well as by fiscal services personnel to ensure that these expenditures comply with the applicable laws, codes, and regulations.

[\[S.IIID.3\]](#)

### **Self Evaluation**

College of the Sequoias Community College District is in compliance with Standard III.D.1.b. as evidenced by the development and implementation of processes in which budgets are developed and resources are allocated based on a realistic assessment of financial resource availability, a search for alternative sources of funding through grants and partnerships, and adherence to expenditure requirements for grants and other special funding.

Reports on the status of next year's anticipated revenue are distributed at multiple points in the budget development process in both participatory governance committees and operational councils. Expenditures from revenue received through grants and other special revenue sources are monitored at both the unit level and District wide through fiscal services to ensure that the expenditures comply with applicable limits. An overview of the District's sources of revenue and guidance for the expenditures allowed from each source is included in the *College of the Sequoias 2013 Resource Allocation Manual*. [\[S.IIID.3\]](#) [\[S.IIID.15\]](#) (Standards III.D.2.a., III.D.2.c.)

### **Actionable Improvement Plan**

- The superintendent/president, with the Budget Committee and the Implementation Task Force, will ensure compliance with the processes of budget development and above-base resource allocation in the *College of the Sequoias 2013 Resource Allocation Manual*. This repeats the actionable improvement plan in Standard I.B.4.



---

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

---

## **Descriptive Summary**

The College of the Sequoias Community College District ensures financial stability by identifying and allocating resources for payment of its liabilities and future obligations.

The District maintains a conservative reserve as a way to ensure that there are funds for long-term obligations in an emergency. Board Policy 6200 establishes the District reserve as six percent of the unrestricted general fund. In 2008–2009, the District superintendent/president shared that in light of the state budget crisis and the resulting reductions in state apportionment for community colleges, the District would be spending down the reserves to compensate for the lack of sufficient COLA. The District’s actual unrestricted general fund reserve dropped as low as 5.3 percent in 2008-09 and 5.5 percent in 2009-10 and 2010-11. These years were still above the state mandated and recommended reserve of 5 percent. The reserve was 5.98 percent on June 30, 2013, with the projection that the reserve will return to 6 percent by the end of the next fiscal year. [\[S.IIID.5\]](#) [\[S.IIID.50\]](#) [\[S.IIID.56\]](#) (Standard III.D.3.a.)

As referenced in the 2012 ACCJC Visiting Team Evaluation Report,

*“The college is well managed from a financial perspective, maintaining reserves that exceed the prudent level of 5 percent of unrestricted expenditures. The college has taken appropriate and fiscally prudent measure to ensure adequate cash flows, despite the deferrals from the State.”* [\[S.IIID.62\]](#)

In addition to establishing the level of the unrestricted general fund reserve, Board Policy 6200 also explicitly places a high priority on the District’s repayment of long-term obligations by making this one of the criteria for budget development. This mandate from the Board of Trustees is reflected in the College of the Sequoias Final Budget 2013–2014, which includes plans for repayment of each long-term debt. [\[S.IIID.50\]](#)

The District also projects fiscal solvency and establishes sound fiscal solvency plans. This was evidenced in 2012-2013 when state budget constraints led to projected deficits, and the District adopted a fiscal solvency plan for implementation, if needed. The long-range financial projections were used in establishing short-range budget plans. [\[S.IIID.10\]](#)

The District’s primary long-term financial liabilities are for retiree health benefits and for certificates of participation or lease revenue bonds. In 2006-2007, the District joined the Community College League of California Retiree Health Benefits Joint Powers Authority, which is an irrevocable trust that manages contributions and interest earnings to meet future health care expenses. As of December 2012 the District’s plan assets in this Joint Powers Agency totaled \$5,357,242. To ensure that the District continues to be adequately prepared for future liabilities, actuarial studies are conducted every two years to determine the

unfunded liability for retiree health benefits. In December 2012, the unfunded actuarial accrued liability was \$7,879,225. [\[S.IIID.27\]](#) [\[S.IIID.28\]](#)

The District budgets annually for repayment of certificates of participation and the lease revenue bond that were issued to fund projects that upgraded or built facilities that were not eligible for state funding. These long-term obligations are summarized in the response to Standard III.D.2.d. in this Show Cause Report and repayment of these loans is budgeted annually from the unrestricted general fund. [\[S.IIID.5\]](#) [\[S.IIID.15\]](#) (Standard III.D.2.d.)

One example of the District's use of short-term and long-term loans to support instructional needs is through the use of Bond Anticipation Notes. The District used Bond Anticipation Notes to assist with the construction of the Tulare College Center. This short-term bridge loan is available to districts that have been authorized to issue bonds, but for one reason or another cannot issue a bond at the time that funding is needed for a project. This was the case during the construction of the Tulare College Center. Specifically, Measure J authorized the District to issue \$60 million in general obligation bonds to build the Tulare College Center. However, the recession created a reduction in property values and the assessed values dropped, reducing the maximum amount allowed for issuance of general obligation bonds to 30 million dollars. To bridge the gap due to this unanticipated shortfall, the Board authorized the District to issue \$11.5 million in Bond Anticipation Notes. This short-term loan allowed the District to finish construction of the Tulare College Center and provided time for the assessed property value to return to higher levels. These notes were paid back on August 20, 2013, through a mix of general obligation bond issuances of \$3.4 million issued August 14, 2013, new Bond Anticipation Notes of \$5.3 million issued August 14, 2013, and other capital outlay funds. The new Bond Anticipation Notes will be retired through future bond issuances and facility project savings. [\[S.IIID.29\]](#)

Other long-term contracts include those for insurance and copy machines. All of these expenses are detailed and accounted for during the development of the annual budget and documented in the annual Budget Book. [\[S.IIID.5\]](#)

## **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Standard III.D.1.c. as evidenced by its consideration of long-term financial priorities when making short-term decisions.

Board Policy 6200 directs the superintendent/president to develop District budgets that include a 6 percent reserve of the unrestricted general fund as well as address repayment of long-term obligations. The District provides for the long-term obligation of retiree health benefits through participation in the Community College League of California Retiree Health Benefits Joint Powers Authority. The District recently repaid 11.5 million dollars in Bond Anticipation Notes and budgets for a schedule of repayment of other outstanding long-term obligations in its annual budget. [\[S.IIID.50\]](#)

## **Actionable Improvement Plan**

None.

---

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

---

## **Descriptive Summary**

The College of the Sequoias Community College District has clearly defined the processes for financial planning and budget development. In following these processes, the District ensures there are appropriate opportunities for constituents' participation in institutional planning and budget development.

In Board Policy 6200, the Board directs the superintendent/president to prepare a budget in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual that meets these criteria:

- The annual budget shall support the District's master and educational plans.
- Assumptions upon which the budget is based are presented to the Board for review.
- A schedule is provided at the September Board of Trustees meeting of each year that includes dates for presentation of the tentative budget, required public hearing(s), board/superintendent study session(s), and approval of the final budget.
- Unrestricted general reserves shall be no less than 6 percent (prudent reserve is defined by the Chancellor's Office of the California Community Colleges as 5 percent).
- Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner.
- Budget projections address long-term goals and commitments. [\[S.IIID.50\]](#)

Following these general criteria, specific steps in the budget development process are outlined in Administrative Procedure 6200. The *College of the Sequoias 2013 Integrated Planning Manual* and the *College of the Sequoias 2013 Resource Allocation Manual* outline the steps in financial planning and budget development. [\[S.IIID.1\]](#) [\[S.IIID.3\]](#) [\[S.IIID.54\]](#)

The District's planning and decision-making processes create venues for broad participation in the budget development process through three processes: Institutional Program Reviews, the Budget Committee, and spring budget forums.

### **1. Institutional Program Reviews**

In preparing Institutional Program Reviews, units analyze data, discuss issues, and develop initiatives. These conversations include discussion of institutional effectiveness, student learning or service area outcomes, program-specific targets, and the unit's contributions to District Goals and District Objectives. Through this dialogue, units identify and prioritize needs for personnel, facilities, supplies, equipment, and technology. (Standards I.B.1., I.B.5., II.A.2.a., II.B.4., II.C.2., III.A.6., III.B.2., III.C.2., III.D.1.a.)

Once the Institutional Program Reviews are completed at the unit level, the dialogue broadens to include colleagues outside of the unit. These conversations occur:

- In each division and service area as funding requests are analyzed and prioritized;
- In Technology Committee, Facilities/Safety Council, and Budget Committee meetings where above-base funding requests are also analyzed and prioritized; and
- The District Governance Senate reviews the prioritization from the Budget Committee and forwards it to the superintendent/president.

These multiple opportunities for input reflect District-wide participation in setting funding priorities for the coming year. [\[S.IIID.1\]](#) [\[S.IIID.30\]](#) (Standards I.B.1., I.B.4., IV.A.2., IV.B.2.)

## 2. Budget Committee

The role and membership of the Budget Committee was assessed in spring 2013. Given this assessment, the District identified specific purposes for the Budget Committee, a membership roster to ensure that the group is representative of all District constituencies, and a twice-monthly meeting schedule for 2013-2014.

Beginning fall 2013, the Budget Committee's role is to make recommendations regarding policies, planning, and other matters related to the District's fiscal resources. The co-chairs forward recommendations from this governance group to the District Governance Senate. After consideration of input from the District Governance Senate and other recommendations, the superintendent/president makes the final recommendations that are either implemented or submitted to the Board of Trustees for approval. The Budget Committee's purposes and membership follow. [\[S.IIID.2\]](#) [\[S.IIID.3\]](#)

### *Purposes*

- Make recommendations to District Governance Senate on policies, planning, and other matters related to fiscal resources.
- Review and revise budget assumptions that guide budget development.
- Monitor the District's fiscal solvency.
- Review the draft budget in its developmental stages.
- Oversee, evaluate, and assess the budget development process including making recommendations to the above-base budgeting and the District's Faculty Obligation Number (FON).
- Provide budget analysis to the District Governance Senate.
- Develop and maintain a process for ensuring that resource allocations are linked to District planning.
- Review and discuss implementation of policies related to fiscal resources.
- Serve as a forum for dialogue on ongoing fiscal activities, such as monthly and quarterly reports.
- Review and share information on the state budget.

- Annually review and update the *College of the Sequoias 2013 Resource Allocation Manual* as needed.

#### *Membership*

- Administrative co-chair appointed by superintendent/president or his designee
- Faculty or staff co-chair elected from among members
- Vice president, administrative services
- Three administrators appointed by the superintendent/president or his/her designee
- Four full-time faculty appointed by Academic Senate
- One adjunct faculty appointed by the adjunct faculty
- Two classified employees appointed by the classified employees
- One confidential employee appointed by the superintendent/president or his/her designee
- Two student representatives appointed by the Student Senate
- Non-voting member: dean of fiscal services or designee

There is now broad involvement in budget decisions and funding priorities through the development of Institutional Program Reviews and the participation of constituent group representatives on both the Budget Committee and the District Governance Senate. The Budget Committee is involved in the budget review process throughout the spring budget development period and provides regular updates to the District Governance Senate. [\[S.IIID.1\]](#) [\[S.IIID.2\]](#) [\[S.IIID.3\]](#) (Standards I.B.1., I.B.4., IV.A.2., IV.B.2.)

### **3. *Spring Budget Forums***

Beginning in spring 2014, the vice president, administrative services plans to hold an annual budget development forum and information meeting at each District site. (Standards I.B.1., I.B.4., IV.A.1.)

In addition to these processes, in spring 2013 the District prepared the *College of the Sequoias 2013 Resource Allocation Manual* to ensure that information about the budget and the budget development process are understood across the District. This document provides an overview of the sources of the District's revenues and identifies possible uses of those revenues. [\[S.IIID.3\]](#)

## **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Standard III.D.1.d. because the District has clearly defined its budget development process in a way that ensures that these processes include District-wide constituency representation and communication across the District.

Although the technical aspects of budget development have remained relatively unchanged, there are two new features in the budget development process designed to increase opportunities for discussion and input as the tentative budget is prepared in the spring and

before the Board adopts the final budget in September. (Standards I.B.1., IV.A.1.) One is that the budget development process has been documented, making that information accessible across the District. This documentation describes how faculty, staff, and administrators contribute their voices to budget development. Second is a greater focus on communication about the status of the state budget and the District budget assumptions. The Budget Committee now has a clear charge to represent their constituent groups in making recommendations about fiscal decisions. In addition to updates from Budget Committee members, there will be an improvement in communication about budget issues through an annual budget development forum led by the vice president, administrative services on each District site. [\[S.IIID.3\]](#) [\[S.IIID.22\]](#) (Standards I.B.1., I.B.4., III.D.2., IV.A.1.)

The Budget Committee is functioning with its new purpose and memberships beginning in fall 2013. In spring 2014, this committee will assess its effectiveness during 2013–2014. The results will be submitted to the District Governance Senate and will be used as a basis for improvement to its processes. Any changes to the processes will be included in the Annual Report on the Master Plan and shared District wide through the budget forums provided at each site by the vice president, administrative services. [\[S.IIID.3\]](#)

### **Actionable Improvement Plans**

- The superintendent/president, with members of the Implementation Task Force and the District Governance Senate, will ensure compliance with roles and responsibilities placed upon each of the governance groups in the *College of the Sequoias 2013 Governance and Decision-making Manual*.
- The superintendent/president, with the Budget Committee and members of the Implementation Task Force, will ensure compliance with the processes of budget development and above-base resource allocation in the *College of the Sequoias 2013 Resource Allocation Manual*. This repeats the actionable improvement plan in Standard I.B.4.
- The vice president, administrative services will conduct an open forum at each District site in spring 2014 and each spring thereafter to provide updates about the District's financial status and processes as well as to create a venue for dialogue about financial issues.

---

***Standard III.D.2.*** *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

---

### **Descriptive Summary**

The College of the Sequoias Community College District assures the financial integrity of the institution and responsible use of financial resources, has established appropriate controls for the financial management system, and disseminates dependable and timely financial information.

In Board Policy 6300, the Board of Trustees charges the superintendent/president to establish procedures that ensure the District's financial management systems comply with Title 5, section 58311 including:

- Adequate internal controls;
  - Communication of fiscal objectives, procedures, and constraints to the Board and District employees;
  - Communication of timely, accurate, and reliable fiscal information; and
  - Clear delineation of responsibility and accountability for fiscal management.
- [\[S.IIID.57\]](#)

The District's control mechanisms for financial management are:

- The District's fiscal processes comply with the Community Colleges Budget and Accounting Manual as verified by the annual audit. [\[S.IIID.15\]](#) (Standard III.D.2.b.)
- The District uses a centralized software system (Banner) that provides dependable and accurate financial information.
- All expenditures must be processed through Banner which is the sole mechanism for processing expenditures. As a result, the District is confident that the financial information is accurate.
- Individuals who have budget responsibilities, referred to as budget managers, are given access to the levels of this software appropriate to their roles within the institution.
- Expenditures require approval by at least one supervisor.

The District's mechanisms for widely disseminating dependable and timely financial information are:

- Once the final budget is approved, the designated fund balances are loaded in the Banner software.
- Budget managers have access to view their budgets as often as they wish to monitor expenditures.
- Budget managers can print hard copies of budget reports for dissemination to faculty, staff, and administrators in their areas of responsibility.



- During spring semester, the Budget Committee reviews and revises the budget assumptions as warranted based on new information and updates the District Governance Senate on the status of the budget assumptions for the next fiscal year.
- The Budget Committee receives and reviews budget reports from Fiscal Services each month as these reports are distributed to the Board of Trustees. [\[S.IIID.22\]](#)
- Budget reports are presented to the Board of Trustees at all regular Board of Trustees meetings. [\[S.IIID.42\]](#) [\[S.IIID.43\]](#) [\[S.IIID.47\]](#)

## Self Evaluation

The District is in compliance with Standard III.D.2. because it has established and implements internal controls for safeguarding District assets, ensuring the reliability and integrity of financial information, ensuring compliance with federal, state and local laws and regulations affecting the operations the District, promoting efficient and effective operations, and providing for accomplishment of District goals and objectives. Financial information is disseminated through the Budget Committee, District Governance Senate, budget forums, and at each Board of Trustees meeting. Each of these points is described in more detail in the following sections of Standard III.D.2.

## Actionable Improvement Plan

None.

---

*Standard III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

---

## Descriptive Summary

The financial documents produced by the College of the Sequoias Community College District have a high degree of credibility and accuracy and reflect appropriate allocation of financial resources to support student learning programs and services.

As the legal and fiduciary body for the District, the Board of Trustees has the ultimate responsibility for financial integrity and maintains oversight of fiscal matters. For day-to-day operations, the Board directs the superintendent/president to assign the responsibility for the management and accuracy of financial documents to the vice president, administrative services (Board Policy 6100):

*“The Vice President of Administrative Services is delegated authority from the Superintendent/President to supervise budget preparation and management; oversee fiscal management of the District; and contract for, purchase, sell, lease, or license real and personal property, in accordance with Board policy and law. Responsibility for the development of internal policies and procedures consistent with the provision of this regulation remains with the Vice President of Administrative Services. This delegated authority is subject to the condition that certain of these transactions be submitted to the Superintendent/President*



*for review and approval from time to time as determined by the Superintendent/President.” [\[S.IIID.49\]](#) (Standard IV.B.1.c.)*

In keeping with these responsibilities, the administrative services area uses an annual external audit and internal self-assessments to establish a cycle of continuous quality improvement by identifying and correcting areas of concern in the management of its financial documents.

### ***Assessment of Financial Documents***

In keeping with Board Policy 6400, the District undergoes an annual external audit of all funds including auxiliary accounts, Proposition 39 Bond fund, and College of the Sequoias Foundation fund. The audit reviews all financial documents as well as financial processes to assess the District’s compliance with established accounting and reporting standards documented in the Community Colleges Budget and Accounting Manual. The audit begins after the end of the fiscal year and the results are presented to the Board of Trustees before the end of the calendar year. [\[S.IIID.13\]](#) [\[S.IIID.15\]](#) [\[S.IIID.44\]](#) [\[S.IIID.53\]](#) (Standards I.B.5., III.D.2.a., III.D.2.e., III.D.3.h., IV.B.1.c., IV.B.2.d.)

The auditing firm reports their findings in a management letter, which is presented to the Board of Trustees and the Budget Committee. The auditors’ findings fall into one of two categories: minor findings and major findings. [\[S.IIID.17\]](#)

Minor findings are the identification of details such as a signature missing on a financial document. When minor findings are identified, the vice president, administrative services and fiscal services personnel review the related processes and make necessary changes. The auditing firm confirms that the appropriate steps have been taken during the next year’s audit. The District had no minor findings for the most recent audit, 2011-12. Other years had minimal findings. For example, the audit for the year ending June 30, 2009 recommended that to improve controls over the cash receipts process, the Child Development Center should make deposits daily as payments are received and ensure that the person who receives payments and issues receipts is separate from the individual who posts payments to the accounts and prepares the deposits. Upon review from the District, there had been several checks collected but not deposited due to changeover in staffing. The District implemented new procedures with Child Development Center staff to prepare deposits of checks collected and lock these into a deposit bag. Cash payments were collected directly at the Cashier’s department rather than accepted by the Child Development Center. Campus Police picked up the locked deposit bags and delivered them to the Cashier for deposit and posting into the system. On high volume days the deposit is made every day; during non-peak collections, the deposit is made once a week. In subsequent audits the auditors confirmed that this new process was acceptable. [\[S.IIID.17\]](#)

Major findings are the identification of processes that do not conform to established accounting and reporting procedures. In response to a major finding, the vice president, administrative services develops a remediation plan, implements the plan, and reports those changes to the auditors, the Board of Trustees, and the Budget Committee. The District received only one major finding in the past five years. In 2010-11 the auditors alerted the District to a problem related to collecting apportionment for instruction offered with “to be arranged” hours. The District concurred with the finding and tightened the process to ensure that courses with to be arranged hours followed state and Title 5 guidelines. The District was

not required to repay state apportionment collected prior to the auditors' finding. The auditors confirmed in the audit submitted to the District in 2011-12 that the necessary steps had been taken to remedy this concern. [\[S.IIID.15\]](#) (Standards I.B.6., III.D.2.e.)

In addition to audits from professionals external to the organization, the District uses the following two self-assessment processes to safeguard accountability of its financial documents.

1. Budget Development Checklist: As the budget is finalized each summer, fiscal services personnel compare the budget on 12 points to ensure that the document is accurate. The points include verification of such details as:
  - Revenue limit equals Full-time Equivalent Student (FTES) revenue projection.
  - Numbers on all schedules tie out.
  - Revenue assumptions are updated and in budget.
  - One-time revenue is removed. [\[S.IIID.58\]](#)
2. Budget Accountability Report: The District prepares a Budget Accountability Report quarterly for distribution to the District Governance Senate, the Budget Committee, and the Board of Trustees. This report compares the budget amount allocated for expenses in the adopted budget, such as academic salaries, with the amount expended in that category to date. This provides early detection of budget variances and is used to prevent over expenditures and forecast problems. [\[S.IIID.9\]](#)

### ***Assessment of Resource Allocations***

The District relies on two processes to ensure that its resources are used to support student learning programs and services.

First is an assessment at the district-wide level which was described in the response to Standard III.D.1. The District develops District Goals and District Objectives based on an analysis of its effectiveness in meetings its mission. The District documents the progress made toward meeting those District Goals and District Objectives in an annual report that:

- Summarizes progress on District Objectives;
- Analyzes whether that progress was effective in moving the District toward achievement of District Goals; and
- Identifies the District Objectives that will be the basis for resource allocations in the coming year.

Consequently, the annual report is, in essence, a report on the District's effective use of its resources. [\[S.IIID.1\]](#) [\[S.IIID.4\]](#) (Standards I.B.2., I.B.3., III.D.1.a., III.D.4.)

The second assessment is to confirm that the District expends its resources to support student learning programs and that services occur as reported in Institutional Program Reviews. Institutional Program Reviews include reports of measurements of student learning outcomes and service area outcomes. These outcomes are documented in the District's software management system and will be evaluated in the subsequent year's Institutional Program Reviews. The District's effective use of its resources is evidenced by the measurement of

these outcomes which reflect how the District expends its human and fiscal resources. [\[S.IIID.30\]](#) (Standards II.A.1.c., II.B.4., II.C.2., III.D.4.)

## **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Standard III.D.2.a as evidenced by the assessment and revision of practices that have led to a high degree of credibility and accuracy in its financial documents, including the budget and independent audit. being judged to have a high degree of credibility and accuracy. The District has also developed and implemented processes to annually assess whether resources are appropriately used to support student learning programs and services.

The results of the most recent audits conducted by independent auditing firms indicate that the District is maintaining effective internal controls and manages the District's financial documents in compliance with laws, regulations, contracts, and grants applicable to federal and state programs. To compliment this external assessment, the District uses two self-assessment tools, one to monitor the specific facets of the final budget and one to monitor over expenditures. (Standard III.D.2.d.)

The use of resources to support student learning programs and services is assessed at the institutional level through the annual report and at the unit level through Institutional Program Reviews. Beginning in fall 2014, Institutional Program Reviews will provide another measure of the District's effectiveness in using its resources to support student learning programs and services. Units will be asked to summarize the programmatic impact of the prior year's above-base funds, citing how the resources improved their effectiveness in serving students or moved the District toward achieving a District Objective. [\[S.IIID.3\]](#) [\[S.IIID.4\]](#) [\[S.IIID.30\]](#) (Standards I.B.3., II.B.4., II.D.2., III.D.1.a., III.D.4.)

## **Actionable Improvement Plan**

- The vice president, administrative services and the Budget Committee will ensure that the District implements the recently developed processes to assess the effective use of above-base funds.

---

*Standard III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

---

## **Descriptive Summary**

The College of the Sequoias responds to external audit findings in a comprehensive and timely manner that includes the broad communication of any resulting changes to practices or procedures.

Following Board Policy 6400 and Accreditation Standards, an independent certified public accounting firm annually evaluates the District's financial records to ensure that these comply with state and federal auditing standards. [\[S.IIID.15\]](#) [\[S.IIID.53\]](#) (Standards I.B.5., III.D.2.a.)

Auditors communicate their findings to the District in a management letter. In response to minor findings, the vice president, administrative services and fiscal services personnel review

the related processes and make necessary changes. The auditing firm confirms that the appropriate steps have been taken during the next year's audit. An example of this process is provided in the response to Standard III.D.2.a. in this Show Cause Report. (Standard III.D.2.a.)

A major finding occurs when the auditors identify that District processes do not conform to established accounting and reporting procedures. In response to a major finding, the vice president, administrative services develops a remediation plan, implements the plan, and reports those changes to the auditors, the Board of Trustees and the Budget Committee.

[\[S.IIID.15\]](#)

The District has received only one major finding in the past five years. In 2010-11, the auditors alerted the District a problem related to collecting apportionment for instruction offered with "to be arranged" hours. The District concurred with the finding and refined processes to ensure that classes with arranged hours followed state and Title 5 guidelines. The District was not required to repay state apportionment collected prior to the auditors' finding. The auditors confirmed in the audit submitted to the District in 2011-12 that the necessary steps had been taken to remedy this concern. The auditors' confirmation of this solution was reported to the Board of Trustees in their February 2013 meeting. [\[S.IIID.15\]](#) [\[S.IIID.45\]](#) [\[S.IIID.46\]](#) (Standards I.B.6., III.D.2.e.)

## Self Evaluation

The College of the Sequoias Community College District meets Standard III.D.2.b. because it responds to external audit findings in a comprehensive and timely manner and notifies all impacted employees about resulting changes in practices or procedures.

In response to recommendations in annual audits, the District recently modified processes as a result of minor findings, such as the process used by the Child Development Center for depositing payments, and one major finding, such as refining the process for classes with "to be arranged" hours. Both minor and major findings have been used to improve the District's financial processes. The District had no minor or major findings for 2011-12, which is the most recent completed audit year.

## Actionable Improvement Plan

None.

---

*Standard III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner.*

---

## Descriptive Summary

The College of the Sequoias Community College District uses multiple strategies to provide timely financial information District wide. These strategies are summarized below.

- Documents available online

The budget book, quarterly budget accountability reports, annual and quarterly 311 reports, the annual audit, and minutes of the Budget Committee meetings are posted on the District website. Budget managers can access their accounts through the Banner

- software at any time in order to ascertain the status of their budgets, which reflect “real time” data. These reports can be printed and distributed to appropriate personnel within their areas. The reports are also available to all faculty, staff, and administrators through the District intranet. [\[S.IIID.33\]](#) (Standards III.D.1.d., III.D.2.b.)
- Participatory governance meetings
 

The budget book, budget accountability reports, and budget updates are regularly a focus of District Governance Senate and meetings of the Budget Committee. Members of the District Governance Senate and Budget Committee are chosen to serve as representatives of specific constituent groups and therefore are charged with the responsibility to serve as a conduit of information to their constituents as well as to provide input from their constituents back to the participatory governance groups. [\[S.IIID.40\]](#) (Standards III.D.1.d., III.D.2.b.)
  - Operational group meetings
 

Budget information and updates flow through the District’s operational group meetings: Senior Management Council, Instructional Council, and Deans’ Council. Administrators then share the budget updates with program directors and department chairs, who in turn share information with faculty and staff in regular meetings at the unit level. [\[S.IIID.40\]](#) (Standards III.D.1.d., III.D.2.b.)
  - Superintendent/President’s communications
 

Starting in 2013-14, each spring the vice president, administrative services will conduct an open forum on all campuses to update all employees on the status of the state and District budgets. The superintendent/president’s eNews also features budget updates periodically. [\[S.IIID.31\]](#) [\[S.IIID.32\]](#) (Standard I.B.1., III.D.2.b.)
  - Board meetings
 

The tentative and final budgets are presented to the Board of Trustees during regular meetings in June and September. In addition, the budget accountability reports are presented to the Board quarterly and the Quarterly/Annual Financial Status Reports CCFS-311’s are presented. [\[S.IIID.7\]](#) [\[S.IIID.9\]](#) [\[S.IIID.42\]](#) [\[S.IIID.43\]](#) [\[S.IIID.47\]](#) [\[S.IIID.48\]](#) (Standard IV.B.1.c.)

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Standard III.D.2.c. because it uses a variety of strategies to share financial information District wide.

The District relies on technology and various group meetings to keep all employees informed about the financial status of the District. However, as described in the response to Standard III.D.1.b. in this Show Cause Report, many employees expressed dissatisfaction with the availability of financial information in a spring 2012 survey. The District has taken three steps to address this dissatisfaction:

1. In fall 2013 the District Governance Senate and its subcommittees reviewed the importance of representatives on participatory governance committees sharing

- information with the constituent groups they represent and will assess the effectiveness of this heightened awareness in spring 2014. [\[S.IIID.39\]](#) (Standards I.B.1., III.D.1.b.)
2. In 2012-13 the Budget Committee purpose was more clearly defined in the *College of the Sequoias 2013 Resource Allocation Manual* and the *College of the Sequoias 2013 Governance and Decision-making Manual* and membership was broadened to include all constituent groups. The new Budget Committee commenced in August 2013. [\[S.IIID.21\]](#) [\[S.IIID.22\]](#)
  3. The vice president, administrative services intends to conduct an open forum at each site in the spring semester. The purposes of these forums is to update everyone on the status of the state and District budgets, to describe any changes in the processes that will be implemented in the coming year, and to create a venue for dialogue about financial issues. [\[S.IIID.3\]](#) (Standard I.B.1.)

### **Actionable Improvement Plan**

- The vice president, administrative services will conduct an open forum at each District site in spring 2014 and each spring thereafter to provide updates about the District's financial status and processes as well as to create a venue for dialogue about financial issues. This repeats the actionable improvement plan in Standard III.D.1.d.
- The District Governance Senate will ensure that the Senate/Committee/Council Evaluation in spring 2014 include an assessment of representatives' routine distribution of information to constituent groups.

---

***Standard III.D.2.d.*** *All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

---

### **Descriptive Summary**

The College of the Sequoias Community College District uses short-term and long-term debt instruments, auxiliary activities, grants and donations in a manner that is consistent with the intended purpose of the funding source.

#### ***Short-term and Long-term Debt***

The Board of Trustees authorizes the short-term or long-term loans only after careful study of the consequences and a plan for repayment. The District incurred a long-term debt on several occasions in recent years by using certificates of participation to borrow against future revenues. These loans were established for specific purposes and the revenue from the loans has been used for the stated purposes as shown in the table presented in this section. These loans allowed the District to complete facilities' upgrades or construction that were not eligible for state funds. Repayment of these loans is budgeted annually in the unrestricted general fund. [\[S.IIID.5\]](#) (Standard III.D.1.c.)



<b>Summary of Short-term and Long-term Debt Instruments</b>		
<b>Year</b>	<b>Purposes</b>	<b>Project Completed</b>
2003 COP	Construct parking lot 7 at the south end of Visalia campus	<ol style="list-style-type: none"> <li>1. Refinance a 1997 certificate of participation</li> <li>2. Fund construction of a parking lot at the Visalia campus that provides parking for approximately 700 cars.</li> </ol>
2004 COP	Construct Student Center	Partially fund construction of the Student Center on the Visalia campus with 20,536 gross square feet that was completed in 2005.
2011 Lease Revenue Bond	Construct Hanford Educational Center	Partially fund construction of the Hanford Educational Center with 12,280 gross square feet that was completed in 2008.
2013 Bond Anticipation Note	Construct Tulare College Center	<ol style="list-style-type: none"> <li>1. Refinance a 2011 Bond Anticipation Note</li> <li>2. Partially fund construction of the Tulare College Center with 111,600 gross square feet that was completed in 2012.</li> </ol>

### ***Auxiliary Activities***

The District includes the following six auxiliary activities.

- Bookstore
- Parking
- Student card sales
- Student representation fee
- Student center fee
- Contract education

For the Bookstore, the District has an agreement with Barnes & Noble in which they reimburse the District up to \$300,000 for employees' salaries and benefits. Bookstore profits are in the range of \$15,000 to \$20,000 and are used to repay a 2009 debt of \$101,437 to the general fund. Once this debt is repaid, the bookstore profits will be used to support student programs. Revenue from parking lot fees pay for maintenance of the parking lots and salaries for police officers. Revenue from student-body card sales support daily operations of the Student Activities and Affairs Office, such as clubs. The student representation fee supports students' involvement in statewide events, such as the annual Lobby Day in Sacramento as well as student attendance at conferences and workshops related to student government. The student center fee proceeds are used to repay the Student Center Certificate of Participation as well as day-to-day staffing, operations and maintenance of the Student Center. Contract education revenue funds the salaries of contract education staff and overhead costs paid to the District. [\[S.IIID.5\]](#)

### ***Fund-raising***

The College of the Sequoias Foundation raises funds for the District as an independent non-profit 501(c)3 and uses those funds to support District programs. For example, in 2011-2012

the foundation provided 425 scholarships to 375 students for a total of \$365,000 and allocated \$150,000 for District projects that support student outcomes (e.g. the District's Writing Center). The Foundation raises these funds through partnerships with individuals, service clubs, health care organizations, municipalities, civic organizations and businesses. The Foundation operations are audited separately from the District and this audit is presented to the Board of Trustees each year once it has been accepted by the Foundation Board. The Foundation financials are also presented within the District audit as a "discretely presented component unit" annually. The Foundation has had no significant audit findings. [\[S.IIID.16\]](#)

### ***Grants***

The District has been successful in developing additional resources through grants as shown in the following table. Currently, the District has 12 major grants for a total of approximately \$3.3 million dollars.

<b>Title</b>	<b>Purpose</b>	<b>Term</b>
Hispanic-Serving Institution Title V SEQUOIAS Grant	Improve student success through learning communities, an enhanced early alert program and orientation and supplemental instruction	2010-2015
Hispanic-Serving Institution Title V (PASEO) Grant	Partner with Fresno Pacific University to support first-generation, low-income students seeking a degree in mathematics or science	2011- 2016
TRiO Upward Bound Math/Science	Prepare high school students for postsecondary education programs that lead to careers in the fields of math and science	2008-2017
TRiO Student Support Services	Provide low-income and first-generation community college students with opportunities for academic development, assist them with meeting basic college requirements and motivate them towards the successful completion of their post-secondary education	2011-2015
Career Advancement Academy	Improve college's basic skills into curriculum by incorporating best practices for compressed instructional delivery and/or CTE academic support and align support services to support career technical education and basic skills classes	2013-2014
Career Technical Education - Transitions	Support secondary to post-secondary transition and student transition to the world of work	2012- Ongoing



<b>Title</b>	<b>Purpose</b>	<b>Term</b>
Career Technical Education Pathway Five & Six	Partner with College of the Sequoias Tech Prep Consortium to expand middle school exploration, enhance real-world work experiences and leverage professional development opportunities for education and joint advisory membership in the region	2012-2014
Department of Rehabilitation Workability III	Provide vocational assessment, employment services, and work experience for students	2011-Ongoing
Economic Development Applied Competitive Tech Manufacturing	Support community colleges serving local communities to develop, sustain and advance their role in a global economy	2011-Ongoing
Economic Development Deputy Sector Navigation Health Care	Support economic development activities in the health care industry sector through outreach, education, training and inter-agency collaboration	2014-Ongoing
Economic Development Responsive Training	Provide short-term intensive training for incumbent workers in identified strategic priority areas as well as local impact sectors	2013-Ongoing
Department of Labor: Trade Adjustment Assistance Community College and Career Training Grant Program (TAACCCT)	Design and implement innovative education and training programs to accelerate education and training of the target population to meet specific industry needs	2012-2014

The vice presidents and the responsible dean oversee grants. The project managers collaborate with the appropriate vice president and the dean, fiscal services to ensure that:

- The purpose/focus of the grants align with the District mission;
- Grant implementation complies with appropriate regulations and guidelines; and
- Funds are appropriately used for the purposes intended by the funding sources.

## Self Evaluation

The District meets Standard III.D.2.d. because it uses short-term and long-term debt instruments, auxiliary activities, grants, and donations in a manner that is consistent with the intended purpose of the funding source.

All external audits in the past five years have found the District to be in compliance with all applicable rules and laws that relate to the use of short-term and long-term debt instruments, auxiliary activities, grants and donation. [\[S.IIID.17\]](#) (Standard III.D.2.d.)

## Actionable Improvement Plan

None.

---

*Standard III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.*

---

## Descriptive Summary

As described in the response to Standard III.D.2.a. in this Show Cause Report, the District undergoes an annual external audit of all funds including auxiliary accounts, Proposition 39 Bond funds and College of the Sequoias Foundation fund. The audit reviews all financial documents as well as financial processes to assess the District's compliance with established accounting and reporting standards documented in the Community Colleges Budget and Accounting Manual. The audit begins after the end of the fiscal year and the results are presented to the Board of Trustees in January or February of the following year. [\[S.IIID.13\]](#) [\[S.IIID.15\]](#) [\[S.IIID.44\]](#) [\[S.IIID.53\]](#) (Standards I.B.5., III.D.2.a., III.D.2.e., III.D.3.h., IV.B.1.c.)

District grants are also audited annually through the Federal Single Audit and the State Compliance Audit, both of which are part of the District Annual Financial Report (Audit) to verify financial procedures, policies, and internal control systems. [\[S.IIID.15\]](#)

In addition to these external reviews, fiscal services staff use two self-assessment tools to ensure the quality of its processes and products. The Budget Development Checklist verifies that the final budget includes 12 necessary components and the Budget Accountability Report is a quarterly check on the effectiveness of the budget by comparing the adopted budget with the amount expended to date. The District also receives an annual Independent Auditors Report on Internal Control over Financial Reporting and on Compliance in Accordance with Government Auditing Standards which consistently reflects no identified deficiencies in internal control over financial reporting that would be considered a material weakness. [\[S.IIID.15\]](#)

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Standard III.D.2.e. because the District evaluates its internal control systems and uses the results as a basis for continuous improvement.

In response to recommendations in annual audits, the District modified its internal control systems. As a result of a minor finding, the District revised its process for the Child Development Center to process payments. The District has only received one major finding in the past five years and this finding was also used to eliminate “to be arranged” scheduling. Both minor and major findings have been used to improve the District’s financial processes. [\[S.IIID.15\]](#) (Standards III.D.2.a., III.D.2.b.)

## **Actionable Improvement Plan**

None.

---

***Standard III.D.3.** The institution has policies and procedures to ensure sound financial practices and financial stability.*

***Standard III.D.3.a.** The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and contingency plans to meet financial emergencies.

### ***Sufficient Cash Flow and Reserves***

The District ensures sufficient cash flow to meet its financial obligations by borrowing against future property taxes through Tax and Revenue Anticipation Notes offered via the Community College League of California when necessary. These notes are used once or twice a year to finance short-term cash flow deficits which occur due to the irregular receipt of taxes and/or revenues and the ongoing requirement for regular disbursements of operating expenses. All loans are repaid during the following fiscal year as itemized in the College of the Sequoias Final Budget 2013- 2014. [\[S.IIID.5\]](#) (Standards III.D.1.c., III.D.2.d.)

The District maintains a conservative reserve as a way to ensure that there are funds for long-term obligations in an emergency. Board Policy 6200 establishes the District reserve as 6 percent of the unrestricted general fund. In 2008-2009 the District president shared that in light of the state budget crisis and the resulting reductions in state apportionment for community colleges, the District would be spending down the reserves to compensate for the lack of sufficient COLA. The District’s actual unrestricted general fund reserve dropped as low as 5.3 percent in 2008-09 and 5.5 percent in 2009-10 and 2010-11. These years were still above the state mandated and recommended reserve of 5 percent. The reserve was 5.98 percent on June 30, 2013, with the projection that the reserve will return to 6 percent by the end of the next fiscal year. [\[S.IIID.5\]](#) [\[S.IIID.50\]](#) [\[S.IIID.56\]](#) (Standards III.D.3.a., III.D.1.c.)

### ***Strategies for Risk Management***

The District is exposed to risks from a variety of sources, the most common of which are loss, damage to, or destruction of assets and injuries to employees.

The District manages this risk by participating in two joint powers authority agreements to secure insurance at a reasonable cost: the Tulare County School District Authority for property and liability insurance and the Tulare County Schools Insurance Group for workers' compensation coverage. Participation in these joint power authorities enables the District to pool its resources with other districts, save premium costs, and spread risk.

In addition, the District contracts annually with a hazardous waste management company to manage the disposal of hazardous waste materials. [\[S.IIID.59\]](#)

### ***Contingency Plans to Meet Financial and Unforeseen Emergencies***

As directed by Board Policy 6200, the District maintains a conservative reserve as a way to ensure that there are funds for unanticipated needs. In response to the state budget crisis and several consecutive years of reductions in state apportionment, in 2008-2009 the District decided to spend down reserves as needed, but not to go below the state established reserve of 5 percent of the unrestricted general fund. Although the reserve never dropped below 5.3 percent, is currently at 5.98 percent, and is projected to return to 6 percent next fiscal year, this example illustrates how the District may use the reserve to meet financial emergencies. [\[S.IIID.5\]](#) [\[S.IIID.7\]](#) [\[S.IIID.50\]](#) [\[S.IIID.56\]](#) (Standard III.D.1.c.)

The District prepares for facilities emergencies by establishing a capital outlay fund. The capital outlay fund is used sparingly to either remedy emergencies in facilities or to prevent such emergencies. This fund held \$1.47 million in fund balance at June 30, 2013, which is available for contingencies or facilities emergencies. [\[S.IIID.5\]](#)

### **Self Evaluation**

The District is in compliance with Standard III.D.3.a. because it has sufficient cash flow and reserves to maintain stability, insurance for risk management and contingency plans for financial and facilities emergencies.

The District maintains its cash flow by making short-term loans once or twice a year via the Community College League of California's Tax and Revenue Anticipation Notes. Strategies for risk management include maintaining an appropriate level of property and liability insurance and workers' compensation insurance. In addition, the District contracts for annual hazardous waste management services. Contingency planning for financial and unforeseen emergencies include maintaining a 6 percent reserve of the unrestricted general fund and a capital outlay fund, both of which are used sparingly. (Standards III.D.1.c., III.D.2.d.)

### **Actionable Improvement Plan**

None.

---

***Standard III.D.3.b.*** *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The annual audits provide evidence that the District's practices result in effective oversight of its finances. The audits assess financial records and processes for financial aid, grants, contractual relationships, auxiliary organizations, and institutional investments and assets. These evaluations of the District's financial documents and processes have consistently yielded unqualified audit reports over the past five years and have only included one major finding. The Recommendations, when received in the audit reports, are used to improve financial documentation and processes. [\[S.IIID.15\]](#) [\[S.IIID.17\]](#) (Standard III.D.2.a.)

