Accreditation Progress Report

College of the Sequoias

915 S. Mooney Blvd.
Visalia, CA 93277

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Preparation of Accreditation Progress Report

In February 2007, the 2006 Accreditation Chair (Dr. Thea Trimble) was recruited to oversee the development of the Progress Report for the College of the Sequoias as required in the Commission's letter of January 31 2007. Dr. Trimble created a timeline and recruited a new Steering Committee that consisted of representatives from various campus committees and departments that were responsible for addressing the Recommendations from the Accrediting Commission. The members of the Steering Committee served as liaisons to their respective committees. The Steering Committee members were:

Dr. Thea Trimble – Chair
Tim Garner, Director Research and Planning
Steve LaMar, College Council
Steve Renton, Budget Committee
Steve Natoli, Academic Senate, President
Jane Thomas, Student Learning Outcomes
Joni Jordan, Curriculum Committee, Chair
Michele Hester-Reyes, Academic Senate and Faculty and Staff Diversity Committee
Kathie Lewis, Director Library and Learning Resources
John Bratsch, Dean Human Resources

The Steering Committee developed the *Progress Report Survey*. The Survey was administered on-line in April 2007. The results were tabulated and distributed to the Steering Committee.

In May 2007, all campus committees responsible for addressing the Recommendations were asked to submit information to be included in the Progress Report. The information requested included what specific actions each committee had performed to address the Recommendations and the outcomes of those actions. In addition, each committee was asked to outline future plans for addressing the Recommendations.

The draft report was submitted to the Vice President of Academic Services and Accreditation Liaison Officer, Dr. Ron Johnson, who presented the report to the College Council in September. The report was then forwarded to the President and the Board of Trustees for their review and approval at their meeting of September 10th.

Signed:

William J. Scroggins Date: 10-10-07

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

Response to Team Recommendations and the Commission Action Letter

Recommendation 1

The team strongly recommends that the college establish a positive campus climate through an inclusive dialogue that embodies a culture of respect, civility, and trust to improve institutional decision-making, planning, and effectiveness. (Standard IA.4,1B.3, IB.4, IB.6, IB.7: Standard IIA.I,IIA.2, IIB.3, IIB.4, IIC.2; Standard IIIA.6, IIIB.2, IIIC.2, IIID. I, IIID.2g, IIID.3)

All campus committees are fully staffed and meeting on a regular basis. These include the Academic Senate, the Instructional Council, the Curriculum Committee, the College Council and its standing committees (Institutional Planning, Budget, Facilities & Safety, and Technology). The College Council has established the Student Equity Committee as a new standing committee of the College Council. The College Council has given the Student Equity Committee its charge[1] and the committee has begun meeting (see Recommendation 5).

In preparation for this Progress Report, a survey (*Progress Report Survey*) was administered on-line to the campus community.[2] An Accreditation Survey was administered in Fall 2005 in preparation for the 2006 Accreditation Report.[3] The participation of all campus constituents in the current survey shows a marked improvement. The table below demonstrates an overall 128% increase participation rate in the current survey over that given in Fall 2005. Participation by administrators increased by 108% and classified staff participation increased by 125%. Faculty (full-time and adjunct) participation increased by 134% (Note: The 2006 Accreditation Survey did not separate full-time and adjunct faculty responses.) This greatly increased level of survey participation demonstrates a distinct improvement in the engagement of College personnel in campus issues.

Participants	2006 Accreditation Survey	2007 Progress Report Survey
Administrators	13	27
Faculty (Full-time & Adjunct)	80	187
Classified Staff	55	124
Total	148	338

The *Progress Report Survey* asked those responding to indicate what activities they participated in both on and off campus. The results in the table indicate substantial rates of participation by all groups. Active participation in campus-wide committees is another indication of improved cooperation and dialogue amongst all constituent groups.

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[1] See page 20.
[2] See Attachment #1: Progress Report Survey
[3] College of the Sequoias Institutional Self Study Report in Support of Reaffirmation of Accreditation, pg 10

I Participate In:	Administrator	Full-time Faculty	Adjunct Faculty	Classified Staff	All
Campus-wide Committees	85.2%	61.9%	21.4%	31.5%	44.2%
Divisional Committees	33.3%	64.4%	18.6%	11.8%	33.0%
Community Organizations	74.1%	52.5%	38.6%	37.0%	45.6%
Professional Organizations	81.5%	71.2%	47.1%	23.6%	49.4%

In an attempt to directly assess the current perception of College personnel regarding campus climate, several statements were included in the *Progress Report Survey*. The results show clearly that the campus climate is improving. Significant percentages of respondents agree or strongly agree that there now exists a harmonious and collegial atmosphere at the college with administrators and full-time faculty having the highest levels of agreement, 92.3% and 78.0% respectively. The largest percentage of disagree/strongly disagree, 31.4%, was in the classified staff.

19. A harmonious, collegial atmosphere exists at COS.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	92.3%	78.0%	67.6%	62.9%	71.5%
Disagree/Strongly Disagree	7.7%	20.3%	23.6%	31.4%	24.1%
Do Not Know	.0%	1.7%	8.8%	5.6%	4.5%

Slightly over 70% of all survey participants felt that the atmosphere at the college has improved in the last three years. Only 12.8% of respondents felt the collegial atmosphere had not improved.

20. The collegial atmosphere has improved in the past 3 years.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	84.6%	85.6%	53.7%	62.4%	70.5%
Disagree/Strongly Disagree	3.8%	7.6%	14.9%	18.4%	12.8%
Do Not Know	11.5%	6.8%	31.8%	19.2%	16.7%

Increased and effective communication is one reason for the improved campus climate. In the *Progress Report Survey*, 78.4% of all respondents agreed that the College communicated effectively. Clearly, effective communication is a key indicator of effective dialogue.

21. The College communicates effectively through its website, e-mail and publications.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	84.6%	77.9%	81.2%	76.0%	78.4%
Disagree/Strongly Disagree	15.4%	18.6%	11.6%	20.0%	17.4%
Do Not Know	.0%	3.4%	7.2%	4.0%	4.1%

In the 2006 Accreditation Survey, a similar statement produced significantly lower percentages of agreement from all constituent groups. At that time only 46.3% of Faculty and 47.2% of Classified Staff agreed that communication at COS was effective.

Communication on campus is effective. (2006 Accreditation Survey)			
	Administrator	Full-Time & Adjunct Faculty	Classified Staff
Strongly Agree/Agree	76.9%	46.3%	47.2%
Disagree/Strongly Disagree	23.1%	50.0%	49.0%
Do Not Know	.0%	3.8%	3.8%

A distinctly improved campus climate is indicated when considering an increased dialogue with the Superintendent/President. Since the Accreditation Report, communication between the Superintendent/President and the College has been consistent and on-going. The Superintendent/President writes a Weekly Report[4] to the Board of Trustees. These reports contain a variety of information about events and issues at the College, in the State-wide system, in the legislature and in the community. The reports, while relatively brief, also provide links to original articles, letters and other information related to the topics discussed. These reports are e-mailed to the entire campus community and a link to them is posted on the homepage of the College web site, where they can be easily accessed by anyone on or off campus. The *Progress Report Survey* responses clearly demonstrated the increased dialogue between the Superintendent/President and the campus constituents and with the community. Of significance is the extremely low percentage, 4.5%, of those respondents that disagreed or strongly disagreed with this statement.

23. The current Superintendent/President has an open door policy for employees and the public at large.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	88.4%	87.2%	71.0%	68.0%	76.9%
Disagree/Strongly Disagree	3.8%	1.8%	4.3%	7.2%	4.5%
Do Not Know	7.7%	11.1%	24.6%	24.8%	18.7%

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

An improved campus climate is a key indicator of improved institutional decision-making, planning and effectiveness. The perception of those responding to the *Progress Report Survey* is that campus groups are working together to achieve the goals and objectives of the College. Large percentages of administrators (96.1%) and Full-time Faculty (82.9%) strongly agree or agree that cooperation and collaboration are occurring. However, 31.3% of Classified Staff "disagree or strongly disagree" with this statement. This is the same proportion that disagreed that there is a collegial atmosphere at COS. It is unclear from this survey what the source or sources of this dissatisfaction may be. Further research in this area is anticipated.

18. Administration, faculty and classified staff work collaboratively to further institutional improvements.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	96.1%	82.9%	69.1%	62.4%	73.5%
Disagree/Strongly Disagree	3.8%	15.4%	19.1%	31.3%	21.2%
Do Not Know	.0%	1.7%	11.8%	6.4%	5.4%

This same statement was included in the 2006 Accreditation Survey. In comparing the responses, a clear improvement is demonstrated. Overall agreement is currently very high with 73.5%. In the 2006 Accreditation Survey only 55.2% of the respondents strongly agreed or agreed with this statement.

Administration, faculty and classified work collaboratively on behalf of institutional improvements. (2006 Accreditation Survey)				
	Administrator	Full-Time & Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	61.6%	52.0%	58.5%	57.4%
Disagree/Strongly Disagree	38.5%	42.9%	39.6%	40.3%
Do Not Know	0%	5.2%	1.9%	2.4%

Improved participation and dialogue have resulted in increased cooperation and results. Several examples are outlined in this section and others will be discussed in later sections as they apply to other accreditation recommendations.

The Academic Senate and the Instructional Council have developed a set of Professional Responsibilities[5] for faculty and a set of Division Chair Duties[6]. During this process, the appropriate administrators were consulted. Once ratified by the Academic Senate, these were negotiated between management and the COS Teachers Association (COSTA) and incorporated into the current contract.

[5] See Attachment #2: "Article XXIII, Professional Responsibilities"
[6] See Attachment #3: "Article XXIV, Division Chair Duties and Responsibilities"

Another example of improved dialogue and cooperation occurred during the process of awarding sabbatical leaves for the 2007-2008 school year. Only two requests were approved through the normal process and timeline. The administration requested that another call for sabbaticals be sent out with the express purpose of working on improving Basic Skills (an Institutional Goal). In consultation with the Academic Senate and the Faculty Enrichment Committee, this request was agreed to. Two additional sabbaticals for improving ESL Writing were granted as a result of this cooperation.

Increased dialogue and cooperation is also evident in the development and hiring of a Faculty Coordinator of Distance Education.[7] College of the Sequoias currently offers a number of distance education courses that utilize a variety of methodologies. There has been a discussion for a number of years about whether and how COS should increase its distance education offerings. In a three-way dialogue between the Superintendent/President and COSTA, the Academic Senate developed a job description for a Faculty Coordinator of Distance Education. This person is now coordinating the planning of distance educational efforts and developing training for faculty members who wish to pursue offering courses utilizing different methodologies.

Summary:

We conclude that the above evidence indicates a significant overall improvement in the campus climate, and that advancement toward the creation of a culture of respect, civility, and trust has occurred since the 2006 Accreditation Team visit.

[7] See Attachment #4: Deborah I. Nolan Bio

Recommendation 2

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

The College of the Sequoias reviews its Mission annually and updates the Mission as necessary. The latest revision of the Mission occurred in Spring 2007. The Institutional Planning Committee developed the revision that was forwarded to the College Council for approval and adopted by the Board of Trustees in May 2007. The main focus of the revision was to emphasize student learning as being central to the Mission of the College. The new Mission Statement for COS 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 their 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 primary function of the Mission is to guide the activities of the College. Our *Progress Report Survey* assessed the perception of constituent groups on how well the new mission statement accomplishes this task. A large majority of all groups agree that the Mission Statement serves as a guide for the institution.

1. The Mission Statement [see above] guides the development of new programs and services.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	88.9%	89.9%	79.7%	83%	85.2%
Disagree/Strongly Disagree	7.4%	5.9%	13%	8.1%	8.3%
Do Not Know	3.7%	4.2%	7.2%	8.9%	6.5%

This statement was also in the 2006 Accreditation Survey for Administrators and Faculty. (No equivalent statement was included in the survey for Classified Staff in the previous survey.) There has been significant improvement in the perception of the linkage between the Mission Statement

and the actions of the College. In the 2006 Accreditation Survey only 66.7% of Administrators and 61.8% of Full-time and Adjunct Faculty agreed with this statement. Interestingly, not only have the percentage of those that disagreed gone down since then, but also the percentages who indicated "do not know" were reduced.

The Mission Statement guides the development of new programs and services. (2006 Accreditation Survey)		
	Administrator	Full-Time & Adjunct Faculty
Strongly Agree/Agree	66.7%	61.8%
Disagree/Strongly Disagree	25.0%	26.5%
Do Not Know	8.3%	11.8%

Resource allocation is critical for the College to meet its Mission and to accomplish its Institutional Goals. The *Progress Report Survey* assessed the perception of college constituencies as to whether the College is tying funding to the Mission of focusing on "student learning". Overall, 53.0% of those responding to the survey strongly agreed or agreed with this statement. Significant proportions, 28.6%, indicated "do not know" and 18.5% indicated "disagree or strongly disagree" with this statement.

17. Funding allocations that focus on student learning are given appropriate priority.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	69.2%	55.6%	54.4%	46.4%	53.0%
Disagree/Strongly Disagree	19.2%	19.7%	17.2%	18.4%	18.5%
Do Not Know	11.5%	24.8%	29.4%	35.2%	28.6%

The same statement in the 2006 *Accreditation Survey for Administrators and Full-Time and Adjunct Faculty* indicates a slight improvement in this area. There has been a large reduction in those that "disagree or strongly disagree" and an increase in those that do not know.

Funding allocations that focus on student learning are given appropriate priority. (2006 Accreditation Survey)		
	Administrator	Full-Time & Adjunct Faculty
Strongly Agree/Agree	61.6%	42.5%
Disagree/Strongly Disagree	30.8%	40.3%
Do Not Know	7.7%	16.9%

A different (though related) statement concerns funding that allows the College to meets its goals and objectives. The results of the *Progress Report Survey* indicate a majority of all constituent groups strongly agree or agree with this statement. Sixty-one percent of all respondents agreed with statement with Administrators having the highest percentage of agreement, 80.7%. For Faculty and Classified Staff, the percentage of those that "do not know" was higher than those who disagreed.

16. Funding priorities are helping the College meet its goals and objectives.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	80.7%	64.4%	54.5%	57.7%	61.1%
Disagree/Strongly Disagree	19.2%	15.1%	11.7%	18.7%	16.4%
Do Not Know	.0%	19.5%	33.8%	23.6%	22.4%

In comparison with the same statement in the 2006 Accreditation Survey, the *Progress Report Survey* showed a modest increase in the percentage of respondents who "strongly agreed/agreed" (from 4% to 15%). The percentages of "do not know" answers increased for Faculty and Classified Staff, but the "disagree or strongly disagree" responses decreased.

Funding priorities are helping the College meet its goals and objectives. (2006 Accreditation Survey)			
	Administrator	Full-Time & Adjunct Faculty	Classified Staff
Strongly Agree/Agree	76.9%	49.4%	67.9%
Disagree/Strongly Disagree	23.1%	39.0%	26.4%
Do Not Know	.0%	11.7%	5.7%

It is important that funding allocations also allow the College to meet its Mission of focusing on "student learning". The College has already made significant advances in this area. The *Progress Report Survey* identified 92.3% of Administrators and 84.7% of Full-time Faculty felt educational planning is integrated with resource distribution to achieve student learning outcomes. Extremely low percentages disagreed with this statement (0% and 1.6% respectively).

25. The current Superintendent/President ensures that educational planning is integrated with resource distribution to achieve SLOs.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	Total
Strongly Agree/Agree	92.3%	84.7%	73.9%	62.4%	74.8%
Disagree/Strongly Disagree	0%	1.6%	2.9%	2.4%	2.1%
Do Not Know	7.7%	13.6%	23.2%	35.2%	23.1%

This is a dramatic improvement since the 2006 Accreditation Survey. In that survey 61.5% of Administrators and 49.3% of Faculty agreed that this occurred. In addition, 30.4% of Administrators and 16.4% of Faculty disagreed that this was happening. Overall agreement responses increased 19.3% between surveys.

The President ensures that educational planning is integrated with resource distribution to achieve SLOs. (2006 Accreditation Survey)				
	Administrator	Full-Time & Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	61.5%	49.3%	55.6%	55.5%
Disagree/Strongly Disagree	30.4%	16.4%	13.0%	59.8%
Do Not Know	7.7%	34.2%	31.5%	42.5%

In the continuing cycle of evaluation it is important that constituents receive the research information needed to make valid evaluations of programs. The *Progress Report Survey* assessed perceptions on whether this is accomplished at the institutional level and at the program level. In both cases very large percentages of all constituent groups agreed that the College was accomplishing this goal. Over three quarters of all respondents agreed that research information was provided. The integration of student learning outcome activities and assessments into the curriculum process and into Program Review (see below and Recommendation 3) is likely to strengthen the research activities and the evaluation processes.

2. Evidence of institutional performance is made available by the College to college personnel (Student success rates, Certificates/Degrees awarded, etc.).					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	88.9%	83.1%	70.6%	74.2%	77.7%
Disagree/Strongly Disagree	7.4%	11.0%	11.8%	12.1%	11.3%
Do Not Know	3.7%	5.9%	17.6%	13.7%	11.0%

3. Evidence of program performance is made available by the College to college personnel (Program Reviews, Student success rates, etc.).					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	92.3%	82.2%	63.3%	75.8%	76.8%
Disagree/Strongly Disagree	7.7%	12.0%	13.2%	10.5%	11.0%
Do Not Know	.0%	6.8%	23.5%	13.7%	12.2%

Both statements were also in the 2006 Accreditation Survey. The percentage that agreed has improved slightly for Faculty and fairly substantially for Administrators and Classified Staff. This demonstrates that the College is continuing to make improvements in communication and dialogue.

The College provides evidence of institutional performance. (2006 Accreditation Survey)			
	Administrator	Full-Time & Adjunct Faculty	Classified Staff
Strongly Agree/Agree	75.0%	81.7%	59.6%
Disagree/Strongly Disagree	8.3%	9.9%	19.2%
Do Not Know	16.7%	8.5%	21.2%

The College provides evidence of program performance. (2006 Accreditation Survey)			
	Administrator	Full-Time & Adjunct Faculty	Classified Staff
Strongly Agree/Agree	58.3%	78.0%	64.7%
Disagree/Strongly Disagree	25.0%	13.2%	13.8%
Do Not Know	16.7%	8.8%	21.6%

Program Review is the primary method by which departments and programs assess themselves. A Program Review Steering Committee that reports to the Institutional Planning Committee oversees Program Review at COS. The Program Review Steering Committee is continuing to evaluate the processes of Program Review and make changes when needed. The *Progress Report Survey* indicates a very high level of agreement that Program Review does evaluate the effectiveness of programs with 74.3% of all respondents having a favorable perception of the process.

6. Program Review evaluates the effectiveness of courses and programs.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	92.3%	79.3%	60.3%	73.6%	74.3%
Disagree/Strongly Disagree	3.8%	18.1%	16.2%	10.4%	13.7%
Do Not Know	3.8%	2.6%	23.5%	16.0%	11.9%

A similar statement was included in the 2006 Accreditation Survey. In comparison to those results, there has been a significant increase in both Administrators (15.3%) and Faculty (9.4%) that agree with this statement. There was not an equivalent statement in the Classified Staff survey.

Courses and programs are evaluated for effectiveness. (2006 Accreditation Survey)		
	Administrator	Full-Time & Adjunct Faculty
Strongly Agree/Agree	77.0%	61.4%
Disagree/Strongly Disagree	15.4%	32.9%
Do Not Know	7.7%	5.7%

The evaluation that occurs in Program Review leads to the identification of various things that need to be modified and improved within departments and programs. A very large percentage of all respondents (77.3%) agree that Program Review does in fact accomplish this.

15. Program Review is used by departments and divisions to identify needed improvements.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	88.4%	83.0%	62.3%	77.6%	77.3%
Disagree/Strongly Disagree	11.5%	13.5%	14.4%	8.8%	11.9%
Do Not Know	.0%	3.4%	23.2%	13.6%	10.9%

In the 2006 Accreditation Survey, a similar statement elicited very different responses. In that survey more Administrators (92.3%) indicated an agreement with the statement than currently agree, while substantially lower percentages of Faculty (62.1%) and Classified Staff (64.2%) agreed.

Program Review is used to identify needed improvements. (2006 Accreditation Survey)			
	Administrator	Full-Time & Adjunct Faculty	Classified Staff
Strongly Agree/Agree	92.3%	62.1%	64.2%
Disagree/Strongly Disagree	7.7%	26.6%	24.5%
Do Not Know	.0%	11.4%	11.3%

During the last planning cycle, the Institutional Planning Committee initiated a new planning process to develop institutional goals and objectives. The entire campus community was asked to submit "Challenges" facing COS. In a qualitative thematic analysis, the Institutional Planning Committee organized all of the responses into themes. The themes and challenges were passed up to the College Council that then developed the 2006-2009 Institutional Goals and Objectives.[8]

In Spring 2007, the Institutional Planning Committee convened Work Teams to identify activities that will allow the College to meet these goals and objectives. For all of the activities identified during this process, persons responsible for accomplishing the activities were also identified along with specific resources that will be needed for the activities, a timeline for the activities and deliverables of the activities.[9] This process will allow a closer linkage of resource allocation to the accomplishment of institutional goals and objectives.

The Program Review Steering Committee has altered the Program Review process to conform to this format. For the programs undergoing Program Review during the 2006-2007 school year, the Executive Summary required the placement of the activities and improvements identified in their current Program Review into the newly identified Institutional Goals and Objectives. Here again, responsible persons, resources needed, timelines and deliverables were identified by each program. This will help focus all departments and programs on the institutional goals and objectives and will create linkages between resource allocations and the achievement of the institutional goals and objectives.

The Budget Committee has developed "Fiscal Principles and Procedures for the College of the Sequoias". (See addendum.) This document clearly identifies Program Review as the basis for budgeting and outlines the procedures for budget requests and allocations for all budget categories. It also identifies and describes numerous types of funding (income) and expenditures for the College. This document will serve as the basis for informed dialogue during the budgeting process at COS.

[8] See Attachment #5: "Institutional Goals, 2006-2009"
[9] See Attachment #6: "Institutional Goals Work-Teams Revisions, June 2007"

The Curriculum Committee has worked with the Academic Senate and Administration to improve its processes. The Curriculum Committee developed a "Course Currency Plan" that was forwarded to and adopted by the Academic Senate. This plan is designed to address the number of courses that have not undergone review in the last 5 years, with the goal of getting all courses current and maintaining a process that keeps them current. In August of 2007 the new Vice President of Academic Services compiled a list of 364 courses that have not been offered in 2 or more years. This list has been distributed to Academic Deans and Division Chairpersons with direction to either delete these courses from the catalogue or actively offer them within the next academic year.

In order to address significant issues related to curriculum development, student learning outcomes and the assessment of those outcomes, the Curriculum Committee in dialogue with the Academic Senate and Administration has developed a plan to restructure the committee and divide the duties of the committee. The re-structured Curriculum Committee will consist of two groups. One group would be involved with the technical review and approval of course outlines. The other group would be involved in developing and implementing curriculum policies. This will help streamline the curriculum approval process and ensure that policy issues are receiving appropriate attention. As a part of this re-structuring of the Curriculum Committee, the College has purchased and is implementing CurricuNet, a web-based curriculum management program. Training of committee members, Division Chairs and Division Curriculum Committee members will commence in October 2007.

The Chair of the Student Learning Outcomes Committee (SLO Committee) is a standing member of the Curriculum Committee. The collaboration between these important committees has led to significant results in identification and assessment of student learning outcomes (see Recommendation 3). The SLO Committee Chair has also been attending Institutional Planning Committee meetings to dialogue with respect to integrating student learning outcomes into existing college planning processes and reports. As a result of this work, by the 2007-2008 cycle student learning outcome activities and assessment results for programs and courses will be included in Program Review and other planning reports. Since Program Review is a primary mechanism in the budget process, clear linkages have been established between student learning outcomes, assessment of those outcomes, plans to improve learning, budget allocations to implement the plans, and the re-assessment of the learning outcomes as part of an Integrated Planning cycle.

Summary:

Based upon available evidence and the significant increases in positive perceptions by all constituent groups, the committee asserts that all campus constituent groups do engage in an institutional decision-making and planning process, which is linked and central to the college mission. Though the processes are currently in development, substantial changes in the administration of the college hold promise for the continuation and rapid growth of these college-wide initiatives.

Recommendation 3

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

The College of the Sequoias has a Student Learning Outcomes (SLO) Committee that was established in 2004. Since that time the SLO Committee has spearheaded efforts to educate faculty on the identification and assessment of student learning outcomes. The committee maintains an active web-page, sponsors training workshops, dialogues with the Curriculum Committee and the Academic Senate regarding issues related to student learning outcomes, and informs the campus community as a whole through e-mail announcements. The diligence of the SLO Committee has led to significant advances in the identification and assessment of student learning outcomes at all levels of instruction; course, program, and institutional levels.

On August 28, 2006 a campus-wide workshop was presented with the purpose of identifying Institutional-level student learning outcomes. Over the course of the 2006-2007 school year, the student learning outcomes were vetted and refined. On May 9, 2007 the Academic Senate adopted the Institutional-level student learning outcomes. They are:

1. **Quantitative Reasoning:** Apply quantitative and symbolic reasoning to obtain objective solutions to problems and equations.

2. **Writing and Reading:** Write coherently and effectively, adjusting to a variety of audiences and purposes, while taking into account others' writings and ideas.

3. **Oral and Listening Skills:** Communicate effectively for a given purpose within the specific context of a communication event.

4. **Information Literacy:** Locate, evaluate and use information from a variety of sources to take action or make a decision.