The vice president, administrative services is assigned responsibility for oversight of the District's finances. Monthly, quarterly, and annual fiscal accountability reports are provided to the Budget Committee and the Board of Trustees. [\[S.IIID.22\]](#) [\[S.IIID.43\]](#)

To ensure the integrity of the District's financial records for financial aid, Financial Aid Office staff conduct internal reconciliations of the financial aid accounts. In addition to this oversight, financial aid records are audited annually as part of the district audit. [\[S.IIID.24\]](#) (Standard III.D.2.e.)

The appropriate vice president and a project manager safeguard the financial records and processes for District grants. They are responsible for ensuring that the intention of the grants aligns with the District mission; that federal regulations and guidelines are followed; and that the funds are used only for the purposes intended by the funding sources. [\[S.IIID.15\]](#) (Standard III.D.2.e.)

To ensure the integrity of its financial records related to contracts, the District follows the guidelines documented in Board Policy 6340. The vice president, administrative services reviews all contracts for risk management, legal issues, fiscal issues, human resources issues, tax issues, and consistency with the District's mission. Payments on contracts are made through the District's regular payment process and therefore are evaluated in the annual audit. [\[S.IIID.15\]](#) (Standard III.D.2.e.)

To ensure the integrity of the financial records for auxiliary organizations including the foundation, the District includes in its annual audit all records related to the foundation, bookstore, student card sales, student representation fees, student center fee, and parking lot fees. [\[S.IIID.15\]](#) (Standard III.D.2.e.)

As stipulated in Board Policy 6320 and Administrative Procedure 6320, District funds that are not required for the immediate needs of the District may be invested in funds such as the County's Treasurer's Investment Pool or the Local Agency Investment Fund. The District's

primary investment is the deposit of the general fund reserve with the County Treasurer's Investment Pool. The interest earned is reported as general fund revenue in the District's preliminary and final budgets, which are reviewed and approved by the District Governance Senate, the Budget Committee and the Board of Trustees. The annual audit report assesses all investment documents including revenue from earned interest. The audit report is presented to the Board of Trustees each January or February following the fiscal year end. The minutes for this Board meeting and the budgets are posted online which makes them available across the District and to the public. [\[S.IIID.5\]](#) [\[S.IIID.51\]](#) [\[S.IIID.55\]](#) [\[S.IIID.60\]](#)

## **Self Evaluation**

The District meets Standard III.D.3.b. because it has effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Various processes are in place to ensure the integrity of budgets and financial records across the District. The annual audit is the primary means of confirming that the District's processes are effective. The results of the audit are broadly communicated at completion of the audit. Given the District's track record of only one major finding in the past five years, audits confirm that the District's practices result in effective oversight of its finances. [\[S.IIID.44\]](#) (Standard III.D.2.b.)

## **Actionable Improvement Plan**

None.

---

*Standard III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.*

---

## **Descriptive Summary**

The District monitors the costs of its commitments and budgets funds accordingly to ensure sufficient funds for all liabilities and future obligations as summarized below.

### ***Other Post-Employment Benefits***

One significant long-term financial liability is the District's commitment to provide retiree health benefits. The Board elected in the year 2000 to contribute funds to a retiree health benefits account over a fifteen year period in order to make this fund self-sustaining. In 2006-2007, the District joined the Community College League of California Retiree Health Benefits Joint Powers Authority, which is an irrevocable trust that manages contributions and interest earnings to meet future health care expenses. As of December 2012 the District's assets held in the Joint Powers Agency totaled \$5,357,242. To ensure that the District continues to be adequately prepared for future liabilities, actuarial studies are conducted every two years to determine the unfunded liability for retiree health benefits. In December 2012, the unfunded actuarial accrued liability was \$7,879,225. [\[S.IIID.27\]](#) [\[S.IIID.28\]](#)

### ***Certificates of Participation***

The District's second significant long-term financial liability is repayment of two certificates of participation and one lease revenue bond. The certificates of participation and the lease revenue bond were issued to fund projects that upgraded or built facilities that were not eligible for state funding. Repayment of these loans is budgeted annually from the unrestricted general fund. [\[S.IIID.5\]](#) (Standards III.D.1.c., III.D.2.d.)

### ***Banked Compensated Absences (vacations) and Banked Leave***

Board Policy 7340 limits accrued vacation time to 40 days or 320 hours of paid leave. The District posts a liability annually to cover compensated absences including vacation, comp time, banked leave and payouts to employees who leave the District. This amount was \$1,711,153 total, comprised of \$86,104 at June 30, 2013 for Compensatory Time Liability, \$782,351 at June 30, 2013 for Vacation Liability, and \$842,698 (separately in fund 62100) at June 30, 2013 for Banked Leave. Banked Leave is for faculty who teach over their required load in any semester and get permission to bank the time earned over their required amount. These three components totaled \$1,782,309 at June 30 2013. [\[S.IIID.5\]](#) [\[S.IIID.15\]](#) [\[S.IIID.61\]](#)

### **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Standard III.D.3.c. because the District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including retiree benefits, compensated absences, and other employee-related obligations.

The positive results from the annual audits and the District's track record of timely repayment of its loans are evidence that the District uses sound financial practices related to long-term liabilities. The Irrevocable Trust for Other Post-Employment Benefits is another indicator of the District's sound financial planning for future obligations. [\[S.IIID.15\]](#) (Standards III.D.1.c.)

### **Actionable Improvement Plan**

None.

---

***Standard III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.***

---

### **Descriptive Summary**

The District completes actuarial study of the District's liabilities related to Other Post-Employment Benefits as required by government and state accounting standards.

In keeping with Governmental Accounting Standards Board guidelines, an actuarial study of retiree health benefits is conducted no less frequently than every two years. Total Systems Compensation Incorporated prepared the District's most recent actuarial study of the District's liabilities related to Other Post-Employment Benefits in December 2012. The study reported a \$1,294,724 annual required contribution, \$7,879,225 as the current unfunded actuarial



accrued liability, and \$5,357,242 as the actuarial value of plan assets. [\[S.IIID.27\]](#) (Standard III.D.1.c.)

## **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Standard III.D.3.d. because it ensures that an actuarial study is prepared every two years as required by governmental accounting standards. Actuarial studies were completed in August 2008, May 2011, and May 2013. [\[S.IIID.27\]](#) (Standard III.D.1.c.)

## **Actionable Improvement Plan**

None.

---

*Standard III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

---

## **Descriptive Summary**

As discussed in the response to Standard III.D.3.a. in this Show Cause Report, the District ensures sufficient cash flow to meet its financial obligations by borrowing against future property taxes through Tax and Revenue Anticipation Notes offered via the Community College League of California. These notes are used once or twice a year to finance short-term cash flow deficits, which occur due to the irregular receipt of certain taxes and/or revenues and the ongoing requirement for regular disbursements of operating expenses. All loans are repaid during the following fiscal year as itemized in the College of the Sequoias Final Budget 2013- 2014. [\[S.IIID.5\]](#) (Standard III.D.3.a.)

In the past decade the District issued two certificates of participation, a lease revenue bond and Bond Anticipation Notes. Repayments for these locally incurred debt instruments (COPS and Lease Revenue Bond) are budgeted in the unrestricted general fund annually. The repayment of the Bond Anticipation Note is due in April 2016 and is planned from future bond issuances and facility fund savings. [\[S.IIID.5\]](#) (Standard III.D.1.c., III.D.2.d.)

The District also has multiple bond issuances outstanding, but these long term financings are repaid through local property tax collections and do not require District funds for repayments. These general obligation bonds are issued, administered, and monitored according to all applicable laws and regulations. [\[S.IIID.15\]](#) [\[S.IIID.18\]](#) [\[S.IIID.19\]](#) [\[S.IIID.20\]](#)

## **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Standard III.D.3.e. because the District annually assesses and allocates resources for the repayment of local debt instruments.



The District includes the repayment of both short-term and long-term obligations as line items in its budget similar to other expenditure categories and has made all payments on schedule. [\[S.IIID.55\]](#) [\[S.IIID.15\]](#) (Standards III.D.1.c., III.D.2.d.)

## Actionable Improvement Plan

None.

---

*Standard III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.*

---

## Descriptive Summary

The College of the Sequoias Community College District monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

### *Student Loan Default Rates*

The vice president, student services, the dean of student services, the financial aid director, and the financial aid coordinator monitor student loan default rates. Historically, the District has been conservative in its approach to loan disbursement and consequently the District's loan default rates are comparatively low: [\[S.IIID.25\]](#)

- Two-year cohort rate      15.0 percent (Current)
- Fiscal Year 2010      16.0 percent
- Fiscal Year 2009      9.7 percent
- Fiscal Year 2008      13.8 percent

When a student requests a student loan from the Financial Aid Office, he/she is given a Student Loan Request Packet with extensive information and loan default counseling resources.

A Direct Loan Request Form is included in the loan packet. This form lists step-by step instructions that must be completed prior to being receiving a loan.

Students requesting a loan are required to complete the following, all of which are available on the Federal Student Aid Student Loans website at [www.studentloans.gov](http://www.studentloans.gov).

1. Financial Awareness Counseling
2. Repayment Estimator Calculator
3. Loan Entrance Counseling
4. Master Promissory Note
5. Register at [www.saltmoney.org/cos](http://www.saltmoney.org/cos) for student loan default prevention information.

The District contracts a Default Prevention Service Provider, American Student Assistance/SALT to provide online resources, default prevention, and loan counseling services to students.

The District has also recently endorsed an agreement with Parker, Pierson & Associates, a second Default Prevention Service Provider, to provide the same resources and services to students. PP&A has formed a partnership with the California Community College Chancellor's Office and provides a no-cost service to the College. The College will now require a student to log in and register on the PP&A website, as well as SALT.

Financial aid specialists give students entrance counseling when they drop off their Student Loan Request Packet and prior to receiving their student loan payment.

Loan Exit Counseling is required at [www.studentloans.gov](http://www.studentloans.gov) when a student graduates, transfers, withdraws from college or drops to less than six (6) units.

The College provides over 50 financial aid workshops, including one workshop each semester pertaining to loan default prevention. [\[S.IIID.26\]](#)

### ***Revenue Streams***

Revenue from federal agencies is awarded to the District in the form of grants. The District has approximately 19 federal grants for a total of approximately \$22.85 million. In addition, the District receives state grants and awards such as Extended Opportunity Program and Services, Disability Resource Center funds, and Matriculation (Student Success) funds. General oversight of a grant is assigned to the appropriate vice president and/or dean with the direct responsibility assigned to a project manager. Project managers are responsible for ensuring that the intention of the grants aligns with the District mission, monitoring federal and state regulations and guidelines, and ensuring that the funds are appropriately used for the purposes intended by the funding sources. [\[S.IIID.15\]](#)

### ***Assets***

As required by federal regulations, the District maintains a separate inventory of all assets purchased with federal funding. The assets currently used in the District were primarily purchased with federal Vocational and Applied Technology Education Act funding, with other purchases from the Hispanic Serving Institute funds and Pell administration funds. [\[S.IIID.34\]](#)

### **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Standard III.D.3.f. because it monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

The District monitors student loan default rates and implements student loan default preventive measures. When a district's student loan default rate exceeds 25 percent, it is no longer allowed to offer student loans. In light of that benchmark, the District's student loan rate is moderate to low. [\[S.IIID.25\]](#)

The District monitors compliance with the federal and state accounting regulations for grants. To ensure compliance with state and federal regulations and accounting standards, project managers and fiscal staff follow all federal and state guidance for grant implementation. This can be seen by the lack of audit findings in each fiscal year. See Schedule of Expenditures of Federal Awards and Schedule of Expenditure of State awards in the Annual Financial Report. Note there have been no federal or state program findings each year. [\[S.IIID.15\]](#)

The District maintains an inventory of assets purchased with federal funding. [\[S.IIID.34\]](#)

## **Actionable Improvement Plan**

None.

---

*Standard III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

---

## **Descriptive Summary**

The District ensures that contractual agreements with external entities are consistent with the District's mission and goals, are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Board Policy 6100 delegates the authority to superintendent/president or his/her designee to enter into external contracts. In addition, this policy outlines guidelines and limitations for outside contracts. Board Policy 6340 outlines the approval process for external contracts. [\[S.IIID.49\]](#) [\[S.IIID.52\]](#)

The vice president, administrative services oversees numerous contracts between the District and external entities for business-type services. These contracts include leases, service contracts (copier machines), vendor/supplier contracts, and construction contracts. The vice president, administrative services relies on the expertise of local attorneys when reviewing potential District contracts to ensure that the contracts contain the appropriate provisions. [\[S.IIID.35\]](#)

The vice president, academic services and the respective deans oversee instructional contracts, such as agreements with local hospitals to provide clinical sites for students and contracts to provide non-credit instruction. The District enters into instructional contracts only for services that are consistent with its mission and align with District Objectives and Goals. [\[S.IIID.36\]](#)

The District previously contracted with Tulare County Counsel to review and construct such contracts and now relies on the expertise of local attorneys to ensure the contracts and agreements are reasonable, purposeful, and do not place undue potential liability on the District. Outside contracts have proven successful for the District to date.

## **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Standard III.D.3.g. because board policies are in place to govern the awarding of outside contracts, and contracts are monitored by senior administrators to ensure that these are consistent with the District mission.

The vice president, administrative services monitors contracts with outside vendors for services such as copiers or for projects such as construction. The vice president, academic

services monitors instructional agreements, such as contract education. Legal assistance is provided to ensure that agreements and contracts are appropriate.

## Actionable Improvement Plan

None.

---

**Standard III.D.3.h.** *The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.*

---

## Descriptive Summary

The College of the Sequoias Community College District regularly evaluates its financial management practices, and the results of the evaluation are used to improve internal control structures.

An independent certified public accounting firm annually evaluates whether the District financial internal control systems and records comply with state and federal auditing standards. Fiscal services staff use the annual audits as their quality assurance checks. All of the auditors' recommendations for changes to the management of fiscal practice have been addressed and have resulted in improvements to the District's systems for managing financial documents, as described in the examples provided in response to Standard III.D.2.b. in this Show Cause Report. [\[S.IIID.15\]](#) [\[S.IIID.17\]](#) (Standard III.D.2.b.)

Similarly, District grants are audited regularly through the federal single audit and the state compliance audit components of the annual financial audit, and the results of these audits confirm that the District's financial procedures, policies, and internal control systems meet generally accepted accounting procedures. [\[S.IIID.15\]](#)

In addition to audits from professionals external to the organization, the District uses the following three self-assessment processes to evaluate its financial documents and processes.

**Budget Development Checklist:** As the budget is finalized each summer, fiscal services personnel compare the final budget on 12 points to ensure that the document is accurate. The points include verification of such details as:

- Revenue limit equals Full-time Equivalent Student (FTES) revenue projection.
- Numbers on all schedules tie out.
- Revenue assumptions are updated and in budget.
- One-time revenues removed. [\[S.IIID.58\]](#)
- Budget Accountability Report: The District prepares a Budget Accountability Report quarterly for distribution to the District Governance Senate, the Budget Committee, and the Board of Trustees. This report compares the budget amount allocated for expenses in the adopted budget, such as academic salaries, with the amount expended in that category to date. This provides early detection of budget variances and is used to prevent over expenditures and forecast problems. [\[S.IIID.9\]](#)

- Institutional Program Review: The service areas within fiscal services develop and assess service area outcomes, which provide an opportunity for the area to evaluate their processes and use the results as the basis for continuous improvement. [\[S.IIID.12\]](#)

District staff members regularly attend fiscal workshops and state budget meetings to ensure that the District is implementing current financial management practices. [\[S.IIID.11\]](#)

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Standard III.D.2.e. because the District regularly evaluates its fiscal management practices and uses the results as a basis for continuous improvement.

The District uses three types of assessment to monitor its financial documents and fiscal management systems:

- Annual audits by external evaluators;
- Self-assessment using a Budget Development Checklist and Budget Accountability Reports; and
- Measurement of service area outcomes developed through the Institutional Program Review process.

The District uses the results of these assessments to improve financial management practices.

## Actionable Improvement Plan

None.

---

***Standard III.D.4.** Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for the improvement of the institution.*

---

## Descriptive Summary

The College of the Sequoias Community College District integrates financial resource planning with institutional planning, assesses the effective use of financial resources, and uses the results of that evaluation as the basis of institutional improvement.

As described in the response to Standard III.D.1.a. in this Show Cause Report, the District assessed and revised its integrated planning processes in spring 2013. This review/revision process included refining its planning lexicon to more clearly communicate the ongoing systematic evaluation cycle that it uses to measure the effectiveness of planning, program review, resource allocations, and program outcomes.

In the District's cycle of integrated planning, resources are allocated based on rationales that tie the request to either an Institutional Program Review or to District Objectives. Funding requests through Institutional Program Reviews are required to be related to the measurement of a student learning outcome, a service area outcome, or to a District Objective. [\[S.IIID.1\]](#)  
[\[S.IIID.3\]](#)

The three processes that link resource allocations to Institutional Program Reviews and District Objectives are:

**1. *Development of Budget Assumptions***

The budget development process reinforces the link between institutional planning and resource allocations through the budget assumptions. In early spring the Budget Committee drafts budget assumptions, reviews those draft assumptions with District Governance Senate, and modifies the assumptions as needed throughout the spring so that these reflect District Objectives as well as the impact of external decisions, such as the level of state apportionment.

**2. *Evaluation of Discretionary Base Budget Requests***

During the budget development process a unit (department/division) may elect to re-allocate funds from one budget category to another within the unit's discretionary base budget. The unit area manager request will include a justification based on how this budget shift will support the unit's ability to address an issue identified in its Institutional Program Review and/or contribute to achievement of a District Objective. The unit area manager will meet with fiscal services administration to implement the movement of funds. A summary report of re-allocated base budget funds will be presented to the Budget Committee annually.

**3. *Evaluation of Above-Base Funding Requests***

Requests for above-base funds may be justified by an issue identified in an Institutional Program Review or justified as necessary for the achievement of a District Objective. These justifications are considered at all levels in the process of prioritizing requests for above-base funds and are included in the final recommendation presented to the Board of Trustees.

The District's revised planning processes include assessments of the effective use of financial resources and the use of the results of the evaluation as a basis for improvement. This evaluation and assessment is multi-faceted and includes three processes.

- **Report on Impact of Prior Year Above-Base Funding**

The effectiveness of the prior year's resource allocation of above-base funds will be documented in the program review process beginning in fall 2014. Units will be asked to summarize the programmatic impact of the prior year's above-base funds, citing how the resources improved their effectiveness in serving students or moved the District toward achieving a District Objective. [\[S.IIID.3\]](#)

- **Annual Report on the Master Plan**

This annual report:

- Summarizes progress on District Objectives;
- Analyzes whether that progress was effective in moving the District toward achievement of District Goals; and
- Identifies the District Objectives that will be the basis for resource allocations in the coming year.

In these ways, this document is, in essence, a report on the District's effective use of its resources. [\[S.IIID.4\]](#) (Standards I.B.1., I.B.5.)

- Institutional Program Review

As part of Institutional Program Review, the assessments of student learning outcomes and service area outcomes are annually assessed, documented in the District's software management system, and evaluated as part of the subsequent year's Institutional Program Review. Since the measurement of these outcomes reflect how the District expends its human and fiscal resources, improvements in these outcomes demonstrate the District's effective use of its resources. [\[S.IIID.30\]](#) (Standards I.B.1., II.A.1.c., II.B.4., II.C.2.)

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Standard III.D.4. because it integrates financial resource planning with institutional planning, assesses the effective use of financial resources, and uses the results of that evaluation as the basis of institutional improvement.

The *College of the Sequoias 2013 Integrated Planning Manual* defines planning terms and outlines the processes and timelines for each component in the District's integrated planning model. The planning processes begin with an evaluation of the institution's effectiveness in meeting its mission, and based on that evaluation, develops District Goals that articulate how the District intends to improve its institutional effectiveness. The District Goals are the basis for District Objectives that describe the specific strategies that will be used to achieve the District Goals. Resource allocation decisions are justified by the alignment of that request with District Objectives or will address an issue identified through the measurement of a student learning outcome or a service area outcome. The District evaluates the effective use of its resources by documenting its accomplishments related to the District Goals and District Objectives in an annual report or in the subsequent year's Institutional Program Review. [\[S.IIID.4\]](#) [\[S.IIID.30\]](#) (Standard I.B.1., II.A.1.c., II.B.4., II.C.2.)

## Actionable Improvement Plans

- The vice president, administrative services, in collaboration with the District Governance Senate, will develop and implement the process for a unit to formally request approval of the movement of funds within the unit's discretionary base budget. The request must include a justification based on how this budget shift will support the unit's ability to address an issue identified in its Institutional Program Review and/or contribute to achievement of a District Objective.
- The vice president, administrative services, in collaboration with the District Governance Senate, will develop and implement the process to monitor the reports of how above-base funding improved institutional effectiveness in serving students or moved the District toward achieving District Objectives.
- The superintendent/president, with the Implementation Task Force and the District Governance Senate, will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes. This repeats the actionable improvement plan in Standard I.A.3.

- The superintendent/president, with the Budget Committee and the Implementation Task Force, will ensure compliance with the processes of budget development and above-base resource allocation in the *College of the Sequoias 2013 Resource Allocation Manual*. This repeats the actionable improvement plan in Standard I.B.4.



---

### STANDARD III.D. Evidence List

---

- S.IIID.1 *College of the Sequoias 2013 Integrated Planning Manual*
- S.IIID.2 *College of the Sequoias 2013 Governance and Decision-making Manual*
- S.IIID.3 *College of the Sequoias 2013 Resource Allocation Manual*
- S.IIID.4 *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*
- S.IIID.5 2013-14 Final Budget
- S.IIID.6 2013-14 Preliminary Budget
- S.IIID.7 Quarterly and Annual Financial Status Reports (CCFS-311 reports)
- S.IIID.8 Apportionment Attendance Reports (CCFS-320 reports)
- S.IIID.9 College of the Sequoias Budget Accountability Reports
- S.IIID.10 College of the Sequoias 2012-13 Fiscal Solvency Plan
- S.IIID.11 Evidence of College of the Sequoias fiscal staff attendance at state budget workshops
- S.IIID.12 College of the Sequoias Fiscal Services Program Review report
- S.IIID.13 Community College Budget and Accounting Manual
- S.IIID.14 Documentation of the enrollment management workgroup meetings/discussion of FTES projections in Instructional Council
- S.IIID.15 District Annual Financial Report (Audit) for years 2007-08 through 2011-12 (2012-13 will be completed December 2013)
- S.IIID.16 Annual College of the Sequoias Foundation Financial Report for 2011-12 (2012-13 will be completed December 2013)
- S.IIID.17 District Audit Management Letters (no letters were issued for 2010-11 and 2011-12)
- S. III.D.18 Measure C (SFID #1 - Hanford) advisory committee annual reports and Prop 39 G.O. Bond Financial and Performance Audits
- S.IIID.19 Measure I (SFID #2 – Visalia) advisory committee annual reports and Prop 39 G.O. Bond Financial and Performance Audits
- S.IIID.20 Measure J (SFID #3 – Tulare) advisory committee annual reports and Prop 39 G.O. Bond Financial and Performance Audits
- S.IIID.21 Budget Committee bylaws and membership
- S.IIID.22 Budget Committee minutes (Fall 2013)
- S.IIID.23 Tax Revenue Anticipation Notes (TRANs) information
- S.IIID.24 Financial aid monthly reconciliations

- S.IIID.25 District Cohort (student loan) default rates
- S.IIID.26 Evidence of financial aid/student loan counseling
- S.IIID.27 Actuarial studies from 2008, 2011, and 2013
- S.IIID.28 Community College League of California JPA for retiree health benefits account (GASB 45 – OPEB)
- S.IIID.29 Piper Jaffrey statements - payoff of 2011 Bond Anticipation Notes/Issuance of 2013 Bond Anticipation Notes
- S.IIID.30 College of the Sequoias Institutional Program Review Template
- S.IIID.31 PowerPoint presentations used to communicate 2013-14 budget
- S.IIID.32 COS eNews on 2013-14 budget
- S.IIID.33 Screen shot of access page for COS Extended Information System for financial data
- S.IIID.34 Inventory of District equipment purchased with federal funds
- S.IIID.35 Representative list of external business contracts monitored by vice president, administrative services
- S.IIID.36 Representative list of Instructional Service Agreements (ISAs) monitored by the vice president, academic services
- S.IIID.37 2013 contract with Tulare County Workforce Investment Board (WIB), 2013 contract with California Corporate College Colleagues
- S.IIID.38 District Governance Senate minutes from fall 2013 meeting when budget was presented
- S.IIID.39 District Governance Senate minutes from fall 2013 meeting outlining role of committee representatives
- S.IIID.40 Agendas from operational groups' fall 2013 meetings (Instructional Council, Deans' Council, Senior Management) when budget was presented
- S.IIID.41 Board minutes related to payoff of Bond Anticipation Notes in SFID #3 – spring 2013
- S.IIID.42 Board minutes related to tentative budget presentation – spring 2013
- S.IIID.43 Board minutes related to final budget presentation – fall 2013
- S.IIID.44 Board minutes related to presentation of the 2011-12 District Annual Financial Report (Audit) – February 2013
- S.IIID.45 Board minutes related to acceptance of 2010-11 Annual Financial Report
- S.IIID.46 Board minutes related to acceptance of 2011-12 Annual Financial Report
- S.IIID.47 Board minutes related to Budget Accountability Reports
- S.IIID.48 Board minutes related to Quarterly and Annual Financial Status Reports (CCFS-311 reports)

S.IIID.49 Board Policy 6100, Delegation of Authority  
S.IIID.50 Board Policy 6200, Budget Preparation  
S.IIID.51 Board Policy 6320, Investments  
S.IIID.52 Board Policy 6340, Bids and Contracts  
S.IIID.53 Board Policy 6400, Audits  
S.IIID.54 Administrative Procedure 6200, Budget Preparation  
S.IIID.55 Administrative Procedure 6320, Investments  
S.IIID.56 College President Final Budget 2008-09 Letter  
S.IIID.57 Administrative Procedure 6300, Fiscal Management  
S.IIID.58 Budget Development Checklist  
S.IIID.59 Purchase order and invoices for waste management and hazardous waste removal  
S.IIID.60 List of current investments  
S.IIID.61 Banked leave balance sheet June 30, 2013  
S.IIID.62. 2012 Evaluation Report

## **Standard IV**

---

*IV.A.2.a., IV.A.2.b., IV.A.3., IV.A.5.,  
IV.B.1.g., IV.B.2., IV.B.2b.*

---

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

**Standard IV.A.2.a.** *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District has met Standards IV.A.2. and IV.A.2.a. because the District has established and implemented a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to student learning programs and services. Processes for developing institutional decisions include mechanisms and organizations for providing input from staff and students.

Board Policy 2510, titled Participation in Local Decision-making, fulfills the Board of Trustees' legal responsibility to maintain a written policy ensuring that appropriate members of the District have the opportunity to participate in developing recommended policies for board action and administrative procedures for superintendent/president action. The written policy and administrative procedure on local decision-making were originally adopted on October 8, 2007, and were updated on June 19, 2013. As summarized below, this policy and the accompanying Administrative Procedure 2510 specifies the decision-making roles and responsibilities of the District's constituent groups and the recognized organizations for each constituent group that provide opportunities for constituent group participation in decision-making. [\[S.IV.1\]](#) (Standard IVA.2.)

**Faculty:** The Board of Trustees agrees to primarily rely upon the Academic Senate as the voice of the faculty on the following academic and professional matters:

1. Degree and certificate requirements;
2. Grading policies;
3. Policies for faculty professional development activities; and
4. Curriculum, including establishing prerequisites and placing courses with in disciplines.

In addition, the same policy recognizes that the Board will mutually agree with the Academic Senate on these academic and professional matters:

1. Educational program development;
2. Standards or policies regarding student preparation and success;

3. District and college governance structures as related to faculty roles;
4. Faculty roles and involvement in accreditation process, including self-studies and annual reports;
5. Processes for program review;
6. Processes for institutional planning and budget development; and
7. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

The Academic Senate constitution and by-laws provide further detail on this group's role and responsibilities in District's governance and the subgroup structure the Academic Senate uses to accomplish these tasks. [\[S.IV.29\]](#)

*Classified and confidential staff:* The Board of Trustees agrees that these employees will participate in developing recommendations for the superintendent/president on issues that have or will have a significant effect on them, as well as will participate in developing the processes for reaching those recommendations.

*Students:* The Board of Trustees agrees that the Associated Student organization shall represent the District's students and will participate in developing recommendations on issues that have or will have a significant effect on them, as well as will participate in developing the processes for reaching those recommendations. The following matters are identified as having a significant effect on students:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs that should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Other academic and professional matters as mutually agreed upon with the Board of Trustees
8. Standards and policies regarding student preparation and success
9. Student services planning and development
10. Student fees within the authority of the District to adopt
11. Any other District and college policy, procedure or related matter that the District governing board determines will have significant effect on students

The title of the Associated Students organization is transitioning to Student Senate. The constitution and by-laws of this group provide further detail on students' roles and responsibilities in District's governance. [\[S.IV.30\]](#)

The Board of Trustees determines the role of administrators in decision making by identifying their scope of responsibility and authority through job descriptions. [\[S.IV.2\]](#)

Board Policy and Administrative Procedure 2510 were augmented by an internal document describing the District's participatory governance model. First approved in April 1989 and more recently revised in September 2008, this outline called for the College Council and its four standing committees to serve as the forums for discussing District wide issues and formulating recommendations for the superintendent/president regarding institutional

planning and budget development. All District constituent groups were represented on the College Council. [\[S.IV.3\]](#)

This participatory governance model was assessed and revised in spring 2013 in response to the 2012 visiting team of ACCJC representatives' finding that the District was out of compliance with Standard IV.A.:

*“The team did not find any evidence that the college has a process to evaluate its governance and decision-making structure. Furthermore, beyond a handout listing committee members, there is no document that the team found that serves to provide an overview of how standing committee members are selected, how chair elections are to be conducted, etc.”* [\[S.IV.4\]](#)

To come into compliance on Standard IV.A., as well as address issues identified in both Recommendation 1 and Recommendation 2 of the 2012 Visiting Team Report, the District developed the following ambitious agenda of work to be completed in spring-summer 2013.

- Review other colleges' models of participatory governance and the related handbooks (Standard IV.A.2.)
- Evaluate the District's current participatory governance structure to identify redundancies in committee purposes (Standard I.B.3, I.B.6)
- Define each committee as being a governance group, an operational group or a task force (Standards I.B.1., I.B.4., IV.A.3.)
- Eliminate committees identified as redundant (Standards I.B.1., IV.A.3.)
- Define the specific purposes of the remaining committees to ensure that all tasks that should be delegated to a participatory governance group are assigned and to ensure that each committee's unique set of responsibilities are commensurate with the type of group (governance, operational, or task force) (Standards I.B.1., I.B.4., IV.A.3.)
- Verify that the planning responsibilities assigned in the College of the Sequoias 2013 Integrated Planning Manual are assigned to the appropriate committees [\[S.IV.5\]](#) (Standard IV.A.2.a.)
- Verify and document the roles and responsibilities of each constituent group in the District (Standards I.B.4., I.B.3)
- Identify the reporting structure and membership for each committee (Standards I.B.1., I.B.4., IV.A.1. IV.A.2., IV.A.2.a., IV.A.2.b.)
- Draft a model to show the links between groups and the reporting structure of the participatory governance bodies in a clear, straightforward manner (Standards I.B.4., IV.A.1.)
- Craft clear definitions of all participatory governance groups and terms (Standard IV.A.2.)
- Draft a document to formally and clearly describe the District's participatory governance structure (Standards IV.A.1., IV.A.2.)

In order to complete these tasks on an accelerated timeline while still providing multiple opportunities for feedback, a core team called the Accreditation Response Task Force was

appointed to serve as the District's official body to guide and develop its response to the sanction from ACCJC. The 40 Accreditation Response Task Force members represented each District constituency. Appointees to this group were chosen for their familiarity with or interest in the content of the recommendations to be addressed. [\[S.IV.6\]](#) (Standard I.B.1., IV.A.1.)

The Accreditation Response Task Force met weekly to assess current processes, brainstorm revisions/recommendations, implement necessary changes in policies and procedures, and serve as first readers of key documents. In order to accomplish a great deal in one semester and address each recommendation/standard at the same time, the Accreditation Response Task Force was divided into the following five subgroups, each with responsibility for a specific ACCJC Standard. [\[S.IV.7\]](#)

1. Subgroup I for Standard I: Institutional Planning and Effectiveness
2. Subgroup IIA for Standard IIA: Student Learning Outcomes
3. Subgroup IIBC for Standards IIB and IC: Student Support Services and Service Area Outcomes
4. Subgroup III for Standard III: Resources
5. Subgroup IV for Standard IV: Leadership and Governance

The Accreditation Response Task Force used multiple methods to educate the District community about Accreditation Standards, as well as to engage the District community in the Task Force's efforts to fulfill the ACCJC recommendations.

Given the timeline, the subgroups used the development of manuals as a way to simultaneously conduct the necessary assessments of current practices and present new/revised processes for feedback. At the same time that Subgroup I was developing the *College of the Sequoias 2013 Integrated Planning Manual*, Subgroup IV focused on developing the *College of the Sequoias 2013 Governance and Decision-making Manual*. This manual was developed in response to both Recommendations 1 and 2. A chronology of the specific steps Subgroup IV followed to develop this manual is included in the response to Recommendation 2 in this Show Cause Report. (Standards IV.5., IV.8., I.B.1, I.B.2, I.B.3, I.B.4., I.B.5, I.B.6)

The *College of the Sequoias 2013 Governance and Decision-making Manual* is a comprehensive document that begins with these foundational elements:

- *Principles of Participatory Governance*

The District's philosophical guidelines, such as a commitment to transparency, are used as the framework for presenting its operating agreements, such as requirements for the timely distribution of minutes and agendas. (Standards I.B.1., IV.A.1.)

- *Role of Constituents in Governance and Decision-Making*

Each constituent group has a specific part to play in District decision-making based on that group's role within the District. The roles for each constituent group are described based on the California Code of Regulations, District board policies, and District practices, procedures, and job descriptions. (Standards I.B.4., IV.A.2.)



- *Types of Groups that Develop Recommendations*

Groups within the District's participatory governance structure are identified as belonging to one of these three types:

- Governance Groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority.
- Operational Groups are those who assist the superintendent/president in implementing the Board's plans and policies by coordinating activities and functions
- Task Forces are formed to create a venue for dialogue and work on topics or projects that require timely and concentrated energy. Once their tasks are completed, they are dissolved.

Following this foundation is a description of the purpose, membership and reporting structure for each District's governance and operational group. [\[S.IV.8\]](#) (Standard IV.A.2., IV.A.2.a., IV.A.2.b.)

In its revised participatory governance structure, the District has three governance groups: The District Governance Senate, the Academic Senate, and the Student Senate (also referred to as the Associated Student Body). Members of these governance groups are appointed to represent specific constituencies and, as such, serve as a liaison to bring information from constituents to the governance group and from the governance group back to their constituents. Each senate meets twice monthly and relies on a variety of committees to conduct the group's business.

Membership on the senates and their standing committees is established to ensure that faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise while at the same time ensuring that students and staff have opportunities to provide input into institutional decisions. (Standard IV.A.2.a.) As an example, the membership of the Institutional Planning and Effectiveness Committee is:

- Vice president, academic services, Co-chair
- Vice president, academic senate, Co-chair
- Three faculty appointed by the Academic Senate, one from a Career Technical Education discipline, one from a transfer discipline and one from a student services division
- One classified employee appointed by classified employees
- One confidential employee appointed by the superintendent/president or his/her designee
- One dean or director from each of these areas: academic services, administrative services, student services
- One student appointed by students
- Director of research, planning and institutional effectiveness

In summary, this committee, which is charged with making recommendations to the District Governance Senate on planning and accreditation, is co-chaired by the chief instructional officer and the Academic Senate vice president, and includes three faculty, three administrators, one classified employee, one confidential employee, and one student. The director of Research, Planning and Institutional Effectiveness serves on the committee.

[\[S.IV.8\]](#) (Standards I.B.3., I.B.4.)

The District has five operational groups: Deans' Council, Facilities/Safety Council, Instructional Council Management Council, and Senior Management Council. Members are assigned to serve on operational groups by virtue of their position in the District. Their authority to serve is derived from the responsibilities identified on their job descriptions.

[\[S.IV.2\]](#) (Standards IV.A.2., IV.A.2.a.)

The District utilizes task forces, which are formed to create a venue for dialogue and work on topics or projects that require timely and concentrated energy. Instead of being required by law or regulation, these groups are charged by the superintendent/president or a governance group to perform specific functions that benefit the entire District. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved. Some examples include:

- Implementation Task Force
- Service Area Outcomes Task Force
- TracDat Implementation Task Force
- Show Cause Report Evidence Task Force
- Show Cause Report Editing Task Force
- Accreditation Response Task Force [\[S.IV.6\]](#)

Implementation of the District's revised participatory governance structure began in July 2013. To support this implementation, the District prepared an organizational meeting agenda guide to standardize a District-wide review of the new participatory governance structure in the first fall meeting of the governance senates and committees. This agenda guide, which was designed to ensure that all groups successfully transitioned from former operations to new operations, included:

- A review of and commitment to the principles of participatory governance and the corresponding operating agreements;
- Processes to elect new co-chairs;
- Identification of by-law revisions needed to align with the purposes and membership identified in the *College of the Sequoias 2013 Governance and Decision-making Manual*;
- Construction of an annual meeting schedule with dates, times, and locations; and
- Review of the 2013-14 District Objectives identified from the annual report on the Strategic Plan. [\[S.IV.8\]](#) [\[S.IV.9\]](#)

A senior manager attended each organizational meeting of the governance senates and committees to support this review of the *College of the Sequoias 2013 Governance and Decision-making Manual*. The co-chairs of each group submitted an annual meeting schedule

to the superintendent/president's office and the schedules were incorporated into the COS Active Calendar. [\[S.IV.8\]](#) [\[S.IV.9\]](#) [\[S.IV.10\]](#) This calendar is available on the home page of the District's website. [\[S.IV.31\]](#)

## Self Evaluation

The College of the Sequoias Community College District has met Standards IV.A.2. and IV.A.2.a. because the District has established and implemented a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policies and practices ensure that faculty and administrators have substantive and clearly defined roles in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to student learning programs and services. Processes for developing institutional decisions include recognizing specific organizations that provide the mechanism for staff and students to contribute to District-wide dialogue.

To ensure that it was in compliance with Standards IV.A.2. and IV.A.2.a., the District evaluated and revised its participatory governance structure in spring 2013.

- To strengthen its governance and decision-making structure, the District:
  - Assessed its current participatory governance structure; (Standard IV.A.5.)
  - Clarified the types of groups in a participatory governance structure: governance, operational, and task forces; (Standard I.B.1)
  - Identified the reporting structure for each committee; (Standards IV.A.2., IV.A.2.a.)
  - Eliminated committees as needed to correct identified redundancies; and
  - Restructured committees as needed to ensure that all tasks that should be delegated to a participatory governance group were assigned to the appropriate group. (Standards IV.A.2.a., IV.A.2.b.)
- To integrate the participatory governance structure internally as well as with other District processes, such as planning, the District:
  - Identified each committee's purposes, ensuring that each committee had a unique set of responsibilities commensurate with the type of group (governance, operational, or task force) (Standards IV.A.2., IV.A.2.a.); and
  - Verified that the senate and committee purposes matched the processes and responsible parties identified in the *College of the Sequoias 2013 Integrated Planning Manual*. [\[S.IV.9\]](#) (Standards I.B.1., I.B.4., IV.A.2.a.)
- To formalize its revised participatory governance structure, the District:
  - Identified the roles and responsibilities of each District's constituency; (Standards IV.A.2., IV.A.2.a., IV.A.2.b.)
  - Defined all participatory governance terms;
  - Developed a graphic depicting the links between the groups in the participatory governance structure; documented the membership and reporting structure for all groups in the participatory governance structure; and

- Created a self-evaluation process and instrument for governance senates, committees and councils. (Standards I.B.3., IV.A.2., IV.A.2.a., IV.A.2.b., I.B.5.)

The culmination of the District's assessment and revision of its participatory governance structure is the *College of the Sequoias 2013 Governance and Decision-making Manual*, which was completed in July 2013. (Standard I.B.5.) The purpose of this document is to describe the governance and decision-making processes by which the District ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions. (Standard IV.A.2.) This document includes the purpose, membership, and reporting structure for each group in its participatory governance structure. Membership for the governance and decision-making bodies described in this manual have been established to ensure that faculty and administrators exercise a substantial voice in institutional policies, planning, and budget while, at the same time, ensuring that students and staff have opportunities to provide input into institutional decisions. [\[S.IV.8\]](#) (Standard IV.A.2.a.)

### **Actionable Improvement Plan**

In an effort to sustain the District's cycle of continuous quality improvement and ensure substantive and clearly defined roles:

- The superintendent/president, with members of the Implementation Task Force and the District Governance Senate, will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes. This repeats the actionable improvement plan in Standard I.A.3.
- The superintendent/president, with members of the Implementation Task Force and the District Governance Senate, will ensure compliance with roles and responsibilities placed upon each of the governance groups in the *College of the Sequoias 2013 Governance and Decision-making Manual*. This repeats the actionable improvement plan in Standard III.D.1.d.

---

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

---

### **Descriptive Summary**

The College of the Sequoias Community College District is in compliance with Standard IV.A.2.b. as evidenced by the District's reliance on faculty, academic senate and other appropriate faculty structures, such as the curriculum committee, as well as academic administrators for recommendations about student learning programs and services.

In Board Policy 2510 the Board of Trustees confirms that the Academic Senate represents the faculty on specific academic and professional matters. [\[S.IV.1\]](#) (Standards IV.A.2., IV.A.2.a.)

The Board of Trustees relies primarily on the Academic Senate for issues related to these academic and professional matters:

1. Degree and certificate requirements;
2. Grading policies;
3. Policies for faculty professional development activities; and
4. Curriculum, including establishing prerequisites and placing courses within disciplines.

The Board further confirms its commitment to mutually agree with the Academic Senate on these academic and professional matters:

1. Educational program development;
2. Standards or policies regarding student preparation and success;
3. District and college governance structures as related to faculty roles;
4. Faculty roles and involvement in accreditation process, including self-studies and annual reports;
5. Processes for program review;
6. Processes for institutional planning and budget development; and
7. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

As described in their constitution and by-laws, the Academic Senate has established a number of standing committees in order to accomplish these tasks. The Academic Senate meets twice a month and its Standing Committees have separate meeting schedules. [\[S.IV.29\]](#)

Documented in the purpose statements in the *College of the Sequoias 2013 Governance and Decision-making Manual*, student learning programs and services are a primary focus in the following groups in the District's governance structure:

- District Governance Senate Committees:
  - Institutional Planning and Effectiveness Committee
  - Institutional Program Review Committee
  - Technology Committee
  - Budget Committee
- Academic Senate Committees:
  - Curriculum Committee
  - Distance Education Committee
  - General Education Subgroup
  - Outcome and Assessment Committee
  - Equity Committee
  - Equivalency Committee
  - Faculty Enrichment

Membership on each of these committees is composed of faculty members, staff, and academic administrators. [\[S.IV.8\]](#) (Standards I.B.1., I.B.4.) For example, the Curriculum Committee, a standing committee of the Academic Senate, is co-chaired by an academic

administrator and a faculty member. The other members of this body are faculty members, staff, or academic administrators:

- One faculty representative from each division
- All deans in academic and student services
- Articulation officer
- Financial aid advisor
- Distance education coordinator
- Learning resource center director
- Police academy director
- One librarian

## **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Standard IV.A.2.b. as evidenced by the District's establishment and implementation of policies and practices that demonstrate reliance on the District's faculty, Academic Senate and other appropriate faculty structures, such as the Curriculum Committee, as well as academic administrators for recommendations about student learning programs and services.

The *College of the Sequoias 2013 Governance and Decision-making Manual* presents the philosophy and structure of the District's participatory governance model. Described in greater detail in the response to Standards IV.A.2. and IV.A.2.a. in this show cause report, this manual includes both the foundation and the specifics of the various groups that contribute to recommendations about the District's policies and practices. The specifics for each group include the membership, which clearly documents the District's reliance on faculty and academic administrators for recommendations about student learning programs and services.

[\[S.IV.8\]](#)

A specific example of the importance that the District places on the partnership between faculty and academic administrators in making recommendations about student learning programs and services occurred in spring 2013 during an assessment of the District's program review process. As the subgroups compared the District's approach to other college's program review processes, they became aware that the role of academic administrators had become minimized in the District's program review process. Although the template required an academic administrator to sign the program review, the level to which individual academic administrators participated in the process was not consistent. The District is revising its program review process in fall 2013 and the proposed new process includes a more central and participative role for academic administrators. [\[S.IV.11\]](#) (Standards I.B.1., I.B.4., I.B.6.)

## **Actionable Improvement Plan**

- The superintendent/president, with the Institutional Program Review Committee and the Academic Senate, will ensure the creation and implementation of the new program review template. Implementation of the revised program review process will begin in Spring 2014 and will be documented in the self-evaluation of the Institutional Program Review Committee and the Annual Report on the Strategic Plan. This repeats the actionable improvement plan in Standard I.A.4.

---

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

---

## **Descriptive Summary**

The College of the Sequoias Community College District is in compliance with Standard IV.A.3. as evidenced by the District’s establishment of governance structures, processes, and practices that promote and sustain effective communication among the governing board, administrators, faculty, staff, and students as they work together for the well-being of the institution.

As described in the response to Recommendation 2 in this show cause report, the District’s recent history of its campus climate and participatory governance structure has been uneven. Evidence that the governing board, administrators, faculty, staff, and students work together for the well-being of the institution is that the campus climate is much better in fall 2013 compared to fall 2012 and the models for institutional planning and participatory governance were assessed and revised through collegial collaboration in spring through fall 2013.

[\[S.IV.5\]](#) [\[S.IV.8\]](#)

During the 2012- 2013 academic year, the resurgence of collegial cooperation in the District can be attributed to the confluence of three factors:

1. Tensions previously created by labor issues have been lessened as referred to in the response to Recommendation 2;
2. Permanent senior administrators assumed their new positions; and
3. Faculty, staff, administrators, students and the community were united through a shared purpose to move the District into compliance on ACCJC Standards.

The improved campus climate is evidenced by attendance at forums, workshops, and meetings as well as the impressive list of tasks that have been completed in the past eight months in an effort to fulfill each of the District’s seven recommendations. [\[S.IV.12\]](#)

The District’s participatory governance structure ensures that there are appropriate venues for administrators, faculty, staff, and students to work together for the good of the institution. Board Policy 2510 identifies an official representative from each constituent group. Based on the constituent groups identified in this board policy, the District provides opportunities for meaningful collaboration among the groups and ensures that the voices of all constituents are heard in making decisions. The primary vehicles for this collaboration are the District’s three governance groups: the District Governance Senate, the Academic Senate, and the Student Senate (also referred to as the Associated Student Body). [\[S.IV.1\]](#) [\[S.IV.8\]](#) (Standards IV.A.2., IV.A.3.)

Members of these governance groups are appointed to represent specific constituencies and, as such, serve as a liaison to bring information from constituents to the governance group and



from the governance group back to their constituents. Each senate meets regularly and relies on a variety of committees to conduct the group's business. [\[S.IV.8\]](#) (Standards I.B.1., I.B.4.)

The *College of the Sequoias 2013 Governance and Decision-making Manual* documents the purposes for each senate. These purposes demonstrate that through these senates, administrators, faculty, staff, and students work together for the good of the institution and for institutional improvement. [\[S.IV.8\]](#) (Standards IV.A.2., IV.A.3., I.B.1., I.B.4.)

### ***District Governance Senate***

The District Governance Senate is a governance and consultative body that represents all District constituents. Representatives include members of the faculty, staff, students, and administration. (Standards I.B.1., I.B.4., I.B.5.)

The District Governance Senate meets twice monthly to:

- Make recommendations to the superintendent/president on the budget, the integration of planning and resource allocation, and other matters of the District
- Refer appropriate items to Academic Senate with regard to issues covered under California AB1725, commonly referred to as 10-plus-one [\[S.IV.1\]](#)
- Make recommendations to the superintendent/president regarding board policies and administrative procedures
- Promote communication and foster awareness among the students, faculty, classified staff, and administration concerning the welfare, growth, and sustainable quality improvement of the District
- Identify common areas of concern that require further study and forward these to the appropriate governance or operational group
- Oversee the development, implementation, and evaluation of the District's model for integrated planning
- Lead the periodic review and/or reaffirmation of the District mission
- Support and monitor the development of the Master Plan and Strategic Plan
- Monitor compliance with Accreditation Standards
- Annually review the *College of the Sequoias 2013 Governance and Decision-making Manual* and revise as needed

### ***Academic Senate***

The Academic Senate is a governance and consultative body that represents full-time and adjunct faculty. Representatives include members of faculty, students, and staff. In addition, meetings of the Academic Senate are attended by members of Senior Management Council. The primary purposes of the Academic Senate are as follows: (Standards I.B.1., I.B.4., I.B.5.)



Advise the administration and Board on academic and professional matters including the following:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District governance structures, as related to faculty roles
- Policies for faculty professional development activities
- Processes for program review
- Process for institutional planning and budget development
- Faculty roles and involvement in accreditation process, including self-study and annual reports
- Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate
- Make appointments of full-time faculty to other governance bodies and/or their committees as described in this document
- Promote communication and foster awareness among the students, faculty, classified staff, and administration concerning the welfare, growth, and sustainable quality improvement of the District

### ***Student Senate***

The Student Senate is a governance and consultative body that represents District students in making recommendations on issues that have or will have a significant impact on them. The Board of Trustees recognizes the Student Senate as the official voice of the students. In addition to student membership, Student Senate meetings are regularly attended by members of the faculty and administration. (Standards I.B.1., I.B.4., I.B.5.)

The primary purposes of the Student Senate are as follows:

Advise the administration and Board on the following matters identified in California regulations as having a significant effect on students:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs that should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development

- Student fees within the authority of the District to adopt
- Any other District and college policy, procedure or related matter that the District governing board determines will have significant effect on students
- Promote communication and foster awareness among the students, faculty, and administration concerning the welfare, growth, and sustainable quality improvement of the District
- Make all appointments of students to governance bodies and their committees

Agendas and minutes of the senates' meetings are posted online. Information about District wide issues is distributed via email and all administrators, full-time and adjunct faculty, staff, and students have District email accounts. [\[S.IV.32\]](#)

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Standard IV.A.3. as evidenced by the District's establishment and implementation of governance structures, processes, and practices that promote and sustain effective communication among the governing board, administrators, faculty, staff, and students as they work together for the good of the institution.

Evidence of the District's effectiveness in creating and maintaining groups that represent all constituencies and that work together for the well-being of the institution is the impressive amount of work described in this show cause report that has been completed in the last eight months to fulfill the District's seven recommendations. The District has:

- Recommendation 1: Assessed and revised its institutional planning processes; [\[S.IV.5\]](#) (Standard I.B., I.B.3., I.B.6.)
- Recommendation 2: Assessed and revised its participatory governance structure; [\[S.IV.8\]](#) (Standard IV.A., I.B.3., I.B.6.)
- Recommendation 3: Increased its research capacity; (Standards I.B., I.B.2., I.B.3., II.A.1.c., II.B.1., II.C.1.)
- Recommendation 4: Assessed and revised its processes for assessing student learning outcomes, service area outcomes, and institutional learning outcomes; (Standard II.A.1.c., I.B., I.B.3., I.B.6.)
- Recommendation 5: Increased the equity of services provided at each of the District's locations and online; (Standards II.B.1., II.C.1., II.C.1.c.)
- Recommendation 6: Assessed and revised hiring and evaluation procedures; (Standards III.A.3., I.B.3., I.B.6.) and
- Recommendation 7: Developed processes to evaluate its institutional planning and decision-making processes. [\[S.IV.7\]](#) [\[S.IV.8\]](#) (Standards I.B.6. and IV.A.5.)

## Actionable Improvement Plan

- The superintendent/president, with members of the Implementation Task Force and the District Governance Senate will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes. This repeats the actionable improvement plan in Standard I.A.3.

- The superintendent/president, with members of the College of the Sequoias Implementation Task Force and the District Governance Senate will ensure compliance with roles and responsibilities placed upon each of the governance groups in the *College of the Sequoias 2013 Governance and Decision-making Manual*. This repeats the actionable improvement plan in Standard III.D.1.d.

---

**Standard IV.A.5.** *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

---

## **Descriptive Summary**

The College of the Sequoias Community College District has established annual and periodic processes to regularly evaluate the institution's governance and decision-making structures and processes. These processes include the wide distribution of the evaluation results and the use of those evaluations to improve the participatory governance structures and processes.

The 2012 Visiting Team of ACCJC representatives found the District to be out of compliance with five sub-standards within Standard IV.A., including the need to regularly evaluate its governance and decision-making structure. [\[S.IV.8\]](#) (Standard IV.A.5.)

As described in the response to Recommendation 1 in this Show Cause Report, in spring 2013 the District evaluated its current planning processes to ensure that all processes were in compliance with Accreditation Standards and to add planning components as needed. (Standards I.B.3., I.B.4., I.B.6.) Concurring with the observation from the 2012 team of ACCJC representatives that it had not systematically and periodically evaluated its governance and decision-making structures, the District developed processes to come into compliance with Standard IV.A.5. and documented those processes in the *College of the Sequoias 2013 Integrated Planning Manual*, the *College of the Sequoias 2013 Governance and Decision-making Manual*, and the College of the Sequoias Institutional Planning Calendar [\[S.IV.5\]](#) [\[S.IV.8\]](#) [\[S.IV.13\]](#) (Standards IV.5.2., IV.5.3., IV.5.4.).

As described in this Show Cause Report, a core team called the Accreditation Response Task Force was appointed to serve as the District's official body to guide and develop its response to the sanction from ACCJC. The 40 Accreditation Response Task Force members represented each District constituency. Appointees to this group were chosen for their familiarity with or interest in the content of the recommendations to be addressed. [\[S.IV.6\]](#) (Standard I.B.1., IV.A.1.)

The Accreditation Response Task Force met weekly to assess current processes, brainstorm revisions/recommendations, implement necessary changes in policies and procedures, and serve as first readers of key documents. In order to accomplish a great deal in one semester and address each recommendation/standard at the same time, the Accreditation Response Task Force was divided into the following five subgroups, each with responsibility for a specific ACCJC Standard. [\[S.IV.7\]](#)

1. Subgroup I for Standard I: Institutional Planning and Effectiveness
2. Subgroup IIA for Standard IIA: Student Learning Outcomes
3. Subgroup IIBC for Standards IIB and IIC: Student Support Services and Service Area Outcomes
4. Subgroup III for Standard III: Resources
5. Subgroup IV for Standard IV: Leadership and Governance

To bring the District into compliance with Standard IV.5., Subgroup IV developed a process to systematically and periodically evaluate its governance and decision-making structures that includes both an annual and a periodic schedule of assessments.

- *Annual:* The evaluation consists of three parts. In the initial report, groups will develop their planned actions for the year. In the mid-year report, groups will provide information on their progress to date. Finally, all committees are required to complete the senate/committee/council end-of-year report. (Standards I.B.2., I.B.3., I.B.4.) The questions include confirmation that scheduled meetings occurred, committee members' attendance, and accomplishments. These forms are to be submitted to the District Governance Senate each May. The District Governance Senate will use the reports to create a District Year-end Committee Evaluation Report that will recommend improvements for the coming academic year. This report will be posted online for district-wide distribution and will be included in the superintendent/president's information report to the Board of Trustees. [\[S.IV.14\]](#) (Standards I.B.1, I.B.4., I.B.5, I.B.6., IV.A.5.)
- *Periodic:* In addition to committees conducting an annual self-evaluation, the District Governance Senate will conduct a formal assessment of governance and decision-making processes every three years as part of the District's assessment of its planning processes. The process and timeline for this assessment is described in the *College of the Sequoias 2013 Integrated Planning Manual*. Following this more formal assessment, the District Governance Senate may recommend revisions to decision-making processes to address issues raised in the assessment. If the changes are approved through the governance process, the District Governance Senate will update the *College of the Sequoias Governance and Decision-making Manual* to reflect these changes. [\[S.IV.5\]](#) [\[S.IV.8\]](#) (Standards I.B.4, I.B.6., IV.A.5.)

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Standard IV.A.5. because the District has established and documented both an annual and periodic process to regularly evaluate the institution's governance and decision-making structures and processes. Both of these processes include communicating the evaluation results widely and using the evaluations to improve the District's governance and decision-making processes. [\[S.IV.5\]](#) [\[S.IV.14\]](#) (Standards I.B.3, I.B.5, I.B.6., IV.A.5.)

During the intense period of process review and revision in spring through summer 2013, the District completed the task of developing an annual and periodic process for evaluating its participatory governance structures. These processes are documented in the integrated planning and governance manuals, as well as on the College of the Sequoias Institutional

Planning Calendar. [\[S.IV.5\]](#) [\[S.IV.8\]](#) [\[S.IV.13\]](#) The senate/committee/council end-of-year report form was reviewed by the District Governance Senate and the Academic Senate in fall 2013 and this annual process will be implemented for the first time in spring 2014. [\[S.IV.9\]](#) The periodic assessment of planning and decision-making/participatory governance processes will be conducted by the District Governance Senate spring 2015. [\[S.IV.5\]](#) (Standards I.B.6., IV.A.5.)

The District is confident about the sustainability of these processes to systematically assess and improve its governance and decision-making processes because:

- The annual and every-three-years processes to assess governance and decision-making structures were reviewed with all committees in fall 2013; [\[S.IV.9\]](#) (Standard I.B.)
- These assessment processes have been documented in the District's integrated planning manual and governance manuals; [\[S.IV.5\]](#) [\[S.IV.8\]](#) (Standard I.B.)
- Responsibility for implementing these processes has been assigned to participatory governance groups and committee co-chairs; and [\[S.IV.8\]](#) (Standard I.B.)
- The District has ensured sustainability by utilizing numerous communication strategies to inform internal and external constituencies regarding the development and implementation of the manuals. [\[S.IV.21\]](#) [\[S.IV.22\]](#) (Standards I.B.1, I.B.4, I.B.5.)

### **Actionable Improvement Plans**

- The superintendent/president, with the Implementation Task Force and the District Governance Senate, will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes. This repeats the actionable improvement plan in Standard I.A.3.
- The superintendent/president, with the Implementation Task Force and the District Governance Senate, will ensure compliance with roles and responsibilities placed upon each of the governance groups in the *College of the Sequoias 2013 Governance and Decision-making Manual*. This repeats the actionable improvement plan in Standard III.D.1.d.

---

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

---

### **Descriptive Summary**

The College of the Sequoias Community College District is in compliance with Standard IV.B.1.g. as evidenced by the District's establishment, documentation, and implementation of a process for the governing board's self-evaluation.

Board Policy 2745, Board Self-evaluation, confirms the Board's commitment to annually assessing its performance as a board in order to identify its strengths and areas in which it may improve its functioning. [\[S.IV.15\]](#) The process outlined in this policy is as follows:

- A committee of the Board shall be appointed in December to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall

incorporate criteria contained in these board policies regarding board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field. (Standard I.B.1)

- The committee will submit the proposed self-evaluation process developed to the Board for approval. (Standard I.B.3)
- A summary of the evaluations will be presented and discussed at a board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year. (Standards I.B.4., I.B.5.)

Each year the Board holds their annual Board planning retreat in January following their required annual organizational meeting (December). The Board conducts a self-evaluation of their effectiveness in carrying out their roles, responsibilities and actions to successfully guide, support and monitor the District. Individual input is gathered from each Board member by the Board president. A summary discussion of this feedback is discussed in an open session with opportunities for public, faculty and staff input and feedback. The Board reflects on the self-evaluation and public input and feedback and sets annual Board priorities for their individual and collective responsibilities. (Standard I.B.1)

Based on the Board Retreat in January 2013 the Board adopted the following Board Priorities for 2013-2014:

### **2013 College of the Sequoias Board Priorities**

1. Continue Board involvement in preserving District solvency through representative participation in the Board Budget Sub-Committee and ongoing reports to the Board on the College of the Sequoias Fiscal Solvency Plan (FSP)
  - Determine best use for one-time revenues received through the Measure J reimbursement agreement with the City of Tulare and proceeds from the sale of the Linwood College of the Sequoias Farm to Visalia Unified School District.
  - Implement a plan to assure the Bond Anticipation Notes for the Tulare Measure J construction are addressed with the least fiscal impact on taxpayers and do not default to be paid solely from the District General Fund.
  - Develop proposals for Board consideration on how to remediate the mold infestation in the former Child Development Center building.
2. Provide appropriate governance through Board action on revisions/updates of board policies, administrative procedures, plan adoptions, resolutions, etc., to ensure the District meets or exceeds all recommendations from the 2012 Visiting Team Report.
3. Continue to re-create and implement a viable summer school program as an essential supplement to the traditional academic year for students.
4. Work diligently through the due process of collective bargaining and labor relation laws, to achieve employee contract agreements that are mutually beneficial for employees, students and that serve the overall best interest of our District's vision and college community.

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Standard IV.B.1.g. as evidenced by the District's establishment, documentation, and implementation of a process for the governing board's self-evaluation. The process is clearly defined in Board Policy 2745 and was most recently implemented in January 2013. Based on this self-evaluation, the Board established goals for the coming year.

## Actionable Improvement Plan

None

---

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

---

## Descriptive Summary

The College of the Sequoias Community College District is in compliance with Standard IV.B.2. as evidenced by the delegation of primary responsibility by the Board of Trustees for the quality of the institution to the District's superintendent/president, and the requirement that the superintendent/president provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The superintendent/president is the District's chief executive officer and the sole employee of the Board of Trustees. In Board Policy and Administrative Procedure 2430, the Board delegates to the superintendent/president the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The superintendent/president has primary responsibility for the District as described in the job description for this position. [\[S.IV.16\]](#) [\[S.IV.17\]](#)

In order to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness, the superintendent/president delegates responsibilities to others in the District's organizational structure as demonstrated schematically online and in more detail in the job descriptions for all positions. [\[S.IV.18\]](#) (Standard III.A.1.)

The superintendent/president delegates authority and responsibility to one of three vice presidents: academic services, student services, and administrative services. Each of these administrators then delegates responsibilities to deans and directors as demonstrated in the organizational charts for each service area. The superintendent/president also supervises six other direct reports: the dean of human resources, the director of the foundation, the director of research, planning and institutional effectiveness, the public information officer, and two provosts, one for the Hanford Educational Center and one for the Tulare College Center. Following the District's evaluation procedures for management employees, the superintendent/president conducted evaluations of all of his direct reports in spring 2013. [\[S.IV.19\]](#)



Through this reporting structure and through interaction with the three senates, District Governance Senate, Academic Senate, and Student Senate, the superintendent/president monitors and oversees all aspects of the District's work to comply with the Board's policies and Accreditation Standards, achieve its District goals, and fulfill its mission. [\[S.IV.8\]](#)

The current superintendent/president assumed his position on July 1, 2012. He is currently in the second year of a three-year employment agreement with the District and no formal changes have been made to the terms and conditions of this employment agreement to date. In keeping with Board Policy 2435 he was evaluated through confidential conferences with the Board president acting on behalf of the Board of Trustees, in January 2013 and again in June 2013. [\[S.IV.20\]](#)

During these evaluation conferences it was agreed that the individual performance goals for the superintendent/president for 2013-14 will align directly with the 2013 Board Priorities and the 2013-14 District Objectives identified in the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*. The performance goals for the superintendent/president for 2013-2014 are as follows:

#### **2013-2014 Annual Performance Goals for Superintendent/President**

1. Continue Board involvement in preserving District solvency through representative participation in the Board Budget Sub-Committee and ongoing reports to the Board on the District's Fiscal Solvency Plan.
2. Provide appropriate governance through Board action on revisions/updates of board policies, administrative procedures, plan adoptions, resolutions, etc., to ensure the District meets or exceeds all recommendations from the 2012 WASC Accreditation:
3. Continue to re-create and implement a viable summer school program as an essential supplement to the traditional academic year for students.
4. Work diligently through the due process of collective bargaining and labor relation laws, to achieve employee contract agreements that are mutually beneficial for employees, students and that serve the overall best interest of our College of the Sequoias vision and college community.
5. College of the Sequoias Strategic Plan Focus Area II. Students' Success in Completing Their Education

##### *Goal IIA. Create a culture of achievement:*

- District Objective One for 2013- 2014: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.
  - District Objective Two for 2013- 2014: Increase the percentage of faculty who use the Early Alert System to provide feedback on student progress.
  - District Objective Three for 2013- 2014: Provide a level of counseling and library services for all District students that is equitable across the sites and instructional delivery modalities.
6. College of the Sequoias Strategic Plan Focus Area III. Students' Mastery of Basic Skills

*Goal IIIC. Ensure that students who place into a Basic Skills level class successfully complete the highest level Math and English courses established by their SEP:*



- District Objective Four for 2013- 2014: Pilot a program of deliberate counseling in which counselors and basic skills faculty collaborate to: individually contact all first-time students who declare an intent to complete the requirements for an associate degree, certificate, or transfer and who also placed into basic skills English or mathematics for the purpose of ensuring that this cohort of students complete their SEP in the first semester.
- District Objective Five for 2013- 2014: Pilot a program of deliberate counseling in which counselors and English faculty collaborate on the following: counselors visit English classes for the purpose of encouraging and scheduling counseling appointments.
- District Objective Six for 2013- 2014: Accelerate the schedule for offering the basic skills sequence in English or mathematics.

**7. College of the Sequoias Strategic Plan Focus Area IV. Efficient and Effective College Practices**

*Goal IVA. Maintain comprehensive, transparent, and accountable college operations at COS:*

- District Objective Seven for 2013- 2014: Allocate resources based on an accountable and systematic, district-wide planning and budget development process that links this allocation to Institutional Program Review and the Strategic Plan.
- District Objective Eight for 2013- 2014: Assess the effectiveness of the pilot program of requiring successful completion of English 251 as a prerequisite for social science transfer courses.

Upon receipt of the ACCJC sanction in early spring 2013, the superintendent/president effectively created and maintained communication strategies to keep the internal and external communities informed. In addition, the superintendent/president convened and served as a member of the Accreditation Response Task Force and chairing Subgroup IV on leadership and governance. [\[S.IV.6\]](#) (Standard I.B.5.) The communication strategies developed by the superintendent/president include:

- Preparing weekly email updates, [\[S.IV.21\]](#)
- Facilitating four open-invitation forums on campus which were videotaped and are available online, [\[S.IV.22\]](#)
- Leading three community forums, one at each of the District's locations, [\[S.IV.23\]](#) and
- Convening an Accreditation Community Advisory Committee. [\[S.IV.24\]](#)

The superintendent/president has taken steps to improve the District's relationship with the faculty union, which was identified by the 2012 team of ACCJC representatives as a barrier to institutional effectiveness. One example of the improvement in that relationship is that in April 2013 the District and the union mutually approved a pilot program allowing all faculty to participate in writing student learning outcomes, developing outcome assessments, stating outcomes on the course syllabus, and participating in the student learning outcome process as an component of their performance evaluation. [\[S.IV.25\]](#)

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Standard IV.B.2. as evidenced by the assignment of primary responsibility to the superintendent/president for the quality of the institution. In this role, the superintendent/president is providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidenced by the Board's evaluation of the superintendent/president's performance and the increase in collegial cooperation described in the response to Recommendation 2 in this Show Cause Report, the superintendent/president is being effective in leading the District's operations.

## Actionable Improvement Plan

None.

---

*Standard IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.*

---

## Descriptive Summary

The College of the Sequoias Community College District is in compliance with Standard IV.B.2.b. as evidenced by the superintendent/president's guidance of institutional improvement of the teaching and learning environment through the development of new and revised planning processes. These processes are integrated with one another and include establishing goals, reliance on research, links from educational planning to resource allocation, and assessment of the institutional planning processes.

The superintendent/president guides institutional improvement of the teaching and learning environment by monitoring and overseeing the District's adherence to its integrated planning processes and participatory governance structure. The superintendent/president's role in each component of this standard is described below.

### *A collegial process that sets values, goals, and priorities*

The *College of the Sequoias 2013 Integrated Planning Manual* outlines the process and timeline for the development of District Goals and the measurement of District Objectives. [\[S.IV.5\]](#)

Drawing the District Goals from the *College of the Sequoias 2010-2015 Strategic Plan*, the in June 2013 the superintendent/president in collaboration with the executive board of the Academic Senate, the Institutional Program Review Committee and the Institutional Planning

and Effectiveness Committee, led the District in establishing the following District Objectives for 2013 – 2014. [\[S.IV.26\]](#) [\[S.IV.27\]](#) (Standards I.B.2., IV.B.2.b.)

1. Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses
2. Increase the percentage of faculty who use the Early Alert System to provide feedback on student progress
3. Provide a level of counseling and library services for all District students that is equitable across the sites and instructional delivery modalities
4. Pilot a program of deliberate counseling in which counselors and basic skills faculty collaborate to: individually contact all first-time students who declare an intent to complete the requirements for an associate degree, certificate, or transfer, and who also placed into basic skills English or mathematics for the purpose of ensuring that this cohort of students complete their SEP in the first semester
5. Pilot a program of deliberate counseling in which counselors and English faculty collaborate on the following: counselors visit English classes for the purpose of encouraging and scheduling counseling appointments.
6. Accelerate the schedule for offering the basic skills sequence in English or mathematics
7. Allocate resources based on an accountable and systematic district-wide planning and budget development process that links this allocation to Institutional Program Review and the Strategic Plan
8. Assess the effectiveness of the pilot program of requiring successful completion of English 251 as a prerequisite for social science transfer courses

***Outcomes assessment and planning based on research and analysis of external and internal conditions***

The superintendent/president guided the development of the District's integrated planning cycle that acknowledges the central role of research. Plans are developed based on quantitative and qualitative data, and plan outcomes are assessed using quantitative and qualitative data. Analysis of data is integral to the development of the institution's long-term and short-term plans, as well as the annual assessment of progress toward achieving District Goals. Student learning outcomes and service area outcomes are assessed through a variety of methods, as are the District's niche programs, such as the Title V grant. Refer to the response to Standard I.B. for more details on the District's routine and systematic use of data to develop and assess plans and outcomes. [\[S.IV.5\]](#) (Standards IB.2., I.B.4., II.A.1., II.B.4., II.C.2., IV.B.2.b.)

***Integrate educational planning and the measurement of student learning outcomes with resource allocations***

The superintendent/president participated in the development of a revised and more transparent resource allocation process documented in the *College of the Sequoias 2013 Resource Allocation Manual*. Above-based resources and requests to augment base budgets are prioritized based on justifications related to the Institutional Program Review or District Goals and District Objectives. In the program review process, units assess their performance, including the assessment of student learning outcomes and service area outcomes, to identify and prioritize needs for personnel, facilities, supplies, equipment, and technology. Funding

requests are processed through several steps at the division and service area levels, culminating in the District Governance Senate developing a prioritized list of recommendations that is submitted to the superintendent/president. Through this process, financial planning is linked to the District mission and integrates resource allocation with other processes in the District's cycle of integrated planning. [\[S.IV.28\]](#) (Standards I.B.2., I.B.4., III.D.1., IV.B.2.b.)

### ***Evaluate overall institutional planning and implementation efforts***

The superintendent/president guided the development of the District's integrated planning cycle that includes the development of an annual report to evaluate the effectiveness of the District's plans. Planning begins with an evaluation of institutional effectiveness in meeting its mission. From this assessment, District Goals are developed to address challenges to the District's success in meeting its mission. Following the development of District Objectives and plan implementation, the District conducts an evaluation of its success in fulfilling the District Goals. This evaluation is documented in an annual report that summarizes the impact of the last year's actions that were designed to increase institutional effectiveness. (Standards I.B.6., IV.A.5.)

### **Self Evaluation**

The College of the Sequoias Community College District has met Standard IV.B.2.b. as evidenced by the superintendent/president's guidance of institutional improvement of the teaching and learning environment by:

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

As described in the response to Standard IV.A.3., under the leadership of this superintendent/president the District completed an impressive amount of work in the past eight months:

- Recommendation 1: Assessed and revised its institutional planning processes; [\[S.IV.5\]](#) (Standard I.B., I.B.3., I.B.6.)
- Recommendation 2: Assessed and revised its participatory governance structure; [\[S.IV.8\]](#) (Standard IV.A., I.B.3., I.B.6.)
- Recommendation 3: Increased its research capacity; (Standards I.B., I.B.2., I.B.3., II.A.1.c., II.B.1., II.C.1.)
- Recommendation 4: Assessed and revised its processes for assessing student learning outcomes, service area outcomes, and institutional learning outcomes; (Standard II.A.1.c., I.B., I.B.3., I.B.6.)
- Recommendation 5: Increased the equity of services provided at each of the District's locations and online; (Standards II.B.1., II.C.1., II.C.1.c.)

- Recommendation 6: Assessed and revised hiring and evaluation procedures; (Standard III.A. 3. I.B.3., I.B.6.) and
- Recommendation 7: Developed processes to evaluate its institutional planning and decision-making processes. [\[S.IV.7\]](#) [\[S.IV.8\]](#) (Standards I.B.6. and IV.A.5.)

These achievements create the foundation for effective District practices. These models for integrated planning, governance and resource allocations are likely to weather future changes in leadership because of the supportive measures described in the response to Recommendation 1 in this Show Cause Report, such as a ten-year Institutional Planning Calendar. [\[S.IV.13\]](#)

### **Actionable Improvement Plans**

- The superintendent/president, with the Implementation Task Force and the District Governance Senate, will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes. This repeats the actionable improvement plan in Standard I.A.3.
- The superintendent/president, with members of the Implementation Task Force and the District Governance Senate, will ensure compliance with roles and responsibilities placed upon each of the governance groups in the *College of the Sequoias 2013 Governance and Decision-making Manual*. This repeats the actionable improvement plan in Standard III.D.1.d.

---

## **Evidence for Standard IV.A. Decision-making Roles and Standard IV.B. Board and Administrative Organization**

---

- S.IV.1 Board Policy and Administrative Procedure 2510
- S.IV.2 Job descriptions for administrators (CEO, CIO, CSSO, CBO, Dean)
- S.IV.3 Participatory Governance Model, Approved in 2001
- S.IV.4 Accreditation Visiting Team Evaluation Report, October 2012
- S.IV.5 *College of the Sequoias 2013 Integrated Planning Manual*
- S.IV.6 List of Accreditation Response Task Force: agendas, minutes, and membership list
- S.IV.7 Subgroups responsibilities for Addressing 2012 Recommendations
- S.IV.8 *College of the Sequoias 2013 Governance and Decision-making Manual*
- S.IV.9 Agenda Guide for governance senates and committees Fall 2013
- S.IV.10 Meeting minutes showing use of the agenda guide for:
  - District Governance Senate
  - Academic Senate
  - Student Senate
  - All District Governance Senate committees
- S.IV.11 Institutional Program Review Committee: agenda and minutes from Fall 2013
- S.IV.12 Forum and workshop sign-in sheets
- S.IV.13. College of the Sequoias Institutional Planning Calendar
- S.IV.14 Year-end Senate/Council/Committee Evaluation
- S.IV.15 Board Policy 2745
- S.IV.16 Board Policy 2430 and Administrative Procedure 2430
- S.IV.17 Superintendent/President job description
- S.IV.18 Packet of all organizational charts
- S.IV.19 Evaluation Procedures for Management employees
- S.IV.20 Board Policy 2435
- S.IV.21 COS eNews: Spring and Fall 2013
- S.IV.22 Accreditation update forums
- S.IV.23 Community forums
- S.IV.24 Accreditation Community Advisory Committee agendas
- S.IV.25 “Pilot Program” between District and College of the Sequoias Teachers Association

- S.IV.26 *College of the Sequoias 2010- 2015 Strategic Plan*
- S.IV.27 *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*
- S.IV.28 *College of the Sequoias 2013 Resource Allocation Manual*
- S.IV.29 Academic Senate Constitution and Bylaws
- S.IV.30 Student Senate Constitution
- S.IV.31 College of the Sequoias Active Calendar
- S.IV.32 District Governance Website
- S.IV.33 Institutional Program Review template

# **Recommendation 1:**

*Planning*

---



---

### ***Recommendation 1: Planning***

*In order to meet the Standards, the team recommends that the college integrate, strengthen, and formalize its planning processes, systematically reviewing and revising them to ensure informed decisions for continuous quality improvement. (Standards I.A.3., I.A.4., I.B., I.B.2., I.B.3., I.B.6., III.D.1.a., III.D.2.d., III.D.3., IV.A.2.a., IV.A.2.b., IV.A.3., IV.B.2.)*

---

### **Descriptive Summary**

The College of the Sequoias Community College District has satisfied this recommendation because it evaluated its planning processes and then integrated, strengthened, and formalized its planning processes to ensure that informed decisions are made that will lead to continuous quality improvement. In addition, the District has implemented its integrated planning model.

#### ***District History of Integrated Planning***

The first step in this evaluation process was for the District to understand why its planning practices were judged insufficient by the October 2012 Accrediting Commission for Community and Junior Colleges (ACCJC) visiting team. The following is a brief history of the District's effort to develop and implement an integrated planning model that fulfills ACCJC Standards. [\[R1.1\]](#)

The initial recommendation that the District develop an integrated planning cycle followed the October 2000 ACCJC team visit. ACCJC recommended that the District:

*Coordinate and integrate the various college planning processes and develop a comprehensive educational master plan. [\[R1.2\]](#)*

In response to this recommendation, the District developed the *College of the Sequoias Educational Master Plan 2005-2006* [\[R1.3\]](#) to serve two functions:

1. Outline a programmatic roadmap for the next decade, and
2. Describe the District's integrated planning cycle.

The planning cycle proposed in this educational master plan was referred to as Planning, Implementation, and Evaluation (PIE), described as follows:

*“Planning (P) should lead to action which is implemented (I) and which in turn must be evaluated (E). Once the evaluation is complete, new goals and objectives are developed, which in turn are implemented and evaluated.”*

Between 2000 and 2006, the District implemented assessment and evaluation processes that it believed would meet Accreditation Standards. The team of ACCJC representatives who visited the campus in fall 2006 acknowledged that the District had made progress in improving components of its planning processes, including program review, annual reports of progress toward meeting goals, and the assignment of planning responsibilities to various responsible parties and college committees. However, the team found the District to be out of compliance on Standards related to institutional planning.

*“Notwithstanding these developments, the college still needs to develop across-the-board coordination in a clear, explicit delineation of how each planning activity is integrated with the overall institutional mission, goals, and objectives”.* [\[R1.4\]](#)

The Accrediting Commission imposed the sanction of warning for noncompliance on several Standards, including the Standards related to institutional planning. [\[R1.5\]](#) The fall 2007 visiting team noted significant improvement and the Accrediting Commission removed the sanction. [\[R1.6\]](#) The team reported it:

*“...found substantial progress on this recommendation. The Progress Report prepared by the institution states that all campus committees are staffed and meeting on a regular basis. On-campus interviews support this assertion. A report prepared by the Faculty Senate President to the Board of Trustees during the fall of 2007 stated that there were approximately 400 faculty "slots" on campus committees which were all filled. This averages out to about 2.5 slots for each full-time faculty member. Lack of faculty involvement was a significant concern for the 2006 visiting team. This concern seems to have been addressed.”*

Striving for continuous quality improvement, the District continued to evaluate the components in its cycle of integrated planning and, based on those assessments, make revisions in components of institutional planning. The following table summarizes the major changes in the District’s planning processes from 2006 through 2009.

**Summary of the District’s Recent Progress in Developing a Sustainable Integrated Planning Model and Institutional Plans**

<b>Self Study</b> <i>October 2006</i>	<b>Follow Up Report</b> <i>October 2007</i>	<b>Follow Up Report</b> <i>October 2007</i>	<b>Follow Up Report</b> <i>October 2007</i>
The College Council, in collaboration with the Institutional Planning Committee, reviewed the District mission.	The College Council, in collaboration with the Institutional Planning Committee reviewed the District mission.	The College Council, in collaboration with the Institutional Planning Committee reviewed the District mission.	The College Council, in collaboration with the Institutional Planning Committee reviewed the District mission.

<p><b>Self Study</b> <i>October 2006</i></p>	<p><b>Follow Up Report</b> <i>October 2007</i></p>	<p><b>Follow Up Report</b> <i>October 2007</i></p>	<p><b>Follow Up Report</b> <i>October 2007</i></p>
<p>The <i>College of the Sequoias Educational Master Plan 2005 - 2006</i> was developed using program reviews, data such as student demographics and workforce needs, legal mandates, and other institutional planning documents. The first chapter describes the District's model for integrated planning.</p> <p>The Planning Task Force, under the direction of the Institutional Planning Committee of the College Council, identified goals for 2003-2006</p> <p>The program review process was reviewed in light of RP Group Recommendations and the following changes were made</p>	<p>In September 2007, the Institutional Planning Committee asked the entire campus community to identify the challenges facing College of the Sequoias. Following this survey, work teams were formed to identify problem-solving activities.</p> <p>Reporting to the Institutional Planning Committee, the Program Review Steering Committee evaluated the program review process and made changes, as needed. Two improvements that were created by revising the program review template were:</p> <ul style="list-style-type: none"> <li>• Link funding to "student learning" in the mission and</li> <li>• Require an Executive Summary to help focus departments on institutional</li> </ul>	<p>A task force of Academic Senate engaged in dialogue about program review over several meetings. Topics included the types of data sets, rubrics for judging program reviews, and meaningful institutional outcomes.</p> <p>To expand institutional understanding, a team attended an off-campus workshop on using data to develop decisions and then conducted workshops to share best practices.</p> <p>Task force of Academic Senate engaged in dialogue about program review over several meetings. Topics included the types of data sets, rubrics for judging program reviews, and meaningful institutional</p>	<p>A template for program review for student services was developed and implemented.</p> <p>An ad-hoc committee of the Academic Senate was convened to review and revise the program review process and to more clearly identify the links between program review and funding.</p> <p>A template for program review for student services was developed and implemented.</p> <p>A Budget Allocation Flow Chart was created. A new process was developed and implemented requiring that a written rationale be provided to explain changes in the budget following the initial</p>

Self Study <i>October 2006</i>	Follow Up Report <i>October 2007</i>	Follow Up Report <i>October 2007</i>	Follow Up Report <i>October 2007</i>
<p>A timeline was established in which each program would prepare a major program review every five years,</p> <p>A requirement was added that each unit address specific data sets, and</p> <p>Units were given the option to prepare an annual update.</p>	<p>goals and objectives.</p> <p>In September 2007, the Institutional Planning Committee asked the entire campus community to identify the challenges facing College of the Sequoias. Following this survey, Work Teams were formed to identify problem-solving activities.</p> <p>Budget Committee created <i>Fiscal Principles and Procedures for College of the Sequoias</i> to identifying funding structures including the use of program reviews as the basis for above-base funds.</p>	<p>outcomes.</p> <p>Subsequently, a new program review template was developed to improve alignment between program review content and ACCJC Standards.</p> <p>The Institutional Planning Committee reviewed District committee structure, charge, and process. Revisions were made as needed to improve alignment between governance processes and ACCJC Standards</p>	<p>recommendation.</p> <p>This accountability strengthened program review as the essential baseline for resource allocations.</p>

The following is a summary of the changes related to planning processes that occurred between 2009 and 2012:

- *College of the Sequoias 2010-2015 Strategic Plan* was completed and implementation began. [\[R1.7\]](#) This plan contains 20 institutional goals and 134 objectives clustered into these six focus areas:
  1. Student Access
  2. Students' Success in Completing Their Education

3. Students' Mastery of Basic Skills
  4. Efficient and Effective College Practices
  5. Students as Citizens of a Global Community
  6. Economic Growth of Tulare and Kings Counties
- The Board of Trustees reaffirmed the District Mission. [\[R1.8\]](#)
  - Administrative procedures flow charts were developed in spring 2012 in order to be transparent about the link between program reviews and funding, and to codify the links between planning and resource allocation. [\[R1.9\]](#)
  - The Institutional Program Review Committee conducted a District-wide survey to evaluate the program review process and changed the process based on that assessment. [\[R1.10\]](#)
  - The template for student services program review was evaluated and revised in fall 2011 and spring 2012. [\[R1.11\]](#)
  - A template for Administrative Services program review was approved and implemented. [\[R1.12\]](#)

Revisions to institutional planning processes from 2000 through 2012 were intended to improve District's institutional skills in assessment and evaluation by using strategies that would meet Accreditation Standards yet were sustainable in the context of its culture and across changes in leadership. (Standards I.B., I.B.1., I.B.3., I.B.6.) Following a visit to campus in fall 2012, the Accrediting Commission visiting team once again acknowledged that the District developed and implemented several planning and institutional effectiveness processes. However even with that progress, the visiting team reached the same conclusion as the teams in fall 2000 and fall 2006: the District had not yet succeeded in effectively linking its planning processes in an ongoing, cohesive cycle. (Standards I.B., I.B.2., I.B.3.):

*"...the overall processes do not appear to be adequately linked in order to clearly define how the institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning and how the evaluation process is assessed in order to ensure continuous quality improvement."* [\[R1.13\]](#)

### ***Institutional Planning Tasks for Spring 2013***

In order to come into compliance with the Accreditation Standards on institutional planning and fulfill this recommendation, the District created this framework for the tasks before them:

- To Strengthen:
  - Assess current planning practices by comparing these to the ACCJC institutional planning Standards
  - Develop new planning practices or revise planning practices as needed to correct deficiencies and bring all planning practices into compliance
- To Integrate:
  - Outline step-by-step processes for each planning component so that one planning component provides information or data that is central to the subsequent planning component
  - Develop a model that clearly shows how the planning practices link to one another

- To Formalize:
  - Document the new/revised planning practices by defining all terms and developing a process and timeline chart for each planning practice
  - Assign monitoring and operational responsibility for each step in the planning processes

With this understanding, the District then developed the following ambitious and more specific agenda of institutional planning tasks to be completed in spring 2013.