5. **Social Interaction:** Demonstrate effective self-management and interpersonal skills with people from a variety of backgrounds to seek consensus, resolve conflicts and take responsibility.

These institutional learning outcomes will be reviewed in one year, along with a plan for assessment of these outcomes.

In January of 2007 a Workshop on Program-level student learning outcomes was held. Attendees listened to a panel of vocational faculty and participated in hands-on SLO mapping activities.

Educational packets of training materials were provided to each Division Chair in Fall 2006 to assist them in training and implementing student learning outcomes at the program level. This was followed in March 2007 with the dissemination of material to all faculty. This packet included: 1) "Constructing a Framework for Campus-wide Decision Making on Student Learning Outcomes"; 2) Accreditation Standards; 3) "Nine Principles of Good Practice for Assessing Student Learning"; 4) "The Teaching-Learning Cycle" by Bill Scroggins; and 5) Accreditation Commission Annual Report data request.

After dialogue and consultation, the Academic Senate and Administration agreed to "SLO Assessment Guidelines".[10] These guidelines explain the fundamentals of assessment; what is assessment; who will develop the processes of assessment; what will assessment be used for; what will assessment not be used for; what the College's role is in assessing student learning; how will the assessment of student learning be used.

The SLO Committee is continuing its offerings of brown-bag training sessions. The topics include: Course Outlines and CurricuNet; Rubrics Development; Classroom Assessment Techniques; Program-level Student Learning Outcomes; Calibrated Peer Review and Experimental Design. Each session is offered twice to allow for the maximum attendance.

The Chair of the SLO Committee and other committee members have continued to attend state-wide meetings. These include the first *Student Success Conference* held in San Jose earlier this year. The Chair attended both of the State Academic Senate sponsored meetings for SLO Coordinators in March and April. In addition, the Chair attended the State Academic Senate meeting in April.

The English as a Second Language (ESL) Program provides an example of the work continuing at COS in developing and assessing student learning outcomes. The program faculty held bi-weekly meetings with the Director of the EOP & S and CARE Programs, a Counselor and a Counseling Technician. The focus of these meetings was to better understand the challenges our students face and how to effectively address these affective and academic student challenges. The goal of this work is to support student success in and attainment of student learning outcomes in ESL courses and Human Development (HD) courses. These meetings are continuing. The ESL Program faculty then met as a group to discuss the importance of implementing more outcomes assessments in all ESL courses. They have been developing different assessment tools and used the Fall FLEX time to "norm" collected writing samples from ESL courses and to discuss how to implement SLO assessments in other ESL courses. The review of essays will allow the faculty to

[10] See Attachment #7: "College of the Sequoias Academic Senate Student Learning Outcomes Assessment Guidelines"

more closely align their assessment techniques. One of their goals is to develop a map of all ESL skills, to be shown as an easily understandable chart.

In 2005 the Curriculum Committee adopted a change in the course outline forms that required faculty to identify student learning outcomes for each course. All courses developed or modified since that time have followed that format. This change in curriculum development is recognized by a significant majority of Faculty as being integral to course approval at COS. Over 80% of Full-Time and Adjunct Faculty recognized that identification of student learning outcomes was a part of course approval in the *Progress Report Survey*. It is not surprising that a lower percentage of Classified Staff (52.8%) agreed with this, since many of them are not directly involved with the curriculum process. Of particular note is that the Adjunct Faculty are aware of this and relatively few indicated "do not know" (14.5%). Clearly, the education of the campus community as a whole and of all faculty in particular, has been inclusive and wide-spread.

26. The curriculum process includes identification of Student Learning Outcomes (SLOs) as a part of course approval.

	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	72.8%	86.4%	81.1%	52.8%	74.2%
Disagree/Strongly Disagree	.0%	5.9%	4.3%	1.1%	3.8%
Do Not Know	27.3%	7.6%	14.5%	46.1%	22.0%

There has been a substantial increase in the percentages of Administrators and Faculty that are aware of this requirement of course approval. In the 2006 Accreditation Survey only 36.4% of Administrators and 49.3% of Full-Time and Adjunct Faculty agreed that identification of student learning outcomes was a part of the course approval process. Significant percentages of both responded "do not know"(18.2% and 16.9%, respectively).

The curriculum process includes identification of Student Learning Outcomes as a part of course approval. (2006 Accreditation Survey)

	Administrator	Full-Time & Adjunct Faculty
Strongly Agree/Agree	36.4%	49.3%
Disagree/Strongly Disagree	45.5%	33.9%
Do Not Know	18.2%	16.9%

Inclusion of student learning outcomes in course outlines is just the first step in an on-going process of identification of student learning outcomes, assessment of those outcomes and improvement of courses and programs. The *Progress Report Survey* attempted to ascertain how far along this continuum the College of the Sequoias has progressed. As shown below, 97.4% of Full-Time Faculty and 85.5% of Adjunct Faculty agreed that student learning outcomes were being developed in their programs or divisions. This demonstrates a significant increase in the engagement of faculty in the process of identification of student learning outcomes.

27. Your program or division has developed or is developing SLOs.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	91.0%	97.4%	85.5%	55.7%	81.4%
Disagree/Strongly Disagree	9.1%	1.6%	1.4%	3.4%	2.4%
Do Not Know	.0%	.8%	13.0%	40.9%	16.1%

Here again, there has been substantial improvement in this area over the last couple of years. The 2006 Accreditation Survey utilized a similar statement and there was substantially less agreement, with only two-thirds of Faculty agreeing that the process of student learning outcomes identification was occurring.

Your program or your division is in the process of developing SLOs. (2006 Accreditation Survey)		
	Administrator	Full-Time & Adjunct Faculty
Strongly Agree/Agree	80.0%	66.6%
Disagree/Strongly Disagree	10.0%	27.7%
Do Not Know	10.0%	5.6%

Development of student learning outcome assessments is the next step in the implementation of student learning outcomes. As seen below, 92.3% of Full-time Faculty and 75.4% of Adjunct Faculty agreed that this was occurring in their programs or divisions. Clearly, the Faculty are engaged in this endeavor and the educational efforts of the SLO Committee and the dialogue on assessments have reaped significant results.

28. Your program or division has developed or is developing SLO assessment.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	100.0%	92.3%	75.4%	50.0%	76.4%
Disagree/Strongly Disagree	.0%	4.3%	4.4%	4.5%	4.2%
Do Not Know	.0%	3.4%	16.2%	45.5%	19.4%

The ultimate goal of assessment of student learning outcomes is to improve instruction, and thus student success. The *Progress Report Survey* indicated a lower level of agreement that the assessment results are being utilized for this purpose; about two-thirds of Faculty agreed that this was occurring in their programs. While this represents a lower agreement level compared to the previous statements, it is still a significant proportion. This decrease may indicate that the assessments being developed have not yet been implemented, or they have not yet yielded significant results.

29. Your program or division uses the results of SLO assessment to improve programs.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	80.0%	65.0%	66.2%	43.6%	59.3%
Disagree/Strongly Disagree	10.0%	21.4%	8.8%	8.0%	13.9%
Do Not Know	10.0%	13.7%	25.0%	48.3%	27.0%

The SLO Committee will continue to focus on its educational efforts. The SLO Committee is currently requesting 20% faculty re-assigned time specifically to coordinate training activities for the faculty. This Training Coordinator would work closely with both the Faculty Enrichment Committee and the Curriculum Committee to ensure sufficient and relevant training is available for all faculty.

The SLO Committee will be working on the assessment and review of the newly approved institutional-level student learning outcomes. They will also be developing additional training for course-level student learning outcomes, as well as a review rubric for those outcomes.

The Curriculum Committee and the SLO Committee have developed a curriculum process that, when fully implemented, will maintain and strengthen the focus on assessment of learning outcomes and improving instruction. As discussed in Recommendation 2, the CurriucNet program will require assessment tools and assessment results are included during the course modification/updating process. The continual cycle of assessment, evaluation and improvement will be an integrated part of the curriculum process. When coupled with the Course Currency Plan, this will lead to a campus culture of assessment, evaluation and improvement, rather than sporadic efforts in these areas.

Summary:
We believe that the forgoing data identifies substantial and on-going efforts to achieve full implementation and assessment of student learning outcomes at all institutional levels.

Recommendation 5

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

The College faces substantial challenges in providing the educational resources for the communities in our district. The Lumina Foundation funded an initiative to evaluate and rank the educational needs of each of the 3140 counties in the United States.[11] The assessments of these experts were based on a variety of county and state indicators including Education (percent of population with various degree attainment levels); Economic indicators (percent of population in poverty, unemployment rates, etc.), Market Demand (population growth issues), and Population (variables that control population size). Tulare County ranked number 42 in educational needs, out of 3140 counties in the United States. In California, only Madera County (41) and Imperial County were rated has having more educational needs than Tulare County. Kings County ranked 68.

While the educational challenges the College faces are substantial, COS has had significant success in assisting its diverse student population in achieving their educational goals. *Hispanic Outlook in Higher Education* (March, 2006) identified College of the Sequoias as one of the top 50 community colleges in terms of both enrollment and graduation rates of Hispanic students.[12] The same periodical recognized the College's LISTO Program as a model program (September, 2006).[13] The learning communities established by the LISTO Program are effective in increasing retention and success in Hispanic and low income students.

The College of the Sequoias is reinstating a MESA Program beginning Fall 2007. This will initially be an "un-endowed" program. However, the College is in the process of writing a grant to fully fund MESA for Fall 2008. A recently vacated classroom has been designated the new MESA Center and an Interim Director has been hired to reorganize the program.

The College of the Sequoias' Student Equity Committee developed a Student Equity Plan in January 2005. In January 2007, the College Council voted to establish the Student Equity Committee as a standing committee of the College Council. The College Council created a charge for the committee and outlined the membership of the committee. The adopted charge of the Student Equity Committee is:

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[11] http://www.educationalneedsindex.com/index.php

[12] See Attachment #8: The Hispanic Outlook in Higher Education, "Top 50 Community Colleges"

[13] See Attachment #9: The Hispanic Outlook in Higher Education, "LISTO Assures Transfer Success at College of the Sequoias"

"The Student Equity Committee is charged with improving access and equity for all students attending COS. The Committee will: 1) monitor statistics on access, placement, retention and completion data by demographic measures, 2) report access, retention and completion data regularly, including a analysis of this data, 3) monitor existing intervention strategies to improve access and success of under achieving groups of students, and 4) make recommendations on the creation of new and improved existing intervention strategies."

As a standing committee of the College Council, the Student Equity Committee will make reports at the meetings of the College Council. The Student Equity Committee is now integrated into the governance and planning structures of the College of the Sequoias. This will ensure more effective and coordinated efforts at implementing the Student Equity Plan. The Committee is developing a stronger connection between access and equity issues that are addressed in Program Review and in the strategic plans of the College.

The College of the Sequoias applied and been accepted into the "Campus Change Network". The Campus Change Network is a project of California Tomorrow, a social justice non-profit organization. Acceptance into the project affords access of the College to the resources of this group and other colleges further along in their work on student equity. The Campus Change Network group on campus has now been folded into the Student Equity Committee. The combined Student Equity Committee/College Change Network (SEC/CCN Committee)meets regularly.

The Superintendent/President, a member of both groups, presented "8 Points of Action on Diversity" to the SEC/CCN Committee. The eight points are:

1. Disseminate a monthly newsletter, via e-mail and in mailboxes, giving statistics and narratives on various activities to address diversity.... End each by describing how the reader can get involved and make a difference.

2. Re-conceptualize the description of existing student support services by creating scenarios for each type of student who would need those services.

3. Initiate a case study system to track counseling/advising contacts with students in order to provide: 1) continuity of advice; 2) sharing of information between several programs that an individual might access, and; 3) information about overlap of services provided between programs.

4. Develop innovative pedagogy to address both diversity of student contextual backgrounds and diversity of student learning styles. Couple the project with research on the effectiveness of these innovations to improve student achievement.

5. Provide training for faculty to understand cultural context and learning styles of COS students, plus share instructional styles that are effective in addressing the diversity of backgrounds and learning styles, based on research published in the literature.

6. Revitalize the Student Equity Plan, connecting it to the Educational Master Plan and Program Review.

7. Complete the Equal Employment Opportunity Plan and assure that campus diversity needs are met.

8. Hold a Summit among the SEC/CCN Committee, Faculty & Staff Diversity Committee and invite California Tomorrow staff to attend.

The joint SEC/CCN Committee held the Summit in May 2007. Participants included the Superintendent/President and the Vice Presidents of Administrative Services, Academic Services and Student Services; Academic Senate members; College Council members, Academic and Student Services Deans; Division Chairs; Faculty & Staff Diversity Committee; and members of the SEC/CCN Committee. A Senior Associate of California Tomorrow attended and presented a talk titled "What do you mean by Diversity?" The participants were divided into three groups; Student Service, Academic Services and Administrative Services. These groups selected sections of the Student Equity Plan to discuss. The discussions centered on Basic Skills, Student Services and Human Resources. Each group discussion identified areas that deal with issues of diversity, outlined strategies employed to address the diversity in that section, assessed the effectiveness of the strategies, and determined what other strategies needed to be added to make COS an more effective institution.

The COS ESL Program (see Recommendation 3) is an example of the work being done at the program level to address our diverse population of students. In addition to their work on developing and assessing student learning outcomes, they have examined the need for their courses in other populations of students. Many students need language assistance, both in writing and reading. The faculty in this program felt that the upper level courses could be modified to serve a wider group of students. In association with that re-writing of the curriculum, it was decided to re-name these classes to "English for Academic Purposes" or EAP. It was felt that many students at COS do not register for ESL classes because of the stigma attached to this label.

The *Progress Report Survey* demonstrates that the Faculty, full-time and adjunct, and the Classified Staff believe that the College of the Sequoias uses the needs of our diverse student population as the basis for decisions on curriculum, programs and academic services. However, over a quarter of Administrators disagreed with this statement. More inquiry needs to happen for us to understand this anomaly.

33. The needs of our diverse student body form the basis of our decisions about curriculum, programs an academic services at the College.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	63.7%	77.1%	72.4%	70.8%	73.5%
Disagree/Strongly Disagree	27.3%	11.0%	10.1%	10.1%	11.2%
Do Not Know	9.1%	11.9%	17.4%	19.1%	15.3%

The College has also been active in focusing on diverse student populations. The Academic Senate has formed the Distance Education, College of the Sequoias (DECOS) standing committee. The DECOS standing committee will develop and recommend policies related to distance education to the Academic Senate. The DECOS Committee has revised the Distance Education Guidelines[14] that were approved by the Academic Senate. These guidelines have been forwarded to the President's Cabinet for review. The DECOS Committee will review standards for distance education courses, the qualifications of faculty teaching those courses and training for faculty who wish to teach distance education courses. The new Faculty Coordinator of Distance Education will chair this committee and oversee its activities. Discussions are underway to change the course management system from Blackboard to another system. The DECOS Committee is in the planning stages of a technology mini-conference, and the Academic Senate is also working towards increasing staff development opportunities through an expanded FLEX program. Particular emphasis will be placed on innovation and enhancement of pedagogical practices at COS. These pedagogical innovations will allow the College of the Sequoias to better serve its diverse student population through addressing multiple learning styles and needs.

The *Progress Report Survey* identified some improvement in the College's efforts to promote an understanding of diversity on campus. Overall 86.0% of the respondents indicated an agreement that COS has programs, practices, activities and services that promote an understanding of diversity. Administrators had the highest level of disagreement with 16.0%. Evidence will need to be developed that allows us to more carefully assess this area.

8. Through programs, practices, activities and services, a deeper understanding of diversity is promoted.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	Total
Strongly Agree/Agree	84.0%	88.0%	84.0%	85.4%	86%
Disagree/Strongly Disagree	16.0%	9.4%	7.2%	7.2%	8.7%
Do Not Know	.0%	2.6%	8.7%	7.3%	5.4%

[14] See Attachment #10: "DECOS, Guidelines for Distance Education Course Offerings

The 2006 Accreditation Survey had slightly lower percentages of those that agreed with this statement. There has been a decrease in those that disagree in all categories except Administrators, which had a slight increase. There was a decrease in the percentages of all groups in those that do not know.

Through programs, practices and services, an understanding and appreciation for diversity is promoted. (2006 Accreditation Survey)				
	Administrator	Full-Time & Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	77.0%	84.1%	83.4%	81.5%
Disagree/Strongly Disagree	15.4%	11.6%	14.9%	13.9%
Do Not Know	7.7%	4.3%	1.9%	3%

The Diversity Committee is working on an Equal Employment Opportunity Plan consisting of sixteen components. A number of sections have been completed, including the Introduction, Definitions, Policy Statement, Delegation of Responsibility, and Complaints. The other sections of the EEO Plan are written but are awaiting the additional information from the Chancellor's Office and/or the completion and implementation of the EEO Plan itself. Completion of the EEO Plan is anticipated to be Spring 2009. Our delay in finishing this plan is due to a current delay in receiving data from the Chancellor's Office on statewide under-representation numbers. The EEO Plan will formalize the hiring processes for all employee groups. Employees will be given training and will sit as EEO Officers throughout job recruitments. The Diversity Committee is developing a campus web page that should be on-line by Fall 2007.

Awareness of the need for a diverse faculty and administration is clearly indicated by the vast majority of those responding to the *Progress Report Survey*. Only 8.6% of respondents indicated a disagreement with this statement.

9. The College recognizes the need of a diverse faculty and administration.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	92.0%	88.2%	84.1%	85.6%	86.6%
Disagree/Strongly Disagree	8.0%	9.3%	8.6%	8.0%	8.6%
Do Not Know	.0%	2.5%	7.2%	6.4%	4.7%

The *Progress Report Survey* indicates a strong agreement in all groups (nearly 74% of all respondents) that COS is currently working on increasing the diversity of faculty and administration by implementing policies and procedures to promote diversity. The Equal Employment Opportunity Plan and, to a lesser extent Student Equity Plan, address this issue and will identify additional activities or procedures that will assist the College in increasing the diversity of its personnel. The creation of a web page for the Faculty and Staff Diversity Committee will allow a wider dialogue and monitoring of efforts in this area.

10. The College implements policies and procedures that will promote diversity in its faculty and administration.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	84.6%	76.0%	69.1%	71.8%	73.7%
Disagree/Strongly Disagree	15.4%	13.7%	11.7%	10.5%	12.3%
Do Not Know	.0%	10.3%	19.1%	17.7%	14.0%

The mission statement of College of the Sequoias says that the College is "committed... to providing programs and services that foster student success." The *Progress Report Survey* indicates strong agreement in all constituent groups that the College's Student Services programs are accomplishing this. Administrators were unanimous in their agreement of this statement. While the other constituent groups had agreement percentages that were lower, ranging from a low of 76.1% to a high of 81.4%, there was a very low percentage of these groups that disagreed with the statement.

30. The services offered by Student Services' programs support your students' learning.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	100.0%	77.9%	76.1%	81.4%	79.5%
Disagree/Strongly Disagree	.0%	6.7%	10.5%	2.3%	6.0%
Do Not Know	.0%	15.3%	13.4%	16.3%	14.5%

A similar statement was in the 2006 Accreditation Survey. Administrators' perception has clearly showed an improvement. The percentages for Faculty and Classified Staff show a small decrease in those that agree, but those who disagreed decreased by half.

The services offered by Student Services' programs support student learning. (2006 Accreditation Survey)				
	Administrator	Full-Time & Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	77.0%	78.8%	90.6%	82.1%
Disagree/Strongly Disagree	15.4%	13.6%	5.7%	11.6%
Do Not Know	7.7%	7.6%	3.8%	6.4%

The College of the Sequoias offers educational opportunities at numerous locations throughout the District. It is important that the students at those locations have access to the services offered on the main campus. The *Progress Report Survey* shows that about two-thirds of all respondents agreed that this was occurring. Administrators and Classified Staff had the highest agreement levels, 72.8% and 70.8%, while Full-time Faculty had the lowest percentage agreement, 60.1%. In all categories except Administrators, more respondents indicated "do not know" compared to Disagree.

32. Students at all locations have access to services (Counseling, Financial Aid, Assessment Testing, etc.)					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	All
Strongly Agree/Agree	72.8%	60.1%	69.2%	70.8%	66.1%
Disagree/Strongly Disagree	27.3%	18.7%	14.7%	12.3%	16.0%
Do Not Know	.0%	21.2%	16.2%	16.9%	17.8%

A similar statement in the 2006 Accreditation Survey elicited very different results. All groups had a much lower percentage that agreed with the statement, with the lowest percentage being Administrators with 33.3%. In addition, all groups had a much higher percentage of those that disagreed with the statement.

Services to meet the needs of students are available at all locations where classes are offered. (2006 Accreditation Survey)			
	Administrator	Full-Time & Adjunct Faculty	Classified Staff
Strongly Agree/Agree	33.3%	50.7%	45.3%
Disagree/Strongly Disagree	33.3%	37.6%	35.9%
Do Not Know	33.3%	11.6%	18.9%

In addition to Student Services, the Progress Report specifically addressed the availability of library, media and tutorial services at other locations. Overall, only half of the respondents agreed with this statement and around one third indicated "do not know".

34. Library, Media and Tutorial services are available to students and staff at locations besides the main campus.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	Total
Strongly Agree/Agree	45.5%	44.9%	53.6%	53.9%	49.8%
Disagree/Strongly Disagree	18.2%	19.6%	13.0%	14.6%	16.4%
Do Not Know	36.4%	35.6%	33.3%	31.5%	33.8%

The results of the *Progress Report Survey* closely mirror the results for the 2006 Accreditation Survey. The 2006 Accreditation Survey had a larger percentage of those that disagreed with the statement in all groups and lower percentages of those that indicated "do not know".

Library, Media, and Tutorial Services are available to students and staff at other locations. (2006 Accreditation Survey)			
	Administrator	Full-Time & Adjunct Faculty	Classified Staff
Strongly Agree/Agree	46.2%	41.3%	53.7%
Disagree/Strongly Disagree	23.1%	26.3%	20.4%
Do Not Know	30.7%	32.4%	25.9%

Through the work of the Disability Resource Center, the College provides services to students with disabilities. The *Progress Report Survey* demonstrates a relatively high level of agreement in all groups that sufficient resources are available to student with disabilities. Except for Administrators, there were a larger percentage of respondents that indicated "do not know" when compared to those that disagreed. A task force has been created to investigate ways in which COS can provide expanded access to media for disabled students. A significant challenge to this goal is the high cost.

31. Sufficient resources are available for students with disabilities.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	Total
Strongly Agree/Agree	81.9%	76.3%	72.4%	78.7%	76.3%
Disagree/Strongly Disagree	18.2%	10.2%	13.0%	7.8%	10.4%
Do Not Know	.0%	13.6%	14.5%	13.5%	13.2%

The Facilities & Safety Committee is responsible for ensuring adequate access to all facilities. The committee members routinely "walk the campus" to identify any access issues. They also report impediments to movement, such as buckled or cracked walkways. In the *Progress Report Survey*, 87.3% of all respondents agreed that the facilities are accessible to all, including disabled students.

11. Facilities are accessible to all, including disabled students.					
	Administrator	Full-Time Faculty	Adjunct Faculty	Classified Staff	Total
Strongly Agree/Agree	96.2%	89.8%	81.2%	86.4%	87.3%
Disagree/Strongly Disagree	3.8%	7.6%	17.3%	10.5%	10.4%
Do Not Know	.0%	2.5%	1.4%	3.2%	2.4%

Summary:

The committee finds that efforts are underway across the entire institution to meet the accreditation standards relating to access for under-represented populations, including disabled students. While recognizing the complexity of financial and technological requirements, the college is highly aware of, and sensitive to, the needs of all our students. Meeting the accreditation standards in this area demands an on-going and ever-developing commitment, which we believe our college has made and continues to strive to meet.

Recommendation 6

The team recommends that the College develop a process by which all policies are regularly reviewed and updated to meet Accreditation Standards, including, but not limited to: tenure review; hiring and evaluation processes; employee professional ethics; board policy concerning ethics policy violation; board training and development; accommodations for students and staff; academic honesty policy.
(Standard IB.I; Standard IIIA.Id, IIIA.4,IIIA.4c; Standard IVA.2, IVA.Za, IVA.2b, IVA.3, IVA.5. IVB. 1 f)

The College of the Sequoias has made significant progress in reviewing and updating its Board Policies. A process has been instituted that will ensure all current Board Policies will be reviewed and updated, and new policies will be developed as needed. The college subscribes to the CCLC Board Policies update service and uses their recommendations as the primary basis for modifications of Board Policies and college Administrative Procedures.

In the institutional review procedure each chapter of the Board Policy Manual has been assigned to an administrator. The administrator, in consultation with faculty, staff, and other administrators, reviews the existing policies and recommends revisions to those policies. Recommended Policy modifications are then sent to the President's Cabinet where there is a first and second reading. This allows further input and refinement to the Policies. The Policies are then sent to the College Council for a first and second reading. Since the College Council has representatives from all campus constituencies, this allows for even broader input from a shared governance body. Where appropriate, Board Policies may also be sent to the Academic Senate for a first and second reading. The Policies are finally sent to the Board of Trustees for a first and second reading. When Board Policies are sent to the Board of Trustees an listing of the policies under review is sent by e-mail to the entire campus community with links to the Policies web-site for easy access.

Substantial progress has been achieved in reviewing existing Board Policies and in developing new Board Policies. Twenty-eight policies have been through the process outlined above and have now been approved by the Board of Trustees. Fourteen of these are new Board Policies. The table below indicates the status of the Board Policy Manual.