- Evaluate the District's current planning processes to ensure that all processes meet Accreditation Standards (Standards I.B.3., I.B.4., I.B.6.)
- Add planning components as needed to ensure that the District's planning processes included a complete cycle of evaluation, integrated planning, resource allocation, implementation, re-evaluation, and the assessment of the planning processes (Standards I.B.3., I.B.4. I.B.6.)
- Revise its current integrated planning model to show the links among the planning processes in a clear, straightforward manner (Standards I.B.3.)
- Craft clear definitions of all planning processes and terms and collect those definitions in a single document (Standards I.B.1., I.B.3., I.B.4.)
- Establish timelines and process descriptions for each planning process in the revised integrated planning model (Standards I.B.1., I.B.4.)
- Develop a ten-year institutional planning calendar to track planning activities (Standard I.B.3.)
- Prepare a document to provide greater detail on resource allocation processes and explain the links from program review and strategic planning to resource allocations (Standard I.B.3.)
- Develop a governance and decision-making document to assign responsibilities for planning to appropriate groups and offices (Standards I.B.1., I.B.2.)
- Prepare the first annual report on the Strategic Plan to document progress on the objectives identified in the *College of the Sequoias 2010-2015 Strategic Plan* (Standards I.B.5., I.B.7.)
- From the objectives in the Strategic Plan that were not yet completed, identify the highest priorities for concentrated effort in 2013-2014 and revise those objectives to ensure that they are time bound, measurable, realistic, and specific (Standard I.B.2.)

### ***Process to Complete Institutional Planning Tasks in Spring-Summer 2013***

The challenge was to develop a process that would complete this lengthy list of tasks on an accelerated timeline while still providing multiple opportunities for feedback. To meet this challenge, a unique process was developed.

A core team called the Accreditation Response Task Force was appointed and asked to serve as the official body of the District to guide and develop its response to the sanction from ACCJC. The 40 Accreditation Response Task Force members represented each District

constituency. Appointees to this group were chosen for their familiarity with or interest in the content of the recommendations to be addressed. [\[R1.14\]](#)

The Accreditation Response Task Force functioned as a cadre of colleagues who met weekly to assess current processes, brainstorm revisions/recommendations, implement necessary changes in policies and procedures, and serve as first readers of key documents. In order to accomplish a great deal in one semester and address each recommendation/standard at the same time, the Accreditation Response Task Force was divided into the following five Subgroups, each with responsibility for a specific ACCJC Standard. [\[R1.15\]](#)

1. Subgroup I for Standard I: Institutional Planning and Effectiveness
2. Subgroup IIA for Standard IIA: Student Learning Outcomes
3. Subgroup IIBC for Standards IIB and IIC: Student Support Services and Service Area Outcomes
4. Subgroup III for Standard III: Resources
5. Subgroup IV for Standard IV: Leadership and Governance

As an overview, the Subgroups' work followed this cycle:

Assess current practices → draft revisions/recommendations → distribute to larger audience → gather feedback → re-draft → gather feedback → finalize documents/recommendations.

This cycle incorporated assessments of current practices/processes with the development of new/revised processes.

The Accreditation Response Task Force used the following methods to educate the District community about Accreditation Standards as well as keep the entire District engaged in and mindful of their efforts to fulfill the ACCJC recommendations:

- Meeting minutes were posted online [\[R1.33\]](#)
- The superintendent/president sent weekly email updates on the Accreditation Response Task Force activities [\[R1.16\]](#)
- The Subgroups distributed District wide surveys as needed [\[R1.17\]](#)
- The Academic Senate coordinated two well-attended Accreditation Summits to create a venue for sharing progress reports and gathering feedback [\[R1.18\]](#)
- The superintendent/president facilitated three open forums for the community to provide information about accreditation [\[R1.19\]](#) (I.B.1, I.B.3, I.B.4, and I.B.5)
- The superintendent/president facilitated four open forums targeted at faculty, staff, administrators, Board members, and Accreditation Advisory Committee Members to provide ongoing information about accreditation [\[R1.19\]](#) (I.B.1, I.B.3, I.B.4, and I.B.5)
- Workshops on various accreditation topics, such as using TracDat and assessing outcomes, were held and were posted online [\[R1.20\]](#)

### ***Chronology of Completing the Institutional Planning Tasks***

The Accreditation Response Task Force determined that the first priorities were integrated planning and governance and decision-making processes. Given the timeline, the subgroups



decided to use the development of manuals as a way to simultaneously conduct the necessary assessments and document new/revised processes.

To prepare the *College of the Sequoias 2013 Integrated Planning Manual*, Subgroup I evaluated the current planning processes, identified areas of noncompliance with ACCJC institutional planning Standards, and either revised current processes or developed new ones. The manual describes the integrated planning cycle overall followed by a detailed description of each component in the integrated planning cycle. Accompanying the description of each planning component is a step-by-step process for implementing this planning component. These process/timeline charts outline which group or individual is responsible to take a particular action in a specific month and year.

During the same period, a different group, Subgroup IV, focused on developing the *College of the Sequoias 2013 Governance and Decision-making Manual*. This manual was developed in response to both Recommendations 1 and 2. To prepare the governance and decision-making manual, Subgroup IV evaluated the current committee structure in light of the ACCJC Standards on institutional planning and governance and surveyed existing committees to define their purpose. [\[R1.17\]](#) Using these assessments, the Subgroup drafted a streamlined model for governance and decision-making and the governance and decision-making manual. The manual describes these components of the District's decision-making processes:

- Principles of participatory governance that organize the District's operating agreements
- Roles and responsibilities of the District's constituent groups
- Type and structure of groups that develop recommendations
- Descriptions of the purpose, membership, and reporting structure of each of the District's governance and decision-making groups.

Once these manuals were in solid draft form, work began on the third interconnected manual, *College of the Sequoias 2013 Resource Allocation Manual*. To prepare the resource allocation manual, Subgroup III evaluated the District's current description of resource allocations documented in Administrative Procedure 6300, reviewed resource allocation models from other districts, and drafted the resource allocation flow charts.

The processes described in these three manuals are interrelated because the integrated planning manual assigns specific planning responsibilities to participatory governance groups and describes the ways that resource allocations are linked to planning.

The following chronology summarizes the major steps in the development of the three central planning documents produced spring through fall 2013. [\[R1.33\]](#) (Note: This chronology summarizes the processes for developing three manuals and is not a complete summary of all Subgroup work during this period.)



***Chronology of Developing Three Manuals***

	<b><i>College of the Sequoias 2013 Integrated Planning Manual</i></b>	<b><i>College of the Sequoias 2013 Governance and Decision-making Manual</i></b>	<b><i>College of the Sequoias 2013 Resource Allocation Manual</i></b>
<b>Mid-February</b>	<p>Accreditation Response Task Force was formed to serve as the official body of the District to guide and develop its response to the sanction from ACCJC.</p> <p>Subgroups were formed in order to address all recommendations at the same time.</p>	<p>Accreditation Response Task Force was formed to serve as the official body of the District to guide and develop its response to the sanction from ACCJC.</p> <p>Subgroups were formed in order to address all recommendations concurrently.</p>	<p>Accreditation Response Task Force was formed to serve as the official body of the District to guide and develop its response to the sanction from ACCJC.</p> <p>Subgroups were formed to concurrently address all recommendations</p>
<b>Late February</b>	<p>On February 22, a planning summit that included committee members from Research and Planning, Institutional Program Review, Academic Senate Executive Board, and Institutional Planning &amp; Effectiveness, and Subgroup I were introduced to ACCJC planning standards as well as sample integrated planning models from other colleges. Participants then reviewed and summarized the District's current planning processes. In the following summit on March 8, the participants evaluated the District's current planning processes and drafted an integrated model. The Subgroup found the District's current planning</p>	<p>Subgroup IV evaluated the District's current governance and decision-making structure and identified several issues:</p> <ul style="list-style-type: none"> <li>• Lack of a definition of a committee</li> <li>• Large number of existing committees</li> <li>• The lack of clarity in the reporting structure for committees</li> </ul> <p>Subgroup IV reviewed governance and decision-making models from other colleges and brainstormed a model for the District. This group developed a survey as a way to evaluate the charge and goals of all current District committees.</p>	

	<i>College of the Sequoias 2013 Integrated Planning Manual</i>	<i>College of the Sequoias 2013 Governance and Decision-making Manual</i>	<i>College of the Sequoias 2013 Resource Allocation Manual</i>
	<p>processes to be out of compliance with accreditation Standard I to the extent the existing processes failed to:</p> <ul style="list-style-type: none"> <li>• Explicitly recognize the District's mission as central to planning and decision-making (Standard I.A.4.)</li> <li>• Integrate planning efforts at the levels of campus operation (Standards I.B.2., I.B.3., I.B.6.)</li> <li>• Generate self-reflective dialogue regarding the improvement of student learning and institutional processes (Standard I.B.1.)</li> <li>• Be well understood by campus constituencies (Standard I.B.2.)</li> <li>• Be consistently applied to the process of resource allocation (Standard I.B.4.)</li> </ul>		
<b>Mid-March</b>	<p>Subgroup I met with the consultant on several occasions over two weeks to:</p> <ul style="list-style-type: none"> <li>• Review the elements commonly found in a planning cycle</li> <li>• Identify which components of the planning cycle are currently part of District planning</li> <li>• Identify which</li> </ul>	<p>Subgroup IV met the consultant on several occasions over two weeks to:</p> <ul style="list-style-type: none"> <li>• Confirm the list of current District governance and decision-making groups</li> <li>• Present the survey results to recommend changes to the current structure based on</li> </ul>	<p>Subgroup III met the consultant on several occasions over two weeks to:</p> <ul style="list-style-type: none"> <li>• Review the elements commonly found in a budget allocation handbook</li> <li>• Identify which common elements</li> </ul>

	<i>College of the Sequoias 2013 Integrated Planning Manual</i>	<i>College of the Sequoias 2013 Governance and Decision-making Manual</i>	<i>College of the Sequoias 2013 Resource Allocation Manual</i>
	<p>components of the planning cycle need to be developed</p> <ul style="list-style-type: none"> <li>• Provide feedback on drafts and samples from other District planning models that show: <ul style="list-style-type: none"> <li>• The purpose, process, and timeline for each planning process;</li> <li>• The type, format, and timeline for regular evaluation of planning processes</li> <li>• A process for communicating the results of the assessment</li> <li>• A process for using the results to improve processes.</li> </ul> </li> </ul> <p>Brainstorm a graphic to show how the planning components of link to one another</p>	<p>clarification of the purpose of the groups</p> <ul style="list-style-type: none"> <li>• Draft the charge, composition, and meeting pattern of each District group</li> </ul>	<p>should be included in the budget allocation handbook</p> <ul style="list-style-type: none"> <li>• Provide feedback on sample table of contents from other district budget allocation handbooks</li> <li>• Discuss a graphic to illustrate the budget allocation model</li> </ul>
<b>Late March</b>	Subgroup I reviewed and edited the first draft of <i>College of the Sequoias 2013 Integrated Planning Manual</i>	Subgroup IV reviewed and edited the first draft of the <i>College of the Sequoias 2013 Governance and Decision-making Manual</i>	

	<i>College of the Sequoias 2013 Integrated Planning Manual</i>	<i>College of the Sequoias 2013 Governance and Decision-making Manual</i>	<i>College of the Sequoias 2013 Resource Allocation Manual</i>
<b>Early April</b>	Draft <i>College of the Sequoias 2013 Integrated Planning Manual</i> was presented at a District open forum and was distributed for feedback.	Draft <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> was presented at a District open forum and was distributed for feedback.	Subgroup III evaluated the District's current resource allocation processes in the context of the draft integrated planning model. The group identified the need for a resource allocation manual and a rubric making decisions about allocating above-base funding.
<b>Mid- April</b>	<ul style="list-style-type: none"> <li>• Draft <i>College of the Sequoias 2013 Integrated Planning Manual</i> was revised based on feedback and the next draft is distributed for District wide review and comment.</li> <li>• Accreditation Summit was held for employees and community. Progress was shared and feedback received from participants.</li> <li>• The draft <i>College of the Sequoias 2013 Integrated Planning Manual</i> was presented to the Academic Senate, College Council, and the Board of Trustees.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> was revised based on feedback and the next draft is distributed to all District constituencies for review and comment.</li> <li>• Accreditation Summit was held for employees and community. Progress was shared and feedback received from participants.</li> <li>• The draft <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> was presented to the Academic Senate, College Council, and the Board of Trustees.</li> </ul>	Subgroup III prepared the first draft of the <i>College of the Sequoias 2013 Resource Allocation Manual</i> .

	<i>College of the Sequoias 2013 Integrated Planning Manual</i>	<i>College of the Sequoias 2013 Governance and Decision-making Manual</i>	<i>College of the Sequoias 2013 Resource Allocation Manual</i>
<b>May</b>	<ul style="list-style-type: none"> <li>• Final draft <i>College of the Sequoias 2013 Integrated Planning Manual</i> was revised based on feedback.</li> <li>• Following two readings by both groups, the College Council and Academic Senate approved the final draft of the <i>College of the Sequoias 2013 Integrated Planning Manual</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Final draft <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> was revised based on feedback.</li> <li>• Following two readings by both groups, the College Council and Academic Senate approved the final draft of the <i>College of the Sequoias 2013 Governance and Decision-making Manual</i>.</li> </ul>	Draft <i>College of the Sequoias 2013 Resource Allocation Manual</i> was distributed, critiqued, and revised based on feedback from the Accreditation Response Task Force and other groups.
<b>June</b>	<i>College of the Sequoias 2013 Integrated Planning Manual</i> was reviewed for consistency with other manuals and is finalized.	<p><i>College of the Sequoias 2013 Governance and Decision-making Manual</i> was reviewed for consistency with other manuals and was finalized.</p> <p>Board of Trustees approved Board Policy/Administrative Procedure 2510- “<i>Participation in Local Decision-Making</i>”</p>	

	<i>College of the Sequoias 2013 Integrated Planning Manual</i>	<i>College of the Sequoias 2013 Governance and Decision-making Manual</i>	<i>College of the Sequoias 2013 Resource Allocation Manual</i>
<b>July</b>	<i>College of the Sequoias 2013 Integrated Planning Manual</i> was presented to the Board of Trustees.	<i>College of the Sequoias 2013 Governance and Decision-making Manual</i> was presented to the Board of Trustees.	Draft #13 of the <i>College of the Sequoias 2013 Resource Allocation Manual</i> was distributed for review and comment.

In early fall, the final draft of the *College of the Sequoias 2013 Resource Allocation Manual* was submitted to the District Governance Senate and the Academic Senate. The Manual was reviewed for consistency with other manuals and was finalized and presented to the Board of Trustees.

### ***Implementing the New/Revised Planning Processes***

Once these three foundational documents were in place, the District used the new planning terms and concepts to evaluate its current Strategic Plan, the *College of the Sequoias 2010-2015 Strategic Plan*. [\[R1.7\]](#) In a June 2013 retreat, the Institutional Planning and Effectiveness Committee, the Program Review Committee, and the Executive Board of the Academic Senate assessed the current Strategic Plan. [\[R1.21\]](#)

The current Strategic Plan was found to be ineffective as a planning tool for the following reasons:

- The plan is unwieldy and unrealistic because there are too many objectives. The current plan has six focus areas, 20 goals, and 134 objectives.
- Many of the objectives are not measurable.
- The objectives are uneven in level and scope. Some objectives describe large, district-wide projects and others describe tasks that are ordinarily assigned through job descriptions.

Since the District had recently committed to following the timeline set forth in the *College of the Sequoias 2013 Integrated Planning Manual* to develop a ten-year institutional planning calendar and new District Goals beginning in January 2014, followed by the development of a three-year Strategic Plan with corresponding District Objectives beginning in January 2015, consensus was reached to salvage the current Strategic Plan rather than abandon it.

The District created a unique approach to this challenge by using the recently approved annual report as the vehicle to correct the current Strategic Plan's deficiencies, and establish priorities

for District wide energies and resources in 2013-2014. The steps in this approach are summarized below.

1. Institutional Planning and Effectiveness Committee asked for progress reports from the units assigned to complete objectives in the *College of the Sequoias 2010-2015 Strategic Plan*. [\[R1.22\]](#)
2. The units' progress reports were analyzed in order to place each of the 134 objectives into one of these categories:
  - Completed
  - Eliminated
  - Ongoing
  - To be considered for attention in 2013- 2014 [\[R1.21\]](#)
3. Institutional Planning and Effectiveness Committee, the Institutional Program Review Committee, the Executive Board of the Academic Senate and the Senior Management Council met in a retreat to:
  - Review good practices for strategic planning, such as the characteristics of measureable objectives;
  - Confirm that the Strategic Plan objectives were correctly placed in the four categories; and
  - Identify which objectives in the “to be considered” category were the highest priorities for the coming year. [\[R1.21\]](#)
4. Feedback on the priorities suggested in the retreat was distributed to the participants who attended the retreat. [\[R1.23\]](#)
5. The Senior Management Council used the retreat feedback to draft eight District Objectives for 2013-2014.
6. The co-chairs of the Institutional Planning and Effectiveness Committee used the progress reports and the retreat results to draft the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*. [\[R1.24\]](#) This draft is organized in three sections:
  - Update on the activities completed between 2010 and spring 2013 related to each objective  
*Purpose: To inform everyone in the District about the work that has been completed*
  - Analysis of the District's movement toward achieving its goals  
*Purpose: To assess whether or not work on the objectives resulted in forward movement toward achievement of the institutional goals*
  - Identification of the objectives to be completed in 2013-2014  
*Purpose: To focus the District's collective energies and resources on specific objectives*
7. Draft of the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan* was submitted to the District Governance Senate and the Academic Senate and approved through the participatory governance process in fall 2013. [\[R1.25\]](#)

The third section of this document is the transition from the previous planning processes to those developed in spring 2013. Rather than continuing to use the terms and concepts from

the current Strategic Plan, there is a shift in part three to the new/revised terms and concepts described in the *College of the Sequoias 2013 Integrated Planning Manual*.

These specific changes are:

1. Institutional objectives are labeled District Objectives, instead of Objectives, which was the term used in the *College of the Sequoias 2010-2015 Strategic Plan*.
2. Many of the objectives in the *College of the Sequoias 2010-2015 Strategic Plan* are not readily measurable. While the District Objectives for 2013- 2014 are conceptually based on the objectives in the *College of the Sequoias 2010-2015 Strategic Plan*, the District Objectives for 2013- 2014 are reframed as measurable statements in compliance with ACCJC Standards. (Standards I.B., I.B.2., I.B.3.)
3. A responsible party is assigned to each District Objective. This term refers to the office or group that will be held accountable for launching, overseeing, and completing the actions needed to accomplish the District Objective. The responsible group or office may complete those actions or may collaborate with others to complete the actions.
4. The District Objectives include a description of how progress on the objective will be assessed in spring 2014 when the *College of the Sequoias 2014 Annual Report on the 2010-2015 Strategic Plan* is prepared.

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Recommendation 1 because the District integrated, strengthened, and formalized its planning processes to ensure that informed decisions will create a cycle of continuous quality improvement. In addition, the District has implemented its integrated planning model.

Between spring and early fall 2013, the District completed the impressive list of tasks related to institutional planning in order to come into compliance with this recommendation.

- To Strengthen:
  - Assessed current planning practices by comparing these to the ACCJC institutional planning Standards
  - Developed new planning practices or revise planning practices as needed to correct deficiencies and bring all planning practices into compliance
- To Integrate:
  - Outlined step-by-step processes for each planning component so that one planning component provides information or data that is central to the subsequent planning component
  - Developed a model that clearly shows how the planning practices link to one another
- To Formalize:
  - Documented the new/revised planning practices by defining all terms and developing a process and timeline chart for each planning practice



- Assigned monitoring and operational responsibility for each step in the planning processes

As a first step, the District clearly defined processes for institutional planning. These planning processes are characterized by opportunities for broad participation. Participatory governance groups and the Senior Management Council were assigned responsibility for supervising the ongoing and integrated planning processes, including institutional planning and program reviews that are linked to the resource allocation process. The District's integrated planning model is codified in the *College of the Sequoias 2013 Integrated Planning Manual*.

Once the *College of the Sequoias 2013 Integrated Planning Manual* was completed, the foundation was in place for the District to complete the two other key planning documents:

- *College of the Sequoias 2013 Governance and Decision-making Manual* that assigns responsibility for the planning components to specific groups and offices
- *College of the Sequoias 2013 Resource Allocation Manual* that describes the links between resource allocations and planning

The District's confidence in the sustainability of the recent changes to planning processes is high because it has intentionally built an infrastructure to ensure that this planning model will weather future changes in leadership. Furthermore, the superintendent/president has appointed an implementation task force to assist the District in closely adhering to the processes set forth in the *College of the Sequoias 2013 Integrated Planning Manual*, *Governance and Decision-Making Manual*, and *Resource Allocation Manual*. Facets of the infrastructure that promise sustainability for these planning processes are described below.

1. All planning processes have been documented in three manuals that are available in hard copy (*College of the Sequoias 2013 Integrated Planning Manual*, *College of the Sequoias 2013 Resource Allocation Manual*, and *College of the Sequoias 2013 Governance and Decision-making Manual*) and are posted online. [\[R1.30\]](#) [\[R1.31\]](#) [\[R1.34\]](#)
2. Responsibility for specific planning tasks has been assigned to groups and offices as documented in the manuals and the *College of the Sequoias Institutional Planning Calendar*. [\[R1.26\]](#)
3. The ten-year Institutional Planning Calendar has been developed and is posted online. [\[R1.26\]](#)
4. The District immediately began implementing the new institutional planning concepts and language in preparing the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan* and developing measureable objectives for 2013- 2014. [\[R1.24\]](#)
5. At the district-wide fall 2013 Convocation, the superintendent/president trained over 300 employees on the new/revised integrated planning and governance models. [\[R1.27\]](#)
6. All committee co-chairs reviewed their committees' role in planning during the fall 2013 organizational meetings. [\[R1.28\]](#)

7. Responsibility for annually reviewing and revising the key manuals has been assigned to specific groups and the schedule for that review is included in the College of the Sequoias Institutional Planning Calendar. [\[R1.26\]](#)
- *College of the Sequoias 2013 Integrated Planning Manual* is assigned to the Institutional Planning and Effectiveness Committee
  - *College of the Sequoias 2013 Governance and Decision-making Manual* is assigned to the District Governance Senate
  - *College of the Sequoias 2013 Resource Allocation Manual* is assigned to the Budget Committee.

In comparing the newly developed/revised planning process to the *ACCJC Institutional Effectiveness Rubric II: Planning*, the District ranks itself at the level of proficiency. [\[R1.29\]](#)  
Refer to the following chart for this self-evaluation

*College of Sequoias Assessment of Planning Processes*  
*Level of Implementation-Proficiency*

<b>Characteristics of Institutional Effectiveness in Planning: Proficiency</b>	<b>Self-Evaluation and Evidence</b>
<p>The college has a well- documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.</p>	<ul style="list-style-type: none"> <li>• The District’s processes for assessing its effectiveness in meeting its mission are documented in the <i>College of the Sequoias 2013 Integrated Planning Manual</i>.</li> <li>• A ten-year College of the Sequoias Institutional Planning Calendar has been established to monitor planning processes. <a href="#">[R1.26]</a></li> <li>• A report on the master plan is prepared each year as a way to inform members of the District internal and external communities about the District’s efforts toward achievement of District Goals and District Objectives. <a href="#">[R1.24]</a></li> </ul>
<p>The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.</p>	<p>The District integrates its planning processes through an integrated planning model that links the various processes. Planning begins with an assessment of the District’s effectiveness of meeting its mission. Then District Goals are established to address the results of that assessment. The initiatives intended to achieve District Goals are developed through and documented in strategic plans and institutional programs reviews. Resources are allocated to support those initiatives. The outcomes of the initiatives are assessed and documented. In this way, the planning processes are all based on the assessment of how effective the District is in meeting its mission. <a href="#">[R1.30]</a></p>
<p>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</p>	<p>The District uses three processes to systematically assess the effective use of financial resources:</p> <ul style="list-style-type: none"> <li>• Report on Impact of Prior Year Above-Base Funding: Beginning in fall 2014, units will be required to summarize the programmatic impact of the prior year’s above-base funds, citing how the resources improved their effectiveness in serving students or moved the District toward achieving a District Objective. The Budget Committee will monitor these justifications to ensure that this reporting is included in the District’s annual cycle of tracking the effective use of resources to improve institutional effectiveness. <a href="#">[R1.31]</a></li> <li>• Annual Report on the Master Plan: The annual report describes the District’s effective use of its resources because it includes these components:</li> </ul>

	<ul style="list-style-type: none"> <li>• Summarizes progress on District Objectives,</li> <li>• Analyzes whether that progress was effective in moving the District toward achievement of District Goals, and</li> <li>• Identifies the District Objectives that will be the basis for resource allocations in the coming year. <a href="#">[R1.24]</a></li> <li>• Institutional Program Review: Student learning outcomes and service area outcomes are assessed annually, documented in the District's software management system, and are evaluated as part of the subsequent year's Institutional Program Review. Since the measurement of these outcomes reflect how the District expends its human and fiscal resources, improvements in these outcomes demonstrate the District's effective use of its resources. <a href="#">[R1.30]</a></li> </ul>
The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).	<ul style="list-style-type: none"> <li>• The assessments of learning outcomes are housed in TracDat and in Institutional Program Reviews. <a href="#">[R1.32]</a></li> <li>• The assessment of the District's institutional planning is documented in its annual report. The current version, the <i>College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan</i> includes these sections: <ol style="list-style-type: none"> <li>1. Update on the activities completed between 2010 and spring 2013 related to each objective <i>Purpose: To inform everyone in the District about the work that has been completed</i></li> <li>2. Analysis of the District's movement toward achieving its goals <i>Purpose: To assess whether work on the objectives resulted in forward movement toward achievement of the institutional goals</i></li> <li>3. Identification of the objectives to be completed in 2013-2014 <i>Purpose: To focus the District's collective energies and resources on specific objectives</i> <a href="#">[R1.24]</a></li> </ol> </li> </ul>
The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).	<i>College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan</i> is the first annual report describing the District's progress toward achieving District Goals and District Objectives. <a href="#">[R1.24]</a> The District intends to produce a similar report each year. Collectively these documents will provide the longitudinal view that is needed to prepare the District's next Master Plan beginning in January 2015. <a href="#">[R1.30]</a>
The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support	<p>All District service areas: academic services, student services, and administrative services complete Institutional Program Reviews. The purposes of Institutional Program Review are to:</p> <ul style="list-style-type: none"> <li>• Assess program effectiveness</li> <li>• Provide a rationale or context for requests for above-base funds</li> <li>• Document and analyze the assessment of student learning outcomes and service area outcomes.</li> </ul>

services, library and learning resources.	Institutional Program Reviews are the basis for allocating resources and are the mechanism to track progress on unit-level initiatives and student learning outcomes and service area outcomes. <a href="#">[R1.31]</a>
---	---

### **Actionable Improvement Plans**

- The superintendent/president, with the Implementation Task Force and the District Governance Senate, will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes. This repeats the actionable improvement plan in Standard I.A.3.
- The superintendent/president, with the Implementation Task Force and the District Governance Senate, will ensure compliance with roles and responsibilities placed upon each of the governance groups in the *College of the Sequoias 2013 Governance and Decision-making Manual*. This repeats the actionable improvement plan in Standard III.D.1.d.
- The superintendent/president, with the Budget Committee and the Implementation Task Force, will ensure compliance with the processes of budget development and above-base resource allocation in the *College of the Sequoias 2013 Resource Allocation Manual*. This repeats the actionable improvement plan in Standard I.B.4.
- All committee co-chairs will provide training on each committee's unique role in the integrated planning processes.

---

## Evidence for Recommendation 1: Planning

---

Note: The three manuals submitted with this show cause report are referred to in the report by their titles and are not included on this evidence list. These manuals are:

- College of the Sequoias 2013 Integrated Planning Manual
- College of the Sequoias 2013 Governance and Decision-making Manual
- College of the Sequoias 2013 Resource Allocation Manual

R1.1 Analysis of Recommendations

R1.2 ACCJC Action Letter February 2001

R1.3 *College of the Sequoias Educational Master Plan 2005 – 2006*

R1.4 Accreditation Visiting Team Report November 2006

R1.5 ACCJC Action Letter February 2007

R1.6 ACCJC Action Letter February 2008

R1.7 *College of the Sequoias 2010-2015 Strategic Plan*

R1.8 Board of Trustees Minutes for November 14, 2011

R1.9 Administrative Procedures 3261, 3262, and 3263

R1.10 Institutional Program Review Committee: Fall 2012 Survey Results

R1.11. Student Services' program review template

R1.12. Administrative Services program review template

R1.13. ACCJC Visiting Team Report, October 11, 2012

R1.14. Accreditation Response Task Force Membership

R1.15. Accreditation Response Task Force Subgroup responsibilities

R1.16. COS eNews Spring 2013/Fall 2013

R1.17. Surveys distributed by Subgroups

R1.18. Accreditation Summit I and II agendas and materials

R1.19. Open Forums and Community Forums

R1.20. Workshop Agendas and Sign-In Sheets

R1.21. Materials for the Strategic Plan Meeting June 18, 2013

R1.22. Request for Tactical Plan Updates

R1.23. Feedback on Objectives Ranked on June 18

R1.24. *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*

R1.25. District Governance Senate and Academic Senate minutes

R1.26. College of the Sequoias Institutional Planning Calendar

R1.27. Fall 2013 Convocation

R1.28. Committee Meeting Minutes of fall 2013:

- District Governance Senate
- Academic Senate
- Student Senate
- Budget Committee
- Institutional Planning and Effectiveness
- Institutional Program Review
- Technology Committee
- Response Task Force
- Accreditation Community Advisory Committee

R1.29. *ACCJC Institutional Effectiveness Rubric II: Planning*

R1.30. *College of the Sequoias 2013 Integrated Planning Manual*

R1.31. *College of the Sequoias 2013 Resource Allocation Manual*

R1.32 Institutional Program Review templates

R1.33 Accreditation Response Task Force Meeting Minutes

R1.34. *College of the Sequoias 2013 Governance and Decision-making Model*

## **Recommendation 2:**

### *Campus Dialogue*

---



---

**Recommendation 2: Campus Dialogue**

*In order to be more effective, the team recommends that the college improve the campus climate by encouraging all constituents to participate in an inclusive dialogue that embodies a culture of respect, civility, and trust. (Standards I.B.1., I.B.4., I.B.5., IV.A.2., IV.A.2.a., IV.A.3.)*

---

**Descriptive Summary**

The College of the Sequoias Community College District has complied with Recommendation 2 on campus dialogue because all constituent groups were engaged in and contributed to the resolution of issues that led to the show cause sanction from ACCJC, including the evaluation and revision of its participatory governance structure.

**District History of Campus Dialogue**

Assessments of the District's campus climate and participatory governance structures led ACCJC teams to recommend improvements in participatory governance structure and/or campus climate following each of the three most recent comprehensive site visits: 2000, 2006, and 2012.

Following the October 2000 team visit, ACCJC recommended that the District:

*Recommendation 7: Review the participatory governance structure comprised of the College Council and the extensive number of committees. The focus of this review should be on streamlining and simplifying the process to facilitate more direct access and communication between constituent groups and the superintendent/president. [\[R2.1\]](#)*

To address this recommendation, the District made two changes between the 2000 and 2006 site visits:

- Superintendent/President began serving as Chair of the College Council in order to be privy to all of the discussions that led to recommendations from that body (Standard IV.A.1.), and
- College Council agendas and minutes were published and widely distributed. (Standard I.B.1.)

Although these changes increased communication, the 2006 visiting team of ACCJC representatives found that the District had not streamlined its participatory governance structure and had the same extensive number of committees as in 2000. In addition, the visiting team observed a pronounced lack of collegial cooperation, which was viewed as the predominant barrier to the District's compliance with Standard IV.

*“College of the Sequoias partially meets Standard IV. It is clear to the visiting team that progress has been made on this standard in the last two years, but the standard has not been completely met by the college. All constituencies within the college must continue to work together to achieve its mission. Infighting and competition between various groups, regardless of justification, cannot be allowed to interfere with professional responsibility. Each constituent group has to be involved with the*

*governance and progress of the college. To behave otherwise harms the college, the constituent groups, and most importantly, the students of the district.” [R2.2]*

Therefore, the recommendation from the 2006 visiting team broadened the focus from the participatory governance structure specifically to a more general focus on communication.

*“Recommendation 1: Improving Institutional Effectiveness*

*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.” [R2.2]*

Thanks to efforts across the District, the campus climate became significantly more positive between fall 2006 and fall 2007 when the next site visit occurred.

*“Virtually everyone interviewed stated that the climate on campus had improved over the last year in particular. Explanations for this change usually started with a discussion of the superintendent/president and his open and inclusive leadership style.” [R2.3]*

In acknowledgement of this improvement, the Accrediting Commission removed the warning sanction. [R2.4]

A number of steps were taken to maintain that positive campus tone, such as the superintendent/president distributing monthly updates District-wide on issues of importance. Despite those efforts, by the time of the next comprehensive self-study in fall 2012, the level of collegial cooperation was once again low and the negative campus climate had returned.

*Due to statewide budget cuts over the last three years, the College has also had to deal with the fallout from them especially as they relate to contract negotiations on the possibility of a health benefits caps being imposed on all COS employees. As such, when the 2012 team arrived to conduct the visit, they were greeted with the news that the faculty union had called for a work slow-down and filed a grievance regarding being asked to assess their student learning outcomes. [R2.5]*

Viewing this issue across the three comprehensive accreditation evaluations from 2000 through 2012, the District had not yet created a consistently sustainable positive campus climate nor had created decision-making structures that served as effective venues for inclusive dialogue focused on improving the institution. In order to come into compliance with ACCJC Standards on institutional effectiveness (Standard I.B.) and decision-making roles and processes (Standard IV.A.), the District created an ambitious agenda for spring through fall 2013. This agenda is described below in two sections: campus climate and participatory governance.

### ***Campus Climate***

Over the course of the 2012-2013 academic year, there was a gradual but increasingly powerful renewal of collegial cooperation on campus. This increase in cooperation can be attributed to three interrelated events as well as clarification of structure and how they function within our culture.

First, progress has been made on the labor disputes over health benefits caps and faculty participation in assessing student learning outcomes described in the previously cited excerpt from the 2012 ACCJC Team Evaluation Report. [\[R2.5\]](#) Progress is measured by effective engagement in the due process steps of collective bargaining and grievance mediation procedures.

*Health benefits cap:* The Board of Trustees and District were unable to reach agreement on a health benefits cap and having exhausted the due process of collective bargaining, the Board implemented their “last, best, and final offer” in the negotiations process. This action included the adoption of a resolution that imposed an annual cap on the amount of money paid by the District for health insurance premiums for all eligible employees. The resolution was effective November 2012 and the cap remains in effect. [\[R2.6\]](#) The College of the Sequoias Teachers Association has filed an unfair labor practice charge and two grievances associated with the health cap.

*Faculty participation in assessing student learning outcomes:* In August 2012 the College of the Sequoias Teachers Association began rescinding all previous requests for work slow-down and encouraged all faculty committees to resume work as needed to address Accreditation Standards, as well as academic business in general. In April 2013, the District and the union mutually approved a pilot program allowing all faculty to participate in writing student learning outcomes, developing outcome assessments, stating outcomes on the course syllabus and participating in the student learning outcome process as a component of their performance evaluation. [\[R2.7\]](#)

Although there is not yet a permanent solution to these two labor issues, due process is being followed, tensions have been reduced, and, thereby, a significant barrier to collegial cooperation has been lessened. Recognizing that labor issues arise occasionally and it is critical to process disagreements through positive interactions, the District and faculty are embracing an alternative perspective to the traditional adversarial approach to conflict resolution and collective bargaining. [\[R2.7\]](#)

As the superintendent/president, administrators, faculty leaders have been explaining and describing the participatory governance process created and approved through the new governance manual, they have described a new commitment by the Board of Trustees and administration to apply these same participatory principles. [\[R2.8\]](#) [\[R2.9\]](#)

This is a significant shift and has helped create the foundation of a new culture for the District, one based on clear, transparent processes for decision-making and accountability in institutional planning, resource allocation, program evaluation and ongoing improvement based on outcomes and data. This new culture better defines the roles and responsibilities of all entities in the District, the appropriate distinctions between responsibilities for successful District operations and compliance, and the processes of employee representation, advocacy and collective bargaining. [\[R2.8\]](#)

The new policies, structures, and protocols *acknowledge and respect* the importance of institutional operations, *as well as* employee representation, and provide clear pathways for the *simultaneous but separate* activities that prevent the dysfunction that has historically resulted from the inappropriate co-mingling of the two. These structures are sustainable and

are only subject to revision and/or change through the participatory governance process itself. (Standard I.B.1, I.B.3)

Second, two permanent senior administrators (superintendent/president and vice president, academic services) began their positions in fall 2012, thereby ending the “wait-and-see” delays that seem to be inevitable when interim administrators hold key leadership positions.

Third, based on the evidence below, the show cause sanction imposed by ACCJC served as a powerful catalyst for a rapid change in our collegial cooperation. Faculty, staff, administrators, and students across the District were highly motivated to collaborate on resolving issues that had previously prevented the District from complying with ACCJC Standards. [\[R2.9\]](#)

Beginning in spring 2013, routine meetings of key participatory governance groups, such as the College Council, were well attended. Faculty, staff, and administrators appointed to serve on the Accreditation Response Task Force were especially conscientious about attendance at both the large-group meetings as well the weekly Subgroup meetings. [\[R2.10\]](#)

	<b>College Council</b> <b># attended/# members</b>	<b>Accreditation Response Task Force</b> <b># attended/# members</b>
January	17 attended/ 24 members	No January Meetings
February	23 attended/ 24 members 21 attended/ 24 members	33 attended/ 40 members 36 attended/ 40 members
March	21 attended/ 24 members	26 attended/ 40 members 31 attended/ 40 members
April	22 attended/ 24 members 25 attended/ 24 members 21 attended/ 24 members	33 attended/ 40 members 33 attended/ 40 members 27 attended/ 40 members 30 attended/ 40 members
May	21 attended/ 24 members 16 attended/ 24 members	32 attended/ 40 members 26 attended/ 40 members 34 attended/ 40 members

In addition to strong attendance at meetings by faculty, staff, and administrators who were committee members, the audience of in-person attendees at open-invitation meetings was high. (Standard I.B.1)

***Opportunities for District wide Dialogue:***

- February 14, 2013: Accreditation Report Forum
- March 20, 2013: Accreditation Forum, 149 attendees
- April 16, 2013: Accreditation Update Forum, 109 attendees
- April 27, 2013: Accreditation Summit I, 77 participants

- May 7, 2013: Accreditation Summit II, 73 participants
- May 15, 2013: Accreditation Update Forum, 85 attendees
- August 28, 2013: Accreditation Update Forum, 58 attendees
- September 3, 2013: Show Cause Report: Campus Dialogue Forum, 96 attendees
- September 11, 2013: Show Cause Report: Planning Forum, 94 attendees
- September 17, 2013: Show Cause Report: Evaluation of Processes, 105 attendees
- September 25, 2013: Show Cause Report: Outcomes and Assessments, 107 attendees

***Workshops for Faculty:***

- April 5, 2013: Assessment Workshop, Part 1, 31 participants
- April 5, 2013: Assessment Workshop, Part 2, 73 participants
- April 5, 2013: Assessment Workshop, Part 3, 15 participants
- May 3, 2013: Program Outcomes Workshop, 53 participants
- August 8, 2013: Teaching Institute and Learning Institute 70 participants

***Workshops for Administrators:***

- June 12-13, 2013: 45 attended
- June 19, 2013: 26 attended
- August 30, 2013: 45 attended
- September 20, 2013: 45 attended

***Workshops for the Board of Trustees***

The Board of Trustees also participated in a series of meetings focused on Accreditation, planning, and governance. While these meetings were for Board members, other faculty, staff, administrators, and community members attended.

All Board agendas included Accreditation as a standing report from the Accreditation Liaison Officer. In addition, the following workshops/study sessions were held for the Board of Trustees:

- January 25-26, 2013: Annual Board Planning Retreat – This study session focused on numerous student success, planning, and governance issues including: [\[R2.21\]](#) (Standards I.B., I.B.5., III.D.1.a., III.D.3., III.D.3.e., IV.A.3., IV.A.5., IV.B.1.g.)
  - Student Success Act and Student Success Task Force
  - Student Learning Outcomes
  - Annual Report on Community Colleges (ARCC)
  - College of the Sequoias Institutional Program Review Process
  - Campus Security Planning
  - Budget, Full-time Equivalent Student (FTES), and Summer School Schedule
  - College of the Sequoias Master Plan/Strategic Plan
  - College of the Sequoias Accreditation Update
  - Participatory Governance
  - Governance BP/AP Review

- Board Priorities for 2013
- Board Self-Evaluation (Annual Review)
- April 1, 2013: Board Study Session—This study session focused on the comprehensive Institutional Program Reviews for 2012-2013. [\[R2.22\]](#) (Standards I.B., I.B.5., IV.A.3.)
- June 17, 2013: Board of Trustees Accreditation Training by the Accrediting Commission of Community and Junior Colleges—This study session was presented by the president and vice president, the Commission focused on the board’s role in Accreditation: [\[R2.23\]](#) (Standards I.B., I.B.5., IV.A.3.)
  - Accreditation and Trustee Roles and Responsibilities
  - Accreditation Standards
  - Guide to Accreditation for Governing Boards
  - Twelve Common Questions and Answers About Regional Accreditation

The accreditation forums were live-streamed to the Hanford and Tulare campuses. The forums and workshops were also taped and posted online; the totals above do not include viewing a forum or workshop online. (Standard I.B.1)

The Academic Senate demonstrated a high level of cooperation and participation from spring through fall. In addition to focusing requests for feedback from the Accreditation Response Task Force, the Academic Senate coordinated two Accreditation Summits as venues for sharing the updates and garnering feedback on proposals. Academic Senate officers attended additional meetings as requested and convened out-of-cycle meetings as needed. The Academic Senate held a meeting June 17, 2013 in order to facilitate the review and approval of material related to addressing show cause. In addition, the Academic Senate convened a meeting the first week of the fall term to discuss the resource allocation manual in preparation to its approval. [\[R2.24\]](#)

An additional example of participation occurred on June 19, 2013 when the Institutional Planning and Effectiveness Committee, Institutional Program Review Committee, Academic Senate Executive Committee, and Senior Management Council met to analyze the current Strategic Plan and prioritize District Objectives for 2013-2014.

Collaboration has been displayed by faculty across divisions. Faculty have participated by receiving training in the use of TracDat for outcomes and assessments, ensuring that their course and program learning outcomes were entered into the new software; they have begun to enter their assessments; and they have placed course outcomes on their syllabi.

The fall 2013 Convocation was mandatory for all faculty and provided a detailed update of all accreditation response progress. In addition, the superintendent/president reviewed all key elements of the new structures and protocols for governance planning, resource allocation, and outcomes and assessments. A publication entitled “COS 2.0 Quick Guide”, describing the new planning and governance processes, was presented to all attendees. [\[R2.25\]](#)

A portion of the fall 2013 Convocation Day was dedicated to unit-level collaboration on assessment. Engagement in this unit-level assessment work was strong as evidenced by all



divisions having individual meetings to discuss their assessment instruments and plans. (Standards I.B.1., II.A.1.a., II.A.2.c.)

In spring 2013, two Accreditation Summits were sponsored by the Academic Senate. These summits were co-sponsored by Associated Student Body, California Schools Employee Association and the College of the Sequoias Foundation. Faculty, staff, administrators, Board of Trustee members, and community members were invited to participate. Representatives from all constituencies attended each summit. *Accreditation Summit I* topics were integrated planning and District governance. *Accreditation Summit II* topics were student learning outcomes and assessments.

These summits were designed to educate the attendees on the relevant Commission recommendations, Accreditation Standards, the work of the Accreditation Response Task Force subgroups, and to solicit feedback from the attendees on that work. Participants were placed in mixed groups to ensure multiple perspectives during discussions. After a particular topic was presented, each group of participants discussed the presentation and subsequently developed a list of commendations and suggestions/recommendations. All suggestions were collected and given to the appropriate task force subgroup.

### ***Participatory Governance***

To come into compliance with ACCJC Standards related to its participatory governance structure, the District adopted a similar framework and approach to this task as they used to address Recommendation 1 on institutional planning.

The first step was to identify the tasks that must be accomplished in order to become collectively knowledgeable about best practices in participatory governance, assess its current participatory governance structure, revise that structure as necessary, and document the new/revised structures. To accomplish these aims, the District developed the following ambitious agenda of work to be completed in spring 2013:

- Review other colleges' models of participatory governance and the related handbooks (Standard IV.A.2.)
- Evaluate the District's current participatory governance structure to identify redundancies in committee purposes
- Define each committee as being a governance group, an operational group, or a task force (Standards I.B.1., I.B.4., IV.A.3)
- Eliminate committees identified as redundant (Standards I.B.1., IV.A.3.)
- Define the specific purposes of the remaining committees to ensure that all tasks that should be delegated to a participatory governance group have been assigned and to ensure that each committee's unique set of responsibilities are commensurate with the type of group (governance, operational, or task force) (Standards I.B.1., I.B.4., IV.A.3.)
- Verify that the planning responsibilities assigned in the *College of the Sequoias 2013 Integrated Planning Manual* are assigned to the appropriate committees [\[R2.11\]](#) (Standard IV.A.2.a.)
- Verify and document the roles and responsibilities of each constituent group in the District (Standard I.B.4.)

- Identify the reporting structure and membership for each committee (Standards I.B.1., I.B.4., IV.A.1. IV.A.2., IV.A.2.a., IV.A.2.b.)
- Draft a model to show the links between groups and the reporting structure of the participatory governance bodies in a clear, straightforward manner (Standards I.B.4., IV.A.1.)
- Craft clear definitions of all participatory governance groups and terms (Standard IV.A.2.)
- Draft a document to formally and clearly describe the District's participatory governance structure (Standards IV.A.1., IV.A.2.)

The challenge was to develop a process that would complete these tasks on an accelerated timeline while still providing multiple opportunities for feedback. As described in the response to Recommendation 1 in this Show Cause Report, a unique process was developed to meet this challenge. A core team called the Accreditation Response Task Force was appointed to serve as the District's official body to guide and develop its response to the sanction from ACCJC. The 40 Accreditation Response Task Force members represented each District constituency. Appointees to this group were chosen for their familiarity with or interest in the content of the recommendations to be addressed. [\[R2.12\]](#) (Standard I.B.1., IV.A.1.)

The Accreditation Response Task Force functioned as a cadre of colleagues who met weekly to assess current processes, brainstorm revisions/recommendations, implement necessary changes in policies and procedures, and serve as first readers of key documents. In order to accomplish a great deal in one semester and address each recommendation/standard at the same time, the Accreditation Response Task Force was divided into the following five subgroups, each with responsibility for a specific ACCJC Standard. [\[R2.13\]](#)

1. Subgroup I for Standard I: Institutional Planning and Effectiveness
2. Subgroup IIA for Standard IIA: Student Learning Outcomes
3. Subgroup IIBC for Standards IIB and IIC: Student Support Services and Service Area Outcomes
4. Subgroup III for Standard III: Resources
5. Subgroup IV for Standard IV: Leadership and Governance

The processes used by the subgroups incorporated assessments of current practices and processes with the development of new and revised processes. The Accreditation Response Task Force used the following methods to educate the District community about Accreditation Standards as well as to engender District wide engagement in the task force's efforts to fulfill the ACCJC recommendations:

- Meeting minutes were posted online [\[R2.26\]](#)
- The superintendent/president sent weekly email updates on the Accreditation Response Task Force activities [\[R2.27\]](#)
- The Subgroups distributed District wide surveys as needed [\[R2.14\]](#)
- The Academic Senate coordinated two well-attended Accreditation Summits to create a venue for sharing progress reports and gathering feedback [\[R2.15\]](#) (I.B.1, I.B.3, I.B.4, and I.B.5)



- The superintendent/president facilitated three open forums for the community to provide information about accreditation [\[R2.16\]](#) (I.B.1, I.B.3, I.B.4, and I.B.5)
- The superintendent/president facilitated four open forums targeted at faculty, staff, administrators, Board members, and Accreditation Advisory Committee Members to provide ongoing information about accreditation. [\[R2.16\]](#) (I.B.1, I.B.3, I.B.4, and I.B.5)
- Workshops on various accreditation topics, such as using TracDat and assessing outcomes, were held and videos of these workshops were posted online. [\[R2.28\]](#)

Given the timeline, the Subgroups decided to use the development of manuals as a way to simultaneously conduct the necessary assessments and document new/revised processes. At the same time that Subgroup I was developing the *College of the Sequoias 2013 Integrated Planning Manual*, Subgroup IV focused on developing the *College of the Sequoias 2013 Governance and Decision-making Manual*. This manual was developed in response to both Recommendations One and Two. The specific steps Subgroup IV followed to develop this manual are summarized in the following table.

***Development of the College of the Sequoias 2013 Governance and Decision-making Manual***

Late February 2013	<p>Evaluated the District's current governance and decision-making structure and identified several issues:</p> <ul style="list-style-type: none"> <li>• Lack of definition of a committee</li> <li>• High number of committees</li> <li>• The lack of clarity in the reporting structure for committees</li> </ul> <p>Reviewed governance and decision-making models and best practices from other colleges and brainstormed a model for the District.</p> <p>Developed and distributed a survey to evaluate the charge and goals of all current committees</p>
Mid-March 2013	<p>Met the consultant on several occasions over two weeks to:</p> <ul style="list-style-type: none"> <li>• Confirm the list of current District governance and decision-making groups</li> <li>• Use the survey results to recommend changes to the current structure based on clarifying of the purpose of the groups</li> </ul> <p>Drafted the charge, composition, and meeting pattern of each District group</p>
Late March	Drafted, reviewed and edited the first draft <i>College of the Sequoias 2013 Governance and Decision-making Manual</i>
Early April	<ul style="list-style-type: none"> <li>• Presented the draft <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> at the Accreditation Summit</li> <li>• Distributed draft document for District-wide feedback</li> </ul>
Late April	<ul style="list-style-type: none"> <li>• Revised the draft <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> based on feedback</li> <li>• Distributed the next draft for District-wide review and comment</li> </ul>

	including a presentation of the draft <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> to the Academic Senate, College Council, and the Board of Trustees
May	<ul style="list-style-type: none"> <li>Revised the draft <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> based on feedback</li> <li>Submitted the final draft of the <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> to the College Council and Academic Senate</li> </ul>
June	<ul style="list-style-type: none"> <li>Reviewed the final draft of the <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> for consistency with other manuals</li> </ul>
July	<ul style="list-style-type: none"> <li>Presented the <i>College of the Sequoias 2013 Governance and Decision-making Manual</i> to the Board of Trustees</li> </ul>

The *College of the Sequoias 2013 Governance and Decision-making Manual* is a comprehensive document that begins with foundational details:

1. *Principles of Participatory Governance*

The District's philosophical guidelines, such as a commitment to collegiality, are used as the framework for its operating agreements, such as requirements for the timely distribution of minutes and agendas. (Standards I.B.1., IV.A.1.)

2. *Role of Constituents in Governance and Decision Making*

Each constituent group has a specific part to play in District decision making based on that group's role within the District. The roles for each constituent group are described based on the California Code of Regulations, District Board policies, and District practices, procedures, and job descriptions. (Standards I.B.4., IV.A.2.)

3. *Types of Groups that Develop Recommendations*

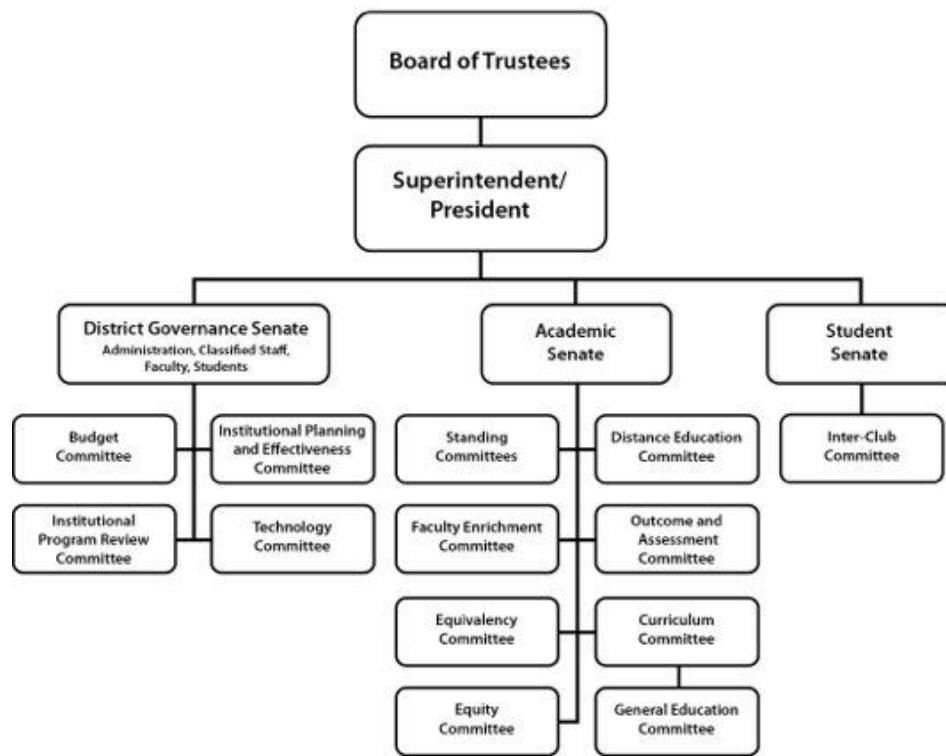
Groups within the District's participatory governance structure are identified as belonging to one of these three types:

- Governance Groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority.
- Operational Groups are those who assist the superintendent/president in implementing the Board's plans and policies by coordinating activities and functions.
- Task Forces are formed to create a venue for dialogue and work on topics or projects that require timely and concentrated energy.

Following this foundation is a description of the purpose, membership and reporting structure for the District's governance and operational groups. (Standard IV.A.2.) There is no standing structure for task forces because these are organized on an as-needed basis and are dissolved with the completion of their task. In its revised participatory governance structure (see graph below), the District has three governance groups: The District Governance Senate, the Academic Senate, and the Student Senate (also referred to as the Associated Student Body). Each senate meets regularly and relies on a variety of committees to conduct the group's

business. The District has five operational groups: Dean’s Council, Instructional Council, Management Council, Senior Management Council, and Facilities/Safety Council.

## College of the Sequoias Participatory Governance Structure



In addition to the governance and operational groups and task forces that address District-wide concerns and plans. Departments and programs develop work groups as needed to address issues specific to those programs. These department-specific/program-specific groups are not governance groups; they are unit-level operational groups and therefore are not included in the governance and decision-making manual.

Implementation of the District’s revised participatory governance structure began in July 2013. To support this implementation, the District prepared an Organizational Meeting Agenda Guide to structure a participatory governance review in the first fall meeting for governance senates and committees. [\[R2.18\]](#) This standard guide was developed to ensure that all groups successfully transitioned from former operations to new operations. The agenda guide includes:

- A review of and commitment to the principles of participatory governance;
- Processes to elect new officers;

- Identification of by-law revisions needed to align with the purposes and membership identified in the *College of the Sequoias 2013 Governance and Decision-making Manual*; and
- Construction of an annual meeting schedule with dates, times, and locations. [\[R2.19\]](#)

A senior manager attended each organizational meeting to support this review of the *College of the Sequoias 2013 Governance and Decision-making Manual*. Each group's co-chairs submitted the annual meeting schedule to the superintendent/president's office so that this information could be incorporated into the COS Active Calendar. [\[R2.17\]](#) [\[R2.20\]](#) The District published and distributed the "COS 2.0 Quick Guide" for all faculty and staff. [\[R2.25\]](#)

To maintain the *College of the Sequoias 2013 Governance and Decision-making Manual* as a reliable resource, the document will be reviewed both annually and on a three-year-cycle: [\[R2.11\]](#) [\[R2.17\]](#) (Standard IV.A.5.)

- As noted on the College of the Sequoias Institutional Planning Calendar, the District Governance Senate will review the document annually to make minor revisions, changes, such as changes in timelines or processes.
- In addition to this annual review, the District Governance Senate will conduct a formal assessment of these governance and decision-making processes every three years. This assessment occurs as part of the District's assessment of its planning processes. The process and timeline for this assessment is described in the *College of the Sequoias 2013 Integrated Planning Manual*. Following this more formal assessment, the District Governance Senate may recommend revisions to decision-making processes to address issues raised in the assessment. If the changes are approved District wide, the *College of the Sequoias Governance and Decision-making Manual* will be updated to reflect these changes.

Through these two review processes, one completed on an annual basis and one completed every three years, this document will be maintained to reflect the changes in decision-making processes that are to be expected as part of the District's cycle of continuous quality improvement. (Standard IV.A.5.)

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Recommendation 2 on campus dialogue, because the District has improved the overall campus climate and has engaged in the broad-based dialogue needed to assess and revise its governance and decision-making processes. To formalize and sustain the new governance model, the District produced a document to articulate the function and structure of participatory and decision-making processes. An Implementation Task Force has been established to support and assist governance groups, senates, and committees transition to the new governance structure. This task force is comprised of individuals who participated in the Accreditation Task Force as the manuals were developed.

Over the course of the 2012- 2013 academic year, there has been a significant resurgence of collegial cooperation in the District that can be attributed to the confluence of four factors:

- Tensions previously created by two labor issues have been lessened;
- Permanent senior administrators assumed their new positions;
- Faculty, staff, and administrators were united through a shared purpose to move the District into compliance on ACCJC Standards; and
- New policies, structures, and protocols for successful District operations/compliance, and employee representation/collective bargaining provide clear pathways for simultaneous but separate activities that prevent the dysfunction that has historically created barriers to full compliance with Accreditation Standards.

The improved campus climate is evidenced by attendance at forums, workshops, and meetings as well as the impressive list of tasks that have been completed in the past eight months in an effort to fulfill each of the District's seven recommendations.

To support and sustain this positive campus climate, the District evaluated and revised its participatory governance structure.

- To strengthen the participatory governance structure, the District:
  - Assessed its current participatory governance structure; (Standard IV.A.5.)
  - Clarified the types of groups in a participatory governance structure: governance, operational, and task forces;
  - Identified the reporting structure for each committee; (Standard IV.A.2., IV.A.2.a.)
  - Eliminated committees as needed to correct identified redundancies; and
  - Restructured committees as needed to ensure that all tasks that should be delegated to a participatory governance group have been assigned. (Standard IV.A.2.a., IV.A.2.b.)
- To integrate the participatory governance structure internally as well as with other District processes, such as planning, the District:
  - Identified each committee's purposes, ensuring that each committee had a unique set of responsibilities commensurate with the type of group (governance, operational, or task force); (Standard IV.A.2.) and
  - Verified that the senate and committee purposes matched the processes and responsible parties identified in the *College of the Sequoias 2013 Integrated Planning Manual*. (Standards I.B.1., I.B.4., IV.A.2.a.)
- To formalize its revised participatory governance structure, the District:
  - Identified the roles and responsibilities of each District's constituency; (Standard IV.A.2.)
  - Defined all participatory governance terms;
  - Developed a graphic depicting the links between and among the groups in the participatory governance structure; and
  - Documented the membership for all groups in the participatory governance structure. (Standards IV.A.2., IV.A.2.a., IV.A.2.b.)

The culmination of the District's assessment and revision of its participatory governance structure is the *College of the Sequoias 2013 Governance and Decision-making Manual*,

which was completed in July 2013. The purpose of this document is to describe the governance and decision-making processes by which the District ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions. This document includes the purpose, membership, and reporting structure for each group in its participatory governance structure. The District has developed a schedule to formally assess its participatory governance structure and to review the *College of the Sequoias 2013 Governance and Decision-making Manual* as needed. [\[R2.11\]](#) [\[R2.17\]](#) (Standards IV.A.2., IV.A.2.a., IV.A.2.b.)

### **Actionable Improvement Plans**

- The superintendent/president, with the Implementation Task Force and the District Governance Senate, will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes. This repeats the actionable improvement plan in Standard I.A.3.
- The superintendent/president, with members of the Implementation Task Force and the District Governance Senate, will ensure compliance with roles and responsibilities placed upon each of the governance groups in the *College of the Sequoias 2013 Governance and Decision-making Manual*. This repeats the actionable improvement plan in Standard III.D.1.d.
- All committee co-chairs will provide training on each committee's unique role in the integrated planning processes. This repeats the actionable improvement plan in Recommendation 1.

---

## Evidence for Recommendation 2: Campus Dialogue

---

- R2.1 ACCJC Action Letter, 2001
- R2.2 Accreditation Visiting Team Evaluation Report, November 2006
- R2.3 Accreditation Visiting Team Evaluation Report, November 2007
- R2.4 ACCJC Action Letter February 2008
- R2.5 Accreditation Visiting Team Evaluation Report, October 2012
- R2.6 Board of Trustees Meeting Minutes, November 2012
- R2.7 “Pilot Program” between District and COS Teacher’s Association
- R2.8 Board of Trustees Meeting Minutes
- R2.9 ACCJC Action Letter February 2013
- R2.10 Accreditation Response Task Force Subgroup Meeting Sign-In
- R2.11 *College of the Sequoias 2013 Integrated Planning Manual*
- R2.12 Accreditation Response Task Force Membership
- R2.13 Accreditation Response Task Force Subgroup Responsibilities
- R2.14 Subgroup IV Survey to committees
- R2.15 Accreditation Summit I and II agendas and materials
- R2.16 Evidence of on-campus and community forums
- R2.17 *College of the Sequoias 2013 Governance and Decision-making Manual*
- R2.18 Organizational Meeting Agenda Guide
- R2.19 Meeting minutes showing the use of the Organizational Agenda Meeting for
  - District Governance Senate
  - Academic Senate
  - Student Senate
  - All District Governance Senate committees
- R2.20 COS Active Calendar
- R2.21 Board Meeting: Annual Retreat
- R2.22 Board Study Session: April 2013
- R2.23 Board Workshop: Accreditation (ACCJC)
- R2.24 Academic Senate Minutes: June and August 2013
- R2.25 COS 2.0 Quick Guide
- R2.26 Accreditation Response Task Force Minutes

R2.27 College of the Sequoias eNews

R2.28 TracDat Workshops





## **Recommendation 3:**

### *Research Capacity*

---

---

***Recommendation 3:*** *The team recommends that the college increase the research capacity of the institution in order to compile and provide data to guide institutional planning and resource allocation, program review and assessment, and decision-making for institutional effectiveness. (Standards I.B.2, I.B.3, I.B.6, II.A.1.a, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, III.A, IV.B.2.b)*

---

## **Descriptive Summary**

The College of the Sequoias Community College District has fully satisfied Recommendation 3 by increasing the research capacity of the District and ensuring the availability of appropriate data for use in institutional planning, resource allocation, program review and assessment, and decision-making for institutional effectiveness.

### **District History of Research Capacity**

#### *Office of Planning and Research*

In January 2007, the District hired a Director of Institutional Research and Planning. Other personnel to join the office included a research technician in fall 2007 and a part-time clerical assistant in spring 2009. The office was responsible for providing data for program reviews, for mandated and internal reports, for grants, and for all planning purposes in the District.

In 2011, the Director of Institutional Research and Planning position became vacant. The District was experiencing reductions in funding due to the state's financial crisis. The decision at the time was to reassign the direction and oversight duties of institutional research to the vice president, academic services and increase the research technician's capacity to that of a research analyst. During this time, the Office of Planning and Research was responsible for supporting the research efforts on campus in the following capacity:

- Integrated Postsecondary Educational Data System (IPEDS) [\[R3.1\]](#)
- Accountability Reporting for the Community Colleges (ARCC) [\[R3.2\]](#)
- Ad-Hoc Data Requests [\[R3.3\]](#)
- Surveys and respective results [\[R3.4\]](#)
- Faculty Growth/Replacement Data Requests [\[R3.5\]](#)
- Title V Grant Data [\[R3.6\]](#)
- Hispanic Serving Institute Data [\[R3.7\]](#)
- Technical support (including data) to the following committees: [\[R3.8\]](#)
  - Institutional Program Review Committee
  - Institutional Planning and Effectiveness Committee
  - Essential Learning Initiative Committee
  - Title V Committee
  - Research Advisory Committee

### *Research Advisory Committee*

With the vacancy of the Director of Research and Planning in September 2011, the Research Advisory Committee was formed to provide support and guidance to the Office of Planning and Research. It was comprised of eight members representing faculty, staff and administration who were identified as key users of data in the District. The committee members engaged in discussions about the research needs of the District and the agenda of the Office of Planning and Research. The committee concluded there were several areas in need of improvement [\[R3.9\]](#) (Standard I.B.6):

- Adequate staffing in the Office of Planning and Research
- An Institutional Review Board
- A Fact Book, Data Request Form, and Research Agenda
- Evaluation of Office of Planning and Research mission statement
- Use of qualitative and quantitative data in the planning process
- Review and resubmission of Management Information System (MIS) data to Chancellor's office
- Accessing the College's Extended Information System (CEIS)

Tasks completed by the Research Advisory Committee in support of research capacity include:

- Fact Book drafted in spring 2013 and currently undergoing edits; Projected release of December 2013. [\[R3.10\]](#) (Standard I.B.1 , I.B.5)
- Establishing an Institutional Review Board that developed a process to ensure that the normal and prudent policies established for the protection of human subjects is followed at the District. Board Policy 3290 and Administrative Procedure 3290 establish an ethically responsible manner when conducting research involving human subjects. [\[R3.11\]](#)
- Development of formal process to request data and research services [\[R3.12\]](#) (Standard I.B.6.) Through this procedure, constituencies (both internal and external) can request data for several reasons, which include but are not limited to program review data, Strategic Plan information, student success data and grants (Standards I.B.1, I.B.2, II.A.1.a, II.A.1.c, II.A.2.f, II.B.4, IV.B.2.b) The process which allows for a request to be submitted electronically is reviewed by administrators in the research and technology departments. Depending on level of complexity the request is assigned to the appropriate personnel and completed typically within two weeks. A timeline for the development of the Data Request form is as follows: (Standard II.A.1.a)

### ***Data Request Form Timeline***

Sept. 2011	Data request forms from several colleges were circulated for viewing and discussion. <a href="#">[R3.12]</a>
Oct. 2011	Best practices, forms, and procedures were selected from other community colleges to develop the first draft of the Data Request Form.
Dec. 2011	Information required for the Institutional Review Board was incorporated into Data Request Form.
April 2012	Revised the draft of the Data Request Form to include electronic form submission and approval process.
Sept. 2012	Research Advisory Committee finalized and approved Data Request Form. In addition, the Committee developed criteria for the process and prioritization of data requests. <a href="#">[R3.13]</a>
Oct. 2012	Approval/prioritization process was piloted. The Research Advisory Committee discussed information from the ACCJC Team Visiting Team Exit Forum regarding research capacity.
Nov. 2012	Data Request Form was submitted to Senior Management Council for approval.
Dec. 2012	Computer Services Department deployed the Data Request Form for testing. Based on the results of testing, further adjustments were made to the form.
Jan. 2013	Continued testing of Data Request Form. Research Advisory Committee approved final document and processes.
Feb. 2013	Data Request Form introduced to the District, in an effort to troubleshoot the InfoPath processes. <a href="#">[R3.14]</a>
March 2013	Data Request Form fully implemented.

The data request form and approval process will be evaluated annually using the following process. (Standard I.B.6.):

- As a standard procedure, the Office of Research, Planning, and Institutional Effectiveness will hold an annual office review in June, one task performed will be to review the Data Request Form.
- User feedback will be captured and reviewed.
- Problems and proposed solutions are drafted by the research office staff and shared with the technology services staff during a Solutions and Innovations Workgroup meeting in June/July (depending on summer scheduling).

- Updates to the data request form will be submitted to Senior Management Council and Deans' Council for approval.
- Revision of data request form is communicated to the District and distributed district wide through the Office of Research, Planning, and Institutional Effectiveness' newsletter.

## Tools to Report Data

In an effort to increase access to data, analysis, and reporting, the District maintains various data management tools. Two examples are (1) College of the Sequoias Extended Information System and (2) TracDat.

### *(1) Technology Services and College of the Sequoias Extended Information System (CEIS)*

In an effort to increase access to data, in 2002, the District reviewed various tools to report data that was stored in the Banner Enterprise Resource Program (Banner). The Technology Committee, which served several functions including data management, canvassed at least eight other colleges that used Banner and found a mixture of solutions, from in-house development to third-party tools. The committee determined that in-house talent, coupled with the price of third party tools, warranted the development of a system called COS Extended Information System. As the system developed, the uses of the reports expanded. Reports are maintained and updated on a constant basis due to data elements changes required in state and federal reports. [\[R3.15\]](#) (Standards I.B.1, I.B.6, II.A.2.f, II.B.3, IV.B.2.b).

<b><i>Chronology of College of the Sequoias Extended Information System</i></b>	
2002-2003	The District sought a reporting tool that would enable the data that was entered into the Banner Enterprise Resource Program (Banner) to be used for planning and evaluation purposes
2003-2004	Initial Development of the COS Extended Information System
2005-2007	Creation of Schedule and Enrollment Management Reports
2007-2013	Over 90 reports are available to District employees, such as: <ul style="list-style-type: none"> <li>• Accounting, Finance, and Budget Summary</li> <li>• Program-Specific (Puente, Counseling, CalWORKS, etc.)</li> <li>• Student Services (Financial Aid, Transcripts, Scholarship, etc.)</li> <li>• Academic Services (Full Time Equivalent Students (FTES), Full Time Equivalent Faculty (FTEF), Weekly Student Contact Hours (WSCH), Success Rates, Course Fill Rates, etc.)</li> <li>• Human Resources (Supervisor, Demographics, Leave Balances)</li> <li>• Schedule Verification (Low Enrollment, Faculty Load, etc.)</li> </ul>
2013-2014	Future plans include incorporation of State Management Information Database referential files reporting in CEIS reports.

(2) *TracDat*

TracDat is a web-based software application which provides a configurable framework to support strategic planning, institutional assessment, quality improvement and accreditation. It is designed to allow faculty, staff and administrators to keep track of course and program student learning outcomes and service area outcomes, related assessments, and to generate reports based on these outcomes. The following chronology summarizes the adoption and implementation of TracDat in spring and fall 2013. (Standards I.B.1, I.B.6, II.A.2.f, II.B.3, IV.B.2.b)

<b><i>Process for Developing and Assessing Outcomes</i></b>	
Mid-February	<p>The Accreditation Response Task Force is formed to serve as the official body of the District to guide and develop its response to the sanction from ACCJC. Subgroups are formed in order to address all recommendations simultaneously.</p> <p>The Outcomes Assessment Coordinator sends emails to faculty detailing necessary steps for divisions to take in the short term. Meetings begin within divisions to gather information about status of outcomes and plan for completion of assessments.</p>
Late-February	<p>The Subgroup IIA begins weekly meetings to discuss the solutions to tracking student learning outcomes and service area outcomes. The outcomes include:</p> <p>Purchase the TracDat management information system</p> <p>Create an Outcomes/Assessment website</p> <p>Include department/division flex time for outcomes and assessment dialogue</p> <p>Require students to acknowledge the student learning outcomes for a particular class prior to registration.</p>
Early-March	<p>The TracDat management information system is purchased. The TracDat Implementation Task Force is created to assist with implementation. <a href="#">[R3.16]</a></p> <p>Subgroup IIA participates in the virtual meetings with the District's consultant for outcomes/assessment work. Divisions begin to identify and assess outcomes that were not previously completed and this process continues throughout the semester.</p> <p>Faculty consult with other local community colleges to discuss building a campus climate that supports outcomes assessment.</p> <p>Discussions begin in the Academic Senate about outcomes and assessments Dialogue Days, and using Convocation for outcomes work.</p>
Late March	<p>The TracDat Implementation Team meets with the TracDat programmers to customize and implement the software.</p>

Early April	TracDat is launched. Divisions identify representatives for TracDat implementation.
Mid-April	TracDat training is held for every department/division. Key staff members move existing outcomes from CurricUNET to TracDat.
June	A two-day management retreat is held on the Tulare campus on June 12 <sup>th</sup> and 13 <sup>th</sup> to assist the management team in understanding, developing, and assessing service area outcomes. <a href="#">[R3.17]</a>
August	<p>The annual College of the Sequoias Summer Teaching and Learning Institute focuses on outcomes assessment.</p> <p>On Convocation in fall 2013, all faculty participate in dialogue on outcomes and assessment. (Standards I.B.1., IV.2.b.)</p> <p>On August 30, managers and appropriate staff are provided training exercises for accessing and inputting service area outcomes into TracDat. <a href="#">[R3.18]</a></p>
September	A TracDat training manual is developed and is accessible to all employees on the District website. Course and program level assessments are moved to TracDat in spring and summer 2013.

### ***Initiatives and Projects Driven by Data***

The District has participated in numerous initiatives and projects that utilize data to guide institutional planning and decision-making. Four examples are:

1. Achieving the Dream
2. 2010-2015 Strategic Plan
3. Social Science Division Prerequisites
4. Counseling Climate Survey

#### ***Achieving the Dream***

Beginning in 2009, the District participated in the national initiative of Achieving the Dream, which fosters a movement of community college student success and completion. The Achieving the Dream National Reform Network includes over 200 colleges, 15 state policy teams, more than 100 coaches and advisers, and more than 20 investors, who have forged a common commitment to a shared agenda for student success. The initiative is founded on three-pillars: 1) a student-centered vision (Standard II.A.1.a), 2) equity and excellence (Standards II.B.4, III.A), and 3) evidence-based decision-making [\[R3.19\]](#) (Standards I.B.1, I.B.2, I.B.3, I.B.4, II.A.1.a, II.A.2.f).

An example of the District using data was the participation in the Achieving the Dream Initiative for two years. Based on the District's participation in this initiative, data was used to guide planning and decision making. The chronology describing these events is outlined in the table below.



<b><i>Chronology of Achieving the Dream Initiative</i></b>	
Summer 2009	College of the Sequoias administration and faculty team attend original Achieving the Dream workshop/orientation in Houston, Texas. The District makes a two-year commitment to participating in the process.
Fall 2009	Achieving the Dream coaches introduce faculty, staff, and administration to the Achieving the Dream approach/plan at Fall Convocation.
2009-2010	<p>The first year goal is to develop the focus and priorities for change. The District contracts with California Tomorrow to facilitate several gatherings of faculty, administration, and staff to develop a focus question and a list of priorities.</p> <ul style="list-style-type: none"> <li>• Focus Question: How do our strategies in outreach, intake, interaction, and completion affect student success especially for those at possible risk of failing or dropping out?</li> <li>• Priorities: Require college success course for selected populations; develop and implement mandatory orientation; Implement new student success practices such as eliminating late registration, enhanced use of SEPs, Degree Audit; create an efficient progression through basic skills sequence; refocus and expand counseling and advising systems; enhance the teaching and learning culture.</li> </ul>
Summer 2010	The District's team participates in the annual Achieving the Dream workshop.
2010- 2011	The focus for year two is to institute change. The District team continues to meet to implement the changes developed via the processes. Several initiatives are a result of the Achieving the Dream process including: mandatory orientation, student bus pass program, and electronic student education plans. The Achieving the Dream work becomes the starting point for the development of the Strategic Plan.

### *2010-2015 Strategic Plan*

Data is also used for large-scope projects such as the District's Strategic Plan. During this process, the District identified specific institutional goals and objectives intended to address current and anticipated challenges. [[R3.20](#)] (Standards I.B.2, I.B.3) The process for developing the *College of the Sequoias 2010- 2015 Strategic Plan* is described as follows:

<i>Development of the Strategic Plan 2010-2015</i>	
Fall 2009	Institutional Planning Committee is charged with developing a new Strategic Plan.
December 2009	Institutional Planning Committee defines/refines the six strategic areas of focus (2006-2009 strategic goals) with assistance of an invited group of 40 College of the Sequoias faculty, staff, and administrators
January 2010	Spring Convocation focuses on faculty and staff input to develop objectives and measurable outcomes for the six areas of focus.
February – April 2010	<ul style="list-style-type: none"> <li>Approximately 150 students provide input on the six strategic areas of focus in participating courses</li> <li>The first draft of the Strategic Plan and Objectives is provided for the College of the Sequoias community to provide review and feedback</li> <li>Community forums are held in Hanford, Tulare, Corcoran, and Visalia.</li> <li>Institutional Planning Committee reviews feedback and makes necessary changes to the Strategic Plan</li> </ul>
May 2010	<ul style="list-style-type: none"> <li>Final draft of the Strategic Plan is completed</li> <li>Baseline data is requested/received from Office of Institutional Research and Planning</li> <li>Tactical plans which include benchmark data and assessment plans are assigned to faculty/staff</li> </ul>
June 2010	<i>College of the Sequoias 2010- 2015 Strategic Plan</i> is presented to the Board of Trustees.
To Present	<ul style="list-style-type: none"> <li>The Institutional Planning and Effectiveness Committee is charged with monitoring the progress on tactical plans.</li> <li>Responsible parties are presented data documenting progress on achieving goals and objectives to the Institutional Planning and Effectiveness Committee. <a href="#">[R3.21]</a></li> </ul>

### *Social Science Division Prerequisite*

The District also uses data for more narrowly-focused projects, such as the Social Science Division reliance on data to guide modifying prerequisites for a course curriculum. (Standards I.B.6, II.A.1.a, II.A.1.c, II.A.2.e.) The steps in this example are as follows:

<i><b>Chronology of Social Science Division Prerequisites</b></i>	
2009-2010	In the Social Science division's program review a plan is made to study the potential effectiveness and impact of implementation of an English pre-requisite for social science courses. With support from the superintendent/president, the institutional researcher helps the division design an appropriate study that would show the impact of adding a prerequisite on key benchmarks, such as a decrease in enrollment.
Spring 2010	<ul style="list-style-type: none"> <li>• The Office of Planning and Research extracts 53,858 records (Spring 2004 - Fall 2010) to explore the relationship, if any, between success in English and subsequent success in social science courses that are transferable to the University of California. <a href="#">[R3.22]</a></li> <li>• Data analysis shows a statistically significant difference in success rates for students who are eligible for transfer level English. The Social Science Division votes to change prerequisites for appropriate courses with the intent of increasing student success and transfer rates. The division shares the data analysis and proposed changes with the Curriculum Committee, Academic Senate, and Board of Trustees.</li> <li>• Social Sciences and English professors meet to complete a content analysis vis-à-vis documenting that the skills taught in English 251 aligned with the introductory skills needed to be successful in Social Science courses. Course outlines that included prerequisites in specified courses are submitted and approved by the Curriculum Committee, Academic Senate, and the Board of Trustees.</li> </ul>
Fall 2011	Students are notified of prerequisite change through Banner email, posters, the District newspaper, counseling, and targeted class visitation.
Spring 2012	Thirty-six social science courses implement the prerequisite of eligibility for transfer-level English.
Fall 2012	In the Social Science Division's Institutional Program Review, a request for funding is made to conduct a retrospective study to determine the success of the established English prerequisite.
Spring 2013	The Title V Committee funds the project to evaluate the effectiveness of the recently established eligibility for transfer level English prerequisites for UC-transferable courses in the Social Science Division.
Summer 2013	The Office of Planning and Research extracts disparate impact data by ethnicity. <a href="#">[R3.23]</a>
Fall 2013	In adopting the 2013-2014 COS District Objectives, the Board of Trustees approves District Objective 8: to assess the effectiveness of the pilot program of requiring successful completion of English 251 as a prerequisite for social science transfer courses. <a href="#">[R3.24]</a>
Spring 2014	Additional data is requested to produce a report by Spring 2014.

### *Counseling Climate Survey*

Another example of a data-driven project was the Counseling Climate Survey in Fall 2012, which the division wanted to use as a tool to identify desired outcomes that would be measurable, reliable and informative. The research analyst recommended the division create and distribute a survey to students prior to creating the service area outcomes. Together, the student services division chair, counselors, and dean worked with the research analyst to create a survey that was sent to all students spring 2013. Survey results were analyzed in spring 2013 and the department created their service area outcomes based on the results of this student feedback. (Standards I.B.4, I.B.6)

<i>Chronology of Counseling Climate Survey</i>	
October 2012	The counseling division chair contacts the Office of Institutional Research and Planning to collaborate on developing a student area outcomes assessment tool for counseling. Examples are reviewed from other colleges.
November 2012	The counseling division drafts and revises outcomes and corresponding survey questions and submits to Office of Institutional Research and Planning
February 2013	Accreditation Subgroup IIBC is formed to address counseling equity as identified by the Visiting Team Accreditation Report. Enrollment ratios for the Hanford Educational Center, Tulare College Center, day/evening courses, and online courses are provided. The counseling division chair and Subgroup IIBC finalized the survey content. The counseling climate survey is sent to all currently enrolled students inquiring about their experience with their counseling services. The survey captures satisfaction of counseling services, aggregated by location, as well as a brief needs assessment question asking the students what additional counseling services are needed. <a href="#">[R3.25]</a>
March 2013	The counseling division chair and Subgroup IIBC review survey results and enrollment ratios. As a result, Subgroup IIBC determines there is a need for counseling services in the evening on all campuses. Request for increased funding for evening counseling is presented to and approved by the Accreditation Response Task Force. <a href="#">[R3.26]</a> Evening counseling hours are established at all District sites.

### *Current Research Capacity*

In order to satisfy the recommendation on research capacity, the District conducted a needs assessment and made the following changes to personnel and institutional processes. (Standard I.B.6)

- 1. Realign the Office of Planning and Research** - Assess current personnel staffing levels and standard operating procedures. (Standard I.B.6)

## **2. Provide data to guide:**

### **A. *Institutional Planning***

Integrate, strengthen, and formalize planning process to ensure the cycle of continuous quality improvement. (Standard I.B.2, I.B.3, I.B.6, II.A.2.f, II.B.4, III.A, IV.B.2.b)

Implement a planning model which includes data. (Standard I.B.3)

### **B. *Program Review and Assessment***

At the department and division level assess and plan using the Institutional Program Review model which has data as an important variable. (Standards I.B.2, I.B.3, I.B.6, II.A.1.a, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, III.A, IV.B.2.b)

Consistently review data to provide a historical foundation from which to evaluate program improvement and to inform future planning. (Standards I.B.2, I.B.3, I.B.6, II.A.1.a, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, III.A, IV.B.2.b)

### **C. *Resource Allocation***

Assess, revise and augment the planning and decision-making processes to include research in its allocation of resources (Standards I.B.3, I.B.6, II.A.1.a, IV.B.2.b)

Include data in the resource allocation and budget development processes available to all campus constituencies (Standards I.B.3, I.B.6, II.A.1.a, IV.B.2.b)

### **D. *Decision-Making for Institutional Effectiveness.***

Use data to identify key District indicators for use in increasing institutional effectiveness. (Standards I.B.2, I.B.3, I.B.6, II.A.1.a, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, III.A, IV.B.2.b)

## ***Process to Strengthen Institutional Research Capacity - Spring 2013***

A series of personnel and process decisions implemented in the past eight months have increased the District's research capacity. This increased capacity ensures the availability of appropriate data for use in institutional planning, resource allocation, program review and assessment, and decision-making for institutional effectiveness (Standard I.B.3).