Board Policy Manual Chapter	Under Development or Review	Cabinet 1st Reading	Cabinet 2nd Reading	College Council 1st Reading	College Council 2nd Reading	Board of Trustees 1st Reading	Board of Trustees Approved	Number of New Policies
1. The District							2	1
2. Board of Trustees						36		11
3. General Institution							26	13
4. Academic Affairs			20					12
5. Student Affairs	18	7						15
6. Business & Fiscal Affairs					22			4
7. Human Resources						25		14

The Academic Senate is currently considering both an Academic Honesty policy and a Professional Ethics resolution. The Academic Senate will work with Academic Services, Human Resources, and the faculty association concerning review and development of evaluation procedures and tenure review.

Human Resources and classified staff employee association are also in the process of establishing hiring policies for classified staff. It is anticipated that this will completed in 2007.

Summary:

The College, under the leadership of Dr. William Scroggins, has begun a comprehensive, institution-wide examination and review of all college policies and procedures. Substantial progress on this initiative has already been made. The completion of this initial review and assessment of its efficacy will undoubtedly become a bulwark of College of the Sequoias' integrated planning and policy cycle.

Accreditation Survey, Spring, 2007

In Fall, 2005, COS staff conducted several surveys to prepare for an accreditation visit. This survey is a follow-up, to help the Accreditation Committee determine if changes have taken place in several important areas since those initial surveys.

Please take ten or fifteen minutes, carefully consider our campus climate today, complete this online survey, and submit your responses and comments.

All answers are anonymous. Individual answers will be aggregated by the Director for Planning and Research and provided in aggregated form to the Accreditation Committee for their use.

1) My service area is: (choose one)

- ○ Administrative Services
- ○ Academic Services
- ○ Student Services

2) Which of the following best describes your position here at the College of the Sequoias?

- ○ Administrator
- ○ Full-time Faculty
- ○ Adjunct Faculty
- ○ Classified Staff

3) How many years have you been employed here at COS?

- ○ 0 – 4 years
- ○ 5 – 9 years
- ○ 10 – 15 years
- ○ 16 years or more

4) I currently participate in: (select all that apply)

- ☐ Campus-wide Committees (ex.: Academic Senate, College Council, etc)
- ☐ Divisional Committees (ex.: Division Curriculum Committee)
- ☐ Community Organizations
- ☐ Professional Organizations

COS MISSION STATEMENT

College of the Sequoias is a comprehensive community college focused on student learning.

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

College of the Sequoias is committed to supporting students' mastery of basic skills and to

providing programs and services that foster student success.

Therefore, our mission focuses on preparing students for productive work, lifelong learning, and community involvement.

(Approved January 23, 2006, by the COS Board of Trustees)

5) What is your level of agreement with each of the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Do Not Know
1. The Mission Statement [see above] guides the development of new programs and services.	O	O	O	O	O
2. Evidence of institutional performance is made available by the College to college personnel. (ex.: Student success rates, Certificates/Degrees awarded, etc.)	O	O	O	O	O
3. Evidence of program performance is made available by the College to college personnel. (ex.: Program Reviews, Student success rates, etc.)	O	O	O	O	O
4. The College accurately communicates institutional	O	O	O	O	O

effectiveness to the public.					
5. The community is well informed about the College through advisory boards, student feedback, newspaper articles and the public relations office.	○	○	○	○	○
6. Program Review evaluates the effectiveness of courses and programs.	○	○	○	○	○
7. The College's environment promotes the intellectual, aesthetic and personal development of students.	○	○	○	○	○
8. Through programs, practices, activities and services, a deeper understanding of diversity is promoted.	○	○	○	○	○
9. The College recognizes the need for a diverse faculty and administration.	○	○	○	○	○
10. The College implements policies and procedures that will promote diversity in its faculty and administration.	○	○	○	○	○
11. Facilities are accessible to all, including	○	○	○	○	○

disabled students.					
12. The College provides appropriate professional development opportunities.	○	○	○	○	○
13. Sufficient training in technology applications is available.	○	○	○	○	○
14. Financial information of the institution is available to campus personnel (Ex.: Preliminary Budget, Final Budget, Auditor's Report).	○	○	○	○	○
15. Program Review is used by departments and divisions to identify needed improvements.	○	○	○	○	○
16. Funding priorities are helping the College meet its goals and objectives.	○	○	○	○	○
17. Funding allocations that focus on student learning are given appropriate priority.	○	○	○	○	○
18. Administration, faculty and classified staff work collaboratively to further institutional improvements.	○	○	○	○	○
19. A harmonious,	○	○	○	○	○

collegial atmosphere exists at COS.					
20. The collegial atmosphere has improved in the past 3 years.	○	○	○	○	○
21. The College communicates effectively through its website, e-mail and publications.	○	○	○	○	○
22. Board meetings are well publicized and open to all.	○	○	○	○	○
23. The current Superintendent/ President has an open door policy for employees and the public at large.	○	○	○	○	○
24. The current Superintendent/ President provides effective leadership.	○	○	○	○	○
25. The current Superintendent/ President ensures that educational planning is integrated with resource distribution to achieve SLOs.	○	○	○	○	○

6) What is your level of agreement with each of the following additional statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Do not know
26. The curriculum process includes	○	○	○	○	○

identification of Student Learning Outcomes (SLOs) as a part of course approval.					
27. Your program or division has developed or is developing SLOs.	○	○	○	○	○
28. Your program or division has developed or is developing SLO assessments.	○	○	○	○	○
29. Your program or division uses the results of SLO assessments to improve your programs.	○	○	○	○	○
30. The services offered by Student Services' programs support your students' learning.	○	○	○	○	○
31. Sufficient resources are available for students with disabilities.	○	○	○	○	○
32. Students at all locations have access to services (Counseling, Financial Aid, Assessment Testing, etc.).	○	○	○	○	○
33. The needs of our diverse student body form the basis of our decisions about the	○	○	○	○	○

curriculum, programs and academic services at the College.					
34. Library, Media and Tutorial services are available to students and staff at locations besides the main campus.	○	○	○	○	○

7)
You may wish to comment regarding one of the statements above. If so, using the "previous page" button below, review the statements and put the number of the statement you wish to comment on in the box below.

If you do not wish to comment on any of the statements, enter a 0 (zero) in the box below.

_____

8) Add your comment here:

_____
_____
_____

Thank you for reflecting on the campus climate here at COS today and responding to the questions in this brief survey. Your responses will be aggregated with others by the Director for Planning and Research, and in aggregated form provided to the Accreditation Committee for their use.

ARTICLE XXIII

Professional Responsibilities

23.1 **Census Dates**

The District will publish the semester census dates in each Schedule of Classes publication and the Academic Calendar. The dates will be clearly visible to readers. The Office of Academic Services will notify and remind faculty in a timely manner of any and all census dates.

23.2 **Absence Report**

A Report of Absence Form is to be submitted to the District if a faculty member is absent from a required duty. The form is to be submitted to the Area Dean by the 10th of the month following the return from absence. If proof of delivery is wanted, the form maybe scanned and sent to the Area Dean. After processing by the District, a copy of the completed form will be resumed to the faculty member for verification. This copy will be included in the envelope of the first pay warrant that is received following the submission of the absence form.

23.3 **Course Syllabus**

The expectation is that faculty will provide each student with a course syllabus on the first day of instruction. Each semester a faculty member will submit to the District a course syllabus for each class taught. Only one syllabus will be required for multiple sections of the same class. Course syllabi will be submitted to the area dean no later than the Friday of the second week of instruction of each semester, or for short term classes by the census date. If proof of delivery is wanted, course syllabi may be submitted to the dean electronically.

23.4 **First Day Class Roster**

On class rosters the District will cross reference students who enroll in one class that has more than one course registration number (CRN). More than one CRN is typical of a class which has an accompanying lab. First day rosters are to be submitted to the Admissions and Records Office. This maybe done by depositing in the Admissions and Records Office mail compartment, delivered to the Admissions and Records Office, or if proof of delivery is wanted, they maybe submitted electronically. No signatures are required on first day rosters. First day rosters will be due no later than the Friday of the second week of instruction, or for short term classes or classes that meet only once a week, will be due no later than the day of the third class meeting. First day class rosters will indicate students who have never attended that section of the class (see §23.11).

23.5 **Final (Permanent) Roster**

Permanent rosters will be submitted to the Admissions and Records Office by any one of the methods described for submission of first day class rosters. No

signatures are required for permanent rosters (roll sheets). Final rosters will be due no later than the day of the census date.

23.6 **Final Grades**

Final grades shall be submitted to the Office of Admissions and Records. For classes which meet the length of the entire semester, final grades will be due no later than two (2) business days following the last day of scheduled finals for the semester. For short term classes, final grades will be due no later than two (2) business days following the last scheduled class meeting. Final grade sheets for each class will require a hard copy signed by the instructor of record.

23.7 **Work Experience Form**

A faculty member who is acting as the instructor of record for work experience students shall submit to the District a Measurable Learning Objectives Form. This form will be due at the time of submission of final grade sheets.

23.8 **Office Hour Schedule**

The District will ensure that our institutional software will be able to receive the input of an office hour schedule from any faculty member in an efficient manner. The District will also ensure that each faculty member will be able to retrieve, display, and print a report showing his or her class and office hour schedule. When the software procedures are approved by the Association, office hour schedules will be submitted to the Office of Academic Services at the time of class selection. Office hours may be changed by the faculty member with prior notification to both area dean and affected students. Participation in scheduled office hours is part of a bargaining unit member's compensated duties. Absence from any office hour that has not been rescheduled or otherwise fulfilled will be subject to the submission of an absence report.

23.9 **Positive Attendance Rosters**

The District will make every attempt to monitor positive attendance by automation. However, in each class in which positive attendance of students is not automated, the District will supply or make available, attendance rosters for the instructor of record. The instructor of record will maintain the positive attendance roster. The completed roster is due at the time of submission of the final grade sheets for the class. While accuracy of the positive attendance roster is desirable, it is not within the scope of this Professional Responsibilities section.

23.10 **Wait List and Student Enrollment**

Commencing with the first class meeting, faculty will enroll students in available slots in priority order from the official class wait list. The priority for enrollment shall follow the numerical order of the class wait list.

23.10.1 For purposes of this section, an available slot is an opening in the class either due to a first day no-show student or because the instructor has elected to establish additional openings in the class.

23.10.2 It is the responsibility of the District to generate and distribute a class wait list to the instructor. The District will ensure that each student on a wait class list will have satisfied all requirements, including any prerequisites, for enrollment in the class.

23.10.3 Placement of a student on a wait list shall be the responsibility of the District. The method of placement shall be fair, consistent, and uniform.

23.10.4 The maximum default number of students to be placed on a wait list shall initially be set as 10 students. At the time of class selection the instructor of record, at his or her discretion, may increase or decrease this number. However, the minimum number shall be 5 students.

23.10.5 An instructor has the option of removing a student from the wait list if that student fails to attend the first class meeting. Once the wait list is exhausted and all students on the wait list have been addressed, either by removal or enrollment, the instructor may enroll additional students by a method of his or her own design.

23.10.6 The expectation is that each instructor will explain the class wait list procedure during the first class meeting.

23.11 **Never-in-Class Student Drop**

For the purpose of this section, a never-in-class student is defined as a student who appears on a class roster, but who has never attended the class.

23.11.1 When a faculty member identifies a student as a first day no-show, it shall be the responsibility of the District to drop this non-attending student. Typically, identification of a first day no-show is by means of a check mark next to the student's name on the First Day Class Roster which is submitted to the Admissions and Records Office.

23.11.2 For any other never-in-class student who was not identified as a first day no-show, it shall be the responsibility of the instructor of record to initiate the student drop. Such drop will be submitted to Admissions and Records Office on or before the census date.

23.11.3. With the exception of dropping never-in-class students as outlined above, the policy for dropping other students shall be according to the drop policy established by the instructor of record, and included in the class syllabus.

23.12 **Campus Committee Work**

When requested by the Association or Academic Senate, faculty members recognize the importance of serving as a member of a committee. A faculty member so requested has the right to decline for personal or other reasons.

ARTICLE XXIV

Division Chair Duties and Responsibilities

24.1 The Division Chair of each division shall be elected as per the provisions of Article 25.2 of the Master Agreement. Once notified of the election results, the Superintendent/President, or his or her designee will appoint the electee. A newly elected division chair will give a report to the Board of Trustees at a regularly scheduled meeting. The report will include a brief description of expected goals to be accomplished.

24.2 Each Division Chair shall report to the appropriate Academic or Student Services Dean, or an interim administrator as identified by the Superintendent/President. In reference to special areas of concern relayed by faculty members whom they represent, each Division Chair will act as an advisor and consultant to the administration.

24.3 The following are representational duties and responsibilities of Division Chairs. It is to be emphasized that these duties are representational, not supervisory in nature and intent. By design, the duties of Division Chairs are to foster and assist in representing to administration information, concerns, and goals of the members of the division. The duties referenced in this Article do not authorize any supervision of full-time faculty by Division Chairs.

24.3.1 **Coordination**

The Division Chair will:

24.3.1.1 Act as the liaison between the administration and members of the division. The Division Chair will communicate information from Instructional Council to members of the division, s well as relay information, concerns, and goals from members of the division to the Instructional Council.

24.3.1.2 Advise members of the division of District policy and procedures.

24.3.1.3 Assist faculty and staff with their respective continuing professional growth.

24.3.1.4 Foster democratic processes which encourage input and cooperation. The specifics of this democratic process shall be developed by full time faculty of the division, and forwarded by the Division Chair to the Dean.

24.3.1.5 Represent the College to the community.

24.3.1.6 Coordinate division committees.

24.3.1.7 Facilitate the division program review self-study process and annual updates.

24.3.1.8 Facilitate the division process for the assessment of student learning outcomes.

24.3.1.9 Assist in the promotion of dialogue between a student and instructor when there is a complaint. This assistance will be advisory only and will attempt to informally resolve the issue at the lowest level possible.

24.3.2 **Scheduling**

It is acknowledged by both the District and the Association that scheduling shall be according to Article VIII of the Master Agreement. However, with respect to the academic schedule, the Division Chair will:

24.3.2.1 Facilitate faculty input to schedule building.

24.3.2.2 Facilitate the course selection process according to this collective bargaining agreement.

24.3.2.3 Recommend and advise the Dean of the sequence of courses in majors and programs comprising a curriculum, and to assist in its coordination if other divisions are involved.

24.3.3 **Operations**

The Division Chair will:

24.3.3.1 Schedule a division meeting when necessary.

24.3.3.2 Present proposals to the division for recommendation or action as requested by the Dean.

24.3.3.3 Report a problem as noted by members of the division, that may impair programs of the College.

24.3.3.4 Solicit volunteers for study and/or research committees within the division whenever deemed advisable and report the activities, findings, and/or recommendations to the Dean.

24.3.3.5 Complete and submit reports that may be requested by the Dean, and which are pertinent to the operation of the division.

24.3.3.6 Assist in maintaining division documents and in the completion and submission of official records of the division.

24.3.3.7 Assist and advise members of the division in the preparation and monitoring of the division budget and on the purchase of technical or instructional materials.

24.3.3.8 Assist in supplying information needed for the preparation of ordering division equipment and supplies.

24.3.3.9 Assist in completing the annual inventory of all division equipment and supplies.

24.3.3.10 Assist the Dean with his or her role in the management, development, modification, security, maintenance, and repair of the division physical plant.

24.3.4 **Instruction**

The Division Chair will:

24.3.4.1 Facilitate the division curriculum committee in carrying out its responsibilities

24.3.4.2 Bring to the division faculty and staff, available statistical data and information provided by the dean, which may impact curricular changes.

24.3.4.3 Assist in the coordination of the sequencing of courses within and between departments.

24.3.4.4 For un-staffed classes, place textbook orders through the bookstore based upon the recommendation of department faculty who typically teach the course.

24.3.4.5 When notified by the bookstore manager of delinquent textbook orders, assist the assigned instructor in completing the order.

24.3.4.6 Assist in the formulation of adequate testing materials for both placement and evaluation of students within division courses.

24.3.5 **Personnel**

The Division Chair will:

24.3.5.1 Assist the Division Dean in prioritizing the needs of the division to maintain a well-qualified staff. This prioritization will reflect the recommendations of the members of the division. If an opening becomes available in the division, the Division Chair, upon recommendation and advice of members of the division, will assist the Dean of Human Resources in developing a job description and announcement.

24.3.5.2 Assist in implementing the hiring process, as stipulated in this Master Agreement, for all division faculty.

24.3.5.3 Assist the Dean in the evaluation process of adjunct faculty of the division.

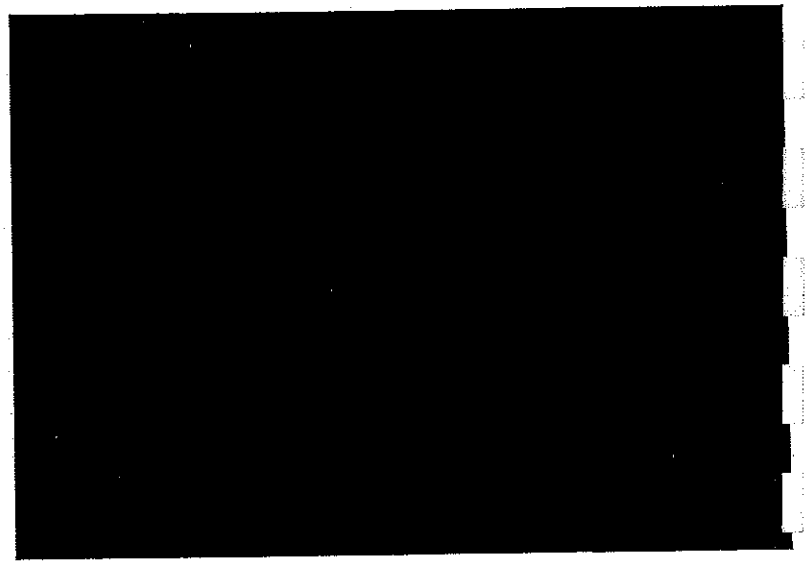
24.3.5.4 Assist the Dean in the evaluation process of division classified personnel.

24.3.5.5 Provide orientation for new staff members in division related matters.

24.4 Secretarial assistance and support will be provided so these Division Chair duties can be met.

24.5 The College commits to carrying out the business of the College so that Division Chair duties can be accomplished during the faculty work year. On rare but essential occasions, Division Chair duties may need to be performed between the spring and fall semesters. These duties may be performed by a volunteer designee identified by the Division Chair. Said designee must be a full time faculty member of the division.

24.6 Any alleged violation of Division Chair representational duties or responsibilities stated within this Article are subject to discussions between the District and Association before proceeding to any disciplinary level.



DEBORAH L. NOLAN

EDUCATION

Ph.D., Higher Education and Adult Studies – University of Denver
Dissertation: *The Knowing-Teaching Gap*
Teaching and Research Interests: *Reading; Adult Literacy; Adult Learning; Learner-Centered Teaching; Multiple Intelligences; Educational Technology; Faculty Development*
Recipient of the University of Denver Graduate Student Service Award
Recipient of the University of Denver Higher Education Student Association
Ph.D. Service Award
University of Denver Higher Education Student Association
President (1999), Vice President (1998), Ph.D. Representative (1997)

K-12 Multiple Subjects Teaching Credential, California State University, Long Beach

Master of Arts - Music History and Literature, California State University, Fullerton
Recipient of the CSU, Fullerton Music Department Merit Award
Recipient of CSU, Fullerton, Graduate Council Research Grant

Bachelor of Arts - Music History and Theory, California State University, Fullerton
Recipient of the CSU, Fullerton Music Department Merit Award

Associate of Arts – Music, Long Beach City College, Long Beach, CA

LICENSES AND CERTIFICATES HELD

California K-12 Multiple Subjects - Professional Clear Credential
California Basic Skills Test (CBEST)
Colorado Substitute Authorization
Arizona Teaching Certificate Standard K-8
National Teachers' Exam

EXPERIENCE OVERVIEW

Lecturer, Graduate Reading Certificate Program
Community College Education Faculty
Faculty Developer
Online Course Specialist (Faculty Mentor, Course Evaluator)
Grants Manager/Research Center Administrator
University Teacher Education Program Coordinator
6 Years Elementary Classroom Teacher
Elementary School Building Coordinator – Technology, Gifted & Talented
Educational Software Market Consultant

College of the Sequoias

Institutional Goals
2006 - 2009

College of the Sequoias Mission Statement

College of the Sequoias is a comprehensive community college focused on student learning. College of the Sequoias affirms that our mission is to help our diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region. College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success. Therefore, our mission focuses on preparing students for productive work, lifelong learning, and community involvement.

The College of Sequoias Institutional Goals and Objectives, 2006-2009

In order to achieve it's Mission to facilitate student learning, COS goals focus on:

- Achieving Transfer and/or Occupational and Objectives,
- Advancing the Economic Growth of the Region,
- Mastering Basic Skills,
- Fostering Student Access and Success,
- Preparing Students to be Productive Members of the Community,
- Improving Efficiency and Effectiveness of College Practices.

Strategic Goals to Support Student Learning	Objectives
A. 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 or occupational goals.	A.1 Review and streamline the curriculum process to be more responsive to educational and industry needs. A.2 Identify student learning outcomes and assessment strategies at the course, program and institutional levels. A.3 Provide student support services which facilitate students' achieving their educational objectives. A.4 Plan staff development opportunities which increase understanding the connections between teaching and learning.
B. Advance the economic growth of the region: Strengthen existing connections and develop new partnerships with business and industry throughout the area.	B.1 Identify partners and share resources to meet changing needs of the marketplace. B.2 Expand working relationships with area employers and regional organizations to understand industry needs. B.3 Build on existing partnerships in Hanford and Tulare as centers are built in those communities.

C. Master basic skills: Strengthen students' communication and computational skills as well as their preparedness for college-level coursework.	C.1 Assess current program efforts focused on basic skills in communication, computation, and college preparedness. C.2 Research best practices and research-based strategies in use throughout California and the U.S. C.3 Identify and recruit populations of underserved students throughout the COS District. C.4 Implement programs and support services based on student needs and supported by data driven research.
D. Foster student access and success: Increase student successful achievement of educational objectives.	D.1 Identify issues affecting student access to COS programs and services. D.2 Identify issues affecting student success in COS programs and services. D.3 Assess strategies designed to retain current students and attract new students, particularly from underserved groups. D.4 Create or revise internal policies and procedures affecting student access and success. D.5 Expand marketing and outreach efforts.
E. Prepare students to be productive members of the community: Develop needed job skills and the skills needed to contribute to society.	E.1 Expand campus dialogue focused on community participation. E.2 Assess the extent to which students are currently serving their communities. E.3 Strengthen community connections with business and civic leaders in the District. E.4 Expand opportunities for students to serve in community service projects and community outreach opportunities.
F. Improve Efficiency and Effectiveness of College Practices: Enhance resource development and better utilize fiscal, facility, equipment and personnel resources.	F.1 Pursue grants and fundraising in line with the COS Mission and Goals. F.2 Connect the planning and budgeting processes. F.3 Foster efficient and effective facility use and development, and provide essential equipment through a well planned and College-supported process. F.4 Assure that faculty and staff resources are used efficiently and effectively.

College of the Sequoias

Institutional Goals Work-Teams Revisions
June 2007

Goal A. **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 or occupational goals.

Goal/Objective	Activity Description	Responsibility	Resources Needed	Resources Needed		Deliverable
				Start	End	
A.1 Review and streamline the curriculum process to be more responsive to educational and industry needs.	**A.1.1** Implement Curricunet to manage curriculum process	Joni Jordan	Purchase and maintenance of Curricunet Program [$15K/yr after 2010]	1/07	12/09	A fully implemented curriculum management program with all old outlines entered into the system
	A.1.2 Train Curriculum committee members and Division chairs in Curricunet	Joni Jordan, Dale Norton	Non-Instructional supplies $500	4/07	10/08	A fully trained staff with the ability to use Curricunet, enter, modify approve and submit curricula.
	A.1.3 Increase involvement in curriculum committee by all divisions	Dale Norton, Joni Jordan, Deans	None	6/07	12/07	Participation in committee by representatives from every Division
	A.1.4 Restructure the Curriculum Process into two groups – an approval/technical group and a policy group.	Joni Jordan	None	9/07	12/07	More responsive turnaround time for non-problematic, five year reviews of outlines and better ability to address curriculum policy issues.