### ***1. Realign the Office of Planning and Research***

#### ***Assess Current Personnel Staffing Levels and Standard Operating Procedures***

The Office of Planning and Research was retitled 'Research, Planning and Institutional Effectiveness' to reflect its involvement with assessing the effectiveness of the District. The office is currently staffed with two positions. In addition to the research analyst position, the District hired a director of research, planning and institutional effectiveness who started in fall 2013. The new director brings extensive leadership and management experience and expertise in higher education research, planning, assessment, and evaluation. The addition of a director has increased the capacity of the Office of

Research, Planning, and Institutional Effectiveness to provide data to guide institutional planning, resource allocation, program review, and decision making for institutional effectiveness. The director plays an essential leadership role at the District by reporting directly to the president and serving on the following critical district committees, councils and work groups. [\[R3.27\]](#) [\[R3.28\]](#) (Standards I.B.2, I.B.4, I.B.6)

#### ***Director's Committee Membership***

<b><i>Committee</i></b>	<b><i>Council</i></b>	<b><i>Work Group</i></b>	<b><i>Other</i></b>
Institutional Planning and Effectiveness	Senior Management	Research Advisory	Institutional Review Board
Institutional Program Review	Management	Solutions and Innovations	
Outcome and Assessment	Deans	Essential Learning Initiative	

In addition, the Office of Research, Planning, and Institutional Effectiveness formed a close working relationship with Technology Services in order to increase capacity to compile and provide data to guide the District's efforts to improve efficiency and effectiveness. Staff members from these two offices with experience and expertise in data management and analysis have been assigned to respond to data requests as well as collection of survey data. The following positions comprise this group:

- Director of Research, Planning and Institutional Effectiveness
- Research Analyst
- Dean of Technology Services
- Applications Manager
- Senior Programmer Analyst I (COS Extended Information System)
- Senior Programmer Analyst II (Management Information System)
- Webmaster (Management Information System)

Furthermore, a new work group, the Solutions and Innovations Work Group has been established to coordinate the District's efforts in utilizing available data for research, assessment and decision support purposes. The work group meets on a regular basis to discuss and generate solutions to issues and challenges related to data and data systems that directly affect District's research capacity. The group also pays special attention to innovations in data management systems that are critical to continuous improvement of quality. (Standards I.B.1, I.B.6)

#### ***The College of the Sequoias Three-Year Research Agenda***

In fall 2013, with guidance from the Research Advisory Workgroup, a three-year research agenda was created and aligned with the *College of the Sequoias 2010-2015 Strategic Plan*. The purpose of the research agenda is to effectively and systematically provide research, data and analysis to guide institutional planning and resource allocation, program review and assessment, and decision-making for institutional

effectiveness. [\[R3.29\]](#) (Standards I.B.2, I.B.3, I.B.6, II.A.1.a, II.A.1.c, IIA.2.e, II.A.2.f, II.B.4, III.A, IV.B.2.b)

The agenda is designed to support the District's planning activities, outcomes and assessment cycle, grant requirements, mandated reporting requirements, Essential Learning Initiative, various research projects, accreditation needs, adhoc requests, and other requests that directly support the District mission. In collaboration with the Research Advisory Work Group, the Office of Research, Planning, and Institutional Effectiveness develops, prioritizes, assesses and updates the research agenda annually.

## 2. **Provide Data to Guide:**

### A. *Institutional Planning*

As discussed in Recommendation 1 of this Show Cause Report, the District has integrated, strengthened, and formalized its planning processes to ensure that informed decisions will create a cycle of continuous quality improvement. The timelines and processes for this cycle are documented in the *College of the Sequoias 2013 Integrated Planning Manual* and in the Institutional Planning Calendar. [\[R3.30\]](#) (Standards I.B.6, II.A.2.f).

As shown in the graphic below, the analysis of data is central to the District's model for integrated planning and serves as an important tool in each of the District's planning processes. Both quantitative and qualitative data are used in developing and assessing District plans. The specific ways that the District uses data in each planning process is included in the description of the planning process in the *College of the Sequoias 2013 Integrated Planning Manual*. [\[R3.31\]](#) (Standards I.B.2, I.B.3, I.B.5, I.B.6, II.A.1.a, II.A.1.c, IIA.2.e, II.A.2.f, II.B.4, III.A, IV.B.2.b)

### **College of the Sequoias Model for Integrated Planning**





### *B. Program Review and Assessment*

A comprehensive program review is completed every six years and an update is completed every two years. Institutional Program Review relies on the analysis of data as a major component of a comprehensive program review. Program review is the process of gathering and interpreting information that will lead to recommendations that assist in improving the quality and effectiveness of the District's programs and services. Its main purpose is to give each academic, student services, and administrative program or service area a critical viewpoint from which to judge its long-term effectiveness in relation to the District's mission. Currently, Institutional Program Review requires biennial updates that follow-up on planning agenda updates identified in the Institutional Program Review comprehensive report. Program reviews are valuable sources of information about the District's immediate needs and goals. [\[R3.32\]](#) (Standards I.B.2, I.B.3, I.B.4, I.B.6, II.A.1.a, II.A.1.c, II.A.2.e, II.A.2.f, II.B.4, III.A, IV.B.2.b)

Institutional Program Review is transitioning to an annual cycle. The program reviews will continue to capture unit-level planning for instructional, student service, and administrative units. These Institutional Program Reviews describe how each unit will contribute to achievement of the District Objectives and include an analysis of unit-specific data, the identification of strengths and weaknesses, a report on prior year Actions, a link to the assessment of student learning, the development of Actions for the coming year, and the identification of resources, if any, that are needed to support the initiatives. If a District Objective or Action requires funding, the responsible party for that Action includes the funding request through program review and/or through a process that connects to the Strategic Plan.

### *C. Resource Allocation*

The District utilizes data to drive the allocation of resources, including technology, personnel, facilities, and instructional and non-instructional materials. As evidenced in the *College of the Sequoias 2013 Integrated Planning Manual*, the District relies on analysis of data in determining resource allocation on an annual basis. Resource allocation follows the development of the short-term plans. This process ensures that actions identified in the Strategic Plan and the Institutional Program Reviews are funded to the extent possible. Resource allocations align with the District Mission and link District Goals and District Objectives to the resources needed to accomplish these institutional goal and objectives. Resource allocations also align with Institutional Program Review by linking funding to the assessment of program effectiveness, including the measurement of student learning outcomes/service area outcomes. Generally speaking, all District goals reflect a commitment to the District's mission. Correspondingly, the purpose of the resource allocation process is to fund the programs and services that both directly and indirectly promote student success. (Standards I.B.4, I.B.5., II.B.4.)



Requests for above-base funds are generated from Institutional Program Review or from the strategic plan's District objectives. Divisions review the requests for above-base funds in the Institutional Program Review to prioritize funds at the Division level in four categories: instructional equipment, non-instructional equipment, facilities and technology. These requests are forwarded to the area manager who prioritizes requests at the service area level and forwards the prioritized lists to the Budget Committee. The Budget Committee forwards the technology requests to the Technology Committee and the facilities requests to the Facilities/Safety Council. These committees review the funding requests and conduct technical and feasibility assessments of the requests. With consideration of the service areas' prioritized lists and the Technology and Facilities/Safety Council technical and feasibility assessments, the Budget Committee prepares four final lists of institutional priorities using a Resource Request Rubric. [\[R3.33\]](#) This rubric weighs the resource requests in each of the four categories based on the extent to which they are justified by (Standards I.B.4, I.B.5, II.B.4):

- Institutional Program Review and alignment with District Objectives
- Breadth of impact
- Potential impact on student success
- Measurable outcomes
- Rank on the service area prioritized lists

In the District's cycle of integrated planning, resources are allocated based on rationales that tie the request to either an Institutional Program Review or to District Objectives. Funding requests in Institutional Program Reviews are required to be related to the measurement of a student learning outcome, a service area outcome, or to a District Objective. The District Objectives in the Strategic Plan are derived from the District goals, which in turn are based on the Mission Statement.

The District systematically assesses the effective use of financial resources and uses the results of the evaluation as a basis for improvement. This evaluation and assessment is multi-faceted. (Standard I.B.3, I.B.4)

### ***Resource Allocation Process***

<b><i>Report on Impact of Prior Year Above-Base Funding</i></b>	<p>The effectiveness of prior year's resource allocation of above-base funds will be documented in the Institutional Program Review process beginning in fall 2014. Units will be asked to summarize the programmatic impact of the prior year's above-base funds, citing how the resources improved their effectiveness in serving students or moved the District toward achieving a District Objective. This reporting creates an annual cycle of tracking the District's use of its resources to improve institutional effectiveness. (Standard I.B.2, I.B.3, 1.B.6, II.A.2.e, II.A.2.f, IV.B.2.b)</p>
---	---

<b><i>Annual Report on the Strategic Plan</i></b>	<p>This annual report:</p> <ul style="list-style-type: none"> <li>• Summarizes progress on District objectives,</li> <li>• Analyzes whether that progress was effective in moving the District toward achievement of District goals, and</li> <li>• Identifies the District objectives that will be the basis for resource allocations in the coming year.</li> </ul> <p>In these ways this document is, in essence, a report on the District's effective use of its resources. (Standard I.B.2, I.B.3, I.B.6)</p>
<b><i>Institutional Program Review</i></b>	<p>As part of Institutional Program Review, the assessments of student learning outcomes, and service area outcomes are annually assessed, documented in the District's software management system, and are evaluated as part of the subsequent year's Institutional Program Review. Since the measurement of these outcomes reflects how the District expends its human and fiscal resources, improvements in these outcomes demonstrate the District's effective use of its resources. (Standard I.B.3, I.B.4, I.B.6, II.A.2.f, II.B.4, II.A.1.a)</p>
<b><i>Annual Process Review by Budget Committee</i></b>	<p>In January of each year, the Budget Committee evaluates the resource allocation and budgeting processes and prepares a report for the District Governance Senate. This assessment is based on feedback from departments participating in resource allocation requests and the Budget Committee members. The results of this annual process review may be the basis for improving the processes for the subsequent year. The vice president, administrative services will present any resulting changes to the processes during annual budget forums presented at all District sites (Standard I.B.3, I.B.4)</p>
<b><i>Formal Assessment of Planning and Decision-making Processes</i></b>	<p>The District Governance Senate will conduct a formal assessment of planning and decision-making processes every three years beginning in spring 2015. After gathering feedback district wide, the District Governance Senate will summarize that feedback in an assessment report. This report may include recommended revisions to one or more of the components in the District's model of integrated planning and/or decision-making processes. All approved revisions will be documented with revisions to one or both of these documents: <i>College of the Sequoias Integrated Planning Manual</i> and <i>College of the Sequoias Governance and Decision-Making Manual</i> (Standard I.B.3, I.B.4)</p>

#### *D. Decision-Making for Institutional Effectiveness*

In order to strengthen institutional effectiveness, the District evaluated its processes in spring 2013. As a result of this evaluation, the District has aligned and integrated processes for planning, resource allocation and decision making. [\[R3.31\]](#) [\[R3.34\]](#)

[\[R3.35\]](#) Central to each of the three processes is the evaluation of data. Examples of data driven decision-making to improve institutional effectiveness are as follows: (Standards I.B.1., I.B.2., I.B.3., I.B.5.) (Eligibility Requirement 21)

- *District Objectives:* For 2013-2014, the District developed eight District Objectives. For each Objective, there are identified assessments and measures. As a part of the Strategic Plan, these assessments will be conducted annually and results will be reported in the Annual Report on the Strategic Plan and disseminated. The District will evaluate these results and will implement changes to ensure and sustain continuous quality improvement. [\[R3.24\]](#)
- *Student Success Scorecard:* The Chancellor's Office publishes a standardized report, the *Student Success Scorecard*, which includes measures that assess student success and institutional effectiveness. The data included in this report serve as a catalyst for dialogue across the District. For example, these data were presented at the May 13, 2013 Board of Trustees meeting, the June 2013 management retreat and the Fall 2013 Convocation. In addition to these efforts, the District has posted the Scorecard to its website for review by the broader community. [\[R3.36\]](#)
- *Institutional Standards for Students Success:* The Accrediting Commission for Community and Junior Colleges requires an annual report that includes student achievement data. As part of the report, each District reports on five institution-set standards. The District is in the process of establishing the level of performance to meet educational quality and institutional effectiveness expectations. Again, data is central to the discussion and the decision-making process. [\[R3.37\]](#)

## **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Recommendation 3 as evidenced by the District's increasing capacity in the following:

- Realigning the Office of Planning and Research
- Hiring the Director, Institutional Research, Planning, and Institutional Effectiveness
- Forming additional mechanisms for support
- Strengthening the relationship with the technology department
- Assessing current personnel staffing levels
- Establishing standard operating procedures
- Improving processes to provide data to guide:
  - Institutional Planning
  - Program Review and Assessment
  - Resource Allocation, and
  - Decision-Making for Institutional Effectiveness

Although the District had previously established processes for long-term and short-term planning, resource allocation, program review and decision making, many of these processes were not codified in a formal document. The District has now evaluated its processes and is

implementing sustainable processes for planning, resource allocation, program review, and decision making that rely on analysis of data to inform the processes. (Standard I.B.6)

### **Actionable Improvement Plans**

None.

---

### **Evidence for Recommendation 3: Research Capacity**

---

R3.1 Integrated Postsecondary Educational Data System (IPEDS)

R3.2 Accountability Reporting for the Community Colleges (ARCC)

R3.3 Ad-Hoc Data Requests

R3.4 Manage surveys and respective results

R3.5 Faculty Growth/Replacement Data Requests

R3.6 Title V Grant Data

R3.7 Hispanic Serving Institute Data

R3.8 Committee Participation

R3.9 Research Advisory Committee Agenda 10-3-11

R3.10 College of the Sequoias Fact Book

R3.11 Board Policy 3290 and Administrative Procedure 3290

R3.12 Sample Data Requests

R3.13 Data Request Process

R3.14 Data Request Form

R3.15 College of the Sequoias Extended Information System

R3.16 Subgroup IIA Request: TracDat

R3.17 Management Retreat Agenda

R3.18 Management Agenda – TracDat Training

R3.19 Achieving the Dream

R3.20 *College of the Sequoias 2010-2015 Strategic Plan*

R3.21 Tactical Plan Updates

R3.22 Summary of Prerequisite Study

R3.23 Data Request for Social Science Enrollments

R3.24 2013-2014 District Objectives

R3.25 Counseling Climate Survey

R3.26 Subgroup IIBC: Request: Evening Counseling

- R3.27 Director of Research, Planning, and Institutional Effectiveness
- R3.28 Committee membership – Agendas
- R3.29 Research Agenda with Calendar of Data Metrics
- R3.30 College of the Sequoias Intuition Planning Calendar
- R3.31 *College of the Sequoias 2013 Institutional Planning Manual*
- R3.32 Program Review Metrics and Prompts
- R3.33 Resource Allocation Rubric
- R3.34 *College of the Sequoias 2013 Governance and Decision-Making Manual*
- R3.35 *College of the Sequoias 2013 Resource Allocation Manual*
- R3.36 Board Agenda: Scorecard Presentation; fall 2013 Convocation Presentation
- R3.37 Senior Management Agenda for ACCJC Standards



## **Recommendation 4:**

### *Student Learning Outcomes*

---



---

**Recommendation 4:** *To meet the standard, the team recommends that the college advance its progress on student learning outcomes by regularly assessing those outcomes and using the results to improve student learning and strengthen institutional effectiveness. The college needs to include effectiveness in producing student learning outcomes as a component of the evaluation of faculty and staff who are responsible for assessing student learning. The college also needs to demonstrate how it is using these data for improvement. (Standards I.B.3., II.A.1.c., II.A.2.a., II.A.2.b., II.A.2.e., II.A.2.f., II.A.2.h., II.A.2.i., II.A.5., II.A.6., II.B.3.a., II.B.4., III.A.1.c., and IV.B.2.)*

---

## **Descriptive Summary**

The College of the Sequoias Community College District has made significant progress to assure that all student learning outcomes are assessed, that the results are used to improve student learning, and that effectiveness in producing student learning outcomes is a component of the faculty and staff evaluation process. In addition, the District is utilizing the outcomes data for improvement and strengthening institutional effectiveness.

### ***Outcomes Assessments since 2006***

As mentioned previously in this show cause report, Recommendation 4 repeats Recommendation 3 from the Visiting Team Report of 2006. In 2006, the District was imposed a sanction of warning.

#### *Recommendation 3 (2006)*

*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. Striving for continuous quality improvement, the District continued to evaluate student learning outcomes as part of institutional effectiveness and based on those assessments made revisions in the institutional program review process. [\[R4.45\]](#)*

The following table summarizes the major changes in the District's creation and assessment of student learning outcomes from 2006-2009:

***Summary of the District's Recent Progress in Institutional Effectives in Student Learning Outcomes***

<p><b><i>Where we were in October 2006</i></b> <i>Self Study for ACCJC</i></p>	<p><b><i>Where we were in October 2007</i></b> <i>Progress Report for ACCJC</i></p>	<p><b><i>Where we were in October 2008</i></b> <i>Follow Up Report for ACCJC</i></p>	<p><b><i>Where we were in October 2009</i></b> <i>Mid-Term Report for ACCJC</i></p>
<p>The Academic Senate, the Curriculum Committee and the Student Learning Outcomes Committee conducted training and provided other support to faculty leading to the identification of student learning outcomes and methods of assessment.</p>	<p>Twenty percent reassigned time was provided for a Student Learning Outcomes Coordinator, with another 20 percent added in Spring 2008.</p> <p>CurricUNET added in fall 2007 as a course management system.</p> <p>Student Learning Outcomes Coordinators created the Student Learning Outcomes Assessment Committee and solicited input from division representatives.</p>	<p>Divisions continued to work on outcomes. Pockets of excellence seen in Career Technical Education, English, Social Science and others. Creation of outcomes is not wide spread.</p> <p>The superintendent/president facilitated a series of workshops on outcomes and assessment. In these workshops, faculty were trained in the development of a three-part model for the creation of outcome statements. These three parts included a performance context, an assessment method, and a performance standard.</p>	<p>Student Learning Outcomes Committee focused on efforts to train faculty on outcomes and assessment.</p> <p>The General Education Committee is reconvened with the goal of reviewing and revising the AA/AS degree requirements.</p> <p>Institutional Learning Outcomes are developed.</p> <p>Course outcomes were listed in the Program Review Process for Academic Programs, with divisions noting which outcomes have been assessed each year.</p>

The fall 2007 visiting team noted substantial progress on Recommendation 3:

*"Evidence across the campus indicates that faculty have a heightened awareness of and support for the value of student learning outcomes (SLOs). The Academic Senate and the administration agreed to a set of "SLO Guidelines." ... With the implementation of CurricUNET in fall 2007, faculty have an easier method of*

*reporting SLOs and assessment techniques for their courses. SLOs are posted on line or in CurricUNET. ...*

*Conclusion: the visiting team found that the college had made satisfactory progress on this recommendation.” [\[R4.1\]](#)*

Although the visiting team verified that the District made significant progress on recommendation 3 (2006), the District remained on warning due to other recommendations. Striving to meet the goal of proficiency for student learning outcomes (Rubric for Evaluating Institutional Effectiveness--Part III: Student Learning Outcomes) by fall 2012, the District continued progress on outcomes assessment. The ACCJC reaffirmed full accreditation following the fall 2009 mid-term report and site visit. The District continued progress on meeting full compliance between 2010 and 2012 through the following efforts:

<i><b>Where we were in October 2010</b></i>	<i><b>Where we were in October 2011</b></i>	<i><b>Where we were in October 2012</b></i>
<p>District combines curriculum chair duties with outcomes/assessment duties and hires a full-time faculty coordinator to address both roles.</p> <p>CurricUNET outcomes module is developed to begin collecting and storing assessments.</p> <p>New Outcome and Assessment Committee is organized. Initial focus is on encouraging faculty to develop assessment plans and input them into CurricUNET.</p> <p>On-going discussions about how to change campus culture in favor of assessment.</p> <p>Goal: Have all course outcomes in CurriUNET by January 2011 and all program outcomes by May 2011.</p>	<p>Individual faculty continue to work on outcomes/assessment, with notable work in some divisions (e.g. Language Arts, Social Science).</p> <p>Campaign begins to ensure every course has student learning outcomes.</p> <p>Plan to focus on program outcomes in spring 2012.</p> <p>One hundred percent of course outcomes are input into CurricUNET.</p> <p>Job action begins in spring 2012. Curriculum Committee and Outcome and Assessment Committee are on hiatus beginning in March.</p>	<p>Job action in spring 2012 slowed progress on assessment work.</p> <p>Course outcomes grow in CurricUNET, but momentum is slowed.</p> <p>The Outcome and Assessment and Curriculum Committees reinstitute meetings after several months of suspended meetings due to the job action.</p> <p>In response to the suspended Outcome and Assessment Committee, the vice president, academic services creates an ad hoc committee comprised of the division chairs to address outcomes work.</p> <p>Instructional Council meetings include an agenda item for outcomes and assessment issues.</p> <p>February 2013 the Accreditation Response Task Force Subgroup IIA is formed and serves in the capacity of the Outcome and Assessment Committee.</p> <p>Outcome and Assessment Committee resumes work in August 2013.</p>

Following a visit to campus in 2012, the Accreditation Visiting Team acknowledged:

*“...that significant progress has been made in meeting the standards for student learning outcomes. However, the college has not met the commission’s 2012 deadline for being at the proficiency level. The College needs to complete the process of identification and assessment to guide improvement of student learning. Student learning outcomes must be assessed and evidence of improvements must occur as a result of that evaluation. Additionally, these student outcomes should be placed in the course outline of record.”* [\[R4.46\]](#)

In order to achieve compliance with the 2012 deadline for proficiency, the District developed a comprehensive action plan to address the deficiencies by fall 2013. The following tasks were to be completed in spring 2013:

- Develop an assessment cycle for courses, programs, degrees, and certificates.
- Design, launch, and evaluate an outcome and assessment management system to ensure reliability and validity of data used in outcome reporting (TracDat).
- Develop a plan for systematic assessment for courses, programs, and institutional level outcomes.
- Encourage widespread institutional dialogue about the results of assessment and identification of gaps.
- Integrate program review and planning using the assessment management system to ensure appropriate resources are allocated and fine-tuned.
- Develop comprehensive assessment reports that are completed and updated on a regular basis.
- Identify strategies that support students’ ability to demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
- Include “effectiveness in producing student learning outcomes” as a component of evaluation of faculty who are responsible for assessing student learning.

To address these issues, the District appointed a core team, the Accreditation Response Task Force, to serve as the official guiding body to develop the response to the sanction from the ACCJC. Each District constituency was represented among the 40-member task force. The Accreditation Response Task Force functioned as a cadre of colleagues who met weekly to assess current processes, brainstorm revisions/recommendations, implement necessary changes in policy, and serve as first readers of key documents. In order to address the recommendations and Standards in one semester, the Accreditation Response Task Force was divided into five Subgroups, each with responsibility for a specific ACCJC Standard:

1. Subgroup I for Standard I: Institutional Planning and Effectiveness
2. Subgroup IIA for Standard IIA: Student Learning Outcomes
3. Subgroup IIBC for Standards IIB and IIC: Student Support Services and Service Area Outcomes
4. Subgroup III for Standard III: Resources
5. Subgroup IV for Standard IV: Leadership and Governance

Subgroup IIA was co-chaired by the vice president, academic services and the outcomes and assessment coordinator. Membership included full-time faculty, adjunct faculty, academic deans, and a student representative. The team began work on the Action Plan in early February. The following chronology summarizes the steps Subgroup IIA took to meet the proficiency level on student learning outcomes in spring and fall 2013.

***College of the Sequoias 2013 Outcomes Assessment***

<b>Mid-February</b>	<p>The Accreditation Response Task Force is formed to serve as the official body of the District to guide and develop its response to the sanction from ACCJC. Subgroups are formed in order to address all recommendations simultaneously.</p> <p>The Outcomes Assessment Coordinator sends emails to faculty detailing necessary steps for divisions to take in the short term. Meetings begin within divisions to gather information about status of outcomes and plan for completion of assessments.</p>
<b>Late-February</b>	<p>Subgroup IIA begins a schedule of weekly two-hour meetings, in addition to the standing Accreditation Response Task Force meetings. This subgroup included members from the Accreditation Response Task Force and other key faculty. As Subgroup IIA includes a number of people from the Outcome and Assessment Committee, the meetings for that group are suspended in favor of the Accreditation Response Task Force work for the duration of spring semester. The initial meeting results in a number of decisions and requests to send to the Accreditation Response Task Force:</p> <ul style="list-style-type: none"> <li>• Purchase the TracDat management information system.</li> <li>• Create an Outcomes/Assessment website.</li> <li>• Include department/division flex time for outcomes and assessment dialogue.</li> <li>• Require students to acknowledge the student learning outcomes for a particular class prior to registration.</li> </ul> <p>A representative from computer services joins Subgroup IIA to advise on technical/programming questions.</p>
<b>Early-March</b>	<p>The TracDat management information system is purchased. A TracDat Implementation Task Force is created to assist with implementation.</p> <p>Subgroup IIA participates in the virtual meetings with the District's consultant for outcomes/assessment work.</p> <p>Divisions begin to identify and assess outcomes that are not completed and this process continues throughout the semester. Decision is made to assess ALL outcomes for every course and program during the spring. Divisions are instructed to use CurricUNET's Outcome Assessment Module in the interim pending implementation of TracDat. Discussions continue regarding a standard assessment cycle.</p>

	<p>Subgroup IIA begins development of the outcomes and assessment website, holds meetings with website designer, and campus website overseers.</p> <p>Faculty consult with other local community colleges to discuss building a campus climate that supports outcomes assessment.</p> <p>Discussions begin in the Academic Senate about outcomes and assessment, Dialogue Days, and using Convocation for outcomes work. Discussions also commence with the College of the Sequoias Teachers Association about how to meet the requirement of inclusion of outcomes on all course syllabi and on faculty evaluations.</p>
<b>Late March</b>	<p>The TracDat Implementation Team meets throughout March with the TracDat programmers to customize and implement the software.</p> <p>Subgroup IIA continues to meet virtually with the District's consultant to continue an on-going exploration of the connection between course/program outcomes and assessments. Work continues in divisions to assess outcomes, map the connections between program and course-level outcomes, and consider how to use outcomes to improve instructional practices.</p> <p>Weekly and individual training sessions on outcomes assessment continue throughout the month. Divisions schedule regular meetings to address the work. The outcomes/assessment coordinator holds workshops for seven divisions and individual meetings with sixteen individual division members to work on assessment. <a href="#">[R4.2]</a></p>
<b>Early April</b>	<p>TracDat is launched. Division representatives are identified to be the assessment representatives/TracDat implementers.</p> <p>A District wide workshop on outcomes assessment is attended by 119 faculty, staff, and administrators. A survey is conducted to evaluate the effectiveness of the workshop. <a href="#">[R4.3]</a></p> <p>The District establishes a Three-Year Assessment Cycle supported by the Accreditation Response Task Force and Academic Senate. Divisions develop assessment cycle calendars.</p> <p>Academic Senate continues planning for Convocation day and Dialogue Days to support outcomes assessment. The subgroup continues to build the outcomes and assessment website.</p>
<b>Mid-April</b>	<p>Subgroup IIA continues to work on approved recommendations:</p> <ul style="list-style-type: none"> <li>• Making outcomes available to students on the syllabi and through the registration processes</li> <li>• Compensation for adjunct faculty for outcomes/assessment work</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of Dialogue Days in the District calendar</li> <li>• Standardizing the assessment cycle going forward</li> </ul> <p>Planning begins for the May Summit on Accreditation.</p> <p>TracDat training is held for each department/division. Key staff members volunteer to move existing outcomes from CurricUNET to TracDat.</p> <p>The Outcomes Assessment website was previewed by Subgroup IIA. Feedback was given and incorporated into the final version.</p>
<b>May</b>	<p>A second outcomes and assessment workshop is held on May 3 with 53 faculty, staff and administrators in attendance. Based on this training, Faculty continue to work on outcomes assessment. <a href="#">[R4.4]</a></p> <p>Subgroup IIA participates in the Accreditation Summit to share work completed and gather feedback and evaluation on progress. <a href="#">[R4.5]</a></p> <p>The Accreditation Response Task Force and Academic Senate approve and support the recommendations for District wide Dialogue Days in October and March annually and the Three-Year Assessment Cycle.</p> <p>Outcomes Assessment website goes live.</p>
<b>June</b>	<p>Management Retreat on service area outcomes and assessment (June 12-13; 45 attendees) <a href="#">[R4.6]</a></p>
<b>August</b>	<p>The annual College of the Sequoias Summer Teaching and Learning Institute focuses on outcomes assessment.</p> <p>On Convocation Day in fall 2013, all faculty participated in dialogue on outcomes and assessment. <a href="#">[R4.7]</a> (Standards I.B.1., IV.2.b.)</p> <p>A workshop is held to train administrators and staff on service area outcomes.</p>
<b>September</b>	<p>A workshop is held to train administrators and staff on service area outcomes and TracDat. (September 20; 45 attendees) <a href="#">[R4.8]</a></p>

As stated in the 2012 ACCJC Evaluation Report the team recommended that the District advance its progress on student learning outcomes by: [\[R4.46\]](#)

1. Assessing outcomes regularly;
2. Using results to improve student learning;
3. Using results to strengthen institutional effectiveness;
4. Including effectiveness in producing student learning outcomes as a component of evaluation of faculty and staff who are responsible for assessing student learning; and
5. Demonstrating how data are used for improvement.

1. *Assessing outcomes regularly*

In an effort to address Recommendation 4, the District evaluated current practices, timelines, and technology related to student learning outcomes and assessments. Subgroup IIA identified and implemented sustainable best practices for processes, timelines, and technology related to course, program, and institutional outcomes as described below:

Course Level Outcomes

District faculty have embraced the ownership of the student learning outcomes assessment process and have engaged in dynamic dialogue to improve student learning. [R4.9] From 2006-2012, the faculty assessed student learning outcomes. The District's practice was for faculty members to assess at least one student learning outcome for each course per year. However, the District did not have a comprehensive method for tracking assessments. Assessments were supposed to be tracked in the CurricUNET system, but due to the cumbersome nature of the system, many assessments had not been entered by Fall 2012. The system required faculty to update the entire course outline in order to update an assessment. As part of continuous quality improvement, the District evaluated the CurricUNET reporting system and made the decision to move to a different software management system for assessments: TracDat. (Standard II.A.2.a.)

During spring 2013, members of Subgroup IIA met with all divisions to evaluate prior assessment work and develop a plan for compliance to address Recommendation 4 by the end of the spring 2013 semester. The District's outcome and assessment coordinator provided training for all faculty on the new TracDat information system. This technology solution is a web-based software application system that allows faculty, staff and administrators to keep track of course and program learning outcomes and related assessments and ensures consistency on reporting progress. [R4.10] This training included having divisions input outcomes for active courses. All divisions have been trained in the use of TracDat. The District's faculty are currently in the process of entering assessments, assessment results, and plans to make improvements based on those assessments. (Standard II.A.1.c., II.A.2.e., II.A.2.f.)

The faculty have discussed outcomes assessment in department and division meetings. On April 5, 2013 over 119 faculty, staff, and administrators representing all academic and student services divisions participated in a workshop focused on student learning outcomes. During the workshop, faculty worked in divisions/disciplines groups to discuss assessment results to make plans for improvement based on the assessments. [R4.11] (Standards II.a.1.c., II.a.2.A., II.A.2.b., II.A.2.f.)

Subgroup IIA developed a proposal, which was approved by the Academic Senate in spring 2013, for a new Three-Year Assessment Cycle to replace the former model of one outcome per course per year. [R4.12] All divisions have implemented the three-year cycle in TracDat. (Standards I.B.3., II.A.2.e., II.A.2.f.). TracDat reports progress within the three-year cycle and will notify responsible faculty when assessments are due. [R4.13]

Institutional Program Review is transitioning to an annual cycle in order to align with institutional planning and resource allocation. Course level outcomes and assessments are directly linked to resource allocation and are tracked through the program review process.



This linkage is now formalized and codified in the *College of the Sequoias 2013 Integrated Planning Manual*. Within Institutional Program Review, programs document unit-level planning. The program review process describes how each unit will contribute to the achievement of District Objectives, an analysis of unit-specific data, the identification of strengths and weaknesses, a report on prior year actions, a link to the assessment of student learning, the development of actions for the coming year, and the identification of resources, if any, that are needed to support the initiatives. [\[R4.14\]](#)

The District's planning process ensures that student learning outcomes are regularly assessed and that the results are utilized to improve student learning and strengthen institutional effectiveness. (Standards I.B.3., II.A.1.c., II.A.2.e., II.A.2.f.)

#### Program Level Outcomes

The District's degrees and certificates have program outcomes and assessment in place. Like course level outcomes, the program outcomes were initially housed in CurricUNET, which proved to be an ineffective tool for tracking outcomes and assessments. In addition to CurricUNET, program level outcomes are identified in Institutional Program Review during the process of mapping program outcomes to courses. Currently, program review documents are migrating to TracDat in order to strengthen the connections between outcome assessment and institutional effectiveness. Within TracDat, implementation for program level outcomes will follow the Three-Year Assessment Cycle developed by each program or department. [\[R4.15\]](#) (Standards I.B.3, II.A.1.c., II.A.2.b., II.A.2.e., II.A.2.f., II.A.2.i.)

All program and institutional learning outcomes are directly linked to explicitly identified course outcomes. [\[R4.16\]](#) Because of these links, the inculcation of program and instructional outcomes occurs as follows:

- First, students participate in course level activities, lessons, and other experiences designed to address learning outcomes at the course level
- Learning from these experiences accumulates as students proceed through their courses and programs.
- This accumulation of knowledge and skills leads to the development of learning relevant to identified program and institutional outcomes.

Under such circumstances, the assessment of institutional and program level outcomes is understood to be embedded in course level outcomes assessment. In other words, as a result of the explicit linkages between course, program and instructional outcomes, assessment at the course level effectively functions as program and instructional level assessment.

These embedded assessments are augmented using the curricular mapping tool found in the District's program review templates. Using these curricular maps, linkages between program/institutional outcomes and specific courses and their attendant learning outcomes are documented and evaluated. Through an analysis of programmatic sequencing and the course outcomes supporting each program outcome, faculty assess the extent to which the discrete experiences at the course level combine and support student learning at the program and institutional level. [\[R4.17\]](#) (Standards II.A.2.a., II.A.2.e., II.A.2.f., II.A.1.c.)

In a workshop on May 3, 2013, 53 faculty, staff, and administrators participated in a workshop focused on program outcomes. Faculty and staff were able to further fine-tune assessments, discuss outcomes, and make plans for improvement based on those assessments. [\[R4.18\]](#) (Standards II.a.1.c., II.a.2.A., II.A.2.b., II.A.2.e. II.A.2.f.)

The Outcomes and Assessment coordinator and Subgroup IIA committee members have provided training and support for all divisions in assessing program level outcomes. On August 8, 2013, representatives from all divisions met in the College of the Sequoias Teaching and Learning Institute, sponsored by the Faculty Enrichment Committee and the Outcome and Assessment Committee, to discuss course and program level assessments and evaluation. On October 25, 2013 the District will hold the first Dialogue Day that is an all-campus discussion on outcomes and assessment to improve student learning and strengthen institutional effectiveness. [\[R4.2\]](#) [\[R4.7\]](#) [\[R4.19\]](#) (Standards II.A.2a., II.A.2.b.)

### Institutional Learning Outcomes

The Institutional Learning Outcomes for the District were established in 2006 and approved by the Academic Senate and College Council. [\[R4.20\]](#) The Institutional Learning Outcomes are supported by the program and course-level outcomes. Program learning outcomes are linked to the Institutional Learning Outcomes in the Institutional Program Review curricular maps. Institutional Learning Outcomes are assessed using the curricular mapping process embedded in Institutional Program Review templates as described in the previous section. Institutional Program Review documents are migrating to TracDat in order to strengthen the connections between outcome assessment and institutional effectiveness. [\[R4.21\]](#) (Standard I.B.3., II.A.1.c., II.A.2.e., II.A.2.f., II.A.2.i.)

## 2. *Using Results to Improve Student Learning*

Using the assessment results to improve student learning is the focus of departmental/division dialogue on outcomes assessment. (Standards I.B.3., II.A.1.c, II.A.2.a., II.B.4.) Following are two specific examples of how assessment results have been used to improve student learning:

*Math 80 Linear Algebra:* The mathematics department assessed the outcome “*perform rigorous proofs*” in Math 80 in fall 2011; the students averaged 2.1 on a scale from zero to five, with the majority of the students scoring zero or five. A substantial number of students did not grasp the topic at all, and proofs are a major component of Math 80. In response to this assessment, the mathematics faculty revised the student learning outcome to “*students will understand and prove relationships between matrices, systems of equations, and determinates.*” More significantly, the Math Department increased the units in Math 80 from three to four units. The department balanced this increase by restructuring the calculus sequence (which dropped from a 5-5-3 unit sequence to a 4-4-4 unit sequence), using the “lost” unit in calculus as the extra unit in Math 80, where it was needed more. This shift does not change the overall units of the mathematics program for students. The mathematics department expects this change to improve student success on the topic of proofs in Math 80, and the calculus sequence will align with the new course identification number requirements. The math department will assess the change to Math 80 in fall 2013. [\[R4.21\]](#)

*History Department:* After the history faculty attended a workshop on outcomes and assessment, they decided to implement the outcomes recommended by the tuning project sponsored by the Lumina Foundation and the American Historical Association. The American Historical Association recommends outcomes that demonstrate the use of historical skills and perspectives. The members of the history department met and created three outcomes recommended by the tuning exercise that were the most appropriate for students at an introductory level. They adopted these outcomes for courses, discussed ways of incorporating them into their classes, and began assessing them in spring 2013, and will continue on a regular, scheduled basis. Based on an evaluation of the spring 2013 assessment results, the faculty learned that the student use of primary sources was sporadic and rarely specific. They met to share strategies to increase the use of primary sources and shared online primary source websites. They also shared PowerPoint presentations on history skills and methods that could be adapted and used in the classroom. The faculty met again at the beginning of the fall semester to revisit strategies and share resources. The department will assess the results of these changes in fall 2013. [\[R4.47\]](#)

### 3. *Using Results to Strengthen Institutional Effectiveness*

Faculty, staff, and administration have been involved in extensive dialogue about student learning through participation in workshops, individual and group training, the Teaching and Learning Institute, Convocation, and Dialogue Days. A focus of these conversations has been the multiple reasons for assessment: (1) to become masters of the craft of teaching; (2) to determine the extent to which the curriculum is working; (3) to inform the decisions as to where time, energy and/or money should be repurposed for continuous improvement in learning; (4) to help the District become a learning organization that is adaptive and nimble for the 21st Century; and (5) to help demonstrate the District's quality assurance pledge to the communities it serves. [\[R4.22\]](#) (Standards II.A.1.c., II.A.2.a., II.A.2.b.)

Following are two examples of how the District has used assessment results to strengthen institutional effectiveness.

*Collaboration across disciplines to add a prerequisite for Social Science courses:* In 2009, the effort to change social science course prerequisites was undertaken as a result of the District's participation in the Achieving the Dream Initiative. In the Social Science Division program review, a plan was made to study the potential impact of implementing an English prerequisite for social science courses. The division met with the superintendent/president and institutional researcher to discuss an appropriate study and the potential impact of adding this prerequisite, such as a decrease in enrollment for the first year of implementation. The Office of Planning and Research extracted 53,858 records from spring 2004 through fall 2010 to explore the relationship, if any, between success in English and subsequent success in social science courses that are transferable to the University of California (those numbered 001-099). Data analysis indicated a statistically significant difference, with higher success rates in social science courses for students who were eligible for transfer level English (English 1).

The Social Science Division voted to change prerequisites for appropriate courses with the intent of increasing student success and transfer rates. The division shared the data

analysis and proposed change in presentations to the Curriculum Committee, Academic Senate, and Board of Trustees. The social sciences and English faculty met to complete a content analysis vis-à-vis documenting that the skills taught in English 251, the prerequisite to English 1 aligned with the introductory skills students need to be successful in social science courses. Course outlines were submitted and approved by the Curriculum Committee and the Board of Trustees to include the prerequisites in specified social science courses. In fall 2011, students were notified of prerequisite change through Banner email, posters, District newspaper, counseling, and targeted class visitation. In spring 2012, the prerequisite of eligibility for transfer level English (English 1) was implemented for 36 social science courses. The results of this change are being assessed in fall 2013 and the success measurement has been incorporated into the District's strategic objectives for 2013-2014. (Standards I.B.3., II.A.1.c., II.A.2.b., II.A.2.e.) [\[R4.23\]](#)

*Developing a career ladder technical education certificate:* The Physical Therapy Aide certificate was developed as the result of the assessment and analysis of data on the Physical Therapy Assistant program.

In 2012-2013, faculty and administrators in the Physical Therapy Assistant program collected data on physical therapy student persistence rates, graduation rates, licensing examination pass rates, employment rates, and satisfaction rates of graduates and employers. The department conducts a Faculty Course Survey each semester and an annual Faculty Program Survey that include data on faculty satisfaction with courses and the overall program. The department also conducts an annual employer survey to assess employer satisfaction with the program.

Evaluation of the data results indicated positive results for student success outcomes in persistence (98 percent fall, 97.8 percent spring); graduation rates (100 percent May 2013); and high pass rates (above the state and national average) on the licensing examination (95.4 percent May 2013). Results from faculty and employer surveys also showed positive results for satisfaction with the Physical Therapy Assistant program.

However, assessment results of student demographics in the program were significantly different when compared to institutional demographics, with only 12 percent Hispanic students enrolled in the Physical Therapy Assistant program compared to an overall rate of 57 percent Hispanic students in the District. The department found several elements that contributed to the stratification in the data on student enrollment:

- Application rates for Hispanic students to the Physical Therapy Assistant program reflected District demographics.
- Hispanic students who applied for the program had lower success rates in Anatomy and Physiology courses (gatekeeper courses for the program); this finding mirrors a challenge identified at a national level.
- As the department has highly competitive acceptance criteria that include grades in Anatomy and Physiology, the acceptance rate was significantly lower for Hispanic students. (The department requires an overall GPA of 2.5 and ranks applications by GPA for Anatomy and Physiology.)

The department also gathered qualitative data from advisory board members that indicated that students have higher success rates in Anatomy and Physiology when they have contextual experience in a physical therapy setting. In addition, the advisory board members reported that there is a lack of qualified Spanish-speaking applicants for physical therapy aide positions.

Based on evaluation results, which indicated underrepresentation of Hispanic student enrollment and success rates in the Physical Therapy Assistant program, the District took action to address this issue. In order to better align the Physical Therapy Assistant program with the needs of the students and the community, and to improve overall effectiveness, the department decided to provide a career ladder for students by piloting non-credit training through a Physical Therapy Aide certificate program. The hypothesis was that completion of a Physical Therapy Aide certificate and subsequent employment as physical therapy aides would provide students with the contextual work experience and mentoring opportunities essential to higher student success rates in the gatekeeper courses.

The department was able to access grant funds to develop a short-term (four-week) Physical Therapy Aide certificate program that incorporated contextual learning and embedded basic skills into an accelerated time frame to support student success. Successful completion of the certificate allows students to bypass two of the core courses in the Physical Therapy Assistant program. The department ran two cohorts programs in summer 2013 and three additional cohorts are scheduled for summer 2014. Currently, 12 of 42 students who completed the Physical Therapy Aide certificate in summer 2013 are employed as physical therapy aides and indicate they plan to use the certificate course as a career ladder into the Physical Therapy Assistant program. [\[R4.24\]](#)

Using the mixed-method approach, both qualitative and quantitative data will be collected in spring to assess initial results. Further assessment and analysis will be completed as students from the Physical Therapy Aide program attempt gatekeeper courses and are successfully accepted into the Physical Therapy Assistant program.

#### *4. Including the production of outcomes as a component of faculty evaluations*

At the April 8, 2013 meeting of the College of the Sequoias Board of Trustees, the College of the Sequoias Teachers Association presented an initiative or pilot program to adhere to the ACCJC standard that student learning outcomes be included in the faculty evaluation process. In addition, for classroom faculty, the faculty evaluation indicates whether faculty include student learning outcomes on class syllabi.

As stated by the College of Sequoias Teachers Association Executive Board,

*“The Pilot Program answers the need for continued and uninterrupted operation of the District—which is the paramount consideration—and it also emphasizes that faculty, above all, seek to be effective teachers and scholars. Furthermore, faculty accepts its professional responsibilities, which include service to the institution, service to the students, service to the community as well as professional development, as necessary parts of any faculty member’s job.*

*It is the intent of the Pilot Program to engage in the elimination of the “Show Cause” aspect of SLOs. As part of the Pilot Program, faculty agrees to deploy SLOs. ..”* [\[R4.25\]](#)

Beginning in fall 2013, the full-time faculty evaluation cover sheet includes the language:

*Pilot Program Professional Development Contributions (For all Faculty)*

*Participates in the Student Learning Outcomes assessment cycle Yes: \_\_\_\_ No: \_\_\_\_*

*(For Classroom Faculty) Includes SLOs on Class Syllabi Yes: \_\_\_\_ No: \_\_\_\_*

*Data derived from SLO assessments cannot be used to evaluate faculty performance.*

This action demonstrates that faculty are actively working on outcomes and assessment and recognize the importance of addressing the ACCJC Standards. [\[R4.48\]](#) (Standards II.A.2.b., II.A.1.c., IV.B.2.)

As part of the pilot program beginning in fall 2013, participation in outcomes and assessment work, along with inclusion of student learning outcomes in syllabi, are part of the faculty evaluation process. (Standards II.A.2.a., II.A.6., III.A.1.c.) [\[R4.25\]](#)

This addition to faculty evaluations was also incorporated into the adjunct faculty professional responsibilities. Adjunct faculty are also an active part of the outcomes and assessment process and have received compensation for work on outcomes and assessment. At the September 16, 2013 meeting of the Board of Trustees, the College of the Sequoias Adjunct Faculty Association contract was approved including new language on adjunct faculty professional responsibilities for outcomes and assessment and in the adjunct faculty evaluation process and to require adjunct faculty to include student learning outcomes in syllabi. [\[R4.26\]](#) [\[R4.27\]](#)

*“Duties of adjunct faculty shall include the following:*

*Performing student learning outcomes (SLO) and service area outcomes (SAO) activities to include:*

- 1. Identifying and developing student learning outcomes (SLO/SAO's) for each course.*
- 2. Placing those SLO/SAO's in each class section syllabus or program description.*
- 3. Conducting research analysis to assess progress toward achieving SLO/SAO's.*
- 4. Using SLO/SAO assessment results to make improvements.*
- 5. Participation in ongoing, systematic evaluation and integrated planning with other faculty members to improve outcomes.*
- 6. Entering all SLO/SAO data into the TracDat system in order to make the results available to the appropriate constituencies.”*

*“Unit members shall prepare and shall distribute to students at the first class meeting of the semester a syllabus for each course to which they are assigned and for which units are to be counted in the determination of the instructional load. The syllabus shall outline the student learning outcomes of the course, the grading plan to be used, the means which will be used to assess student*



*achievement, and other pertinent details which will ensure the students' understanding of the nature of the course."*

The following language was added to the administrative response to the adjunct faculty evaluation:

*"Adjunct faculty member participated appropriately in the Student Learning Outcome process: Satisfactory or Unsatisfactory"*

5. *Demonstrating how data is used for improvement*

Structures are in place to ensure that data are central to planning and decision making:

- A. Data is the central focus of integrated planning at College of the Sequoias
- B. The District has established a research agenda/calendar
- C. Decision-making during the resource allocation is driven by data
- D. Data on effectiveness of learning outcomes is available via:
  - 1. TracDat
  - 2. Institutional Program Review
  - 3. Data request forms from the Office of Research, Planning, and Institutional Effectiveness

A. Integrated Planning at College of the Sequoias

In spring 2013, the District developed the *College of the Sequoias 2013 Planning Model and Manual*. As described in Recommendation 1 the planning model displays how the District includes data at the core of each step in the planning process. Data is used for improvement starting with development of the District Mission. The first step to preparing the District mission is an analysis of effectiveness in which the District compares its current status to its mission (internal scans) and an analysis of projected demographics, legislative, and economic changes (external scans). These data, along with other District documents, are used to identify challenges and opportunities. The District's long-term Master Plan is developed based on these data. The District's Strategic Plan (short-term plan), developed from the goals in the master plan, includes measurable objectives reported on an annual basis. The Institutional Program Review is also part of the District's planning process that includes an analysis of unit-specific data, including student learning outcomes. Resources are allocated based on needs assessed in the Strategic Plan and program review processes. Each plan implemented is assessed on an annual basis and results are reported in the Annual Report of the Master Plan. At each step of the planning process, the District utilizes data to inform and analyze progress. (Standards I.B.3., I.B.4., I.B.5., II.A.1.a., II.A.1.c.) Examples of the data that are used:

- Institutional Program Review: success rates and learning outcome assessments for courses and programs [\[R4.28\]](#)
- Strategic Plan: course enrollments and student demographics [\[R4.29\]](#)
- Faculty Hiring Requests: Weekly Student Contact Hours and faculty load [\[R4.30\]](#).

## B. Research Calendar and Agenda

The District has developed a comprehensive research calendar and agenda to further solidify the use of data in planning processes and to assist in increasing the research capacity of the District.

The three-year research agenda aligns with the College of the Sequoias 2010-2015 Strategic Plan. The purpose of the research agenda is to effectively and systematically provide research, data and analysis to guide institutional planning and resource allocation, program review and assessment and decision making for institutional effectiveness. [\[R4.31\]](#) (Standards I.B.2, I.B.3, I.B.6, II.A.1.a, II.A.1.c, IIA.2.e, II.A.2.f, II.B.4, III.A, IV.B.2.b)

The agenda is designed to support the District's planning activities, outcomes and assessment cycle, grant requirements, mandated reporting requirements, Essential Learning Initiative, various research projects, Accreditation reports, ad hoc requests, and other requests that directly support the District Mission. In collaboration with the Research Advisory Workgroup, the Office of Research, Planning, and Institutional Effectiveness develops, prioritizes, assesses and updates the research agenda items annually.

## C. Decision-making during the resource allocation is driven by data

The District's resource allocation and decision-making processes demonstrate how the District utilizes data for improvement. The resource allocation process is institutionalized in the *College of the Sequoias 2013 Resource Allocation Manual*. [\[R4.32\]](#) The Manual describes the process for budget development and for allocation of above-base budget resources. Resource allocation requests are developed based on data and assessment results in each unit's Institutional Program Review or District objectives in the Strategic Plan. The Budget Committee reviews requests and prioritizes them based on institutional priorities designated in the Resource Request Rubric. [\[R4.32\]](#) The rubric weighs the requests on the extent to which they are justified by:

- Institutional Program Review and alignment with District Objectives;
- Breadth of impact;
- Potential impact on student success;
- Measurable outcomes; and
- Rank on the Service Area prioritized lists.

Not only is data essential to ranking the resource requests, but units who receive funding complete an assessment of the effectiveness of the allocated resource in achieving the measurable outcome. This assessment will be reported in the Annual Report on the Strategic Plan. [\[R4.33\]](#) Units also report results in the Institutional Program Review. (Standards I.B.3., I.B.4., I.B.6., II.A.2.f.)

## D. Data on effectiveness of learning outcomes

The District has several methods for tracking data, ensuring validity of data, and making data accessible to all appropriate constituencies:



## 1. TracDat

In spring 2013, the District purchased the TracDat assessment system to improve tracking and to reduce inconsistencies in reporting. TracDat serves as the method for faculty, staff and administrators to report outcomes and assessment data, program review data, and data reports for the Strategic Plan. Faculty, staff and administrators were trained on how to use TracDat in spring, summer, and fall 2013. A TracDat training manual has been developed and is accessible to all District employees on the District website. Reports are available that indicate the percentages of course and program learning outcomes developed, the percentage of courses and programs with ongoing assessment cycles, and the percentage of institutional learning outcomes with ongoing assessment cycles to ensure consistency in reporting to the ACCJC. [\[R4.34\]](#) (Eligibility requirement 21)

## 2. Institutional Program Review

Assessment data for program outcomes are presented and discussed in Institutional Program Reviews. Units record program level outcomes in program review, and units also include summaries of discussions of assessments and plans to improve the learning outcomes. Institutional Program Review reports are evaluated based on rubrics which include completion of assessment dialogue at the course and program level. (Standards I.B., I.B.3.) The program review process is transitioning in order to support institutional planning and effectiveness as outlined in the *College of the Sequoias 2013 Integrated Planning Manual*. Program Reviews will be conducted annually and will describe how each unit will contribute to the achievement of District objectives, an analysis of unit-specific data, the identification of strengths and weaknesses, a report on prior year actions, a link to the assessment of student learning, the development of actions for the coming year, and the identification of resources, if any, that is needed to support the initiatives. (Standards I.B.3., II.A.2.e.)

## 3. Office of Research, Planning, and Institutional Effectiveness Data Request forms

The Office of Research, Planning, and Institutional Effectiveness utilizes data request forms to track the quantity of requests and the type of requests received. In 2013, the Research Advisory Committee developed a formal process to request data and research services in order to fully track and assess the overall data needs of the District. (Standard I.B.6) [\[R4.35\]](#) Through this procedure, constituencies can request data for program review, resource allocation, strategic planning, student success initiatives, or grant funded projects. (Standards I.B.1, I.B.2, II.A.1.a, II.A.1.c, II.A.2.f, II.B.4, IV.B.2.b) Data request forms are submitted electronically and then reviewed by administrators in the research and technology departments. Depending on the level of complexity the request is assigned to the appropriate department. This process allows the District to categorize request types, determine peak data use periods, and assess the research needs of the District. (Standard II.A.1.a).

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Recommendation 4, because the District advanced its progress on student learning outcomes by regularly assessing the outcomes and using the results to improve student learning and strengthen institutional effectiveness. The District includes effectiveness in producing student learning outcomes as a component of the evaluation of faculty who are responsible for assessing student learning. (Standards I.B.1., I.B.3., II.A.1.c., II.A.2.a., II.A.2.b., II.A.2.e., II.A.2.f., II.B.4., II.C.2., IV.2.b.)

To come into compliance, the District completed the following tasks:

- Developed an assessment cycle for courses, programs, degrees, and certificates.
- Designed, launched, and evaluated an outcomes and assessment management system to ensure reliability and validity of data used in outcome reporting (TracDat).
- Developed a plan for systematically assessing course, program, and institutional level outcomes.
- Encouraged widespread institutional dialogue about the results of assessment and identification of gaps.
- Integrated program review and planning using the assessment management system to ensure appropriate resources are allocated and fine-tuned.
- Developed comprehensive assessment reports that are completed and updated on a regular basis.
- Identified strategies that support students' ability to demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
- Included "effectiveness in producing student learning outcomes" as a component of evaluation of faculty who are responsible for assessing student learning.

In support of the above achievements and to address issues identified in the 2012 ACCJC Visiting Team Report, the following have been accomplished:

- The faculty have identified student learning outcomes for current and active courses which are available in TracDat, on the Outcomes and Assessment website, and in course syllabi. In addition, students can view student learning outcomes before registering for classes through Banner class search. [\[R4.36\]](#) [\[R4.37\]](#) (Standard II.A.1.c., II.A.2.a., II.A.6.)
- The faculty have identified assessment cycles for each learning outcome which are located in TracDat. [\[R4.13\]](#) (Standard II.A.2.a., II.A.2.b., II.A.2.e, II.A.2.f)
- Pre-existing assessments and results, previously housed in CurricUNET have been transferred to the newly adopted TracDat system. Current assessments and results are now housed in TracDat. [\[R4.10\]](#) (Standard II.A.1.c., II.A.2.f.,
- Program outcomes are mapped to courses and are assessed as a component of Institutional Program Review as described previously. Institutional Program Review documents are migrating to TracDat in order to strengthen the connections between outcome assessment and institutional effectiveness. [\[R4.38\]](#) (Standards I.B.3, II.A.1.c., II.A.2.b., II.A.2.e., II.A.2.f., II.A.2.i.)

- Program outcomes are mapped to Institutional Outcomes in the Institutional Program Review. As with program outcomes, Institutional Outcomes will be maintained in TracDat. [\[R4.20\]](#) (Standards I.B.3., II.A.2.f., II.A.2.i.)
- To provide a venue and dedicate time for faculty to discuss assessment results in order to make improvement in student learning, Dialogue Days have been scheduled. [\[R4.39\]](#) (Standards I.B., I.B.1., II.A.1.a., II.A.1.c., II.A.2.a., II.A.2.b., II.A.2.f.)
- The District has processes in place to ensure that all delivery systems used for distance education meet the USDE Regulations for verifying student identity and ensuring that the student who completes the course or program receives academic credit. [\[R4.40\]](#) (Standard II.A.1.b.)
- To ensure the quality of all distance education courses, the District completed an institution-wide study that included student and faculty survey data. Distance education success rates are compared to similar courses taught on campus within a department in the program review process. [\[R4.41\]](#) (Standard II.A.1.b.)
- The transfer credit policies and faculty academic freedom statement are included in the College catalog. [\[R4.42\]](#) (Standards II.A.6., II.A.6.a., II.A.7, II.A.7.a., II.A.7.b.)
- As compared to the 2011 survey which was used for the Institutional Self-Evaluation of 2012, the District conducted a follow-up faculty survey that showed a positive increase in responses. [\[R4.43\]](#)

Survey Question	2011 Agree/Strongly Agree	2013 Agree/Strongly Agree
Course outcomes assessment is used to improve courses	67.2 percent (n90)	89.0 percent (n130)
There is a process to determine student achievement in certificates and majors	57.6 percent (n76)	74.8 percent (n110)
Program outcomes assessments is used to improve programs	58.4 percent (n77)	82.3 percent (n121)

The College of the Sequoias Community College District is at the proficiency level for Institutional Effectiveness in Student Learning Outcomes as compared to the *ACCJC Institutional Effectiveness Rubric III: Student Learning Outcomes*.

***College of the Sequoias Assessment of Student Learning Outcomes***  
***Level of Implementation: Proficiency***

<b>Characteristics of Institutional Effectiveness in Student Learning Outcomes</b>	<b>Self-Evaluation and Evidence</b>
<p>Student learning outcomes and authentic assessments are in place for courses, programs, and degrees.</p>	<p>Student Learning Outcomes have been developed for courses, programs, and degrees. <a href="#">[R4.44]</a></p> <p>Assessment calendars have been developed and are located in TracDat <a href="#">[R4.13]</a></p> <p>Program and degree assessments are located in Institutional Program Review <a href="#">[R4.38]</a></p>
<p>There is widespread institutional dialogue about the results of assessment and the identification of gaps.</p>	<p>In fall 2013, the Teaching and Learning Institute and Convocation were dedicated to outcomes assessment work. Institutional Dialogue Days which focus on outcomes assessment have been added to the District calendar each semester. The Outcome and Assessment Committee has provided training opportunities for faculty and facilitated discussions of outcomes and assessment. Department and division meetings throughout the semester are focused on outcomes assessment. <a href="#">[R4.2]</a> <a href="#">[R4.7]</a> <a href="#">[R4.19]</a></p>
<p>Decision making includes dialogue on the results of assessment and is purposefully directed toward aligning institution wide practices to support and improve learning.</p>	<p>The <i>College of the Sequoias 2013 Integrated Planning Manual</i> is evidence of how the District includes the results of assessment and improvement of student learning in decision-making processes. There is a direct link from Institutional Program Review, which includes assessment results, to planning and decision making. Additionally, dialogue regarding assessment results and formulated action plans are documented and made available to all faculty, staff, administration, and Board members. <a href="#">[R4.14]</a> <a href="#">[R4.38]</a></p>
<p>Appropriate resources continue to be allocated and fine tuned.</p>	<p>The District allocates resources utilizing a process outlined in the <i>College of the Sequoias 2013 Resource Allocation Manual</i> that specifically ties the results of outcome assessment to resource allocation. The resource allocation model is a component of the District's integrated planning. <a href="#">[R4.14]</a> <a href="#">[R4.32]</a></p>

<b>Characteristics of Institutional Effectiveness in Student Learning Outcomes</b>	<b>Self-Evaluation and Evidence</b>
<p>Comprehensive assessment reports exist and are completed and updated on a regular basis.</p>	<p>Pre-existing assessments and results, previously housed in CurricUNET have been transferred to the newly adopted TracDat system. Current assessments and results are now housed in TracDat. Comprehensive assessment reports are available in TracDat. A three-year cycle for assessment was adopted by the Academic Senate in spring 2013. The faculty have identified assessment calendars for each learning outcome; these are located in TracDat. <a href="#">[R4.13]</a></p>
<p>Course student learning outcomes are aligned with degree student learning outcomes.</p>	<p>The mapping process and faculty evaluation of curricular maps ensures that students who complete programs achieve the stated outcomes. Course and program level outcomes are aligned using the curricular mapping tool found in the District's program review templates. Using these curricular maps, linkages between program/institutional outcomes and specific courses and their attendant learning outcomes are documented and evaluated. Through an analysis of programmatic sequencing, the course outcomes supporting each program outcome, faculty assess the extent to which the discrete experiences at the course level combine and support student learning at the program and institutional level. <a href="#">[R4.38]</a></p>
<p>Students demonstrate an awareness of goals and purposes of courses in programs in which they are enrolled.</p>	<p>In an effort to inform students of goals and purposes of courses in which they are enrolled, students can view the student learning outcomes for a course when they register for the course through the District's Banner management information system. Each course syllabus contains student learning outcomes. All course, program and institutional level outcomes are available via the District's Outcomes and Assessment website. <a href="#">[R4.44]</a></p>

### **Actionable Improvement Plans**

- The Outcome and Assessment Committee, the Institutional Planning and Effectiveness Committee, the Institutional Program Review Committee, and the Office of Academic Services will ensure outcomes assessments are tied to institutional improvement and resource allocation according to the *College of the Sequoias 2013 Integrated Planning Manual*, *College of the Sequoias 2013 Resource Allocation Manual*, and *College of the Sequoias 2013 Decision-Making Manual*. This repeats the actionable improvement plan in Standards II.A.1.a. and II.A.1.c.
- The Outcome and Assessment Committee, the Technology Committee, the Office of Research, Planning, and Institutional Effectiveness will establish processes to evaluate the effectiveness of TracDat. This repeats the actionable improvement plan in Standards II.A.1.a. and II.A.1.c.
- In order to institutionalize widespread institutional dialogue about assessment results, the superintendent/president in collaboration with the Academic Senate will plan one Dialogue Day each semester into the academic calendar.

---

## **Evidence for Recommendation 4: Student Learning Outcomes**

---

R4.1 Accrediting Commission for Community and Junior Colleges 2007 Letter

R4.2 Division Meeting Agendas

R4.3 Outcome and Assessment Workshop Survey Results #1

R4.4 Outcome and Assessment Workshop Survey Results #2

R4.5 Subcommittee Standard IIA presentation for Summit Event

R4.6 Management Retreat June 2013 Agenda and Participants

R4.7 Summer Teaching and Learning Institute, Convocation Day Agenda and Sign-In Sheets, Service Area Outcome August Workshop Agenda

R4.8 Service Area Outcomes Workshop September Agenda and Sign-In Sheets

R4.9 Institutional Program Review: Social Science and Nursing Divisions Part III

R4.10 TracDat report: Outcomes and Assessments

R4.11 Outcomes and Assessment April Workshop Agenda and Sign-In Sheets

R4.12 Three-Year Assessment Cycle: Proposal and Senate Approval

R4.13 Assessment Cycle Report from TracDat

R4.14 *College of the Sequoias 2013 Integrated Planning Manual*

R4.15 Three-year Cycle Report for Programs from TracDat

R4.16 TracDat Screenshot: Courses Level to Institutional Level Outcomes

R4.17 Sample Curricular Map from Program Review

R4.18 May 3 Workshop: Sign-In sheet, Presentation, Surveys

R4.19 Accreditation Response Task Force Subgroup IIA Request for Dialogue Days

R4.20 Institutional Learning Outcomes

R4.21 Institutional Program Review: Institutional Learning Outcomes, Section III and Math Program Review 2012

R4.22 Outcome and Assessment Workshop Presentation

R4.23 Social Science report to Curriculum Committee on pre-requisites pilot project

R4.24 Physical Therapy Aide Program data

R4.25 COSTA “Pilot Project” and Board Minutes of adoption

R4.26 COSAFA Contract

R4.27 Board minutes ratifying COSAFA Contract

R4.28 Institutional Program Review: success rates and learning outcome assessments for courses and programs

R4.29 Strategic Plan: course enrollments and student demographics

R4.30 Faculty Hiring Requests: Weekly Student Contact Hours and faculty load

R4.31 Three-Year Research Agenda

R4.32 Resource Allocation Manual

R4.33 *College of the Sequoias 2012-2013 Annual Report on the Strategic Plan*

R4.34 TracDat training manual, training schedule (Aug/Sept 2013), agenda

R4.35 Data request form

R4.36 TracDat and Outcome and Assessment website

R4.37 Banner Course Search

R4.38 Program Review process in TracDat

R4.39 Dialogue Days announcement and flyer

R4.40 Administrative Procedure 4105: Distance Education and Student Authentication Process

R4.41 Distance Education Survey

R4.42 College Catalog

R4.43 Faculty Survey for Institutional Self-Evaluation 2012

R4.44 College Catalog, Outcome and Assessment website, TracDat, Institutional Program Review, Banner Class Search and Course Syllabi



R4.45 2006 ACCJC Visiting Team Report

R4.46 2012 ACCJC Visiting Team Report

R4.47 History Department: TracDat Outcomes and Assessment

R4.48 Faculty Evaluation Cover Sheet

## **Recommendation 5:**

### *Student Support Services*

---

---

**Recommendation 5: Student Support Services**

*In order to meet the Standards, the team recommends that the college improve counseling for evening students, online students, and students that attend the Hanford Center, and library services for evening students and students that attend the Hanford Center in order to ensure the equitability of those services. (Standards II.B.3.a., II.C.1., II.C.1.c.)*

---

**Descriptive Summary**

The College of the Sequoias Community College District has satisfied Recommendation 5 on student support services because it analyzed data, collaborated among constituencies, enhanced technology to leverage services, and changed the delivery mode of counseling and library services so that all students of the District are served. The 2012 evaluation team report confirmed that the District provides a comprehensive set of student services to all students, including online students. [\[R5.1\]](#) Evidence supporting the 2012 findings includes that all student services units which completed Institutional Program Review with a satisfactory or excellent rating. [\[R5.2\]](#)

**District History of Student Support Services**

Assessments of the District's student support services led ACCJC teams to recommend improvements to ensure the equability of counseling and library services for evening, online and students at the Hanford Educational Center and Tulare College Center in two of the most recent comprehensive site visits: 2006 and 2012.

Following the October 2006 team visit, the evaluating team made a recommendation to the District that said:

*“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 and depth, and variety of its library resources [\[R5.3\]](#) (Standard IIA.2e, IIA.2f, IIA.4, IIB1, IIB.3a, IIC.1a, IIC.1c, IIC2, Standard IIIA.5a, IIIA.5b, IIIA.5, IIIB.2, IIIC.1, IIIC.1b, IIIC.1c)*

To address this recommendation, the District made the following changes between the 2006-2012 ACCJC site visits:

- In 2006, the Writing Center was opened to assist students in developing their writing abilities. These services were offered at both the Visalia and Hanford campuses. [\[R5.4\]](#) (Standard II.B.3., II.B.3.a.)
- In 2007, a counselor/outreach coordinator was hired for the Hanford Educational Center to provide consistent and continuous student access to counseling services. [\[R5.5\]](#) (Standard II.B.3., II.B.3.a.)

- In 2008, a tutoring and transfer resource center was established at the Hanford Educational Center [\[R5.6\]](#) (Standard II.B.3.a)
- In 2007, an online counseling process was established to serve the needs of students. [\[R5.7\]](#) (Standard II.B.3.a)
- In 2007, the “Ask a Librarian” process was established to serve online students and students attending the District’s centers. [\[R5.8\]](#) (Standard II.C.1.a)
- An Integrated Library System Software was established through a product called Millennium which:
  - Created a web-based library catalog which could be accessed anywhere
  - Allowed eBooks to be seen in the book catalog
  - Permitted the library to state where books are held
  - Allowed students to request materials [\[R5.9\]](#) (Standard II.C.1.c.)
- Tutoring was provided at the Visalia campus, at the Hanford Educational Center and online. [\[R5.10\]](#) (Standard II.C.1.c.)
- Distance education training was provided on an annual basis to support student success and online teaching pedagogy beginning fall 2007. [\[R5.11\]](#) (Standard III.A.5.a.)
- A distance education teaching certificate curriculum and training was offered for faculty prior to the fall semester starting fall 2011. [\[R5.12\]](#) (Standard III.A.5.a.)

Although these changes increased the services to students regardless of location of instruction or means of delivery, in 2012, the visiting team of the ACCJC recommended that:

*“...the college improve counseling services for evening students, online students, and students that attended the Hanford Center, and library services for evening students and students that attend the Hanford Center in order to ensure the equitability of those services (Standards II.B.3.a, II.C.1, II.C.1.c)”*  
[\[R5.13\]](#)

With the opening of the Tulare Center in Spring 2013 and tight financial times, faculty, staff, and administrators found themselves challenged to serve all District students, regardless of location or means of delivery. Beginning in January 2013, the following improvements were implemented:

- A full-time counselor was housed at the Tulare College Center to provide student access to consistent academic counseling services; [\[R5.14\]](#)
- Library services were established to include librarians at the Hanford Educational Center and Tulare College Center; [\[R5.15\]](#)
- Student Support Specialty Services (EOPS/DRC/Veterans/Career and Transfer Information) are regularly scheduled at the Hanford Educational Center and Tulare College Center; [\[R5.16\]](#)
- Career counseling and transfer opportunities services are regularly scheduled at the Hanford Educational Center and Tulare College Center; [\[R5.17\]](#)

- The home page of the Hanford Educational Center and the Tulare College Center websites include links to the library resources and information for increased advertising, support, and assistance; and [\[R5.18\]](#)
- Tutorial services were established at the Tulare College Center. [\[R5.19\]](#)

### ***Equitable Student and Library Services for Spring 2013***

The show cause sanction imposed by the ACCJC provided a stimulus for enhancing services to students at the Hanford Educational Center and Tulare College Center as well as online and evening students. As described in the response to Recommendation 4 in this Show Cause Report, a core team called the Accreditation Response Task Force was appointed and asked to serve as the official body of the District to guide and develop its response to the sanction from ACCJC. The 40 Accreditation Response Task Force members represented each District constituency. Appointees to this group were chosen for their familiarity with or interest in the content of the recommendations to be addressed.

The Accreditation Response Task Force functioned as a cadre of colleagues who met weekly to assess current processes, brainstorm revisions/recommendations, implement necessary changes in policies and procedures, and serve as first readers of key documents. In order to accomplish significant work in one semester and address each recommendation/standard at the same time, the Accreditation Response Task Force was divided into the following five Subgroups, each with responsibility for a specific ACCJC Standard. [\[R5.20\]](#)

- Subgroup I for Standard I: Institutional Planning and Effectiveness
- Subgroup IIA for Standard IIA: Student Learning Outcomes
- Subgroup IIBC for Standards IIB and IIC: Student Support Services and Service Area Outcomes
- Subgroup III for Standard III: Resources
- Subgroup IV for Standard IV: Leadership and Governance

The Accreditation Response Task Force used the following methods to educate the District community about Accreditation Standards as well as to engender District wide engagement in the task force's efforts to fulfill the ACCJC recommendations:

- Meeting minutes were posted online. [\[R5.21\]](#)
- The superintendent/president facilitated three open forums for the community to provide information about accreditation. [\[R5.24.1\]](#) (I.B.1, I.B.3, I.B.4, and I.B.5)
- The superintendent/president facilitated four open forums targeted at faculty, staff, administrators, Trustees, and Accreditation Advisory Committee Members to provide ongoing information about accreditation. [\[R5.24\]](#) (Standards I.B.1., I.B.3., I.B.4., and I.B.5.)
- The Academic Senate coordinated two well-attended Accreditation Summits to create a venue for sharing progress reports and gathering feedback. [\[R5.23\]](#) (I.B.1., I.B.3., I.B.4., and I.B.5.)
- The superintendent/president facilitated four open forums for the internal community and three open forums for the community. [\[R5.24\]](#) (Standards I.B.1., I.B.3., I.B.4., and I.B.5.)

Subgroup IIBC enhanced its membership by adding representatives from various student support service areas and used the following methods to educate District constituencies about the Accreditation Standards as well as keep interested parties engaged in and aware of the ACCJC recommendations.

- Posted meeting minutes online [\[R5.25\]](#)
- Provided reports at:
  - Weekly counseling meetings [\[R5.26\]](#)
  - Library meetings [\[R5.27\]](#)
  - Center staff meetings [\[R5.28\]](#)

Subgroup IIBC, in concert with the specific departments providing the services, developed the following agenda of student support services tasks to be completed in spring 2013.

- Review available data to determine the need for evening counseling at all three District campuses in order to provide student education plans and other counseling services. (Standard II.B.3.a.)
- Review online counseling request process and determine the need to modify the online Counseling Request Form in order to collect additional data from the students. (Standard II.B.3.a., II.B.3.c.)
- Evaluate support services and the contribution of these services to student learning through the program review documents, grant and categorical program reviews, and by analyzing data at department and program meetings. (Standard II.B.4.)
- Assist student services departments in completing service area outcome assessment reports, which includes service area outcomes, assessment plans, results, and response plans. (Standard II.B.4.)
- Determine appropriate advertising of the online counseling service (Standard II.B.3.a.)
- Identify equitable library services for students at the Hanford Educational Center and Tulare College Center as well as online and evening students (Standard II.C.1.)

Subgroup IIBC incorporated assessments of current practices and processes to develop and improve practices and processes. As an overview, the Subgroup IIBC work followed this cycle:

gather data → assess current practices → identify and review best practices →  
gather feedback → draft recommendations → distribute to larger audience including  
those areas directly involved → gather feedback → re-draft → gather feedback →  
finalize documents/recommendations/processes. (Standards I.B.1., I.B.6., II.B.4.)

The following are two examples of Subgroup IIBC activities that were undertaken in order to come into compliance with the Accreditation Standards on the provision of equitable counseling and library services.

- Improve and enhance counseling services for students at the Hanford Educational Center and Tulare College Center as well as online and evening students (Standard I.B.1., 1.B.6., II.B.3.c., II.B.4.)
  - Assess current student data [\[R5.29\]](#) [\[R5.30\]](#)
  - Review responses from a student survey regarding counseling services [\[R5.31\]](#)
  - Retool previous online counseling model to better capture data and serve District students. [\[R5.32\]](#)
  - Create a data collection tool through the College of the Sequoias Extended Information System for online counseling requests [\[R5.33\]](#)
  - Create College of the Sequoias Extended Information System Report for ongoing quantitative student data [\[R5.34\]](#)
  - Enhance the District website to better answer prospective and current students' questions through a 24/7 process regardless of District location or delivery method, thereby reduce demand on human resources. [\[R5.32\]](#) [\[R5.48\]](#)
  - Refine and formalize online counseling to include better promotion of online counseling and modify the online student questionnaire form to collect data and provide a platform for data analysis and dialogue. [\[R5.32\]](#) [\[R5.35\]](#)
- Improve and enhance Library services for students at the Hanford Educational Center and Tulare College Center as well as online and evening students (Standards II.C.1., II.C.1.c.)
  - Increase access to evening reference librarian services by increasing the hours of "Ask a Librarian" support from 4:00 p.m. to 8:00 p.m. Monday through Thursday. [\[R5.36\]](#)
  - Augment Hanford Educational Center library support capacity to include a professional reference librarian each week of the instructional semester/term to provide students with on-site assistance. [\[R5.37\]](#)
  - Reallocate library technicians, student workers, and a reference and instructional librarian services to the Tulare College Center. [\[R5.38\]](#)
  - Improve the advertisement of textbook reserve availability at the Hanford Educational Center and Tulare College Center. [\[R5.39\]](#)

### ***Equitable Counseling and Library Services for Summer 2013***

During the summer 2013 session, counseling and library services were reallocated based on location of instruction and delivery method. As such, counseling and library services were provided on the Visalia campus and the Hanford Educational Center during the day, as classes were not offered in the evening, online, or at the Tulare College Campus. (Standards II.B.3.a., II.B.3.c., II.B.4.)

Also during Summer 2013, representatives of Subgroup IIBC worked to implement the 24/7 website enhancement known as AskCOS (a product from the IntelliResponse Company) to better answer prospective and current students questions. The goal of AskCOS was to engage and empower users by having them ask (type) questions and get answers. The knowledge

base system not only answers the questions, but directs the user to related questions which leads to additional user information. Lastly, a user can rate the response, thereby providing a feedback loop for enhancing questions and answers. (Standards II.B.3.a., II.B.4.)

### ***Chronology of Equitable Services***

	<i><b>Counseling Services</b></i>	<i><b>Library Services</b></i>
<b>Mid-February</b>	<p>Accreditation Response Task Force formed to serve as the official body of the District to guide and develop its response to the sanction from ACCJC.</p> <p>Subgroups are formed in order to address all recommendations at the same time.</p>	<p>Accreditation Response Task Force formed to serve as the official body of the District to guide and develop its response to the sanction from ACCJC.</p> <p>Subgroups are formed in order to address all recommendations at the same time.</p>
<b>Late February</b>	<p>Subgroup IIBC met and identified a plan of action regarding data analysis, ways to provide evening services, service area outcomes, and possible Board Policies and Administrative Procedures that needed to be revised.</p>	
<b>Early-March</b>	<p>Subgroup IIBC met to:</p> <ul style="list-style-type: none"> <li>• Review data from January 2012 Convocation and student data <a href="#">[R5.40]</a></li> <li>• Review what other colleges were doing to serve online students</li> <li>• Discuss best practices for online counseling</li> </ul> <p>Met with the consultant to discuss the process of identifying students' needs, current services, and where there are deficiencies.</p>	<p>Subgroup IIBC met to:</p> <ul style="list-style-type: none"> <li>• Review student data regarding students served in the district <a href="#">[R5.29]</a> <a href="#">[R5.30]</a></li> <li>• Review current practices against what was identified in 2012 Self Study as leadership and personnel had changed.</li> <li>• Review "Ask A Librarian" process</li> </ul>



<p><b>Late March</b></p>	<p>Subgroup IIBC met to:</p> <ul style="list-style-type: none"> <li>• Review data points including numbers of students, counselor ratios, opportunities to serve students better after reviewing survey feedback. <a href="#">[R5.29]</a> <a href="#">[R5.30]</a></li> <li>• Review other college models of serving center, online, and evening students.</li> <li>• Review Online Counseling Form, advertisement of services, and data collection tools</li> </ul> <p>Met with consultant to discuss the data and information gathered. Submitted requests to Accreditation Task Force to implement changes to counseling schedule to include evening counseling on each of the three campuses beginning April 1. <a href="#">[R5.41]</a></p> <p>Subgroup IIBC prepared, reviewed, and submitted the following recommendations/requests to the Accreditation Response Task Force:</p> <ul style="list-style-type: none"> <li>• Enhance the online counseling process for better data collection and procedures and increase advertisement of the through the student email system and website <a href="#">[R5.42]</a> <a href="#">[R5.44]</a> <a href="#">[R5.45]</a></li> <li>• Analyze data for better understanding of online only students <a href="#">[R5.43]</a></li> </ul> <p>Create Extended Information System Report that identifies various data points for easy use and data integrity to provide tool for ongoing dialogue about types of students served. <a href="#">[R5.46]</a></p>	<p>Subgroup IIBC discussed discrepancies between current library services and practices and those at the time of writing the 2012 Self Study.</p>
--------------------------	--	---

<b>Mid-April</b>	<ul style="list-style-type: none"> <li>• Subgroup IIBC discussed Specialty Programs such as EOPS evening services</li> <li>• Gathered data from other institutions about IntelliResponse as a workable solution for the web enhancement</li> <li>• Subgroup IIBC prepared, reviewed, and submitted a request to provide a web solution (AskCOS) that would be available 24/7 and engage current and prospective students through a knowledgebase system to answer questions.<a href="#">[R5.47]</a> <a href="#">[R5.48]</a></li> </ul>	<p>Used library statistics to address ACCJC Recommendation 5 with current resources</p> <p>Met with Tutorial Center Coordinator to discuss Tutorial Survey <a href="#">[R5.49]</a></p> <p>Drafted proposals to the Accreditation Response Task Force and discussed summit results</p> <p>Met with Math Lab and Writing Center personnel to discuss how to more effectively serve Hanford and Tulare students.</p>
<b>May</b>	Submitted proposal to Essential Learning Initiative to financially support year one of the IntelliResponse system <a href="#">[R5.50]</a>	
<b>June</b>	<p>Initiated work on knowledgebase of IntelliResponse <a href="#">[R5.51]</a></p> <p>Established counseling hours for students at the Hanford Educational Center during the summer</p>	Included library hours for summer for Hanford and Visalia
<b>July</b>	Continued work on IntelliResponse	
<b>Early Fall</b>	<p>Reinstituted evening counseling hours at the three campus locations <a href="#">[R5.52]</a></p> <p>Reinstituted online counseling services</p>	<p>Increased face-to-face reference and instruction faculty hours for the Hanford Educational Center and the Tulare College Center</p> <p>Increased learning support services for online students and students at the Hanford Educational Center and Tulare College Center in the areas of the Math Lab and Writing Center</p>

### ***Implementing Equitable Student Support Services***

Several initiatives were implemented in 2012-2013 to ensure sustainable equity of student support services across the District. As a basis for all of the District's actions regarding this

recommendation, both qualitative and quantitative data was collected, evaluated, and discussed. Quantitative data types were identified and included: number of students at each campus, number of students taking classes at more than one campus, time of day classes are taken and online student population. A COS Extended Information System report was created for users to be able to pull the information from one place and quickly identify student data points. Qualitative data included the COS Counseling Climate Survey [\[R5.31\]](#) that was distributed in fall 2012, which indicated that students were interested in more online services that were accessible 24/7. (Standard I.B.3)

Given the status of the state and District budgets, innovative uses of technology and scheduling were used to expand services to students. The following are examples of services using technology:

- Submitted proposals and was awarded the funding to pay for the first year of IntelliResponse (AskCOS) from the Essential Learning Initiative and First Year Experience programs. Leveraging the first year, the District will build subsequent years into the budget for sustainability. [\[R5.50\]](#)
- Launched a retooled version of online counseling and provided better advertisement of the program. Through an effort to make this counseling more effective, counselors, student services staff, and technology staff worked collaboratively to make the process more user friendly and better able to gather data. [\[R5.32\]](#)
- Advertised and enhanced availability of the “Ask A Librarian” online service. [\[R5.36\]](#)

The following is a summary of the initiatives implemented to enhance services for students at the Hanford Educational Center and Tulare College Center as well as evening and online students.

### **Counseling Services**

#### *Hanford Educational Center Students and Tulare College Center Students*

At the Hanford Educational Center, the full-time counselor also serves in the outreach coordinator capacity. In January 2013, in an effort to address the site’s disability resource student population, an adjunct counselor was added for seven hours per week to complete intake and disability counseling. [\[R5.16\]](#) In April 2013, after further evaluating counseling ratios while figuring in the dual functionality of the full-time counseling position, the adjunct counselor began assisting the center’s general student population. In addition, Extended Opportunity Program and Services and CalWorks services were regularly scheduled to assist students in receiving equitable counseling services [\[R5.16\]](#) (Eligibility Requirement 14, Standard II.B.3, II.B.3.a., II.B.4.)

Upon opening in January 2013, a full-time academic counselor was assigned to the Tulare College Center. In addition, weekly specialty counseling was provided in the areas of Extended Opportunity Program and Services and CalWorks to support students in those programs. [\[R5.14\]](#) [\[R5.16\]](#) Lastly, staff from the Disability Resource Center provided intake and counseling services. (Standard II.B.3.a.)

### *Evening Students*

Data was reviewed from both quantitative reports and the Counseling Climate Survey [\[R5.29\]](#) [\[R5.30\]](#) [\[R5.31\]](#) (Standard II.B.4.) Beginning in April 2013, evening counseling, previously suspended during difficult budgetary times, was offered at all three campuses. After reviewing data from the Extended Information System, the schedule was set at two nights per month at the Visalia campus and one night per month at each of the center sites. [\[R5.52\]](#) Evening counseling was not offered in the summer as there were no evening classes offered. The evening counseling hours resumed on the same schedule in fall 2013, and will continue until assessed through the program review process in spring 2014. (Eligibility Requirement 14, Standards II.B.3., II.B.3.a., II.B.3.c.)

### *Online Students*

Improvements in services for online students were possible through technology enhancements and changes to counseling procedures that leveraged time and resources. These changes included updating the Online Counseling Input form to make it more user friendly for students and creating a structure wherein data could be collected, discussed, and evaluated. Data analysis included time of inquiry, type of inquiry, location of student, and other relevant information. (Standard II.B.4.) In addition, the online counseling acquired a place on the home page of the District's website in an effort to better advertise the service. [\[R5.53\]](#) (Standard II.B.3.a)

### *All Students*

In an effort to provide a technology solution that engaged and empowered current and prospective students regardless of mode of instruction, the District contracted with the IntelliResponse Company in spring 2013. [\[R5.54\]](#) IntelliResponse (AskCOS) provides a knowledgebase technology solution that serves students 24/7. (Standard II.B.3.a) Subgroup IIBC requested and received funding for the first year of the contract from the Essential Learning Initiative Grant and First Year Experience Grant and the District committed to fund the remainder of the project. [\[R5.50\]](#) [\[R5.51\]](#) [\[R5.54\]](#)

After an input and testing period, AskCOS was launched on the District website on August 1, 2013. The system provides information to users by allowing them to ask (type) a question and then initiating an automated conversation. In addition, AskCOS gives the user a response and directs him/her to related questions that may lead to additional user information. Lastly, users are encouraged to rate the responses, thereby providing a data feedback loop for enhancing the knowledgebase. (Standards I.B.3., I.B.4.)