Attachment #6

	A.1.5 Enforce the Course Currency Plan	Dale Norton, Joni Jordan	None	12/07	Ongoing	Ensure that all courses are on a five year update schedule and are thus in compliance with education codes.
	A.1.6 Perform survey of local employers to identify potential training opportunities	Larry Dutto, Scott Manes, Tim Garner	From $0 to $10,000 depending on the thoroughness of the survey.	6/07	12/09	Surveys will identify areas the college can provide employee training
	A. 1.7 Work closely with local school districts to identify courses of interest to students wishing to acquire college credits. Offer these courses as part of the Bridge Courses.	Lisa Hott; Don Mast; Frances Gusman	$0	1/07	12/09	Courses will be offered at local high schools in topics that meet the needs of high school students.
A.2 Identify student learning outcomes and assessment strategies at the course, program and institutional levels.	**A.2.1** (a) Locate and (b) document Course Level SLO progress reports in CurricUNET to include allow for documenting stages of progress in five-year cycle to include descriptions and counts..	SLO and Curriculum Committee	.2 faculty, SLO Co-Chair (Implementation)	Spring 2007	(a) 5/07 (b) annually	CurricUNET will include SLO assessment cyle documentation.
	A.2.2 (a) Locate and (b) document Program-level Outcomes Assessment progress report in a five-year cycle to include descriptions and counts. .	Institutional Planning, Curriculum, SLO Committees and Dean of Vocational Programs	None	(a) 1/07	(a) 12/07	Program-level Outcomes Assessment available to public.
	A.2.3 Locate and document Institution-level Outcomes Assessment.	SLO Committee	None	8/06	12/07	Institution-level Outcomes Assessment available to public.
	A.2.4 Document Course Level SLOs in five year cycle.	SLO and Curriculum Committee	None	6/07	6/09	5 year cycle for SLO incorporated into curriculum committee planning

	A.2.5 Document, Program-level Outcomes Assessment in a 5 cycle to include overview and data report.	Institutional Planning, Curriculum, SLO Committees and Dean of Vocational Programs	.2 faculty, SLO Co-Chair (Training); .2 secretarial support (workshop arrangements, posting data, counting documentation and maintaining web site.)	1/06	On-going	Program-level Outcomes Assessment available to public.
	A.2.6 Document Institution-level Outcomes Assessment.	SLO Committee	None	8/06	On-going	Institution-level Outcomes Assessment available to public.
	A.2.7 Train faculty in SLO assessment cycle at "Course Outline Institute".	Curriculum chair	2 faculty, SLO Co-Chair (Training); .25 secretarial staff to coordinate training sites/accessories.	8/07	6/09	Division faculty will incorporate assessments into course outlines
A.3 Provide student support services which facilitate students' achieving their educational objectives.						
A.4 Plan staff development opportunities which increase understanding the connections between teaching and learning.	**A.4.1** Work with the grants to fund trainers and speakers for the Fall and Spring convocations.	Grant Directors	$3-7,000/yr	8/07	1/08	A diverse array of topics will be covered to enhance institutional effectiveness
	A.4.2 Increase faculty involvement in sabbaticals	FEC Committee; VP Instruction	NONE	8/07	2/08	Increased number of applications and funded opportunities for faculty/institutional improvement

	A.4.3 Create a mini-grant process using left over sabbatical monies	FEC Committee; VP Instruction	$20K (10 GRANTS AT $2K EA)	9/07	12/07	Several projects funded that improve faculty instructional effectiveness
	A.4.4 Re-establish FLEX Week	FEC Committee; VP Instruction	NONE	9/07	12/07	A series of useful and effective workshops that directly impact student success
	A.4.5 Re-examine the $200 initial reimbursement	FEC Committee; VP Instruction; Instructional council	NONE	8/07	12/07	Increased number of faculty members attending professional conferences
	A.4.6 Create an office of curricular design and assessment	VP Instruction	$100K/year	9/08	6/09	Faculty will have a source of information to develop technological and pedagogical solutions to instructional problems

Goal B Advance the Economic Growth of the Region: Strengthen existing connections and develop new partnerships with business and industry throughout the area.

Objective B.1 Identify partners and share resources to meet changing needs of the marketplace.
Objective B.2 Expand working relationships with area employers and regional organizations to understand industry needs

Initiative	Activity	Description	Responsibility	Resources Needed	Dates		Evaluation	Deliverable
					Start	End		
B.1-2.1	B.1-2.1	Meet with CTE Division Advisory Committees	Dean of Career Technical Education/ CTE Division Chairs	$3000	9/1/2007	5/25/2008	Minutes of Meetings	VTEA 1C Local Plan
	B.1-2.2	Tech-Prep Consortium	Tech-Prep Coordinator Consortium Members	$75,000	9/1/2006	9/15/2006	Agenda Minutes of Meetings	VTEA 1C Local Plan Tech-Prep
	B.1-2.3	Grant Writing For CTE Funds	Dean of Career Technical Education/	$12,000	06/01/07	07/30/08	Completed Applications	CTE Grant Funding
	B.1-2.4	Industry Partnerships	Dean of Career Technical Education Contract Education Coordinator	$3,000	07/01/07	06/30/08	Agenda Minutes of Meetings	ETP Contracts Training Services Provided
	B.1-2.5	Workforce Investment Board	Dean of	$500	07/01/07	06/30/08	Agenda	ETPL

			Career Technical Education				Minutes of Meetings	Approved Programs
	B.1-2.6	Expand Work Experience Sites	Work Experience Coordinator	$2,000	07/01/07	06/30/08	Class Schedule	Enrollments
	B.1-2.6	Expand Internships	Work Experience Coordinator Division Chairs	$6,000	07/01/07	06/30/08	Class Schedule	Enrollments
	B.1-2.7	Career Fair-Industry Day	Career Center Staff	$2,000	May-2008	May-2008	Program	Participation
	B.1-2.8	Work Experience Employer Recognition Luncheon	Work Experience Coordinator	$1,500	January-08	January-08	Program	Participation
	B.1-2.9	Contract Education Services to Employers and Businesses	Contract Education Coordinator	$5,000	07/01/07	06/30/08	Program Review	Contracts

Objective B.3 Build on existing partnerships in Hanford and Tulare as centers are built in those communities.

B.3	B.3.1	Offer CTE Courses in Hanford and Tulare	Dean of Career Technical Education	$3,000	08/15/07	5/24/08	Class Schedule	Enrollments
	B.3.2	Continue COS Presence and Representation on Tulare and Hanford Advisory Committees	Dean of Career Technical Education	N/A	07/01/07	06/30/08	Agenda Minutes of Meetings	Class Offerings in Tulare Hanford

Goal 3. **Master Basic Skills:**
Strengthen students' communication and computational skills as well as their preparedness for college-level coursework.

Goal/Objective	Activity Description	Responsibility	Resources Needed	Resources Needed		Deliverable
				Start	End	
C.1 Assess current program efforts focused on basic skills in communication, computation, and college preparedness	**Form a Basic Skills Task Force to assess current efforts and to develop a plan for enhancing and coordinating efforts.**	VP, Academic Services	Meet twice a month with Task Force members to identify needs	Fall 2007	Spring 2009	Expanded program opportunities in both Academic Services and Student Services
	Survey students using services of the Tutorial Center and Learning Skills Lab indicating their familiarity with study skills such as SQ3R as a result of their exposure in these settings. They will also be asked for input regarding additional areas of assistance in which they might benefit.	K. Conway/ S. Williams/ T.Garner	One hour each of faculty/classified time to meet with researcher. Researcher to help develop instrument and tabulate responses	Develop survey 5/07; Survey Students 11/07	12/07	Report
	Compare and contrast the strategies used between the Tutorial Center, LS Lab, Math Lab and Writing lab to ascertain which settings/strategies provide optimal results.	K. Conway/ S. Williams	Two hours of faculty time; one hour of classified time	9/07	9/07	Report

	Distribute CCSSE (Community College Survey of Student Engagement) to LISTO students and a sample of COS students	LISTO Director	Title V funded	Spr 08	12/31/09	S08, S09
	Distribute LISTO Student Satisfaction Survey.	LISTO Director	Title V funded	Apr 07	May 09	Report Summer 07, 08, 09
	Evaluate LISTO Focus Groups.	LISTO Director	Title V funded	Fall 07	May 09	Report S08, F08, S09
	Survey faculty on what works and what is needed.	Faculty Inquiry Group	Time to develop instrument and tabulate responses	Fall 07		Report findings.
	Utilize Program Review information from students.	Faculty Inquiry Group				
	Assess "Talk – aloud" Program in developmental education class.	Faculty	Video and ELMO machines-time to do talk alouds.	Semester	Contin-uous	Report
	Survey ENGL 360 and 365 faculty on current teaching/learning in communications and college preparedness.	Faculty Inquiry Group	Time to develop instrument and tabulate responses	Fall 07		Report findings
C.2 Research best practices and research-based strategies in use throughout California and the U.S.	**Review *Basic Skills as a Foundation for Student Success in California Community Colleges* prepared and distributed by the CCC Office.**	VP, Academic Services	Copies of the report	Fall 07	Spring 2008	Self Assessment Report
	Perform a web-based search of resources that provide evidence of effectiveness.	K. Conway/ S. Williams	5 hours each of faculty/classified time	5/07	12/07	Report
	Research SPECC Carnegie Projects (Strengthening Pre-Collegiate Education in Community Colleges)	Carnegie Director	Carnegie funded	2007		Report
	Research Reedley College and Alamo CCD.	Carnegie Director	Carnegie funded	2007	12/31/07	F07
	Attend San Joaquin Valley Learning Community Consort twice a year.	LISTO Director	Title V/Carnegie	S07	12/31/09	Each Semester
	Attend Kellogg Institute in Boone, N.C.	Faculty	Time off during summer. Approximately $3000 per person.	June 2008	July 2009	Share information through talks, brown bags, etc.
	Read and discuss Hunter Boylans' book "What Works: Research-based	Faculty and	Cost of book -	On-going		Book discussions,

	best Practices in Development Education.	Support Staff. Committee to work on self efficacy information.	$30/book			plan and implement goals based on discussions.
C.3 Identify and recruit populations of un-served students throughout the COS District.	**Expand pilot programs such as FIELD and vocational training programs designed to reach out to underserved populations.**	Academic Deans, VP, Academic Services	Instructional Salaries	On-going		Reports documenting new program offerings
	A. Continue current DRC outreach efforts with local high schools, on-campus programs and basic skills classes, Visalia and Tulare adult schools, and community organizations.	S. Lakhani	No additional resources needed	ongoing	ongoing	Report
	B. Develop materials designed to target students with undiagnosed LD for use by general outreach staff. Such materials would mention available services and refer to seeking services from the "Learning Specialist" in order to de-stigmatize the LD "disability label".	K. Conway	1 hour of faculty time	5/07	ongoing	Handout to include in outreach packets
	Develop LISTO Learning Communities, basic skills English, College Preparedness.	LISTO Director	Title V funded	S07	S09	
	Coordinate and develop LISTO outreach to prepare H.S. students for College Math.	LISTO Director	Title V funded Visalia USD	S07	S09	
	Continue self-efficacy work by Carnegie group – Jeff Basham and Stephanie Logan and continue to identify missing populations.	Committee to work on self efficacy information.	Funds to administer test and then decipher data.	On-going		Present findings.
C. 4 Implement programs and support services based on student needs and supported by data driven research.	**Based on the outcomes of the Self Assessment conducted by the Basic Skills Task Force, identify programs and support services which needs assessment indicate have the greatest chance of helping the COS population**	Basic Skills Task Force	Start-up costs for new programs and services	Spring 2008		Program Review Reports

	of students.					
	Provide recommendation based on survey results and research findings regarding the depth and scope of additional strategies and services necessary for improvement.	K. Conway/ S. Williams	Unknown at this time	12/07	ongoing	To be determined
	Implement Carnegie Math & English projects: CPR, Supplemental Instruction, Tablet PC instruction, Quizdom Student Response System clickers, Online tutoring.	Carnegie Director	Carnegie funded until June 08. Need support to sustain.	S07	6/30/08	Evidence of increased student retention and success
	Coordinate LISTO Learning Communities and Services: tutoring, retention specialist, counselor, orientation, peer mentors, time management, study skills, study hall, many services associated with first year experience.	LISTO Director	Title V funded until Dec. 2009. Needs support to sustain.	S07	12/31/09	Evidence of increased student retention and success
	Coordinate Carnegie Learning Communities pairing Math 360 with Winning a Math course.	Carnegie Director	Carnegie funded until June 08. Needs support to sustain.	F07	6/30/08	
	Implement Instructional and Distance Education.	LISTO Director	Title V funded.	S07	12/31/09	
	Implement Supplemental Instruction.	Faculty to procure students	Funds to pay students	On-going		Use established data to compare supplemental instruction classes and non-supplemental instruction classes.
	Compile research findings and compare to current practices on campus; refine efforts to incorporate best practices supported by evidence based research.					

Goal 4. **Foster Student Access and Success:**
Increase students' successful achievement of educational objectives

Goal/Objective	Activity Description	Responsibility	Resources Needed	Resources Needed		Deliverable
				Start	End	
D.1 Identify issues affecting student access to COS programs and services.	**First generation college students need special counseling, mentoring, etc.**	Frances Gusman and Marvin Turk	$114,000	Aug 1	May 31	Hire new full-time first year experience counselor
	CCC Apply – Continue to improve application procedure	Donald Mast		Continuous	Continuous	When application process is completed in a timely manner
	Farm workers not able to physically attend college; have difficultly with English. Need special ESL classes at workplace. FIELD (Farm Workers' Institute for Educators and Leadership Development)	Larry Dutto	TBD	TBD	TBD	Continuing as farm workers begin attending college
	Lack of printed information in Spanish / translation	Frances Gusman Steve Renton	$25,000	Continuous	Continuous	Continuous
	Need self-help for students to access forms and brochures during evenings /weekends. Build Kiosk to house	Frances Gusman Steve Renton	$200,000	TBD	TBD	TBD
	Ambassadors – Train students to visit high schools to speak one-on-one with individual high school students about COS.	Linda Fontanilla Don Mast Marvin Turk	$7.50 hourly 19 hrs weekly $6,000 annually	TBD	TBD	TBD
	Increase outreach staff's presence on high schools campuses	Linda Fontanilla and Casandra Garcia	TBD	Continuous	Continuous	Continuous
	Continue supplemental outreach efforts	Linda Fontanilla and Casandra Garcia	TBD	Continuous	Continuous	Continuous
D.2 Identify issues affecting student success in COS programs and services.	**Students need to know how well they are doing in class throughout semester. Faculty could use computerized Early Alert Program.**	Robert Urtecho and Faculty	TBD			When 80% of faculty are accessing Early Alert
	FIELD	**(see D.1)**	(See D.1)	(See D.1)	(See D.1)	(See D.1)

	Lack of Printed Information in Spanish	**(see D.1)**	(See D.1)	(See D.1)	(See D.1)	(See D.1)
	PUENTE/LISTO/EOPS Mentoring, progress reports, counseling,	Teresa Guadiana Robert Urtecho William Garcia	Funding from Puente, LISTO, EOPS	Continuous	Continuous	Continuous
	Students do better if involved in campus activities with other students. Discuss a pilot mentoring program for other populations similar to PUENTE	Don Mast	TBD – future plan	TBD – future plan	TBD – future plan	TBD – future plan
	Finances	Linda Fontanilla	TBD	Continuous	Continuous	Student receives financial aid check
	Need data showing students involvement with programs and services. Student Photo ID cards needed to develop data.	Don Mast	TBD – future plan – SARS TRAK	TBD – future plan	TBD – future plan	TBD – future plan
	Personal Problems	Merrilyn Maurer	TBD	Continuous	Continuous	Student seeks counseling
	Balancing work, school and family	Counseling Staff Merrilyn Maurer	TBD	Continuous	Continuous	Student knows how to determine hours needed for work, study, school and family.
	Health Problems	Merrilyn Maurer	TBD	Continuous	Continuous	Student accesses needed services
D.3 Assess strategies designed to retain current students and attract new students, particularly from underserved groups.	**Student Profile – will give students a personalized listing of all programs and services for which they may qualify and have shown an interest.**	Frances Gusman	$3,000 estimation to write program	10/15/07	N/A	TBD
	SARS Call – Will remind students of counseling appointments and workshops for which they have registered.	Marvin Turk	$1,900 annual fee	8/01/07	N/A	Throughout semester
	Students have physical and/or learning disabilities	David Maciel	TBD	Continuous	Continuous	Student accesses DRC program
	Students have difficulty understanding material presented in classes	Sandy Williams	$7.50 hourly salaries for needed tutorial staffing	Continuous	Continuous	Student accesses Tutorial Services and grades improve with less dropouts.
	First Year Experience	(See D.1)	(See D.1)	(See D.1)	(See D.1)	(See D.1)
	FIELD	(See D.1)	(See D.1)	(See D.1)	(See D.1)	(See D.1)

	Develop Student Education Plan that integrates with BANNER and has drop down boxes for all areas.	Frances Gusman Marvin Turk	$150,000	Spring 2008	Continuous	When electronic SEP is implemented
	Add pictures of counselors with individual bios onto counseling website	Marvin Turk Steve Renton	N/A	TBD	TBD	When website is completed
	On-line counseling with questions and answers being posted onto website.	Marvin Turk	$55,000 to Hire part-time counselor	TBD	TBD	When on-line counseling is accessed by students
	Wait List will help Academic Services plan for additional needed classes	VP, Academic Services	Included in BANNER	Fall 2007	Continuous	When wait list is being accessed
	Reinstate workshops on test taking, resume, cover letter and job interviewing and advertise times and dates on bulletin board in Student Services	TBD – future plan	TBD – future plan	Continuous	Continuous	Workshops being well attended by students
	Develop Interactive Orientation on-line. Student will have choice of on-line or in-person orientation	Frances Gusman	$15,000 estimation	Spring 2009	Continuous	When students access both on-line and in-person orientations
	On-Line tutor – submit questions on-line and receive replies through email.	TBD – future plan	TBD – future plan	TBD – future plan	TBD – future plan	TBD – future plan
	Start a supplemental instruction program for students taking anatomy, physiology and math. Small classroom for students to work together with one tutor.	TBD – future plan	TBD – future plan	TBD – future plan	TBD – future plan	TBD – future plan
	Students of educationally and socioeconomically disadvantaged backgrounds are offered assistance with childcare, counseling, etc. to complete degree or certificate at COS	William Garcia	Grant	Continuous	Continuous	Student accesses EOPS Program
D.4 Create or revise internal policies and procedures affecting student access and success.	Increase collaboration between Student Services and Academic Services	VP, Student Services and VP, Academic Services	None	Fall 2007	Continuous	Continous

D.5 Expand marketing and outreach efforts.	FIELD	(See D.1)	(See D.1)	(See D.1)	(See D.1)	(See D.1)
	Develop materials representing our diverse populations into one brochure	Frances Gusman Steve Renton	$15,000 estimated	Spring 2007	Continuous	Development of brochure
	Halfway Home	Future Project	Future Project	Future Project	Future Project	Future Project

Goal/Objective	Activity Description	Responsibility	Resources Needed	Resources Needed		Deliverable
				Start	End	
E.1 Expand campus dialogue focused on campus and community participation.	**Shared governance process as it relates to this objective**	College Council and sub-committees	N/A			Meeting minutes
	Community Advisory committees exist for many divisions and programs	Divisions and Programs	N/A			Lists of advisory committee memberships and advisory committee meeting minutes
	Arts and Lecture series	Public Information Officer	$20,000	Annual		Calendar of Arts and Lecture series

Goal 5. **Prepare Students to be Productive Members of the Community:**
Develop needed job skills and the skills needed to contribute to society

	President's Cabinet initiatives related to this objective	President's Cabinet	Unknown	Ongoing		Cabinet minutes
	Discussions in club meetings and during general topic sessions	Philosophy Club (Carol Enns)	N/A			Minutes of club meetings; record of general sessions
	"Random Acts of Kindness" assignment	Philosophy 5 classes (Carol Enns)	N/A			Students' reports

E.2 Assess the extent to which students are currently serving their communities.	**AGS requires a specified number of community service hours to be an active member**	Alpha Gamma Sigma Honor Society (AGS)	N/A			Club records
	Many campus clubs have various community efforts	ASB, Circle K, Social Work Club, Puente, LISTO and others	Club funds when cost is involved	Inter-mittent		Club records of community service activities
	Student Government and Leadership class members are required to perform 8 hours of community service per semester	Student Government and Leadership class (Debbie Douglass)	N/A			Syllabus for Leadership class; students' written account of community service
	Service Learning will be a part of the Soc 002 course requirements beginning Spring 2008	Jeff Basham	N/A			Course syllabus; students' written summary of service learning experience
	Student serving as livestock judges at District and county fairs; 4-H/FFA judging field days	Agriculture Division	N/A			Records of students serving as judges
	Serving Learning will be a part of the FYE Program	First Year Experience Program (Monica Nolasco)	N/A			Students' written report of service learning experience
	Student outreach and recruitment with AG Ambassador Program; booth at World Ag Expo; Visalia Farm Fest Ag Booth; OH booth at Tulare County Fair	Agriculture Division	Nominal Cost			
	Encourage more classes to incorporate community service/service learning in their curriculum	Instructional Council	N/A			Minutes of Instructional Council; course syllabi

E.3 Strengthen community connections with business and civic leaders in the District.	**ASB is a member of the Visalia Chamber of Commerce**	ASB (Debbie Douglass)	N/A			
	Site visits and guest speakers on various religions	Comparative Religion classes (Carol Enns)	N/A			Instructor's calendar of visits and guest speakers
	Research project (attend public agency meeting, evaluate meeting, interview an elected member of the agency)	Government 5 classes (Joe Enea)	N/A			Students' research papers
	Providing use of the Ag facilities to the Garden Club and Herb Society	Agriculture Division	N/A			Record of facility use
	ASB, Clubs and divisions participate in Visalia Christmas parade	ASB, Clubs, Divisions	Cost of float decorations and giveaways	Annually		Presence in the parade
	Sponsorship/participation with California for Women in Ag events and Tulare County Farm Bureau events	Agriculture Division	$1,000 for scholarships	Annually		Program listing as a sponsor
	5000 elementary students visit the COS farm each spring	Agriculture Division				Record of farm visits by schools
	Expand community events connected to the campus, e.g., open house	College	Unknown	Ongoing		Calendar of events; staff evaluation of events' effectiveness and worth
	Activities related to the college's growth and expansion, economic development, program development and efforts to meet community needs	Superintendent / President, Vice Presidents, Foundation, Voc Ed, Economic Development, Board of Trustees, Advisory Committees, Contract Ed	Unknown	Ongoing		Minutes of various meetings

Goal/Objective	Activity Description	Responsibility	Resources Needed	Resources Needed		Deliverable
				Start	End	
E.4 Expand opportunities for students to serve in community service projects and community outreach opportunities.	**Internships are available to students in various Divisions**	Divisions	N/A			Students' written record of Internship
	ICC encourages campus clubs to engage in community efforts	Inter-Club Council (ICC)	N/A			Club records of involvement in the community
	Implement a service learning program; require a specified number of community service hours for graduation	College	Cost of a Coordinator	Ongoing		Service Learning Program materials; modified AA/AS requirements
	Consider a Community Service Project Coordinator to expand and coordinate community oriented activities	College	Cost of a Coordinator	Ongoing		Community Service Project materials

Goal F – Improve Efficiency and Effectiveness of College Practices

Goal F: Improve Efficiency and Effectiveness of College Practices
Objective F.1: Pursue grants and fundraising in line with COS Mission and Goals

Initiative	Activity	Description	Responsibility	Resources Needed	Dates		Evaluation	Deliverable
					Start	End		
F. 1. 1.	Develop an efficient and effective grant development	Prepare an internal procedure wherein needs are identified and grant funding is sought.	Foundation Office/President's Cabinet		June 2007	September 2007		Written Process and Procedure

	Reporting to Cabinet regarding Grant Development Process	Monthly reporting to Cabinet regarding Grant Development Procees/Assessment of Program	Foundation		September 2007	Ongoing		Written Work Plan/Process Report
	Evaluation of Grant Development Request Process	Review the system to see if it is working for all constituencies	Foundation			June 2008		Survey/Report
F.1.2	Develop a process wherein the Foundation identifies needs not provided for by the General Fund	Prepare a plan wherein the Foundation Board helps identify projects which can be funded either through the discretionary funds or capital campaigns.	Foundation Board/Cabinet/College Council/Budget Committee		September 2007	March 2008		Written Procedure

Goal F: Improve Efficiency and Effectiveness of College Practices
Objective F.2: Connect the planning and budgeting process

Initiative	Activity	Description	Responsibility	Resources Needed	Dates		Evaluation	Deliverable
					Start	End		
F.2.1	Full Time Faculty Positions New/Replacements	After evaluation of the Fulltime	VP, Academic Services, VP Administrative Services/		Ongoing			Effective hiring of needed full time

		Faculty Obligation number, identify the number of needed faculty and the appropriate discipline area.	Instructional Council/ College Council/ Cabinet					faculty positions.
F.2.2	Distribution of Block grants for instructional equipment, library materials, and Technology	From the Program Review Process, area needs will be identified. Instructional Council will make first review.	Program Reviews/Instructional Council/College Council/Cabinet		Ongoing			Effective and efficient spending of materials covered by block grant.
F.2.3	Classified, confidential and Administrative Positions (New)	From the Program Review Process, area needs will be identified. College Council will prioritize and forward to the Cabinet	Program Reviews/ College Council/Cabinet		Ongoing			Efficient and effective hiring of new staff positions.

Goal F: Improve Efficiency and Effectiveness of College Practices
Objective F.3: Foster efficient and effective facility use and development, and provide essential equipment through a well planned and College-supported Process

Initiative	Activity	Description	Responsibility	Resources Needed	Dates Start	Dates End	Evaluation	Deliverable
F.3.1	Facilities: Minor Renovation, Scheduled maintenance, capital building funds	From the Program Review Process, area needs will be identified. College Council will prioritize and forward to the Cabinet	Program Reviews/ College Council/Cabinet		Ongoing			Efficient and effective use of funds for facilities.
F.3.2	Facility Development	From the Program Review Process, area needs will be identified and the District through a shared governance practice will prioritize development—	Program Review/College Council/ Cabinet/Foundation Board		Ongoing			Effective use of District Facilities.

		funds will be obtained from the general fund, grants, fundraising, or other sources						

Goal F: Improve Efficiency and Effectiveness of College Practices
Objective F.4: Assure that faculty and staff resources are used efficiently and effectively.

Initiative	Activity	Description	Responsibility	Resources Needed	Dates		Evaluation	Deliverable
					Start	End		
F.4.1	Continuous assessment of resources allocated for faculty and staff	Put into place the new assessment/evaluation model within the Program Review Process	VP Academic Services, Director, Research & Planning		Fall 2007	Ongoing		Report on Efficient and effective uses of staff and faculty resources

Attachment #7

College of the Sequoias Academic Senate
Student Learning Outcomes Assessment Guidelines

The College of the Sequoias Academic Senate and College of the Sequoias administrative leadership agree that the following statements reflect a mutual understanding of an assessment philosophy and related activities at the college.

Why Assess Student Learning Outcomes?

Successful Curriculum reform is directed toward helping students learn what faculty teaches. Assessment of student learning allows us to observe what and how well our students learn. When we identify student learning outcomes for our courses and share them with our students, we encourage students to become more actively involved in their own learning process. When we assess our students' learning, we are able to identify which of our teaching practices have been successful and which have not, thus enabling us to modify our teaching practices in order to increase success. The goal of effective assessment of student learning outcomes is to improve teaching and learning.

What is assessment?

Assessment of SLOs is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. Assessment helps us create a shared academic culture dedicated to assuring and improving the quality of higher education. (AAHE Bulletin 1995)

This assessment is not for the purpose of evaluating an individual student or a faculty member's performance. It should be noted, however, that conducting appropriate outcomes assessment is the responsibility of faculty.

The reporting of student learning outcomes assessment information will be done in a manner that is not attributable to any individual faculty member.

Who will develop the processes of assessment?

The faculty of College of the Sequoias will develop the criteria by which student progress may be evaluated. These will be ongoing processes, open to modification and improvement. Not all assessment need be done in individual classes, and not every faculty member need assess all of the core learning. The processes of developing and assessing student learning outcomes shall reside with the faculty.

What will assessment be used for?

At College of the Sequoias, we will use assessment of student learning outcomes primarily to understand, and thereby improve, student learning through informed decision making and planning. More specifically, assessment can serve the following roles in the institution:

To improve services, feedback, guidance, and mentoring to students in order to help them better plan and execute their educational programs

To help design and improve programs and courses to better promote student learning and success.

To identify shared definitions and measurable benchmarks for evaluating student abilities to more coherently and effectively promote student learning.

To help us understand how groups of students experience the college differently so as to respond appropriately to the needs of all students.

To help us understand how our different courses and programs affect students over time so that we can better coordinate and sequence the student's experience to produce more and deeper learning.

To provide staff and students with opportunities to reflect on their practice and their learning.

What will assessment not be used for?

Individual institutions make individual choices about how they will use the tools of student learning assessment. College of the Sequoias will not use the tools of assessment in any of the following ways:

We will not use assessment of student learning as an end in itself. Assessment that does not help us to promote student learning is a waste of time.

We will not use assessment of student learning punitively or as a means of determining faculty or staff salaries or rewards. The purpose of assessment is to evaluate student learning, not to reward or punish faculty or staff.

We will not use any single mode of assessment to answer all questions or strictly determine program decisions.

We will not use assessment in a way that will impinge upon the academic freedom or professional rights of faculty. Individual faculty members must continue to exercise their best professional judgment in matters of grading and discipline.

We will not assume that assessment can answer all questions about all students. We need not directly assess all students in order to learn about the effectiveness of our programs and policies.

We will not use assessment only to evaluate the end of the student's experience or merely to be accountable to outside parties.

We will not assume that assessment is only quantitative. While numerical scales or rubrics (such as the four-point grading scale) can be useful, their accuracy always depends on the clear understanding of the concepts behind the numbers. Indicators of student learning can be expressed as narratives, a performance or numbers.

We will not assume that assessment is only grading.

What is the college's role in assessing student learning?

The college will provide the necessary support structure, including, but not limited to, release time for a

faculty SLO coordinator, office space, support staff and an activities budget.

How will we use assessment of student learning?

The following guidelines will govern the methodology and approach we will employ at College of the Sequoias to promote assessment of student learning:

We will seek multiple methods of assessing student learning rather than relying on any single method.

We will assess those skills, attitudes, behaviors and knowledge that our faculty, in consultation with the entire college community, judges to be important and valuable.

We will assess the ongoing progress of students throughout their experience at the college.

Where appropriate, assessment processes and instruments will be designed to accommodate and encourage creativity and originality shown by students.

We will clearly explain the purposes of assessment so that staff, students, and the community can clearly see why assessment is being used, as well as the rationale for choosing each individual form of assessment in its particular context.

This document is based on the work done by Palomar College and Modesto Junior College

Nothing contained in this assessment guidelines agreement shall add to, substitute, replace, abridge, supersede, or in any way change or alter Board Policy or the terms and conditions of the classified, adjunct, or full-time collective bargaining agreements. Should a conflict arise between the guidelines contained herein and any of the collective bargaining agreements, then the terms and conditions of the appropriate collective bargaining agreement shall prevail.

Signed:

William T. Scroggins 4-23-07
COS President **Date**

Dale E. Norton 4/24-07
COS Vice President of Academic Services **Date**

Stephen J. Natoli 4 – 24 -07
COS Academic Senate President **Date**

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Attachment #8

HISPANIC Outlook TOP 50 Community Colleges

Texas and California Dominate Community College Scene for Hispanics

by Mary Ann Cooper

Community College enrollment and associate's degree figures for 2004 underscore the dominance of California schools in attracting Hispanics to pursue associate's degrees. According to surveys completed by the National Center for Education Statistics (NCES), Latinas outnumber Latinos as enrollees and degree-earners at two-year colleges. Additionally, the ratio of Hispanics to other minorities and White students at the community college level is in many cases significantly greater than the Hispanic ratio to these same groups in general population terms.

El Paso Community College (EPCC), in Texas, led both NCES charts posting the best record of recruiting and graduating Hispanic students. El Paso also led this year's list of Hispanic-serving institutions granting the most associate's degrees to Hispanics. What makes more Hispanics gravitate to and complete their studies at EPCC? Geography plays a role to be sure. Texas is one of the states that have a majority minority Hispanic population. Another factor, perhaps just as important, is the composition of EPCC's faculty. According to EPCC's published reports for 2003, 72 percent of its faculty and staff are Hispanic compared with 24 percent White and 4 percent of other ethnicity or race. These figures take into account all faculty and staff, part time and full-time, and includes work-study staff. When making a similar comparison with just full-time faculty, Whites lead this category with 174 out of a total of 345 full-time faculty members, but Hispanics rank a close second with 154. Eighty-five percent of EPCC's students are Hispanic as well as 83 percent of its degree recipients.

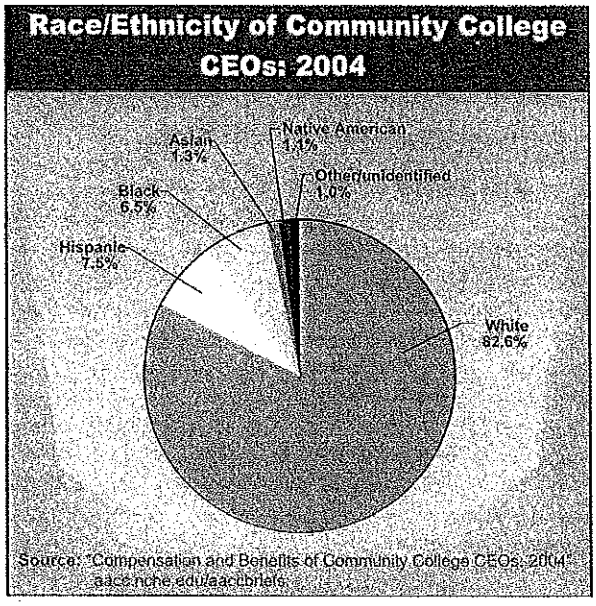
On its Web site, EPCC's president, Richard M. Rhodes, welcomes prospective students to "any of our five campuses, which are nestled in the beautiful southwest desert," stating that EPCC offers students a "unique, diverse student culture" in which to begin their higher education experience. Founded in 1969, EPCC offers more than 130 academic programs of study and more than 350 personal enrichment/continuing education courses.

In terms of all Top 50 charts in this issue of *HO*, California schools make up more than half of all schools listed, even though Texas schools crowd out other states, including California, in the top five in enrollment and Hispanic-serving institutions granting A.A. degrees. California has the edge in A.A. degrees granted among all community colleges. For instance, 26 Californian schools are listed among the top 50 community colleges granting associate's degrees to Hispanics, but four of the top five schools are in Texas. Following top-ranked EPCC, is South Texas College, Laredo Community College, East Los Angeles Community College, and Texas Southmost College. In terms of state numbers, Texas has 12 schools, New York has six, Florida has three, Arizona has two and New Mexico is represented by one school in the top 50 list for associate's degrees.

Some schools swap position when placed in the top 50 chart for all enrollment among community colleges, but the overall numbers are similar. In this case, California is represented by 29 of its schools and controls three of the top five spots on the chart. Texas takes the other top five positions and has 12 schools on the list. Illinois, although not in the top 50 for degrees granted, has three schools on this list. New York and Florida each have two of their schools represented, and New Mexico and Arizona each have one school on the list. Following top-ranked EPCC are East Los Angeles Community College, South Texas College, Santa Ana College, and Mount San Antonio College.

As *HO* has reported for the last few years, Latinas generally outnumber Latinos at the community college level. This is particularly true when examining the top 10 schools in each category. The only exception can be found in the community colleges enrollment charts. At ninth-ranked Rio Hondo College, Hispanic men outnumber Hispanic women by a slim margin of 5,158 to 5,054.

As *HO* reported last year, more and more students are seeking out community colleges to begin their higher education experience, and more attention is spent on attracting and keeping administrators and CEOs who can help community colleges meet the new challenges of a changing higher education landscape. The American Association of Community Colleges (AACC), in its *Compensation and Benefits of Community College CEOs: 2004*, conducted a Web-based survey to explore various aspects of compensation (salary and benefits) packages available for community college CEOs. Almost 1,300 surveys were sent out to community college CEOs by AACC and Phillip Blount & Associates



Gender was not a statistically significant predictor of salary; however, other individual factors such as race/ethnicity and length of service as a CEO were related to salary level.

(a human resources consulting firm) in January of 2004. The data were collected in March of 2004. The results of the 26-question Web-based survey presented a comprehensive look at not only how much community college CEOs earn but how diverse this administrative group is and how location affects compensation packages.

One of the key findings of the survey is that even though more emphasis is placed on community colleges in today's higher education arena, the salaries of its CEOs have actually decreased since 2001 when adjusted for inflation. In gender terms, the overall compensation packages for men and women CEOs were about equal to each other, but at single-campus colleges, female CEOs actually earned more than their male counterparts.

The type of college also affected the salary ranges of CEOs. Those who were in charge of campuses within multicampus systems were compensated less than those who were CEOs of district offices within multicollege districts. And, the higher the enrollment of the community college, the higher the CEO salaries. The exception was the Rocky Mountain region where CEOs had lower salaries than their counterparts in all other regions regardless of college type or size.

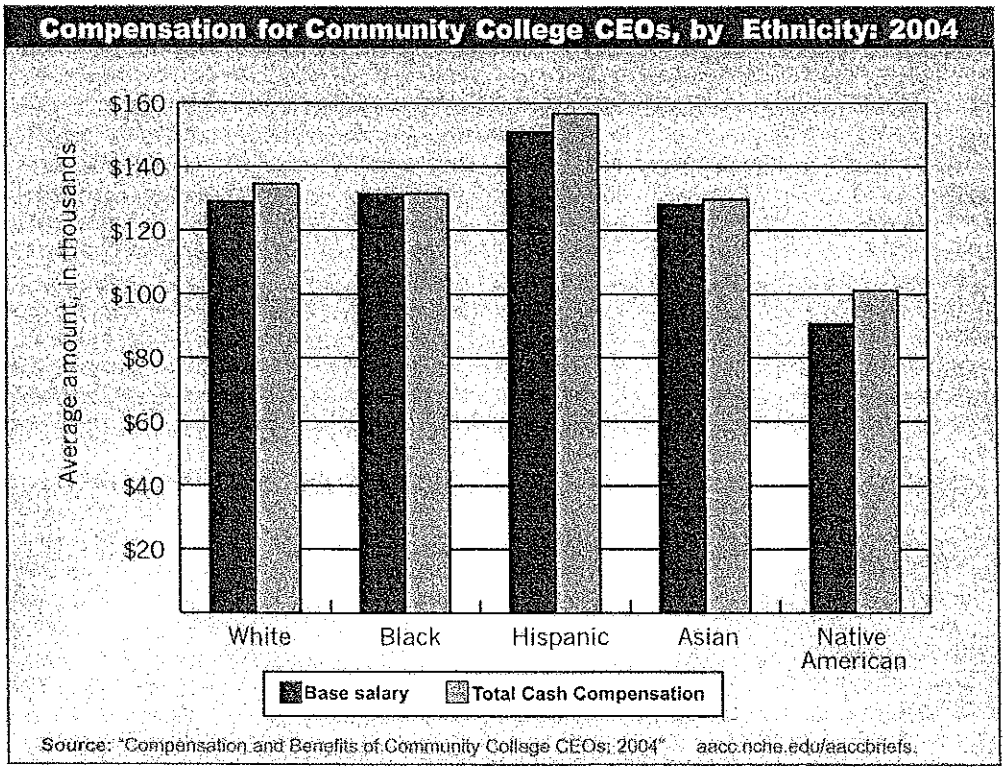
Of those CEOs responding to AACC's survey, 17 percent were minorities, compared to the 20 percent that actually comprise AACC's membership database. One of the key findings of the survey was that Hispanic CEOs earned more than CEOs of any other racial or ethnic backgrounds.

According to the AACC report, the base salary of community college CEOs responding to the survey was $130,615. Eighty-five percent of them hold doctorate's; 11 percent hold master's degrees other than an MBA, which is held by 1 percent of these CEOs. JD and bachelor's degrees are held by 1 percent and less than 1 percent, respectively.

AACC ends its report with the following conclusion:

"Findings from the 2004 survey of compensation for CEOs of community colleges indicate that CEOs receive a wide variety of compensation and benefits. Gender was not a statistically significant predictor of salary; however, other individual factors such as race/ethnicity and length of service as a CEO were related to salary level. College characteristics, such as college type and size, regional location, and urbanicity, were also strong predictors of salary."

To view the full report, *Compensation and Benefits of Community College CEOs*, visit AACC's Web site at www.aacc.nche.edu.



HISPANIC Outlook TOP 50

These latest figures from the National Center for Education Statistics, U.S. Department of Education, based on a 95 percent response, rank the nation's community & junior colleges in number of associate's degrees awarded to Hispanics in 2004.

Community & Junior Colleges for Hispanics

Colleges Awarding the Most Associate's Degrees to Hispanics

Rank	Institution	Total Degrees	Total Men	Total Women	Hispanic Total	Hispanic Men	Hispanic Women	Hispanic %
1.	EL PASO COMMUNITY COLLEGE, TX	1236	365	871	1020	301	719	83
2.	SOUTH TEXAS COLLEGE, TX	1032	324	708	969	305	664	94
3.	LAREDO COMMUNITY COLLEGE, TX	912	285	627	869	265	604	95
4.	EAST LOS ANGELES COLLEGE, CA	1208	369	839	756	221	535	63
5.	TEXAS SOUTHMOST COLLEGE, TX	722	163	559	682	155	527	94
6.	SANTA ANA COLLEGE, CA	1344	557	787	658	254	404	49
7.	VALENCIA COMMUNITY COLLEGE, FL	3850	1538	2312	655	253	402	17
8.	BROWARD COMMUNITY COLLEGE, FL	3305	1178	2127	634	255	379	19
9.	CERRITOS COLLEGE, CA	1154	389	765	578	184	394	50
10.	SOUTHWESTERN COLLEGE, CA	1021	359	662	560	177	383	55
11.	RIVERSIDE COMMUNITY COLLEGE, CA	1938	628	1310	537	164	373	28
12.	PASADENA CITY COLLEGE, CA	1827	665	1162	504	169	335	28
13.	MT SAN ANTONIO COLLEGE, CA	1332	520	812	500	178	322	38
14.	TECHNICAL CAREER INSTITUTES, NY	1092	725	367	487	288	199	45
15.	CUNY BOROUGH OF MANHATTAN CC, NY	2026	650	1376	482	144	338	24
16.	PIMA COMMUNITY COLLEGE, AZ	1742	664	1078	479	159	320	27
17.	RIO HONDO COLLEGE, CA	645	252	393	439	161	278	68
18.	CHAFFEY COLLEGE, CA	1138	366	772	423	154	269	37
19.	DEL MAR COLLEGE, TX	793	262	531	421	141	280	53
20.	KATHARINE GIBBS SCHOOL, NY	1327	571	756	415	194	221	31
21.	CUNY LA GUARDIA COMM. COLL., NY	1275	417	858	406	104	302	32
22.	SOUTHWEST TEXAS JUNIOR COLLEGE, TX	457	147	310	400	123	277	88
23.	SAN ANTONIO COLLEGE, TX	822	284	53	382	132	250	46
24.	HOUSTON COMMUNITY COLLEGE SYSTEM, TX	1503	443	1060	380	104	276	25
25.	ALBUQUERQUE TECH. VOCATIONAL INST., NM	1012	362	650	361	120	241	36
26.	FRESNO CITY COLLEGE, CA	1102	374	728	342	123	219	31
27.	FULLERTON COLLEGE, CA	1050	385	665	330	110	220	31
28.	SAN JACINTO COLLEGE-CENTRAL CAMPUS, TX	1413	482	931	328	98	230	23
29.	BAKERSFIELD COLLEGE, CA	889	327	562	322	105	217	36
30.	LOS ANGELES CITY COLLEGE, CA	744	273	471	315	104	211	42
31.	SAN JOAQUIN DELTA COLLEGE, CA	1464	523	941	308	111	197	21
32.	CITRUS COLLEGE, CA	860	335	525	305	100	205	35
33.	VENTURA COLLEGE, CA	919	311	608	303	93	210	33
34.	CUNY BRONX COMMUNITY COLLEGE, NY	654	230	424	302	101	201	46
35.	IMPERIAL VALLEY COLLEGE, CA	344	94	250	298	76	222	87
36.	EL CAMINO COLLEGE, CA	1179	448	731	294	99	195	25
37.	NASSAU COMMUNITY COLLEGE, NY	2949	1185	1764	293	103	190	10
38.	SANTA MONICA COLLEGE, CA	1311	448	863	290	89	201	22
39.	MODESTO JUNIOR COLLEGE, CA	1213	455	758	289	103	186	24
40.	ALLAN HANCOCK COLLEGE, CA	912	326	586	286	86	200	31
41.	LOS ANGELES TRADE TECHNICAL COLLEGE, CA	558	189	369	283	96	187	51
42.	CENTRAL TEXAS COLLEGE, TX	2090	1237	853	270	158	112	13
43.	HIGH-TECH INSTITUTE-PHOENIX, AZ	791	583	208	269	204	65	34
44.	COLLEGE OF THE SEQUOIAS, CA	726	236	490	265	90	175	37
45.	TARRANT COUNTY COLLEGE DISTRICT, TX	2029	681	1348	264	82	182	13
46.	HILLSBOROUGH COMMUNITY COLLEGE, FL	1987	741	1246	263	104	159	13
47.	SAN BERNARDINO VALLEY COLLEGE, CA	695	234	461	259	88	171	37
48.	LOS ANGELES VALLEY COLLEGE, CA	818	257	561	258	81	177	32
49.	MIDLAND COLLEGE , TX	848	387	461	251	129	122	30
50.	HARTNELL COLLEGE, CA	493	164	329	246	83	163	50

HISPANIC Outlook TOP 50

Community & Junior Colleges

by Hispanic Enrollment

Rank	Institution	Total Enrolled	Total Men	Total Women	Hispanic Total	Hispanic Men	Hispanic Women	%
1.	EL PASO COMMUNITY COLLEGE, TX	26078	10014	16064	22246	8323	13923	85
2.	EAST LOS ANGELES COLLEGE, CA	23969	9996	13973	16374	6037	10337	68
3.	SOUTH TEXAS COLLEGE, TX	17130	6687	10443	16253	6268	9985	95
4.	SANTA ANA COLLEGE, CA	26496	15853	10643	11718	5800	5918	44
5.	MT SAN ANTONIO COLLEGE, CA	27927	12397	15530	11538	4828	6710	41
6.	CERRITOS COLLEGE, CA	22155	9247	12908	10958	4384	6574	49
7.	HOUSTON COMMUNITY COLLEGE SYSTEM, TX	39715	16503	23212	10735	4231	6504	27
8.	SOUTHWESTERN COLLEGE, CA	18342	8029	10313	10523	4322	6201	57
9.	RIO HONDO COLLEGE, CA	16748	8936	7812	10212	5158	5054	61
10.	RIVERSIDE COMMUNITY COLLEGE, CA	30101	13075	17026	10058	4124	5934	33
11.	SAN ANTONIO COLLEGE, TX	20563	8295	12268	9595	3711	5884	47
12.	ALBUQUERQUE TECH. VOCATIONAL INST., NM	22927	9202	13725	9448	3545	5903	41
13.	PASADENA CITY COLLEGE, CA	27584	12157	15427	9269	3974	5295	34
14.	PIMA COMMUNITY COLLEGE, AZ	31545	13489	18056	9207	3707	5500	29
15.	LAREDO COMMUNITY COLLEGE, TX	9032	3703	5329	8524	3470	5054	94
16.	FRESNO CITY COLLEGE, CA	21540	9807	11733	8358	3768	4590	39
17.	AUSTIN COMMUNITY COLLEGE, TX	35622	15842	19780	8144	3515	4629	23
18.	CHAFFEY COLLEGE, CA	17963	6918	11045	7575	2836	4739	42
19.	HARRY S TRUMAN COLLEGE, IL	14001	6403	7598	7388	3876	3512	53
20.	EL CAMINO COLLEGE, CA	24732	11031	13701	7346	3206	4140	30
21.	BROWARD COMMUNITY COLLEGE, FL	32948	12359	20589	7213	2820	4393	22
22.	SAN JACINTO COLLEGE-CENTRAL CAMPUS, TX	24519	10122	14397	7173	3003	4170	29
23.	IMPERIAL VALLEY COLLEGE, CA	8064	3096	4968	7042	2662	4380	87
24.	CITY COLLEGE OF SAN FRANCISCO, CA	42438	17858	24580	6989	3072	3917	16
25.	RICHARD J DALEY COLLEGE, IL	10817	4050	6767	6885	2712	4173	64
26.	LONG BEACH CITY COLLEGE, CA	23177	10437	12740	6878	3035	3843	30
27.	SANTA MONICA COLLEGE, CA	27459	11937	15522	6844	2910	3934	25
28.	LOS ANGELES TRADE TECHNICAL COLLEGE, CA	12824	6121	6703	6542	3344	3198	51
29.	NORTH HARRIS MONTGOMERY CCD, TX	35788	13934	21854	6522	2418	4104	18
30.	DEL MAR COLLEGE, TX	11345	4486	6859	6411	2473	3938	57
31.	FULLERTON COLLEGE, CA	19774	9383	10391	6325	2865	3460	32
32.	BAKERSFIELD COLLEGE, CA	15482	6440	9042	6245	2373	3872	40
33.	VALENCIA COMMUNITY COLLEGE, FL	29556	12558	16998	6223	2560	3663	21
34.	LOS ANGELES VALLEY COLLEGE, CA	16688	6638	10050	6197	2423	3774	37
35.	LOS ANGELES CITY COLLEGE, CA	15958	6757	9201	6052	2598	3454	38
36.	PALOMAR COLLEGE, CA	25040	12596	12444	5489	2901	2588	22
37.	CUNY BOROUGH OF MANHATTAN CC, NY	18854	6840	12014	5399	1984	3415	29
38.	TARRANT COUNTY COLLEGE DISTRICT, TX	34136	14294	19842	5294	2136	3158	16
39.	WILBUR WRIGHT COLLEGE, IL	11708	4730	6978	5245	2134	3111	45
40.	SAN BERNARDINO VALLEY COLLEGE, CA	12904	5193	7711	5021	1959	3062	39
41.	CITRUS COLLEGE, CA	12144	5264	6880	4994	2025	2969	41
42.	REEDLEY COLLEGE, CA	11082	4286	6796	4981	1775	3206	45
43.	ST PHILIPS COLLEGE, TX	10164	4337	5827	4896	2173	2723	48
44.	MODESTO JUNIOR COLLEGE, CA	17177	6933	10244	4867	1966	2901	28
45.	PALO ALTO COLLEGE, TX	7623	2658	4965	4828	1619	3209	63
46.	CUNY LA GUARDIA COMMUNITY COLLEGE, NY	13592	4927	8665	4825	1684	3141	35
47.	SANTIAGO CANYON COLLEGE, CA	12758	8350	4408	4778	3420	1358	37
48.	LOS ANGELES MISSION COLLEGE, CA	6967	2442	4525	4742	1586	3156	68
49.	HARTNELL COLLEGE, CA	9368	4740	4628	4708	2032	2676	50
50.	COLLEGE OF THE SEQUOIAS, CA	10710	4301	6409	4597	1777	2820	43

HISPANIC Outlook TOP 50

For 2006, we have the latest NCES figures for top 50 associate's degrees granted by Hispanic-serving institutions.