## **Library Services**

### *Hanford Educational Center and Tulare College Center*

A reference and instruction librarian began working at the Hanford Educational Center in January 2013 for eight hours a week. These extended hours increased student access to the core collection of books at the Hanford Educational Center. Also during the spring semester, the "Ask a Librarian" service was enhanced to include evening services, thereby allowing students using the Hanford Educational Center library during evening hours to access to a reference librarian via either the technology based system or telephone support. [\[R5.36\]](#) (Eligibility Requirement 16, Standards II.C.1, II.C.1.c.)

In January 2013, the Tulare College Center opened with library staff consisting of library technicians, student workers, and a reference librarian. Comparable to the Hanford Educational Campus, services included both library instruction and general reference support. (Eligibility Requirement 16, Standards II.C.1, II.C.1.c.)

In fall 2013, two additional enhancements took place. First, additional face-to-face reference and instructional librarian hours were added to the schedule to include both day and evening hours. [\[R5.37\]](#) [\[R5.38\]](#) Second, the icon/shortcut to the “Ask a Librarian” interactive reference service was added to the computer desktops in an effort to assist students with the process and advertise the service. [\[R5.56\]](#) The District installed a one-way phone which rings at the Reference Desk of the Visalia Library for center students. This service provides assistance to students of the center. (Eligibility Requirement 16, Standards II.C.1., II.C.1.c.)

Students at the Hanford Educational Center and Tulare College Centers may request an inter-District library book loan. To increase the effectiveness of this process for students, the online book requests form was linked from the centers’ library websites. Books requested by students are typically delivered within 24 hours. [\[R5.37\]](#) (Eligibility Requirement 16, Standards II.C.1., II.C.1.c.)

Textbooks are placed on reserve at each site library for students who cannot afford purchase books. Currently, there are about 40 books on reserve in Hanford Educational Center and 30 at Tulare College Center.

### ***Evening Students***

The library on the Visalia campus is open and staffs reference librarians until 8:00 p.m., Monday through Thursday. Evening students at the District’s centers have access to library services through the interactive assistance strategies described above. In addition, several services are available online via the District .website. These include, but are not limited to: over 14,000 eBooks, electronic databases, virtual reference libraries, and book, and course reserve catalogs. (Standards II.C.1, II.C.1.c.)

### ***Online Students***

As is mentioned above, the reference librarians at the Visalia campus are easily accessible to online students either through the telephone or via the “Ask a Librarian” service.

### ***All Students***

During the 2012-2013 academic year, the District expanded the services offered to all students through evaluation of both quantitative and qualitative student data. As a basis for all of the District’s actions regarding this recommendation, both qualitative and quantitative data was collected, evaluated, and discussed. Quantitative data types were identified and included: number of students at each campus, number of students taking classes at more than one campus, time of day classes are taken, and the online student population. A COS Extended Information System report was created for users to be able to pull the information from one place and quickly identify student data points. It showed that students were interested in more online services which could be accessed regularly, but not necessarily during conventional business hours. (Standard I.B.3.)

## Self Evaluation

The College of the Sequoias Community College District is in compliance with Recommendation 5 on student support services as evidenced by the District improving counseling and library services for students at the Hanford Educational Center and Tulare College Center as well as evening and online students. Sustainability of these improvements is ensured through the District's integrated planning model as outlined in the *College of the Sequoias 2013 Integrated Planning Manual* and *College of the Sequoias 2013 Resource Allocation Manual*. Within this model, service area outcome assessments will be included in the student services and library division's Institutional Program Reviews and will be used to allocate resources and continually improve and balance services across the district. These processes will be systematically reviewed and modified as needed according to the manuals referenced above. [\[R5.58\]](#) [\[R5.59\]](#) (Standards I.B.1, I.B.3., I.B.4., I.B.6, II.B.4.)

The District has now formalized and can sustain the new service delivery models which:

- Identify ways to consistently use data to prescribe counseling and library services for students at the Hanford Educational Center and Tulare College Center, as well as, evening and online students (Standards I.B.3, II.B.3.a., II.B.3.c., II.B.4., II.C.1.c.)
- Formalize processes, procedures, and data collection for online and evening counseling services. (Standards II.B.3.a., II.B.3.c., II.B.4.)
- Enhance the District's website to include a technology solution that engages and empowers current and prospective students regardless of location of instruction or delivery mode to have important information at their fingertips via AskCOS. (Standard II.B.3.a.)
- Increase accessibility of learning support services to students at the Hanford Educational Center and Tulare College Center, as well as, evening and online students through use of technology. (Standards II.B.4, II.C.1.)
- Improve library access to all students of the District through additional service hours and better advertisement of "Ask a Librarian," increased face-to-face hours of reference and instruction librarian times at each center in the District. (Standards II.B.4, II.C.1.c.)
- Improve communication to Hanford Educational Center students regarding access to the core book collection through newsletters, signage, and increased staffing hours. (Standards II.C.1., II.C.1.c.)
- Assign the student services and library divisions the responsibility of monitoring student needs and satisfaction of services through the service area outcomes process included in Institutional Program Reviews. (Standard II.C.1.c.)

With a renewed sense of collaboration during 2012-2013, in conjunction with service area outcomes and student learning outcomes as referenced in the previous recommendation, the following actions were undertaken to maintain sustainability:

- Created a COS Extended Information System Report that identifies quantitative student data points. The creation of easily accessible reports allows for ease of continued monitoring, consistency of data, and student segments data gathering, without multiple requests or researcher demands. (Standards I.B.1., II.B.4.)

- Included service area outcomes at a District level as they relate to service delivery to all students of the District, as mentioned in Recommendation 4. As part of the Institutional Program Reviews, service area outcomes will measure students' perceived accessibility and satisfaction with services. (Standards I.B.3., II.B.4.)
- Updated the college catalog to include an explicit statement of academic freedom and a clear policy on transfer of credits. (Standard II.B.)

In addition to the actions completed above the District will further implement data-driven decision making in 2013-2014 as follows:

- Use the "Knowledge Gap Assessment" embedded in the online orientation as a pre-test in a student service's service area outcome assessment. (Standards I.B.3., II.B.3., II.B.4.)
- Continue to review and utilize the Community College Survey of Student Engagement (CCSSE) to assess and respond to student needs. (Standard II.B.4.)
- Update, review and include data analysis in the Student Equity Plan.
- Evaluate effectiveness of diversity activities and initiatives. (Standards II.B.3.d., II.B.4.)
- Review and utilize the existing data from the Benchmarking Equity and Student Success Tool (BESST). (Standard II.B.4.)
- Evaluate the District's diversity activities through the Equity Committee, a standing committee of the Academic Senate. (Standards I.B.3.d., I.B.4.)

### **Actionable Improvement Plan**

- Using the Institutional Program Review and Resources Allocation processes, the superintendent/president will ensure that resource allocation decisions about student support services are based on data and that special attention is given to ensuring that students have equitable access to services at all District locations and means of delivery. This repeats the actionable improvement plan in Standard I.B.3.a.

---

## **Evidence for Recommendation 5: Student Support Services**

---

- R5.1 Accreditation Visiting Team Evaluation Report, 2012
- R5.2 Program Reviews – Student Services
- R5.3 Accreditation Visiting Team Evaluation Report, 2006
- R5.4 Writing Center Information
- R5.5 Hiring of Counselor/Coordinator for Hanford
- R5.6 Tutoring and Transfer Center Established in Hanford, 2008
- R5.7 Online Counseling Established, 2007
- R5.8 Ask a Librarian, 2007
- R5.9 Integrated Library System
- R5.10 Tutoring in Visalia/Hanford
- R5.11 Distance Education Training, 2007
- R5.12 Distance Education Certificate, 2011
- R5.13 ACCJC Action Letter, 2012
- R5.14 Full Time Counselor in Tulare, 2013
- R5.15 Established Library Services in Tulare, 2013
- R5.16 EOPS/DRC Hanford and Tulare
- R5.17 Career Counseling and Transfer Opportunities in Centers
- R5.18 Centers have Library Links on Homepages
- R5.19 Tutorial Services in Tulare, 2013
- R5.20 Accreditation Response Task Force Formation
- R5.21 Minutes of Accreditation Response Task Force
- R5.22 Weekly Emails to Everyone from Superintendent/President
- R5.23 Accreditation Summits
- R5.24 Open Forums for Accreditation
- R5.25 Accreditation Response Task Force Subgroup IIBC Minutes
- R5.26 Weekly Counseling Meeting Minutes
- R5.27 Library Meetings
- R5.28 Center Meetings
- R5.29 Student Data



R5.30 SARS Report

R5.31 Counseling Survey Results

R5.32 Online Counseling Retool

R5.33 College of the Sequoias Extended Information System Online Counseling Data

R5.34 College of the Sequoias Extended Information System Report – Student Data

R5.35 Online Counseling Promotion

R5.36 “Ask A Librarian” Extended Services

R5.37 Library Support for Hanford

R5.38 Library Support for Tulare

R5.39 Improve Advertisement of Textbook Reserve Availability

R5.40 January Convocation Data

R5.41 Accreditation Workshop Meeting Minutes April

R5.42 Accreditation Response Task Force Subgroup IIBC – Proposal #2

R5.43 Accreditation Response Task Force Subgroup IIBC – Proposal #3

R5.44 Accreditation Response Task Force Subgroup IIBC – Proposal #4

R5.45 Accreditation Response Task Force Subgroup IIBC – Proposal #5

R5.46 Accreditation Response Task Force Subgroup IIBC – Proposal #6

R5.47 Accreditation Response Task Force Subgroup IIBC – Proposal #7

R5.48 AskCOS Data

R5.49 Accreditation Response Task Force Subgroup IIBC Meeting Minutes

R5.50 Essential Learning Initiative Proposal

R5.51 Essential Learning Initiative Knowledge Base of IntelliResponse

R5.52 Evening Counseling

R5.53 Advertisement of Online Counseling

R5.54 IntelliResponse Contract

R5.55 Book Collection in Hanford and Tulare

R5.56 Icon on Desktops for Ask a Librarian

R5.57 Interlibrary Loan

R5.58 *College of the Sequoias 2013 Integrated Planning Manual*

R5.59 *College of the Sequoias 2013 Resource Allocation Manual*

## **Recommendation 6:**

### *Human Resource Processes*

---

---

***Recommendation 6: Human Resource Processes***

*In order to increase effectiveness, the team recommends that the college improve human resource processes to include hiring procedures for all employees and establish a clear connection between employee evaluation and improvement. (Standards III.A.1., III.A.1.a., III.A.1.b., III.A.1.c.)*

---

**Descriptive Summary**

The College of the Sequoias Community College District has satisfied this recommendation because it improved its hiring processes by establishing clear, written hiring procedures for all employee groups. All hiring procedures are now easily found on the District Human Resources website (Standard III.A.1.a.) In addition, evaluation processes for faculty have been modified to include the participation of faculty in the processes of development and assessment of student learning outcomes as a part of their evaluation. (Standard III.A.1.b.) A Board Policy has been established that states the goal of evaluations shall be to assist employees to improve performance of their duties with appropriate follow-up as needed (Standard III.A.1.b.)

***District History of Hiring Procedures***

The District had long-standing and established hiring procedures for faculty (2002) and for administrator and confidential employees (2000). There were no formal hiring procedures for classified employees or for interim administrators. While no formal procedures existed, standard hiring practices for these groups were followed by the Office of Human Resources. These standard practices included the development of job descriptions, advertisement of the positions, convening of a hiring committee, development and review of interview questions, Equal Employment Opportunity training of hiring committees, references checks, and administration of any appropriate tests (e.g. typing/keyboarding; writing samples).

Board Policy 7120 existed for the hiring of faculty and classified employees [\[R6.1\]](#). However, there were no policies covering administrators and confidential employees, nor were there administrative procedures.

All employee groups had evaluation procedures as documented in two Board Policies (7210, 7240). [\[R6.2\]](#) [\[R6.3\]](#) However, there were no administrative procedures for evaluation of employee groups. Evaluation procedures were embedded in the respective groups' collective bargaining agreements. [\[R6.4\]](#) [\[R6.5\]](#) [\[R6.6\]](#) [\[R6.7\]](#) Even though the collective bargaining agreements were present on the District website, procedures were difficult to readily access.

***Planning Tasks: Human Resources***

In response to the Commission's recommendations, the District created an Accreditation Response Task Force to address the challenge of developing a process that would complete the list of tasks on an accelerated timeline while still providing multiple opportunities for feedback. The Accreditation Response Task Force asked to serve as the official body of the District to guide and develop its response to the sanction from ACCJC. The 40 Accreditation Response Task Force members represented each District constituency. Appointees to this

group were chosen for their familiarity with, or interest in, the content of the recommendations to be addressed. [\[R6.8\]](#) (Standard I.B.1.)

The Accreditation Response Task Force met weekly to assess current processes, brainstorm revisions/recommendations, implement necessary changes in policies and procedures, and serve as first readers of key documents. In order to accomplish a great deal in one semester and address each recommendation/standard at the same time, the Accreditation Response Task Force was divided into the following five Subgroups, each with responsibility for a specific ACCJC Standard.

1. Subgroup I for Standard I: Institutional Planning and Effectiveness
2. Subgroup IIA for Standard IIA: Student Learning Outcomes
3. Subgroup IIB and C for Standards IIB and C: Student Support Services and Service Area Outcomes
4. Subgroup III for Standard III: Resources
5. Subgroup IV for Standard IV: Leadership and Governance

Subgroup III developed the following plan to address Recommendation 6.

- Write hiring procedures, modeled after the established the faculty hiring procedures, for all managers (including interim), confidential, and classified staff.
- Update board policies to include the hiring of administrators and confidential employees.
- Write an administrative procedure for the hiring of all employee groups.
- Ensure that all District staff and prospective job candidates have access to the hiring procedures.
- Update the job candidate exit survey to gain valuable feedback on the recruitment and hiring process.
- Write a board policy and administrative procedure on employee evaluations.
- Clarify the connection between employee evaluations and improvement.
- Make employee evaluation procedures accessible to District staff and the public.

### ***Planning Tasks: Evaluation Procedures***

The Recruitment and Hiring Board Policy (BP 7120) previously only referenced the hiring of faculty and classified employees. In spring 2013, the policy was revised to include references to the hiring of management and confidential employees. [\[R6.1\]](#) Currently, the policy is in the approval process through the participatory governance structure, and will be presented to the Board of Trustees in fall 2013. The accompanying Administrative Procedure 7120 was developed to describe the hiring procedures for all employee groups. [\[R6.9\]](#) (Standards III.A.1.a., III.A.1.b., IV.A.3.)

Hiring procedures were revised or created with input from the appropriate employee groups. These hiring procedures are available on the Human Resources Office webpage under “Hiring Procedures.” [\[R6.10\]](#) The District now has hiring procedures for the following groups (Standards I.B.1., III.A.1.a.):

- Faculty Hiring Procedures - updated and adopted by the Board of Trustees on November 13, 2012 [\[R6.11\]](#);
- Management Hiring Procedures (including interim) - revised in Spring 2013 [\[R6.12\]](#);
- Classified Employee Hiring Procedures - written Spring 2013 [\[R6.13\]](#); and
- Confidential Employee Hiring Procedures - written Spring 2013 [\[R6.14\]](#).

The written hiring procedures for all employee groups emphasize, through scoring criteria, the importance of contributing to the District's Mission. [\[R6.4\]](#) [\[R6.5\]](#) [\[R6.6\]](#) [\[R6.7\]](#) (Standard III.A.1.a.) Each job announcement includes the minimum qualifications a list of the desirable qualifications. These qualifications meet the requirements of the California Community College Chancellor's Office, the established classification of the job, and are in alignment with the mission of the District. Candidates are selected for interviews based on the scoring of the application as to how well they meet these qualifications. (Standard III.A.1.b.)

The Candidate Exit Survey was updated with the goal of improving human resource processes regarding job recruitments. [\[R6.15\]](#) Following an interview, job candidates are asked to fill out a voluntary and anonymous Candidate Exit Survey, which requests feedback on the recruitment, application and interview processes. Feedback from these surveys are forwarded to the Equal Employment Opportunity Advisory Committee. After review, the Equal Employment Opportunity Advisory Committee provides appropriate feedback to the Human Resource Office. (Standard III.A.1.a.)

The District has evaluation processes for all employees groups which have been in place for many years. Although these processes were followed as routine practice, there was no formal Board Policy on the evaluation of all employee groups. Board Policy 7150 on Employee Evaluations has been written and is currently being reviewed through the participatory governance structure. [\[R6.16\]](#) (Standards I.B.1., IV.A.3.)

Board Policy 7150 states all employee groups will be evaluated on a regular and timely schedule. The goal of evaluations is to conform to the requirements found within applicable collective bargaining agreements. The overriding theme behind all evaluations is having employees who are competent in their relevant positions. Another goal of evaluations is to assist employees to improve in the performance of their duties. Appropriate follow-up occurs as needed. (Standard III.A.1.b.) Administrative Procedure 7150 was written to provide guidance on the evaluation of all employee groups [\[R6.17\]](#) (Standard III.A.1.b.)

To provide access to evaluation procedures, all evaluation procedures are available on the webpage with a link to employee evaluation procedures. Previously, evaluation procedures were documented only in the appropriate collective bargaining agreements. (Standard III.A.1.b.)

In addition, faculty directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c.) As part of their performance evaluations, full-time faculty members confirm participation in student learning outcomes and assessment cycles by recording their participation as an element of their professional development on the Faculty Evaluation Page, which is the permanent record page kept in personnel files. This page also indicates whether the faculty member: "participates in the Student Learning Outcomes

Assessment Cycle” (all faculty) and “includes student learning outcomes on class syllabi” (for classroom faculty). [\[R6.18\]](#) (Standards II.A.2.a., III.A.1.b., III.A.1.c.,)

As part of a part-time faculty member’s evaluation, part-time faculty members are evaluated based upon whether the adjunct faculty member participated appropriately in the student learning outcomes process as detailed in a tentative agreement reached between the District and the part-time faculty member’s bargaining association and ratified at the September 2013 Board of Trustees meeting. [\[R6.6\]](#) It states the following duties:

1. *Identifying and developing student learning outcomes (SLO/SAO’s) for each course.* (Standard II.A.2.b.)
2. *Placing those SLO/SAO’s in each class section syllabus or program description.* (Standard II.A.6.)
3. *Conducting research analysis to assess progress toward achieving SLO/SAO’s.* (Standard II.A.2.c.)
4. *Using SLO/SAO assessment results to make improvements.* (Standard II.A.2.f.)
5. *Participation in ongoing, systematic evaluation and integrated planning with other faculty members to improve outcomes.* (Standard II.A.2.f.)
6. *Entering all SLO/SAO data into the TracDat system in order to make the results available to the appropriate constituencies.* (Standards II.A.2.f., III.A.1.b.)

At the conclusion of both the fall 2013 and spring 2014 semesters, data will be collected from the academic deans on the percentage of faculty participating through self-reporting as part of their faculty self-evaluation. Data collected will be reported to the Institutional Planning and Effectiveness Committee for use in the annual report on the Strategic Plan. (Standard III.A.1.b.)

In Fall 2013, as part of the update to the administrative evaluation, each manager is held responsible for providing an environment which supports: (1) progress of achieving student learning outcomes and service area outcomes and (2) effectiveness in producing those outcomes.

## **Self Evaluation**

The College of the Sequoias Community College District is in compliance with Recommendation 6 as evidenced by its recently improved human resource processes that now include accessible hiring procedures for all employees and accessible evaluation procedures that establish a clear connection between employee evaluation and improvement.

Between spring and early fall 2013, the District completed these tasks related to human resource processes in order to come into compliance with Recommendation 6:

- Developed hiring procedures with the assistance of the appropriate employee group. [\[R6.10\]](#)
- Updated the Faculty Hiring Procedures. [\[R6.11\]](#)
- Updated board policy to include the hiring of administrators and confidential employees. [\[R6.12\]](#) [\[R6.14\]](#)
- Established an administrative procedure for the hiring of all employee groups. [\[R6.17\]](#)

- Ensured that all District staff and prospective job candidates have access to the hiring procedures. [\[R6.10\]](#)
- Updated the job candidate exit survey to gain valuable feedback on the recruitment and hiring process. [\[R6.15\]](#)
- Created board policy on the evaluation of all employee groups. [\[R6.16\]](#)
- Developed administrative procedures for the evaluation of all employees groups. [\[R6.17\]](#)
- Included participation in student learning outcomes and assessments as a part of faculty evaluations. [\[R6.18\]](#)
- Established that all teaching faculty will include student learning outcomes on their course syllabi. [\[R6.6\]](#) [\[R6.18\]](#)

Human resources processes are sustainable through adherence to the existing master agreements and the newly established board policies and administrative procedures.

### **Actionable Improvement Plan**

None.

---

## **Evidence for Recommendation 6: Human Resource Processes**

---

- R6.1 College of the Sequoias Board Policy 7120
- R6.2 College of the Sequoias Board Policy 7210
- R6.3 College of the Sequoias Board Policy 7240
- R6.4 College of the Sequoias Teachers Association Master Agreement
- R6.5 College of the Sequoias California State Employee Association Master Agreement
- R6.6 College of the Sequoias Adjunct Faculty Association Master Agreement
- R6.7 College of the Sequoias Management Handbook
- R6.8 Accreditation Response Task Force Membership
- R6.9 College of the Sequoias Administrative Procedures 7120
- R6.10 Hiring Procedures for All Employees
- R6.11 Faculty Hiring Procedures
- R6.12 Management Hiring Procedures
- R6.13 Classified Hiring Procedures
- R6.14 Confidential Hiring Procedures
- R6.15 Candidate Exit Survey
- R6.16 College of the Sequoias Board Policy 7150 *\*In Process*
- R6.17 College of the Sequoias Administrative Procedure 7150 *\*In Process*
- R6.18 College of the Sequoias Teachers Association “Pilot Program”





## **Recommendation 7:**

### *Evaluation of Processes*

---

---

**Recommendation 7: Evaluation of Processes**

*In order to meet the standards, the team recommends that the college develop and implement a systematic evaluation of its decision-making and budget development processes and use the results of those evaluations as a basis for improvement. (Standards III.D.1.a., III.D.1.d., III.D.2.d., III.D.3., IV.A.2.a., IV.A.5., IV.B.1.g., IV.B.2.)*

---

**Descriptive Summary**

The College of the Sequoias Community College District has established a process to systematically evaluate its decision-making and budget development processes and to use this evaluation as the basis for improvement of these processes.

In the past decade, the District assessed and revised its decision-making and budget development processes several times in an effort to improve those processes. The following are examples of revisions made in recent years that were based on the District's evaluations of its planning and decision-making processes. (Standards I.B.1., I.B.6., IV.A.5.)

- Given the central role of Institutional Program Reviews in the district's decision-making processes, the template for this process has been assessed and revised several times in recent years. [\[R7.1\]](#) (Standards I.B.1., I.B.6., III.D.1.d., IV.A.5.)
- The Budget Committee prepared a document, *Fiscal Principles and Procedures for the College of the Sequoias*, in fall 2007 to make budgeting processes transparent and to identify the links between program review and resource allocation. This document was institutionalized as Administrative Procedure 6300 in 2007. [\[R7.2\]](#) (Standards III.D.1.d., IV.A.2.a.)
- Budget allocation flow charts depicting decision-making and budget development processes were drafted and revised numerous times between 2010 and 2012, culminating in Board Approval of the flow charts in June 2012. [\[R7.3\]](#) (Standards III.D.1.d., IV.A.2.a., IV.B.2.)
- Initially developed in 2001, the District's participatory governance model was assessed and revised in 2007 and 2008. [\[R7.4\]](#) (Standards IV.A.2.a., IV.B.2.)

As evidenced by these examples, the District periodically evaluated its decision-making processes, including planning and budget development processes, and revised those processes based on the evaluations. However, because this cycle of evaluation and revision was neither regular nor systematic across all elements in the District's planning model, the 2012 team of ACCJC representatives observed that:

*In order to fully meet this standard, the college will need to integrate and strengthen the links of its planning processes, including a process for evaluating its financial management processes and systematically assessing the effective use of financial resources; and will need to allow for broad participation in the budget development process. [\[R7.5\]](#)*

Each factor identified in this statement is addressed individually in the following sections:

1. Linking planning processes
2. Evaluating financial management processes
3. Assessing the effective use of financial resources
4. Allowing for broad participation in the budget development process.

*1. Linking planning processes*

As described in the response to Recommendation 1 in this Show Cause Report, in spring 2013 the District evaluated its current planning model to ensure that all processes were in compliance with Accreditation Standards, to add planning components as needed, and to link processes for an effective flow of information. The resulting document, the *College of the Sequoias 2013 Integrated Planning Manual*, explains how the components in the District's institutional planning processes link to one another as well as how the planning processes will be evaluated. It is through the annual sequence of these planning practices that the District assesses institutional effectiveness and uses those assessments to continually improve the District's services to students. This cycle is demonstrated in the following graphic. [\[R7.6\]](#) (Standards I.B.3., I.B.4., I.B.6., III.D.1.a., III.D.1.d., IV.A.5.)

### **College of the Sequoias Model for Integrated Planning**



As shown in the graphic above, data analysis is central to the District's model of integrated planning. Both quantitative and qualitative data are used in development and assessment of District plans. Grounded in research, the components of the District's integrated planning model are as follows:

- The District's Mission is the foundation of all planning processes because it describes the intended student population and the services that the District provides to the community.
- The first step in preparing the District's Master Plan (educational and facilities) is an analysis of effectiveness in which the District compares its current status to its mission (internal scans) and an analysis of projected demographics, legislative, and economic changes (external scans). These data, along with other relevant college documents, are used to identify challenges and opportunities. Based on these data, the District develops a long-term Master Plan. Through the process of developing the comprehensive master plan, the District develops District Goals that describe how it intends to address the identified current and anticipated challenges.
- The District Goals are the foundation for College of the Sequoias short-term plan called the Strategic Plan. This three-year plan identifies District Objectives that describe specific activities intended to move the District toward achievement of the District Goals. In addition to the District Objectives, the District's Strategic Plan identifies the specific Actions, responsible parties, and target completion date for each District Objective.
- Institutional Program Review captures unit-level planning for instructional, student service, and administrative units. These Institutional Program Reviews describe how each unit will contribute to achievement of the District Objectives and include an analysis of unit-specific data, the identification of strengths and weaknesses, a report on prior year Actions, a link to the assessment of student learning, the development of Actions for the coming year, and the identification of resources, if any, that are needed to support the initiatives. If a District Objective or Action requires funding, the responsible party for that Action includes the funding request through program review and/or through a process that connects to the Strategic Plan.
- Resource Allocation follows the development of the short-term plans. This process ensures that Actions identified in the Strategic Plan and the Institutional Program Review are funded to the extent possible.
- The next step in the College of the Sequoias Model for Integrated Planning is Plan Implementation, which is work by the responsible parties to complete the District Objectives identified in the Strategic Plan and the unit-level work required to complete the Actions identified in Institutional Program Review.
- Outcome Assessments occurs annually through the documentation and analysis of progress made toward achieving the District Goals.
- These Outcome Assessments are consolidated and documented in the College of the Sequoias Annual Report on the Master Plan. This document summarizes the current year's achievements, analyzes progress toward achievement of the District Goals, and directs the District's Actions in the coming year.

The specific components in the District's integrated planning cycle are evaluated on a three-year cycle. A process and timeline chart for each planning component, including the

evaluation of planning processes, is documented in the *College of the Sequoias 2013 Integrated Planning Manual*. [\[R7.6\]](#)

## 2. *Evaluating financial management processes*

Financial management processes includes both fiscal services and the resource allocation/budget development processes. The integrity of practices and policies employed by fiscal services are evaluated annually through an independent audit. The resource allocation/budget development processes are evaluated both annually and periodically as part of the District's assessment of its decision-making model. [\[R7.9\]](#) (Standards I.B.6., I.B.7., III.D.1.d., III.D.3., IV.A.5.)

Implementation of the revised decision-making model described in this Show Cause Report began in fall 2013. The planning components in this model are evaluated both annually and every three years. Annually, decision-making processes are assessed through committee self-evaluation. This annual assessment is augmented every three years with an evaluation of the planning and decision-making processes completed by the entire District community. Both assessments are scheduled in the College of the Sequoias Institutional Planning Calendar. [\[R7.7\]](#) (Standard I.B.6.)

- *Annual:* All committees of the District Governance Senate are required to complete a Year-end Committee Evaluation. The questions include confirmation that scheduled meetings occurred and reports of committee members' attendance and committee accomplishments. These forms are submitted to the District Governance Senate in May. The District Governance Senate consolidates these reports to create a District Year-end Senate/Council/Committee Evaluation Report that may include recommendations for improvements in the coming academic year. This report is posted online for district-wide distribution and is included in the superintendent/president's information report to the Board of Trustees. [\[R7.8\]](#) (Standards I.B.5., I.B.6., III.D.1.d., IV.A.5.)
- *Every three years:* In addition to the annual committee self-evaluation, the District Governance Senate conducts a formal assessment of the District's planning and decision-making processes every three years. Following this more formal assessment, the District Governance Senate may recommend revisions to decision-making processes to address issues raised in the assessment. The results of this formal assessment, including recommendations for process changes, are posted online for distribution across the District and are included in the superintendent/president's information report to the Board of Trustees. If the recommended changes are approved through the governance process, the *College of the Sequoias Integrated Planning Manual* and/or the *College of the Sequoias Governance and Decision-making Manual* will be revised to reflect these changes. [\[R7.6\]](#) [\[R7.9\]](#) (Standards I.B.1., I.B.6., III.D.1.d., IV.A.5.)

Following this more formal assessment, the District Governance Senate may recommend revisions to decision-making processes to address issues raised in the assessment. If the changes are approved District wide, the District Governance Senate will update the *College of the Sequoias Governance and Decision-making Manual* to reflect these changes. [\[R7.9\]](#) (Standards I.B.5., I.B.6., III.D.1.d., IV.A.5.)

### *3. Assessing the effective use of financial resources*

To align its planning and decision-making processes with ACCJC Standards, in spring 2013 the District identified processes to serve as regular and systematic assessments of its effective use of financial resources.

- Annual Report on the Master Plan

This annual report:

- Summarizes progress on District Objectives,
- Analyzes whether that progress was effective in moving the District toward achievement of District Goals, and
- Identifies the District Objectives that will be the basis for resource allocations in the coming year. [\[R7.10\]](#) (Standards I.B.1., I.B.2., I.B.6., IV.A.5., IV.B.2.e.)

By assessing the District's progress toward meeting its District Goals, this document is, in essence, a report on the District's effective use of its resources.

- Institutional Program Reviews

As part of Institutional Program Review, the assessments of student learning outcomes and service area outcomes are annually assessed, documented in the District's software management system, and evaluated as part of the subsequent year's Institutional Program Review. Since the measurement of these outcomes reflects how the District expends its human and fiscal resources, improvements in these outcomes demonstrate the District's effective use of its resources. [\[R7.11\]](#) (Standards I.B.1., I.B.3., I.B.5., II.A.2.a., II.B.4., II.C.2., III.A.6., III.B.2., III.C.2., III.D.1.a., IV.A.2.b.)

- Report on Impact of Prior Year Above-Base Funding

The effectiveness of prior year's resource allocation of above-base funds will be documented in the program review process beginning in fall 2014. Units will be asked to summarize the programmatic impact of the prior year's above-base funds, citing how the resources improved their effectiveness in serving students or moved the District toward achieving a District Objective. The Budget Committee annually monitors these justifications to ensure that this reporting is included in the District's annual cycle of tracking the effective use of resources to improve institutional effectiveness. [\[R7.12\]](#) (Standards I.B.3., III.D.1.a., III.D.2.d., III.D.4.)

### *4. Allowing for broad participation in the budget development process*

The District's planning and decision-making processes create venues for broad participation in the budget development process through three mechanisms: Institutional Program Reviews, the Budget Committee, and the *College of the Sequoias 2013 Resource Allocation Manual*.

- Institutional Program Reviews

In preparing Institutional Program Reviews, units analyze data, discuss issues, and develop initiatives. These conversations include discussion of institutional effectiveness, student learning or service area outcomes, program-specific targets, and the unit's contributions to District Goals and District Objectives. Through this

dialogue, units identify and prioritize needs for personnel, facilities, supplies, equipment, and technology. (Standards I.B.1., I.B.3., I.B.5., II.A.2.a., II.B.4., II.C.2., III.A.6., III.B.2., III.C.2., III.D.1.a.)

Once the Institutional Program Reviews are completed, the dialogue broadens to include colleagues outside of the unit:

- In each division and service area as funding requests are analyzed and prioritized;
- In Instructional Council, Student Services Council, and Administrative Services meetings where above-base funding requests are also analyzed and prioritized;
- In Budget Committee meetings after technical and feasibility assessments are discussed with the Technology Committee and Facilities/Safety Council;
- In the District Governance Senate meetings as prioritized lists are reviewed and recommended to the superintendent/president;
- In the Senior Management Council as requests for above-base funds and base budget augmentations are analyzed and final allocations are determined

These multiple opportunities for unit-level input reflect District-wide participation in setting funding priorities for the coming year. [\[R7.13\]](#) (Standards I.B.1., I.B.4., IV.A.2., IV.B.2.)

- Budget Committee

In the 2012 evaluation report, the team of ACCJC representatives noted:

*“The college’s primary participatory governance committee related to finance and budget is the Standing Budget Committee. It is a sub-committee of the College Council. However, based on evidence gathered from interviews and from reviewing agendas and minutes, the Standing Budget Committee typically only meets a few times per year, and the focus of the meetings is primarily for fiscal staff to provide information about how the budget was developed, typically from an after-the-fact perspective. Therefore, it does not appear that the college is allowing for broad participation in the budget development process.”* [\[R7.5\]](#)

Given this assessment as well as feedback from its decision-making processes in spring 2013, the District identified specific purposes for the Budget Committee, a membership roster to ensure that the group is representative of all District constituencies, and a twice-monthly meeting schedule for 2013-2014. [\[R7.9\]](#)

Beginning fall 2013, the Budget Committee’s role is to make recommendations regarding policies, planning, and other matters related to the District’s fiscal resources. The co-chairs forward recommendations from this governance group to the District Governance Senate. After consideration of input from the District Governance Senate and Senior Management Council, the superintendent/president makes the final recommendations that are either implemented or submitted to the Board of Trustees for approval. The Budget Committee’s purposes and membership follow.



## Purposes

- Make recommendations to District Governance Senate on policies, planning, and other matters related to fiscal resources
- Review and revise budget assumptions that guide budget development
- Monitor the District's fiscal solvency
- Review the draft budget in its developmental stages
- Oversee, evaluate and assess the budget development process including making recommendations to the above-base budgeting and the District's Faculty Obligation Number (FON).
- Provide budget analysis to the District Governance Senate
- Develop and maintain a process for ensuring that resource allocations are linked to District planning
- Review and discuss implementation of policies related to fiscal resources.
- Serve as a forum for dialogue on ongoing fiscal activities, such as monthly and quarterly reports
- Review and share information on the state budget
- Annually review and update the *College of the Sequoias 2013 Resource Allocation Manual* as needed

## Membership

- Administrative co-chair appointed by superintendent/president or his designee
- Faculty or staff co-chair elected from among members
- Vice president, administrative services
- Three administrators appointed by the superintendent/president or his/her designee
- Four full-time faculty appointed by Academic Senate
- One adjunct faculty appointed by the adjunct faculty
- Two classified employees appointed by the classified employees
- One confidential employee appointed by the superintendent/president or his/her designee
- Two student representatives appointed by the Student Senate
- Non-voting member: dean of fiscal services

Given this clarification and revision of the Budget Committee's purposes and membership, there is now broad involvement in budget decisions and funding priorities through the participation of constituent group representatives on both the Budget Committee and the District Governance Senate. [\[R7.13\]](#) (Standards I.B.1., I.B.4., IV.A.2., IV.B.2.)

- Development of the District's Resource Allocation Process

In spring 2013 the District assessed, revised, and augmented its planning and decision-making processes. The District prepared three manuals which were reviewed by the Accreditation Task Force. [\[R7.6\]](#) [\[R7.9\]](#) [\[R7.13\]](#) As an additional mechanism for gathering feedback, open forums were held as described in other sections of this show cause report. [\[R7.14\]](#) The manuals that emerged from this process include:

- *College of the Sequoias 2013 Integrated Planning Manual*
- *College of the Sequoias 2013 Governance and Decision-making Manual*
- *College of the Sequoias 2013 Resource Allocation Manual*

These manuals were prepared to make all processes, including the resource allocation and budget development processes, available to all campus constituencies and to create an infrastructure to sustain these new and revised practices. [\[R7.6\]](#) [\[R7.9\]](#) [\[R7.13\]](#) (Standards I.B.4., I.B.5., III.D.1.d., IV.A.2., IV.B.2.)

The *College of the Sequoias 2013 Resource Allocation Manual* provides an overview of the sources of the District's revenues and identifies possible uses of those revenues to make it clear that funds may only be expended for purposes consistent with the intended purpose of the funding source. In addition, the document provides a detailed description of the process used to allocate resources including:

- Sources of revenue
- Categories of expenditures
- Base budget development process
- Above-base resource allocation process
- Links between resource allocations and planning
- Processes for assessing the effectiveness of resource allocations
- Evaluation of resource allocation processes
- Purpose and membership of the Budget Committee
- A reference list of board policies and administrative policies pertaining to budget development and resource allocations. (Standards I.B.4., III.D.1.d., III.D.2.d., III.D.3., IV.A.2.)

To maintain this document's usefulness as a viable resource, the Budget Committee has been assigned responsibility for reviewing this document annually and making revisions as needed. [\[R7.7\]](#) [\[R7.9\]](#)

## Self Evaluation

The College of the Sequoias Community College District satisfies Recommendation 7 as evidenced by the development and implementation of a systematic method to evaluate its decision making and budget development processes. The District uses the results of those evaluations as a basis for improvement.

In spring 2013, the District evaluated its planning and decision-making processes and used the results of those assessments to revise current processes and/or develop new processes. The

links between planning processes have been strengthened and are more clearly articulated as documented in the *College of the Sequoias 2013 Integrated Planning Manual*. Resource allocation processes are one component of the District's integrated planning cycle and, as such, will be regularly and systematically assessed. The effectiveness of how the District expends its resources will also be assessed through the annual report and the Institutional Program Reviews. Following an assessment of its decision-making processes, the purpose and membership of the Budget Committee was revised and strengthened. All revised and newly developed processes include opportunities for broad participation through the District's participatory governance model. [\[R7.6\]](#) [\[R7.7\]](#) [\[R7.9\]](#) [\[R7.13\]](#) (Standards I.B.1., I.B.2., I.B.3., I.B.4., I.B.5., II.A.2.a., II.B.4., II.C.2., III.A.6., III.B.2., III.C.2., III.D.1.a., IV.A.2., IV.B.2.)

The sustainability of these processes is ensured by the systematic evaluation as described and codified in the *College of the Sequoias 2013 Integrated Planning Manual*, *College of the Sequoias 2013 Governance and Decision-making Manual*, and *College of the Sequoias 2013 Resource Allocation Manual*. Examples from the District's efforts to ensure sustainability include:

- District-wide education about the new processes;
- Open forums and Accreditation summits as described previously in this show cause report; [\[R7.14\]](#) [\[R7.15\]](#)
- Convocation address in fall 2013; [\[R7.16\]](#)
- Training for all committees in fall 2013 and each year thereafter; [\[R7.17\]](#) [\[R7.18.1\]](#)
- Documentation: All processes, including the processes for assessing processes, are documented in the District's three manuals as well as the College of the Sequoias Institutional Planning Calendar; and [\[R7.6\]](#) [\[R7.7\]](#) [\[R7.9\]](#) [\[R7.13\]](#)
- Assignment of responsibility: Specific participatory governance groups and committee co-chairs have been assigned responsibility to implement the new and revised processes, including the process to evaluate and improve the processes. [\[R7.9\]](#)

An Implementation Task Force has been established to support and assist governance groups, senates and committees, transition to the new governance structure, planning and resource allocation processes. This task force is composed of individuals who participated in the Accreditation Task Force as the manuals were developed.

### **Actionable Improvement Plans**

- The superintendent/president, with the Implementation Task Force and the District Governance Senate will ensure compliance with the timelines and processes in the *College of the Sequoias 2013 Integrated Planning Manual* for all institutional planning processes. This repeats the actionable improvement plan in Standard I.A.3.
- The superintendent/president, with the Budget Committee and the Implementation Task Force, will ensure compliance with the processes of budget development and above-base resource allocation in the *College of the Sequoias 2013 Resource Allocation Manual*. This repeats the actionable improvement plan in Standard I.B.4.

---

## **Evidence for Recommendation 7: Evaluation of Processes**

---

- R7.1 Institutional Program Review Templates
- R7.2 Administrative Procedure 6300
- R7.3 Administrative Procedure 3261
- R7.4 Model of participatory governance approved in 2001
- R7.5 Accreditation Visiting Team Evaluation Report, October 2012
- R7.6. *College of the Sequoias 2013 Integrated Planning Manual*
- R7.7 College of the Sequoias Institutional Planning Calendar
- R7.8 District Year-end Senate/Council/Committee Evaluation
- R7.9 *College of the Sequoias 2013 Governance and Decision-making Manual*
- R7.10 *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*
- R7.11 Institutional Program Review template for 2013- 2014
- R7.12 Institutional Program Review Committee Meeting Minutes
- R7.13 *College of the Sequoias 2013 Resource Allocation Manual*
- R7.14 Community and On-Campus Forums
- R7.15 Accreditation Summit I and II agendas and materials
- R7.16 Fall 2013 Convocation Presentation
- R7.17 Organizational Meeting Agenda Guide: fall 2013
- R7.18 Committee Meeting Minutes: Fall 2013
  - District Governance Senate
  - Academic Senate
  - Student Senate
  - Budget Committee
  - Institutional Planning and Effectiveness
  - Institutional Program Review
  - Technology Committee