Community & Junior Colleges for Hispanics

HSIs Awarding the Most Associate's Degrees to Hispanics

Rank	Institution	Total Degrees	Total Men	Total Women	Hispanic Total	Hispanic Men	Hispanic Women	Hispanic %
1.	EL PASO COMMUNITY COLLEGE, TX	1236	365	871	1020	301	719	83%
2.	SOUTH TEXAS COLLEGE, TX	1032	324	708	969	305	664	94%
3.	LAREDO COMMUNITY COLLEGE, TX	912	285	627	869	265	604	95%
4.	EAST LOS ANGELES COLLEGE, CA	1208	369	839	756	221	535	63%
5.	SANTA ANA COLLEGE, CA	1344	557	787	658	254	404	49%
6.	CERRITOS COLLEGE, CA	1154	389	765	578	184	394	50%
7.	SOUTHWESTERN COLLEGE, CA	1021	359	662	560	177	383	55%
8.	RIVERSIDE COMMUNITY COLLEGE, CA	1938	628	1310	537	164	373	28%
9.	PASADENA CITY COLLEGE, CA	1827	665	1162	504	169	335	28%
10.	MT SAN ANTONIO COLLEGE, CA	1332	520	812	500	178	322	38%
11.	TECHNICAL CAREER INSTITUTES, NY	1092	725	367	487	288	199	45%
12.	CUNY BOROUGH OF MANHATTAN CC, NY	2026	650	1376	482	144	338	24%
13.	PIMA COMMUNITY COLLEGE, AZ	1742	664	1078	479	159	320	27%
14.	RIO HONDO COLLEGE, CA	645	252	393	439	161	278	68%
15.	CHAFFEY COLLEGE, CA	1138	366	772	423	154	269	37%
16.	DEL MAR COLLEGE, TX	793	262	531	421	141	280	53%
17.	KATHARINE GIBBS SCHOOL, NY	1327	571	756	415	194	221	31%
18.	CUNY LA GUARDIA COMMUNITY COLLEGE, NY	1275	417	858	406	104	302	32%
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20.	SAN ANTONIO COLLEGE, TX	822	284	538	382	132	250	46%
21.	HOUSTON COMMUNITY COLLEGE SYSTEM, TX	1503	443	1060	380	104	276	25%
22.	ALBUQUERQUE TECH. VOCATIONAL INST, NM	1012	362	650	361	120	241	36%
23.	FRESNO CITY COLLEGE, CA	1102	374	728	342	123	219	31%
24.	FULLERTON COLLEGE, CA	1050	385	665	330	110	220	31%
25.	SAN JACINTO COLLEGE-CENTRAL CAMPUS, TX	1413	482	931	328	98	230	23%
26.	BAKERSFIELD COLLEGE, CA	889	327	562	322	105	217	36%
27.	LOS ANGELES CITY COLLEGE, CA	744	273	471	315	104	211	42%
28.	CITRUS COLLEGE, CA	860	335	525	305	100	205	35%
29.	VENTURA COLLEGE, CA	919	311	608	303	93	210	33%
30.	CUNY BRONX COMMUNITY COLLEGE, NY	654	230	424	302	101	201	46%
31.	IMPERIAL VALLEY COLLEGE, CA	344	94	250	298	76	222	87%
32.	EL CAMINO COLLEGE, CA	1179	448	731	294	99	195	25%
33.	SANTA MONICA COLLEGE, CA	1311	448	863	290	89	201	22%
34.	MODESTO JUNIOR COLLEGE, CA	1213	455	758	289	103	186	24%
35.	ALLAN HANCOCK COLLEGE, CA	912	326	586	286	86	200	31%
36.	LOS ANGELES TRADE TECHNICAL COLL., CA	558	189	369	283	96	187	51%
37.	HIGH-TECH INSTITUTE-PHOENIX, AZ	791	583	208	269	204	65	34%
38.	COLLEGE OF THE SEQUOIAS, CA	726	236	490	265	90	175	37%
39.	SAN BERNARDINO VALLEY COLLEGE, CA	695	234	461	259	88	171	37%
40.	LOS ANGELES VALLEY COLLEGE, CA	818	257	561	258	81	177	32%
41.	MIDLAND COLLEGE, TX	848	387	461	251	129	122	30%
42.	HARTNELL COLLEGE, CA	493	164	329	246	83	163	50%
43.	ARIZONA WESTERN COLLEGE, AZ	448	150	298	244	67	177	54%
44.	REEDLEY COLLEGE, CA	552	197	355	243	68	175	44%
	OXNARD COLLEGE, CA	421	138	283	243	67	176	58%
46.	LONG BEACH CITY COLLEGE, CA	866	311	555	238	80	158	27%
47.	TEXAS STATE TECH. COLL.-HARLINGEN, TX	272	173	99	236	150	86	87%
48.	PHOENIX COLLEGE, AZ	828	244	584	234	65	169	28%
49.	ST PHILIPS COLLEGE, TX	530	232	298	231	112	119	44%
50.	LOS ANGELES MISSION COLLEGE, CA	324	102	222	229	58	171	71%

LISTO Assures Transfer Success at College of the Sequoias

Renee Loncon, RN, LISTO alum, pictured third from left, with other graduates

by Angela Provitera McGlynn

In March, I presented workshops on promoting student success at the College of the Sequoias (COS), located along the eastern edge of California's San Joaquin Valley, midway between San Francisco and Los Angeles, in Visalia.

The California most outsiders think of is associated with coastal cities between San Diego and Mendocino. In contrast, the area surrounding COS is almost exclusively dedicated to intensive industrial agriculture. Driving south on Highway 99 from Fresno, one is deeply impressed by the numbers of dairies, orchards, fields, and farms.

Like most early California community colleges, COS developed out of the local public school system, housed as a department in the high school. The year was 1926, and it originally was called Visalia Junior College. In 1939, the Visalia Unified School District built the current college campus; in 1949, the district fostered the formation of an independent College of the Sequoias Community College.

Funded by a U.S. Department of Education Title V Grant, a team of COS faculty and administrators brainstormed to create a program known as "LISTO." In Spanish, LISTO means "ready" or "smart." The college uses the term as an acronym for "Liberal and Integral Studies for Transfer Opportunity." The Hispanic-Serving Institutions Grant has provided the opportunity for COS to develop learning communities revolving around an ethnic studies curriculum.

COS has developed a model that makes a positive difference in enhancing student success. I write about it here hoping that aspects of the program can be implemented at other institutions of higher education.

What is LISTO, and why does it work so effectively?

At its centerpiece are learning communities – academic and social groupings that promote critical-thinking skills, respect for multiple perspectives, and collaboration among students. LISTO is mainly designed to increase the retention and success of Hispanic and low-income students. Its mission is to increase the number of students transferring to a university at the junior level. Students entering LISTO make a commitment to transfer in two years.

Nine-week courses are offered on this fast-track transfer program so that two sequential courses are taught in one semester rather than two. Participants enroll in a group of courses with other LISTO students. The program offers new and returning students a support network of classmates, retention specialist, and other program staffers who monitor their progress and provide them with valuable assistance, advisement, mentoring, and encouragement.

Among the factors in LISTO's success is recognition of the importance of the "affective" dimension of learning. Retention literature shows that a critical variable, perhaps the most critical, influencing degree completion is whether a student has a friend at the same institution! Level of preparedness, motivation, and attendance are all factors, too. But the affective or feeling dimension seems to trump everything else.

Does the student feel a sense of belonging at a particular institution? Does the student feel included in a welcoming community? LISTO provides this key variable.

The LISTO mission statement, which notes that "Every student regardless of ethnicity or low economic status has the right to a better life," also notes that a university degree "is critical to participation in the new economic order."

An early step in launching LISTO was approval by the COS curriculum committee of four "hub courses" for the learning communities: Asian-American studies, Mexican-American studies, Black American studies, and Native American studies. A fifth ethnic studies course, American Ethnic Origins, explores the experiences of European immigrants.

At the helm of the program and currently wearing two hats is Dr. Robert Urtecho, LISTO program director and also interim dean of academic services. Born in the U.S. as one of eight children of Mexican immigrants, Urtecho is highly committed to student success, just as his parents had high aspirations for their children. All of his siblings are college graduates, some with advanced degrees and specialties. Urtecho earned a B.S. in biological science at St. Mary's College in 1981, M.S. in the same field at St. Bonaventure University in New York in 1987, and Ph.D. in botany in 1996 at the University of California-Davis. During my daylong session at COS, everyone – faculty, staff, and students – praised Urtecho's dedication and commitment to LISTO and to all those associated with it.

Students Beatriz Herrera (l.) and Sonia Guzmán (r.)

Ethnic studies courses are offered along with basic college English classes and other courses intended to help students transition to college-level academics. Urtecho explained an important factor that contributes to the success of the program – LISTO gets students to explore their ethnic heritage and teaches them writing and critical-thinking skills in the process. First, there is the "hook" of engaging students in material that is interesting and familiar to them, and then they simultaneously learn the developmental skills, the lack of which so often contributes to student attrition.

LISTO is expanding to serve other at-risk student populations. One such example is an Athletic Learning Community that began in spring 2005. Linked courses are also offered to help students in transfer-level courses. A cooperative arrangement with Porterville College, a sister college 35 miles south of Visalia, has expanded the LISTO model to another local community college. Porterville's demographics closely mirror those of Visalia in terms of Hispanic presence and low-income status.

Charles Rush, program specialist for LISTO at COS, is a primary contact for students. Rush organizes study sessions, book loans, workshops, advising, and enrichment opportunities for all the LISTO students. He works very closely with faculty to determine which services students need to ensure their academic success. His tireless commitment is central to the success of the program. Michelle Hart performs the same role at Porterville College with similar dedication to the students and the program.

Learning community models require regular contact between program staff, instructors, and students. That liaison person is the retention specialist, Dolores Pérez, whose office always has a student in it. Indeed, like the old *Life Magazine* photos of college students stuffed into a telephone booth, Dolores' office is often packed to the limits with students who need a word of encouragement, advice on courses, or just a smiling, supportive face. Her work has helped increase LISTO students' retention and persistence rates.

Among the others who make LISTO work so well is Verónica Cantú, the LISTO program secretary. Cantú, a native Visalian, told me that her father came from México in his teens, and her mother was born and raised in Texas. Neither parent went beyond eighth grade, but they encouraged their children to get an education in order to "get out of the fields, where most Mexican immigrants worked." For financial reasons, she and her four siblings needed to work to contribute to the family earning pot, and she is the only one of her family to have earned an associate's degree. Pérez is a successful COS graduate herself, and everyone I met at the professional development day praised her to the hilt, especially the students I met who have the most contact with her.

I am impressed with this learning community model because of LISTO's success rates in retaining students and getting them into the transfer pipeline. Why is their task especially challenging? Roughly half the COS population are Mexican immigrants or children of Mexican immigrants. Most come from families in which the parents are field workers – they have the grueling job of picking fruits and vegetables.

The concept of equal educational opportunity in America is a myth. LISTO is a program that is attempting to level a playing field that represents a chasm between the haves and the have-nots in America. Let's contrast, for example, the educational opportunity offered to children of middle-, upper-middle-, and upper-class parents who themselves are well educated. These well-educated and economically comfortable or affluent families might have their own set of problems in life. Money is obviously no guarantee of a smooth-sailing life. However, the educational opportunity their children have as a result of being born into such a family is indeed a privilege.

A friend teaches preschoolers, 4-year-olds, in an affluent university town. We are often amazed at how much they already know and how articulate they are at such an early age. I am reminded of the Actors Studio interview on the Bravo channel with comedian Robin Williams. As only

Williams could, he changes his voice into that of a young child. When he asks the "preschooler" why he is upset, the child (Williams) says, "I am having trouble with my hard drive. There is a glitch on my computer, and I am unable to access some of my favorite Web sites." Then Williams asks the youngster how old he is. In the toddler's voice again, Williams holds up two fingers and says, "This many." This makes us laugh, but how far off the mark is this joke given that affluent 2- and 3-year-olds are already becoming computer literate? There is even a phrase that reflects the difference between the haves and the have-nots in this area. That phrase is "the digital divide." The children of college-educated, particularly well-to-do parents, barring some learning or emotional difficulties, will probably be very well prepared to do college-level work when the time comes.

Recently, I read that 40 percent of Harvard's acceptances are children of alumni. I am not suggesting that these children are accepted merely because a parent went to Harvard, although it certainly gives them a leg up in terms of points for admission. What I am suggesting is that these children have been "groomed" to be successful in academia. Their parents know the culture of the academic world and help them to navigate their way into and through the system. These children go to the best public schools either by virtue of the neighborhoods in which they reside or because they are sent to prestigious private schools. They are often provided with educational and culturally expanding opportunities. They were undoubtedly read to as toddlers and preschoolers. They have probably engaged in extracurricular activities and have gone to museums. Maybe they vacation in foreign countries, expanding their horizons even further. And, you can rest assured that most of them will take courses with titles such as "How to Prepare for SATs." When the time comes to apply to college, their parents might help them write their essays and pay the college application fees for multiple colleges so their child can "select" the college of his or her choice.

In contrast, the families from which the LISTO students come, many of them Hispanic immigrants, typically are not conversant with the academic world. We know that most Hispanic families want their children to get an education, but college is often an alien world to them. Yet another feature contributing to the LISTO success is that it brings in students' families. Parents of students are invited with their children to an orientation program, and, while they all hold candles in their hands, a moving "Promise Ceremony" takes place.

Students make a detailed pledge, a set of standards, in unison, after which the parents make this pledge: "We promise to assist you in accomplishing the goals you have set for yourself. We will support you when you are down, celebrate your victories when you succeed, encourage you when you have doubts, and rejoice with you as you complete your job as a student."

I can only imagine how inspiring such a ceremony would be!

LISTO helps students like the ones I met at the COS workshops. In fact, the presence of students at a faculty-development day attests to the program's student-centered focus. What an excellent and often overlooked idea to include students. I interviewed two LISTO students after the workshops: Beatriz Herrera and Sonia Guzmán. They are now juniors at Fresno State College in California, having completed their associate's degrees through LISTO.

Herrera and Guzmán first came to America as young children from México. They met in the "English" learning community of LISTO. They took many classes together and helped each other reach their goals. I asked how LISTO helped them. They said it provided incredible social support. They praised the learning communities for giving them the opportunity to bond with other students. They told me that "Dr. Urtecho and all the staff always had their doors open to students." Sometimes, they said, all they needed was to make copies or to borrow a stapler from the office, but, at other times, they needed and received excellent academic support, advisement, mentoring, and personal counseling. Herrera added, "Dr. Urtecho often gave us an extra inspirational and motivational push."

These young, smart, and charming Mexican-American women will earn their bachelor's degrees. I have no doubt about that!

Renee Loncon is a graduate of COS and currently employed as a registered nurse. She says her dream of becoming a nurse would never have happened without LISTO. "My life was a mess, and there was no logical reason for me to continue to seek my dream," she said. "Although I had successfully completed 15 units prior to becoming a LISTO student, my life and circumstances had changed from my earlier educational experience. I was going through a bitter divorce, 40 years old and homeless, with no income. I had two children from whom I was separated as a result of not having a permanent residence. My only true support came from my best friend, who was dying from ovarian cancer. There were so many reasons to give up, throw in the towel, and just walk away. ... Dr. Urtecho and LISTO provided me with what I needed to turn my life around.

"It was within the learning community where I began to discover the strengths I possessed. Among the students, there was a sense of unity and responsibility for self and for the group as a whole. Since our classes were scheduled as a community, there was a sense of familiarity and a sense of belonging within our learning community. We were able to have study groups between classes, after classes, and we even scheduled study groups at each other's homes."

Loncon designed and made the LISTO stoles for the first LISTO graduates. She told me that the "Promise Ceremony" mentioned above still brings tears to her eyes.

"I don't even know where to begin to tell you how my life has changed and been filled with so many good things. Here are just a few of the positive ways my life has changed: I now have custody of my children, a home, an Associate of Science degree, a registered nursing license, and a great job!"

At the end of our conversation, Loncon mentioned that her daughter is graduating from high school. She suggested that the LISTO model of learning communities would actually work well at that level to help students prepare for college. I agree. Given the large populations of many of our high schools, learning communities might be helpful not only in the educational process but also in socializing high school students to work cooperatively.

Need I say more about how LISTO changes individual lives and facilitates contributions to our society as a whole? Wouldn't a model that includes learning communities, advisement, mentoring, and including and educating parents about college education be a viable possibility to promote Hispanic and low-income student success nationwide?

Angela Provitera McGlynn, a consultant and national presenter on teaching and diversity issues, taught psychology for 35 years at Mercer County Community College.

DECOS

Guidelines for Distance Education Course Offerings

1. **Definition of Distance Education:** A course is considered a distance course whether 1% or 100% of the course's planned instruction occurs when students and instructor are separated by distance and interact through the assistance of communication technology. (Title 5: 55200)

2. **Departments Choose Appropriate Courses:** Each department shall decide which of its courses are appropriate for distance learning and which distance education modalities (online, smart classroom, TV, video, correspondence, etc.) are best suited for each distance education course. The Curriculum Committee must approve a Distance Learning Addendum (DLA) for every distance education course offered.

3. **Recommendation for Scheduling:** Division chairs will convey the division/department's recommendations about which courses should be scheduled to have distance sections to the appropriate dean.

4. **Selection of DE Instructors:** Instructors for distance education courses will be selected by the same procedures used within a division to determine regular instructor assignments.

5. **Training of DE Instructors:** Training of individual faculty to teach distance courses will be required before the faculty member teaches a distance class at COS for the first time. If the faculty member has no previous experience, s/he must meet two or more of the following criteria:

    a. Previous face-to-face teaching experience of the course
    b. Have successfully completed a distance course (as a student)
    c. Have one year teaching experience or have previously taken distance education training courses
    d. Have training in or experience with current course management system

6. **Mentoring and Support:** Faculty will be assigned a mentor during the first semester of teaching a distance education course. Additionally, full-time faculty members developing and teaching distance courses will receive 20% reassigned time to be taken either the semester before teaching their course or during the first semester of teaching the distance course.

7. **Faculty Load:** Instructors shall not teach more than 60% of their load in distance courses unless approved by the Vice-President of Instruction.

Addendum

Notes on recent changes in organizational structure.

During the spring and Summer Terms of 2007, the President introduced several significant changes to the organizational structure of the College of the Sequoias. These were partially in response to the recommendations of the Accreditation Team, and also to end an era of retaining temporary or transitory administrators where permanent positions existed. These changes are of a nature that significantly affects the morale of the campus community. They also induce a spirit of trust, willingness to experiment with new systems and ideas, and a cultural change from the previously observed state, to a culture that values change and dares to think differently.[1]

Reorganization of Academic Services

Upon Dr. Scroggins' arrival at COS Academic Services was under the direction of an Interim Vice President and only two Deans of Academic Services (Academic and Vocational). In order to ensure effective managerial guidance of all divisions three additional Academic Deans were hired and duties were re-assigned. In the new organization five Academic Deans supervise the following Divisions[2]:

- Mr. Brent Calvin; Business and Social Sciences
- Ms. Cindy DeLain; Allied Health and Physical Education
- Mr. Larry Dutto; Vocational Education
- Dr. Jennifer Vega La Serna; Arts and Letters
- Dr. Robert Urtecho; Science, Math and Engineering

Dr. Ron Johnson began his tenure on July 1, 2007, as Vice President of Academic Services and Accreditation Liaison Officer.

This new organizational structure provides for more efficient and effective administration of scheduling, program review, evaluation, and curriculum development in the instructional apparatus of the college. Additionally, divisions receive a degree of line of sight management and leadership that they have heretofore not enjoyed. As the fall term begins, it is evident that this change has been effective in its early stages. We look forward to renewed energy from our faculty and staff as they begin to see that more meaning, better decisions, and faster results are stimulated by the new structure.

Additional Staffing Changes

Ms. Frances Gusman was named Vice President of Student Services in January, 2007.
Ms. Leangela Garcia assumed the new position of Categorical Accounting Officer.
Ms. Linda McCauley assumed the new position of Chief Accounting Officer
Ms. Monica Nolasco was appointed Counselor/ First Year Experience Coordinator in July.
Ms. Lisa Loewen was hired as Hanford Center Counselor (our first full-time Student Services position at our Hanford Center).

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[1] See attachments :"College of the Sequoias Organizational Chart 2006-07" and "College of the Sequoias Organizational Chart, Fall 2007"

[2] See attachment: "Academic Services Organization Chart 2006-07" and "Academic Services Organizational Chart 2007-08"

Administrative Initiatives.

The First Year Experience

In June of 2007, Dr. Scroggins convened the entire management team at a three-day retreat on the subject of enrollment management. Dr. John Gardner, one of the pioneers of the First Year Experience in the nation, guided us through those 3 days as we studied and planned how to launch a First Year Initiative at College of the Sequoias.

Our Convocation topic at the opening of school focused on our new First Year Experience Initiative. Our featured speaker was Lanine Baccam, Coordinator of New Student Orientation Programs at the Community College of Denver. The object of this initiative is to improve retention and success among students first attending college. Research shows that certain interventions produce positive results—such as learning communities, taking a college success class, and developing a mentor relationship. The First Year Experience Initiative will build on our previous success with learning communities in the LISTO project and will incorporate our Student Success class in First Year Experience cohorts.[3]

Every Student Counts

This fall, Dr. Scroggins introduced a new academic initiative titled "Every Students Counts" (ESCI). ESCI will focus on realigning our resources to ensure that we are meeting the educational needs and demands of our students by providing the courses, Programs, and Certificates that they want and need. Dr. Scroggins has directed the Institutional Technology area to develop and provide the following MIS reports to be available on the web for all personnel to be access. When completed, this set of reports will be available on a live update basis to assist us in achieving success for this new initiative. They will provide the relevant data to track trends in enrollments, degree/certificate completions, and classroom utilization, along with new reports designed to assist us in analyzing student needs. On the list for development are:

. Schedule building tools

- FTES projection report
- Course productivity report
- Room utilization cap/load ration report
- Room schedule chart
- Section fill rates report
- Wait list demand report (wait lists take effect spring of 2008)
- End-time calculator tool

Schedule checking tools

- Missing section data report
- Total contact hours report
- Faculty load exception report

Tools to monitor section fill rates

- Low enrolled section report (in use starting July, 2007)
- Course fill pattern report
- Available room report

[3] First Year Experience Program Mission Statement (See attached)

Program and course effectiveness

- Courses not offered in the last two years by division
- Program awards report & declared majors report
- Earned but not awarded report
- Cost per FTES report
- Course sequence persistence report

M.E.S.A.

This past summer the Mathematics, Engineering, Science Achievement (MESA) program informed the college that our application for an un-endowed MESA California Community College Program (MESA CCCP) had been accepted. Established in 1970, the MESA program is one of the country's oldest and most successful programs to assist educationally disadvantaged students attain degrees in math, engineering and sciences from four-year institutions. The MESA California Community College Program (MESA CCCP) is an academic program that supports educationally disadvantaged community college students to excel in math, engineering, and science so they can transfer to four-year institutions as majors in these fields. MESA CCCP Centers are located on community college campuses throughout the state. The COS MESA study center is used daily by students in both advanced mathematics and science courses.

Upward Bound

On, August 31, 2007 College of the Sequoias was notified that we have been selected to receive funding under the Upward Bound Math and Science Program (Trio Grant). The grant will provide COS with the resources to work with middle school and high school students to develop their math and science skills and provide an educational and career pathway for college majors in math and science.

The US DOE describes the program as follows:

> The Upward Bound Math-Science program allows the Department to fund specialized Upward Bound math and science centers. The program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science.

Fiscal Principles and Procedures

A complete revision of our Fiscal Principles and Procedures* (see p. 15 of the Accreditation Progress Report) includes important new sections that specify exactly how program reviews will link directly to the budgeting process at College of the Sequoias.

For example: "Program Review documents will be used as primary support for initiating all requests for staffing, monies or facility resources. Careful planning and prudent requests should be made by department after review of data in support of growth or change. Deans supervising the departments need to Review Annual Reports that support staffing, revenue or facility changes should also be provided when the requests are made to instructional council, college council, President's cabinet or other shared governance entity."[4]

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[4] Fiscal Principles and Procedures for the College of the Sequoias. Revised September 8, 2007

"The Instructional Council will review fulltime faculty positions requested that are needed to maintain Fulltime Faculty Obligation as well as additional fulltime positions needed for the instruction and student services programs. Positions request will be submitted with the most recent Program Review and the requesting division's Annual Review report. Priority of positions will be will be driven by College Mission, Institutional Goals and Objectives, and student demand for courses of instruction and support services, with demonstrated identification of the departments need in the latest Program Review and Annual Review. *Positions not demonstrated in Program Review or Annual Reviews should not be approved.*" (Emphasis added).

College for Working Adults

"Weekend College, now called College for Working Adults, will begin Spring 2008. Brent Calvin and his team have assembled a calendar of weekend course offerings that allows participants to complete an Associate Degree and CSU Transfer at the same time—plus, with only two more courses, complete all the lower division requirements for the Liberal Studies major at Fresno State, the program that trains K-12 school teachers. The College for Working Adults takes advantage of our growing number of online and hybrid online/classroom courses to get face-to-face time down to a manageable number. In most cases, students will take a course for six hours on four consecutive Saturdays, then move on to the next course. After two years (which includes two summers), students are ready for graduation and transfer. This fall, Brent's team will market and recruit students for the program who will move through the curriculum as a cohort group. The two-year cycle will be continuous, allowing new students to add in at any point—thus allowing for spaces that become vacant in the original cohort to be filled by new students to the program. In addition to this Liberal Studies cycle, the plan is to add other majors, such as Business, in future versions of the College for Working Adults."[5]

Summary

The College of the Sequoias has made very real and substantial improvements to correct the deficiencies noted in the Commission's letter of January 31, 2007. We look forward to the opportunity to meet with the Progress Report visit team in order to more fully demonstrate the effectiveness of our efforts to meet the expectations of the Commission.

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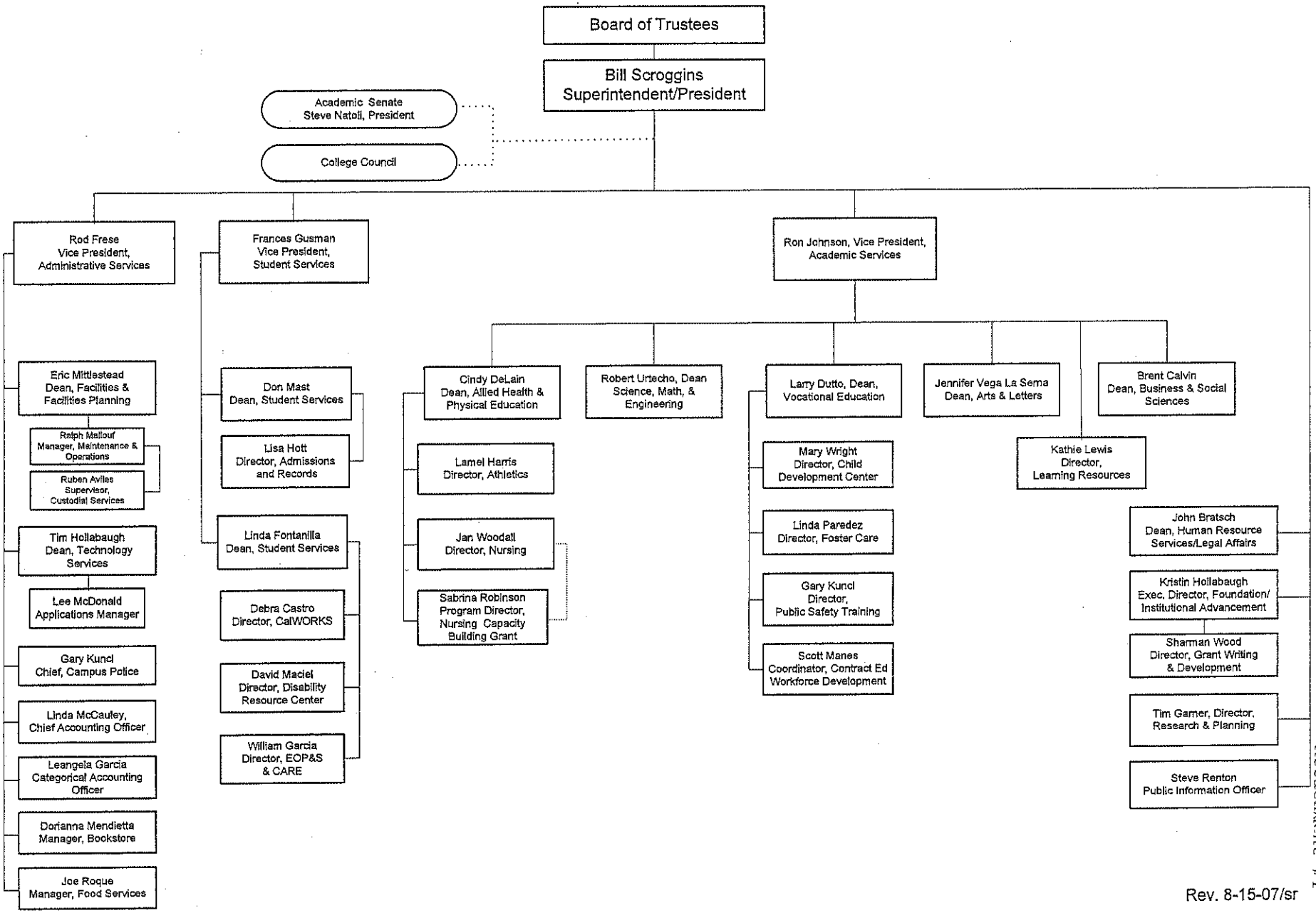
[5] President's Weekly Report to the Board. September 12, 2007
Available at: http://www.cos.edu/view_page.asp?nodeid=4273&parentid=4265&moduleid=5

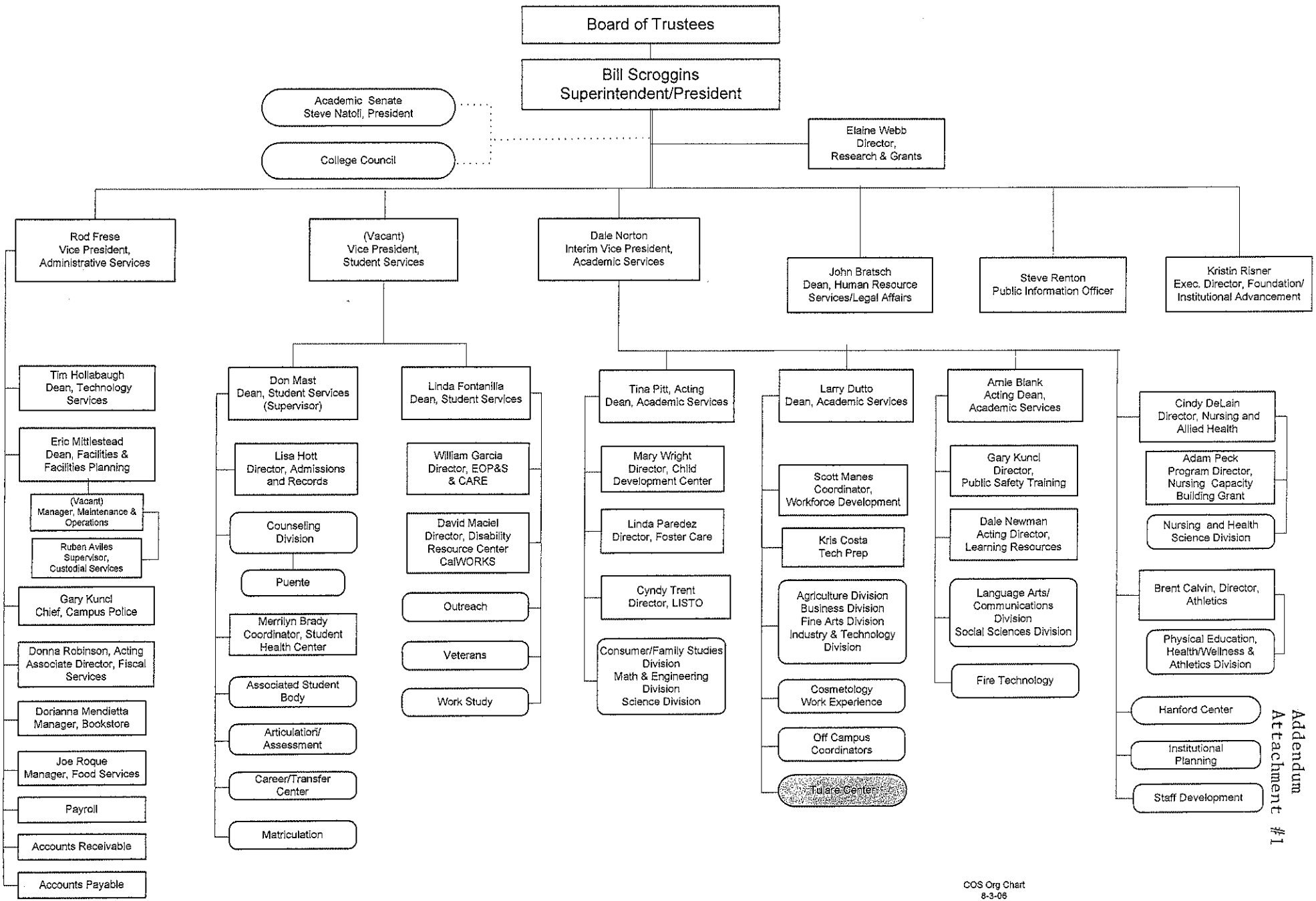
College of the Sequoias Community College District
Organizational Structure, Fall 2007



Addendum
Attachment #1

Rev. 8-15-07/sr

College of the Sequoias Community College District
Organizational Structure, 2006-2007

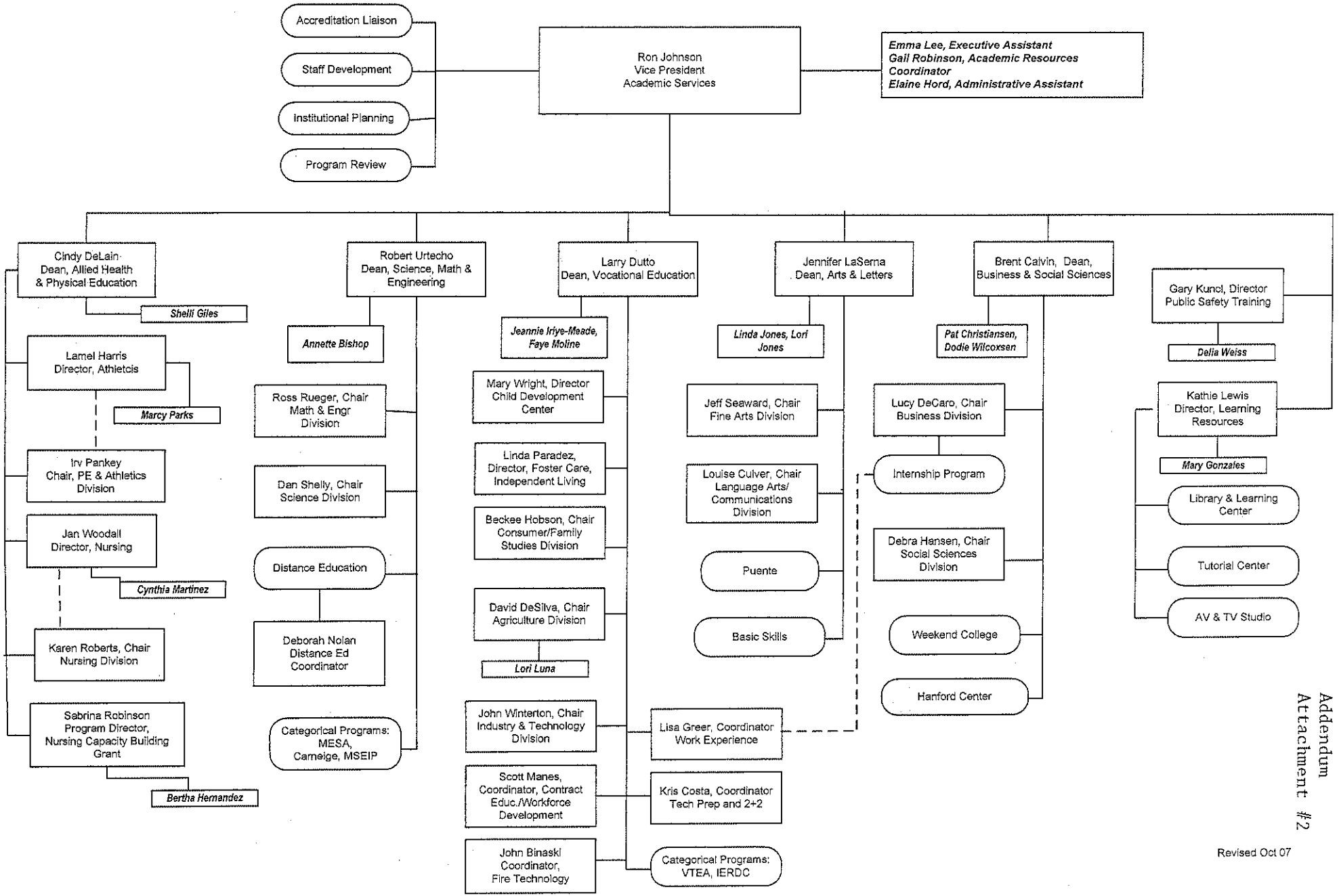


Addendum
Attachment #1

COS Org Chart
8-3-06

College of the Sequoias

Academic Services,
2007-08

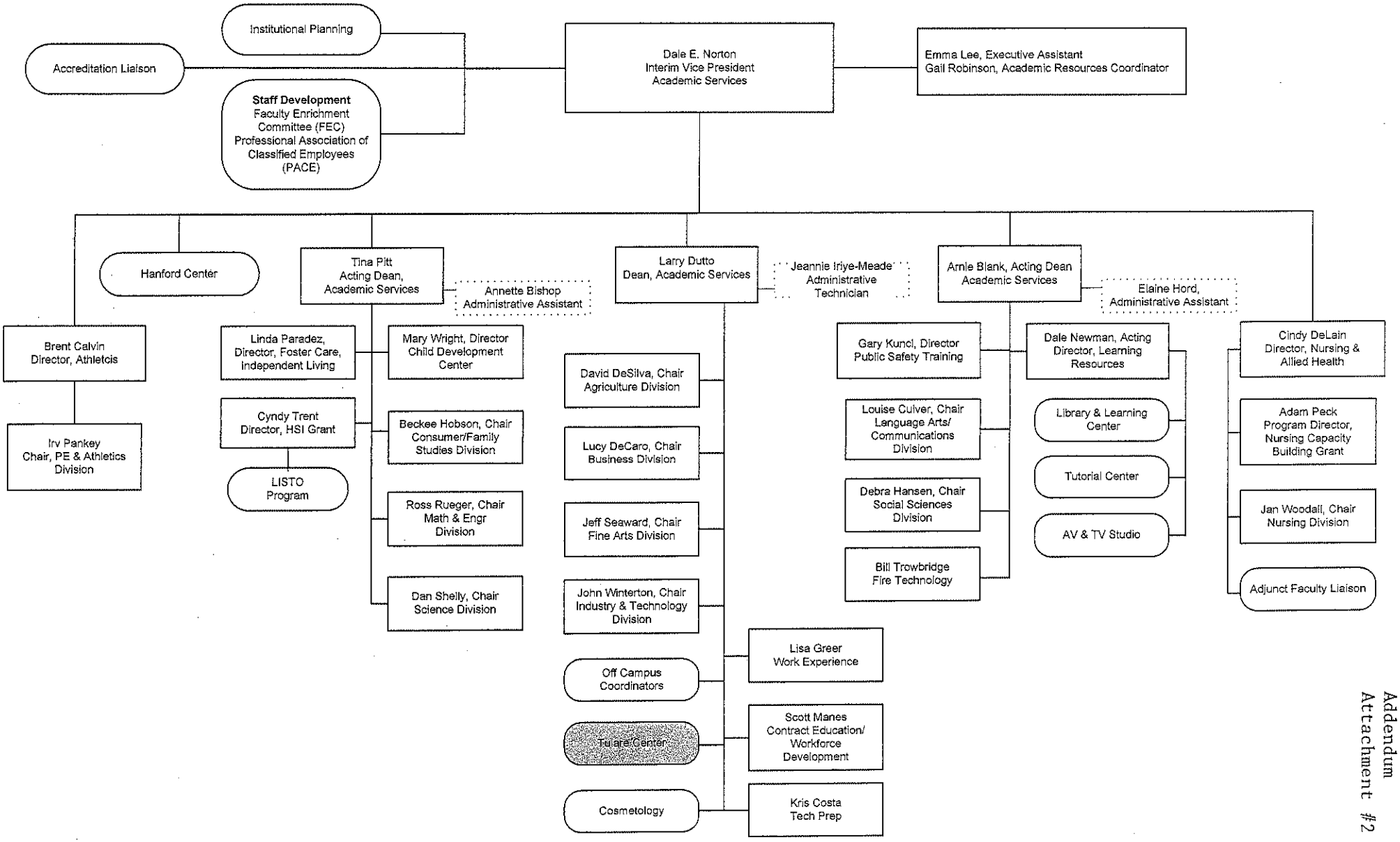


Addendum
Attachment #2

Revised Oct 07

College of the Sequoias

Academic Services 2006-07



Addendum
Attachment #2

8/4/06 ejl
Acad Svcs 06-07

COLLEGE OF THE SEQUOIAS
FIRST YEAR EXPERIENCE PROGRAM
MISSION STATEMENT

Through its First Year Experience program, College of the Sequoias aspires to create learning environments that both challenge and support first year students. The goal is to ease the transition to college for first year students, achieve success in college course work and to enhance continued enrollment.

By promoting access, success and retention, the First Year Experience program desires to help participating students:

- 🕮 develop intellectual and academic competence;
- 🕮 develop interpersonal relationships;
- 🕮 develop personal identity;
- 🕮 decide on or achieve clarity about a career goal;
- 🕮 maintain personal health and wellness;
- 🕮 create a sense of personal value for each student;
- 🕮 consider, examine or internalize what they believe and value;
- 🕮 develop multicultural awareness and learn to tolerate, affirm and appreciate differences among people;
- 🕮 develop civic responsibility as a responsible citizen; and
- 🕮 create a sense of community and connectedness to the college.

Through this program and its components, College of the Sequoias accepts the responsibility of being more accountable for student success in the first year.

Fiscal Principles and Procedures for the College of the Sequoias

Prime Directive

The budget shall be developed so that at least a 6% reserve is maintained for the General Fund. In all cases proposed expenditures should not exceed revenues plus reserves in excess of the required 6% General Fund reserve.

Program Review as a Mechanism in Budgeting

Program Review documents will used as primary support in initiating all requests for staffing, monies or facility resources. Careful planning and prudent requests should be made by department after review of data in support of growth or change. Deans supervising the departments need to Review Annual Reports that support staffing, revenue or facility changes should also be provided when the requests are made to instructional council, college council, President's cabinet or other share governance entity.

Fulltime Faculty Positions New and Replacements

Annually, the Vice President of Academic Services and the Vice President of Administrative Services shall evaluate the Fulltime Faculty (includes contract instructors, counselors and librarians and other FTO positions), Obligation Number (FON) for the next two years. This analysis will assure that the FON for the coming fall will be met and will estimate the FON for the year after next produced by FTES growth that year. If growth produces an increase in the FON, funds will be set aside for those positions. This analysis will also delineate the number of separations which have occurred. The total of growth and separated positions will be the target number of positions communicated to the Instructional Council for prioritization.

The Instructional Council will review fulltime faculty positions requested that are needed to maintain Fulltime Faculty Obligation as well as additional fulltime positions needed for the instruction and student services programs. Positions request will be submitted with the most recent Program Review and the requesting division's Annual Review report. Priority of positions will be will be driven by College Mission, Institutional Goals and Objectives, and student demand for courses of instruction and support services, with demonstrated identification of the departments need in the latest Program Review and Annual Review. Positions not demonstrated in Program Review or Annual Reviews should not be approved. Requests to President's Cabinet can override this omission if sufficiently critical. The fulltime faculty positions, each with a written rationale, will be submitted to College Council which will forward their recommendations to President's Cabinet. The process and criteria used by Instructional Council to produce this prioritized list will be documented and included as an appendix to these Fiscal Principles and Procedures.

After Cabinet review of projected revenues and instructional needs and alignment with the Institutional Mission and division's most recent Program Review, an approved list of new instructional positions will be forward to Human Resources for posting and recruitment. The cycle of prioritization and hiring will be such that the majority of fulltime faculty positions will

be advertised beginning in late fall each year. If the final list of approved fulltime faculty positions differs from that recommended by College Council, the President will provide a written rationale.

Block Grant for Instructional Equipment, Library Materials, and Technology (One Time Expenditures)

The College receives an annual allocation of Block Grant funds for instructional equipment, library materials, and technology from the California Community College System Office. In order to utilize these funds matching funds from local one time or general fund monies are required. If a local match is not available, these funds might need to be returned to the state. The limitations on the use of these funds are explained in the appendix provided by the Chancellors Office annual budget workshop. The Vice President of Academic Services and the Instructional Council will make the first review of a spreadsheet detailing the Block Grant requests. The requests need to be supported by the division's Program Review or Annual Review. Funding for additional requests should only occur after review of current Program Review, Annual Review, Carry Over amounts per discipline and a review of the current budget for the discipline to insure that discipline moneys are not adequate for the requested equipment. Block Grants funds can be carried over to the next fiscal year, but, by College policy, no longer than one year. The process and criteria used by Instructional Council will be documented and included in the appendix to these Fiscal Principles and Procedures.

Classified, Confidential and Administrative Positions (New)

Requests for new classified positions will be reviewed by College Council with rationale for position, identified Program Review or Annual Review needs, along with total cost estimates and Dean and Vice President's prioritization. A listing of requested classified positions will be forwarded to President's Cabinet with College Council's comments and/or prioritized recommendations. The Cabinet will review funding availability and alignment with College mission/goals/objectives in filling new position requests.

Classified, Confidential and Administrative Positions (Replacements)

Vacant positions currently funded in the immediate fiscal year budget will be replaced only after being reviewed by President's Cabinet. Human Resources will maintain a Position Control Report on all new and replacement positions to facilitate this review. The Cabinet shall review this Report at least monthly. The Cabinet will review funding availability and alignment with College mission/goals/objectives in refilling vacant budgeted positions.

Non-Block Grant Eligible Requests (One Time Expenditures)

Budget requests not eligible for Block Grant funding will be reviewed and prioritized by each Vice President and then by an annual meeting of the Instructional Council at which Student Services, Administrative Services and a President's Office representative are in attendance. The resulting prioritized list of requests will be reviewed by College Council. The list must include a written rationale for each item, identified Program/Annual Review needs, and a cost estimate. A listing of reviewed equipment with College Council's input will be forwarded to President's Cabinet. The Cabinet will review funding availability and alignment with College mission/goals/objectives in one time non-instructional equipment purchases.

Facilities: Minor Renovation and Capital Building Funds

Requests for minor building renovations shall be reviewed and prioritized by the Facilities Committee. A fund of $50,000 will be set aside annually for such purposes. Requests beyond that amount may be forwarded by the Facilities Committee to the College Council for consideration if funding resources are identified. If the College Council so desires, requests may be recommended to the President's Cabinet for completion. Scheduled Maintenance projects will be identified annually by the Dean responsible for Facilities Planning and reported to the Facilities Committee and then the College Council. Requests for Capital Building Funds shall be reviewed by the Dean responsible for Facilities Planning who will discuss the requests with President's Cabinet before updating the Five-Year Facility Plan.

Scheduled Maintenance

Scheduled maintenance of District resources is important to the efficient operation of the College. The California State Community College system usually allocates monies to the college for scheduled maintenance, but the funding requires one time match monies from the District has the option of using one time monies or general fund monies to provide the match. While the district can

Safety Fund

The District's Joint Powers Agreement (JPA) for liability coverage for the District returns money to the District most years for the fixing of safety problems. The funding from the JPA will be placed annually into the safety fund for use and appropriation recommended by the Safety Committee and approved by the Vice President of Administrative Services. This money is reserved for safety items and is expected to cover most safety issues. It is not within the scope of the Safety Committee to make expenditures for instructional programs, etc.

One Time Savings (Cost Recovery)

Administrative Services will identify one time net savings from positions that were funded and occupied in the final annual budget approved in September. If the position was vacated for a period and refilled during the prior year, those net savings from that vacancy will be identified and reported to President's Cabinet for allocation to meet one-time needs as prioritized through the Block Grant, Non-Instructional Equipment, or Facilities Renovation processes. Net savings consist of the total compensation budgeted but not expended minus any costs for temporary replacements or out-of-class assignments. Since these are one-time savings, the monies cannot be used for ongoing expenses or employee positions. Since all these monies are part of the District's ending balance, only monies in excess of the 6% requirement can be approved for expenditure.

Budget Development

Revenues and contracted expenditures shall be identified by Administrative Services starting in the spring of each school year and reported to President's Cabinet. After the preliminary development of new revenues and new expenditures for the upcoming year, the tentative budget

will be reviewed by the College Budget Committee. Recommendations for expenditures and revenues, compliant with the 6% reserve Board Policy, are then sent to Cabinet for further review. After the May Revise, the revised tentative budget will be returned to the Budget Committee and forwarded to College Council for comment. The President's Cabinet will then approve the Preliminary Budget to be sent to the Board of Trustees for its approval at the June meeting.

Following finalization of the state budget and reconciliation of funds following the close of the fiscal year, a Final Budget will be prepared by Administrative Services, approved by the President's Cabinet, and sent to the Board of Trustees for its approval at the September meeting.

Step and Column

It is expected that, over multiple years, the funds saved by retirement/separated positions being hired at lower cost levels will cover the cost of step and column changes for continuing employees. The net gain/loss from replacements/separations compared with those hired will either be added to or subtracted from COLA available for ongoing costs such as employee compensation in the form of salary and benefits. This adjustment will be made in the Final Budget due to the necessity to identify actual costs for new hires. (Note that "Golden handshakes" reduce the funding source for these contracted changes. This forces step changes to come out of COLA reducing the District's ability to offer competitive compensation.)

Total Cost of Compensation

The budget impact of employee compensation levels includes step and column increases, salary, benefits and employer contributions. The funding sources for compensation of permanent employees must be ongoing in nature and include COLA, growth, and increases in the FTES funding rate provided by the state. Each year, during Budget Development, a projection of these revenues and expenditures will be provided by Administrative Services and updated regularly as new information becomes available. The timelines and format for that analysis appears in the appendix.

Full Time Equivalent Student - Growth

The District's ability to hire additional faculty is based on FTES growth. If growth occurs, the monies must be set aside to hire growth faculty. Failure to budget growth monies for new faculty will result in COLA monies being used for new faculty—again compromising the District's ability to offer competitive compensation. Similarly, the District's ability to hire staff requires an ongoing source of funds—growth. In years when growth is not produced, new permanent positions cannot be anticipated.

GASB 45 Obligations – Retiree Health Care

The District has entered into contracts with employees for health care after retirement paid for by the District. The District updates the actuarial report every three years to reflect earnings, changes in employee numbers, and changes in health care costs. The overall obligation for these retiree benefits is about $21 million. The District has set aside over $4 million to meet this obligation. One million is held locally in the county treasurer's office and over $3 million is being held in the California Community College League Joint Powers Agreement for Retirees

Health Care Investments fund. Monies in the Retiree JPA fund cannot be with drawn, but they can be spent down by paying retiree's health care annual payments.

Based on the most recent actuarial study, the District must set aside $2,375 every year for every employee who might be eligible for retiree health care. This equates to a total of $514,049 annually. Categorically funded employees will be charged the $2,375 each year to their program.

The District plan for funding the retiree health care obligation is to use one time incidental funding rather than building the $514,049 into the annual budget. Usually the district receives some unexpected money each year that can be used to fund this obligation.

The Community College League of California (CCLC) Retiree Health Benefit JPA has 22 California Community Colleges as members. The League has developed four investment strategies. One is all fixed incomes such as government backed bonds and mortgages and the other three plans are a mix of equity and fixed investments. One of the primary benefits of the JPA Trust is its legal ability to invest in a long-term portfolio of diversified investments, therefore increasing the rate of return on those savings over local county treasury investments and, thereby reducing costs to fund retiree benefits for participating districts. The District has a Board appointed local retirement board composed of the President, Vice President and Dean of Human Resources who meet at least annually to review the investments of the JPA.

Categorical Grants

Categorical funds are allocations that are given to the College that must be spent according to the rules of the granting agency. Budget managers of categorical funds are expected to stay within their budgets and to follow all regulations and stipulations of the grant. Once approved, all grant documents/contracts/budgets should be forwarded to the Categorical Accounting Officer for review. Submit all fiscal reports to the Categorical Accounting Officer for review prior to submittal to the granting agency. The Categorical Accounting Officer will meet with each budget manager at least twice a year, once in February to do a preliminary review and once in May or June for a year end review.

The direct manager of the categorical grants/allocation/funds will be responsible to lay out a spending plan to accomplish the goals of the grant. The manager is responsible to his or her direct supervisor for success or failure to accomplish objectives. The failure to spend or overspending monies in the grant and how they were actually spent will be under the purview of the Categorical Accounting Officer and the Vice President of Administrative Services. The manager of the categorical program will be held responsible for goal accomplishment, for making expenditures within the parameters of the program, and for the correct reporting of the revenues and expenditures.

One-Time Monies – Incidental

The District regularly receives unanticipated monies, usually not ongoing monies. If the money is ongoing, it can be budgeted and is no longer incidental. These moneys can be used for one-time expenses, expenditures that will reduce operations expenses in the future, i.e., heating or air conditioning changes which will reduce energy consumption. These monies can be used to meet the annual GASB retiree contribution. A representative list of the sources of one-time funds is included below.

1. Mandated Cost Reimbursements: Currently the College of the Sequoias is owed almost $3 million dollars by the State of California for documented mandated costs.
2. Excess Insurance Reserves: In 2004-2005, COS had lower than expected health insurance claims, and the excess was held in a Blue Shield reserve. The excess amount was returned to the District and was approximately $500,000.
3. Excess Energy Cost Reimbursement: The College recovered almost $500,000 from excess cost energy claims that were reimbursed to the college at the end of 2005-2006.
4. Sale of District Properties (revenues from street widening): State compensation for widening Mooney Boulevard.
5. Existing Debt: Shifting of facilities expense or conversion of existing debt could free one-time monies for retiree health obligation.
6. Technology Investments: Investments that have a reasonable return on investment (ROI) can be used to pay off the technology capital investment and after the loan is paid off the savings over several additional years are put into the retiree fund.
7. One Time Grants: One time grants from the state government given without strings to the district.

Cash Flow

The College frequently has demands for cash for payroll and accounts payable that exceed monies available. This is due to when taxes are paid and the method used by the state to pay the apportionment. The College uses three means of accommodating calls for cash. The most frequent is moving cash between funds. The board authorizes an annual blanket authorization to borrow from any of the College's funds. For example, the retiree benefit fund which has cash might contribute to the general fund to make payroll. When the local tax monies come in, the temporary cash flow loan is paid off. The College currently uses the procedure that oldest loans are paid off first. Any cash flow loans open on June 30th are reported in the final budget documents presented to the board in September.

The College also uses TRANs (Tax Revenue Anticipation Notes). This financial vehicle was developed to cover cash needs of schools when taxes were paid only twice a year. COS uses a TRANs for cash flow for its building and general funds. The TRANs is entered into in May of the previous year, and Board must take roll call action to initiate the TRANs. The money is available in July and is repaid in two installments, one in February and the other in May. The money is available at a very good rate and usually the District can earn some arbitrage from the TRANs. The TRANs must be fully paid and does not cross fiscal years.

The other vehicle is a short term loan from a local bank. The bank uses a lien on District property as surety for the loan. Moneys are used for cash flow for construction and general fund operations. Bank loans are more expensive than a TRANs, but they provide monies over the fiscal year end. The TRANs is the usual instrument for external cash flow.

Community College State System Funding

The California Community College System provides monies to the District based primarily on the number of full time equivalent students (FTES). The College also gets an annual "foundational" allotment; this is $3 million for the Visalia campus and $1 million for the Tulare campus. A Cost of Living Adjustment (COLA) is usually given on these funds. The foundational

money is part of our state allocation funds. The College reports FTES four times during the year, P-1 in February, P-2 in April, Annual by July 15th and adjustments in November. These reports affect the flow of State cash into the District. The Annual report projects FTES for the subsequent year and is used as the basis for paying August through January. The P-1 is used for making payments in February, March, and April. If the P-1 shows a larger number than the prior years annual FTES report, the State does a "catch up" so that by the end of April the monies owed to the District based on the P-1 will have been paid. The P-2 works in a similar fashion and if the numbers increase we get additional monies, and if they decrease we get less.

The Annual FTES report usually finalizes FTES for the year, but adjustments can be made in November. In November all the colleges will have closed their accounting books for the year. They will have reported all the final local taxes that have been received. The Chancellor's Office calculates the total FTES that were earned up to each district's authorized FTES cap. Using the FTES dollar rate, they calculate the total dollar demand against monies allocated by the legislature for the prior year. They then look at all the colleges' demands for tax shortfall. The actual local taxes received by COS can differ from the estimated taxes calculated by the Chancellor's Office at the beginning of the prior year. These short falls and overages throughout the system are calculated. If the funding is adequate to pay all FTES and tax shortages for the entire CCC system, the districts that are over cap get and additional prorated allocation. If the legislative allocation is inadequate to fund the earned FTES and tax shortfall, the colleges are deficit funded. For example, COS might get funded at 99.5 percent, so actually funding from the prior year is one half a percent less than was budgeted. So, not until February after the close of the books for the previous year will the District know how much money it actually received from the state for the prior year.

Local Operational Funding for the College

The District's revenue is calculated from FTES and the foundational allocation as explained above under State System Funding. This formula constitutes the Revenue Limit; it is the authorized funding limit of the State Community College System. Example: If the Revenue Limit from the state comes to $40 million, and if local taxes are $8 million and student fees are $2 million, the state apportionment will be $30 million. While local revenue makes a contribution to COS's operation, the state subtracts the local taxes and student fees from the Revenue Limit. The amount that they pay to COS is called apportionment and does not include taxes or collected student fees. The only local taxes that COS does not count under the Revenue Limit are Urban Renewal Taxes.

College Debt

The District incurs some long term debt in the operation of the District. Current debt is associated with parking lot purchases, building remodeling, and additional funding to supplement state funding for facilities. A reasonable debt level corresponds to the total of payments for principal and interest being at a level which is not more than 10% of general fund expenditures.

The College incurs internal debt when it borrows money from one fund to provide cash flow for another fund. If the construction fund needs to pay a contractor and will be filing with the state for a reimbursement for this expenses, cash flow will be necessary to write the checks to the contractor. Borrowing from the Farm Fund would be a temporary loan so that the Construction

Fund can make payments, until the state reimburses the Construction Fund. When that occurs, the Construction Fund would reimburse the Farm Fund for the temporary cash flow loan. The District requests blanket authority from the Board to make these temporary transfers. All temporary cash flow fund transfers unpaid at the end of the fiscal year are reported in the final budget report completed in September.

Lease Borrowing

The District can also initiate borrowing in the form of a Lease, which is different from a Certificate of Participation (COP) or Bond. Let's say that the District has an old warehouse which is physically sound but is not suitable for offering instruction. The District with a Board resolution can enter into a lease that will remodel the facility and the District in affect leases their own building from a lender until the remodeling and interest costs are paid off. The funding for lease payments comes from the general fund revenues and reduces monies available for usual instructional expenditures.

Bonded Debt

The District has several options for entering into boned debt. All require going to the voters to approve a bond that increases property tax for residential and business property. The standard general obligation bond requires a two-thirds positive vote from voters in the District. A Proposition 39 bond only requires a 55% approval vote, but the maximum rate is $25 per $100,000 of assessed evaluation of taxable properties, and elections must coincide with regularly scheduled elections. In addition, the Proposition 39 bonds must have a citizens oversight group to review expenditures, and it must also list all the items that will be purchased with the bond proceeds.

Districts also have the option of creating an SFID (Specials Facilities Improvement Districts). The SFID allows the District to build a facility that is of interest only to a specific community in the District that might not be of interest to the rest of the District. In this process a part of the District is identified that might want to support a local facility, and the question is put to the voters in this area. If they approve, the District has the right to sell the bonds and to use the approved taxes to build or buy the identified project.

Certificates of Participation

Certificates of Participation commonly know as COPs are a form of borrowing by K-12 and Community College Districts that is permitted by law. The loans are done by the Board passing a resolution to issue a COP. The COP is sold through the commercial financial market as a tax free investment, meaning the college gets very low tax rates. The loans are sold to investors and financial institutions and the money comes to the College. The College uses the money to build buildings or buy land. The COP is paid out of District operating funds. This is usually not a recommended way to finance building or land acquisition, but when funding from state construction bonds is not available and a local bond will not pass, it is an alternative. The negative side of COPs is that they must be paid back with general fund revenues that are needed for operating the College, such as salaries for staff and faculty and service to students.

Repayment of Debt

Debt is usually paid through three sources: local taxes to make payments on bonds, SFID and Proposition 39 General Obligation bonds, and general apportionment funds. General apportionment (operating funds) can be used to make payments on COPs or facility leases. The District can also sell off existing assets to pay off debt. The District can also shift COP or lease debt to bonded debt. There might be times when it the District can save significant monies by entering into a COP to buy land or some other real estate. Later the District can pass a bond which will pay off the remaining debt and reimburse to the District expenses, interest and principal that have been paid against the COP used to buy the real estate.

MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF THE COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT

Monday, September 10, 2007

Board Room

Board of Trustees
Lori Cardoza, Earl Mann, Sue Shannon, Greg Sherman, John A. Zumwalt, Johana Avila, Student Trustee
Bill Scroggins, Superintendent/President

MEMBERS PRESENT: Trustees Lori Cardoza, Earl Mann, Sue Shannon, Greg Sherman, John Zumwalt and Student Trustee Johana Avila

MEMBERS ABSENT: None

COS STAFF PRESENT: Bill Scroggins, Rod Frese, Frances Gusman, Ron Johnson, John Bratsch, Brent Calvin, Linda Fontanilla, William Garcia, Kristin Hollabaugh, Tim Hollabaugh, Don Mast, Eric Mittlestead, and Sharman Wood

3:00 P.M. - Room 1

I. CALL TO ORDER

Board President John Zumwalt called the meeting to order at 3:00 pm.

II. PUBLIC COMMENT

- Public Comments Concerning Items **On** the Agenda - There were no comments
- Public Comments Concerning Items **Not** on the Agenda - There were no comments.

III. STUDY SESSION

The Student Services administrators reviewed the programs and issues related to College of the Sequoias Student Services area. Some of the programs highlighted were the Puente Program, Registration-To-Go, Higher One Debit Card System, and the First-Year Experience. Lisa Loewen, the Counselor/Outreach Coordinator for the Hanford Center updated the Board on the enrollments and outreach activities at the Hanford Center.

4:00 P.M.

IV. RECESS TO CLOSED SESSION - President's Conference Room

(The Board will report on any reportable action/s taken during Closed Session.)

1. Employee Negotiations:
   - College of the Sequoias Teachers' Association (COSTA)
   - College of the Sequoias Adjunct Faculty Association (COSAFA)

5:00 P.M. - RECONVENE TO OPEN SESSION

V. CLOSED SESSION PUBLIC REPORTS

Board President John Zumwalt reconvened the meeting into open session at 5:00 pm. He reported that the Board had met in Closed Session at 4:00 pm and discussed the items on the agenda. There were no reportable actions. Student Trustee Johana Avila led the Pledge of Allegiance.

VI. PUBLIC COMMENT

- Public Comments Concerning Items **On** the Agenda - There were no comments.
- Public Comments Concerning Items **Not** on the Agenda - There were no comments.

VII. HANFORD GENERAL OBLIGATION BOND/MEASURE C

Superintendent/President Bill Scroggins reported that the quarterly meeting of the Measure C Bond Citizens' Oversight Committee would be held on Tuesday, September 11 at 5:30 pm at the construction site. He distributed copies of the agenda for the meeting.

VIII. BOARD AND EXECUTIVE STAFF REPORTS (NON-DISCUSSION ITEMS)

a. STUDENT TRUSTEE REPORT

Student Trustee Johana Avila reported that the ASB has many events planned for the Fall Semester to enhance the community college experience for COS students. The first event is the 9/11 Memorial to be held in the quad. Members of the armed forces as well as firefighters and police officers will participate in the event. Constitution Day will be held on September 18th. The event is to express appreciation and honor the Constitution of the United States. Also on September 18th, the ASB will host the Club Social–a annual kickoff for campus clubs. Club Rush will be held on Thursday, September 20th. The final event for the month is the annual Multicultural Fair which will be held on Thursday, September 27th.

Student Trustee Avila thanked the Board for approving the request for herself and ASB President Frank Trejo, along with their advisors to attend the American Student Government National Summit in Washington, D.C.

b. BOARD MEMBERS REPORTS

Trustee Mann introduced Tim Hire, the new Superintendent of Woodlake School District. Mr. Hire stated that Woodlake is looking forward to continuing the programs they currently have with COS.

c. COS FOUNDATION REPORT

Kristin Hollabaugh, Executive Director of the COS Foundation, reported that the auditors were currently with them reviewing the books; they are working on Trustee Sherman's Friend Raiser to be held on Friday evening as well as the Mane Event, which will be held on Saturday, October 6. Also, they have purchased another house on Laurel for the college with escrow closing later in the week.

Mrs. Hollabaugh reported that the college received notification of the receipt of a four year TRIO grant in math and science.

Trustee Shannon encouraged everyone from the college community to support the Mane Event in as many ways as possible. It is the biggest fundraiser of the year to help raise money for scholarships and the college's athletic programs.

d. SUPERINTENDENT/PRESIDENT'S REPORT

Superintendent/President Bill Scroggins distributed copies of the 2007-2009 College Catalog and thanked everyone involved in its publication.

Dr. Scroggins advised that when he arrived at the college he felt there should be more ways to recognize people for their outstanding efforts at the college – *"to go above and beyond."* He introduced COS Art Instructor Richard Flores, who held a contest in his classes to come up with a design that best reflected "going a step beyond." Mr. Flores put the design in clay and then had it cast in bronze. Dr. Scroggins showed the award and thanked Mr. Flores for all of his work to bring the award to fruition.

IX. REPORTS

e. ACADEMIC SENATE PRESIDENT'S REPORT/UPDATE

Academic Senate President Steve Natoli distributed copies of the schedule for the Academic Senate Retreat to be held in Morro Bay from September 14-16, 2007. On Saturday they will be working on the Basic Skills Initiative (BSI) and how it will be implemented at COS. On Sunday Committees A, B, and C will be looking at Professional Ethics, Textbook Prices, and Intellectual Property.

f. COSTA PRESIDENT'S REPORT/UPDATE

COSTA President Kevin Picciuto reported that they appreciate the beneficial tone of how negotiations have started. They hope there will be a balanced and mutually beneficial result.

g. CSEA PRESIDENT'S REPORT/UPDATE

There was no report.

h. COSAFA PRESIDENT'S REPORT/UPDATE

There was no report.

X. CONSENT CALENDAR

John Bratsch, Dean, Human Resources and Legal Affairs asked that Item 2–Personnel Report, be removed from the Consent Calendar.

Trustee Cardoza moved to approve Items 1, and 3 through 10 on the Consent Calendar; Trustee Shannon seconded the motion; motion carried.

Mr. Bratsch asked that the name of the State Facilities Analyst be revised to Karen Pauls. Trustee Sherman moved to approve Item 2, Personnel Report, as revised; Trustee Cardoza seconded the motion; motion carried.

1. MINUTES OF PREVIOUS MEETING: August 13, 2007

2. PERSONNEL REPORT - 2007-08 – 3 (revised)

3. MEMORANDUM OF UNDERSTANDING BETWEEN COLLEGE OF THE SEQUOIAS AND CALIFORNIA MINI CORP PROGRAM

   Approval of MOU between College of the Sequoias and the California Mini-Corps Program to help increase the number of educationally and socio-economically disadvantaged students who will enroll in four-year colleges and universities, earn degrees and return to Kings and Tulare Counties to provide direct instructional services to migrant students. The MOU is effective from August 20, 2007 through August 31, 2008.

4. OUT-OF-STATE TRAVEL REQUEST

Approval of the request for six current and former COS Science and Engineering Students and their instructors to travel to the National Convention of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) in Kansas City, Missouri from October 11 to October 14, 2007. The cost for the trip will be covered by scholarships and the Minority Science and Engineering Improvement Project (MSEIP) grant.

5. OUT-OF-STATE TRAVEL REQUEST

Approval of the request for the students enrolled in the Agriculture Technology Welding Power Sources/Applications class to tour the Hoover Dam and Power Plant in Nevada on November 2 and 3, 2007. Expenses for the trip will be covered by the students.

6. MEMORANDUM OF UNDERSTANDING BETWEEN THE COLLEGE OF THE SEQUOIAS CHILD DEVELOPMENT CENTER AND THE TULARE COUNTY OFFICE OF EDUCATION

Approval of the MOU between the COS Child Development Center and the Tulare County Office of Education to provide care for children with disabilities at the Child Development Center. The MOU will be effective from August 1, 2007 through June 30, 2008.

7. RATIFICATION OF AGREEMENTS – NURSING DIVISION

Approval of agreements with Foothill Pharmacy and Rancho Pharmacy to provide clinical training for students enrolled in programs in the Nursing Division.

8. ESTABLISHMENT OF BANK ACCOUNT

Approval to establish an Interest-On Checking Account with Union Bank of California for monies identified for deposit for Cal Grant funds.

9. REQUEST FOR PROPOSAL – COS FINANCIAL ADVISORY SERVICES

Approval for the firm Dale Scott and Company to serve as the financial advisors for College of the Sequoias for future Certificates of Participation, Revenue Bonds, School Facility Improvement Districts and Proposition 39 General Bond issuances.

10. PAYMENT OF BILLS *(Information)*

Payment of the District's financial obligations.

XI. ACTION ITEMS

11. **PUBLISHED DISTRICT BUDGETS FOR 2007-2008**

STAFF PRESENTATION ON THE 2007-2008 DISTRICT BUDGETS

Dr. Rod Frese, Vice President, Administrative Services, reviewed the 2007-08 budget book.

PUBLIC HEARING

Board President John Zumwalt opened the public hearing on the budget. There were no comments and the public hearing was closed.

ACTION

Trustee Mann moved that the Board of Trustees approve the Final 2007-08 Budgets of September 10, 2007; Trustee Cardoza seconded the motion; motion carried.

XI. ACTION ITEMS *(cont)*

12. 2006 ACCREDITATION – FINAL PROGRESS REPORT

Trustee Mann moved that the Board of Trustees approve the final Progress Report for the 2006 Accreditation for submission to the Western Association Schools and Colleges; Trustee Sherman seconded the motion; motion carried.

13. BOARD OF TRUSTEES EVALUATION

Trustee Cardoza moved that the Board use the document entitled, Assessing Your Board's Health, plus the open-ended questions as its self-evaluation instrument for 2007; Trustee Sherman seconded the motion; motion carried.

14. FIFTH AMENDMENT TO THE JOINT TENANTS–IN-COMMON AGREEMENT FOR THE HANFORD JOINT EDUCATIONAL CENTER

Trustee Shannon moved that the Board of Trustees approve the Fifth Amendment to the Tenants-in-Common Agreement for the Hanford Joint Educational Center and the Agreement for closure of open ditch and installation of pipeline with the Last Chance Ditch Company; Trustee Sherman seconded the motion; motion carried. Ayes: Shannon, Sherman, Cardoza and Mann.

Trustee Zumwalt was absent for the vote on this Item.

15. CURRICULUM: NEW, MODIFIED, DELETED

Trustee Mann moved that the Board of Trustees approve the list of course additions, modifications and deletions to the college's curriculum; Trustee Cardoza seconded the motion; motion carried.

16. PERMANENT FUND TRANSFER *(Resolution 2007-27)*

Trustee Sherman moved that the Board of Trustees adopt Resolution 2007-27 authorizing the permanent transfer of $150,000 from the General Fund Reserves to the Construction Fund to cover the cost of the construction of an over-flow parking lot located at the corner of Noble Avenue and Woodland Drive; Trustee Mann seconded the motion; motion carried. Ayes: Cardoza, Mann, Shannon, Sherman, and Zumwalt; Noes: None.

17. COMMUNITY COLLEGE LEAGUE OF CALIFORNIA, HEALTH CARE JOINT POWERS AGREEMENT *(Resolution 2007-26)*

Trustee Cardoza moved that the Board of Trustees adopt Resolution 2007-26 authorizing the addition of minor provisions to the Retiree Health Benefit Program Joint Exercise of Powers Agreement; Trustee Mann seconded the motion; motion carried. Ayes: Cardoza, Mann, Shannon, Sherman, and Zumwalt; Noes: None.

18. SECOND READING OF PROPOSED NEW AND MODIFIED BOARD POLICIES, CHAPTER 2 – BOARD OF TRUSTEES *(Second Reading)*

At its August meeting, the Board of Trustees began reviewing the new and modified policies in Chapter 2–*Board of Trustees*. Twenty-three (23) policies were approved for a second reading. Trustee Shannon moved that the Board of Trustees adopt the 23 policies in Chapter 2 that are being presented for a second reading; Trustee Cardoza seconded the motion; motion carried.

The policies are:

2010 – Board Membership
2015 – Student Member
2100 – Board Elections
2110 – Vacancies on the Board

XI. ACTION ITEMS *(cont)*

2200 – Board Duties/Responsibilities
2210 – Officers
2220 – Committees of the Board
2305 – Annual Organizational Meeting
2310 – Regular Meetings of the Board
2315 – Closed Sessions
2320 – Special and Emergency Meetings
2340 – Agendas
2345 – Public Participation at Board Meetings
2355 – Decorum
2360 – Minutes
2365 – Recording
2430 – Delegation of Authority to Superintendent
2431 – Superintendent/President Selection
2435 – Evaluation of Superintendent/President
2715 – Code of Ethics/Standards of Practice
2716 – Political Activity
2717 – Personal Use of Public Resources
2720 – Communications Among Board Members

19. FIRST READING, PROPOSED BOARD POLICIES, NEW AND MODIFIED – CHAPTER 2 – BOARD OF TRUSTEES AND CHAPTER 7–HUMAN RESOURCES *(continued from August)* *(First Reading)*

The 13 policies in Chapter 2–*Board of Trustees* remaining to be reviewed from the August meeting were reviewed individually by the Board. Following discussion, Trustee Mann moved that the revised Board Policy 2725 – Board Member Compensation be approved. There was no second.

Trustee Sherman moved that the following twelve policies be modified where identified and brought back in October for a second reading; Trustee Cardoza seconded the motion; motion carried.

2105 – Election of Student Member
2330 – Quorum and Voting
2350 – Speakers
2410 – Policy and Administrative Procedures
2432 – Superintendent/President Succession
2510 – Participation in Local Decision Making
2610 – Presentation of Initial Collective Bargaining Proposals
2710 – Conflict of Interest
2730 – Board Member Health Benefits
2735 – Board Member Travel
2740 – Board Education
2745 – Board Self-Evaluation

The review of the 24 policies in Chapter 7– *Human Resources,* will be continued at the October Board meeting.

20. FIRST READING, PROPOSED REVISIONS TO BOARD POLICY 5030 – FEES *(First Reading)*

The college now has several off-campus programs in which the students do not come on the college campus and health services are not available to them. The modifications to Board Policy 5030--Fees will allow the Superintendent/President to waive the health fee for these types of classes. Trustee Shannon moved to approve the first reading of Board Policy 5030; Trustee Cardoza seconded the motion; motion carried.

XI. ACTION ITEMS *(cont)*

21. ANNUAL APPROPRIATION LIMIT *(Resolution 2007-28)*

Trustee Sherman moved that the Board of Trustees adopt Resolution 2007-28 establishing the 2007-2008 appropriation limit for the District; Trustee Shannon seconded the motion; motion carried. Ayes: Trustees Cardoza, Mann, Shannon, Sherman, and Zumwalt; Noes: None.

XII. INFORMATION ITEM AND DISCUSSION ITEMS

XIII. ADJOURNMENT

President Zumwalt adjourned the meeting at 6:39 pm.

Respectfully submitted,

Oct 8, 2007
Date

Earl Mann
Earl Mann, Clerk