

# Institutional Master Plan 1999-2000



## College of the Sequoias

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**A**gain, it is my pleasure to introduce the College of the Sequoias *Institutional Master Plan* for 1999-2000.

As we enter the new millennium, College of the Sequoias looks forward to continuing its tradition of excellence. The College has played an important role providing for the higher education needs of Tulare and Kings County residents for more than seven decades. The creation, expansion, and growth of College of the Sequoias during this time is testimony to the vision of those who planned for the needs of future generations.

This *Institutional Master Plan* outlines the vision of College of the Sequoias faculty, staff, students, and Board of Trustees who look to the future as well. It anticipates the current Visalia campus reaching maximum capacity as well as the creation or expansion of sites in Tulare and Hanford. It recognizes the life-long educational needs of our diverse population and it recognizes as well the need for state-of-the-art facilities, equipment, and infrastructure. Finally, this *Institutional Master Plan* acknowledges the tremendous potential of working together with the community to form strong bonds designed to advance educational opportunities for all our citizens. To be effective, planning must accurately analyze where we are as an institution, where we want to be both short- and long-

term, and then chart a path for achieving those short- and long-term goals. To be effective additionally, the planning process must be inclusive, using the expertise and skills of diverse groups of people.

I am pleased to be part of the on-going dialog concerning College of the Sequoias. To the extent that we know the needs of the community, we are able to plan how best to meet those needs. This *Institutional Master Plan* identifies the goals we've set for ourselves and outlines the steps we'll take to reach those goals. As you read this plan, I urge you to identify how you can help College of the Sequoias achieve its goals and continue the tradition of excellence.



Kamiran S. Badrkhan, Ph.D.  
Superintendent/President

## Introduction

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*"...this...Plan acknowledges the tremendous potential of working together with the community to form strong bonds designed to advance educational opportunities for all our citizens."*

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# *Master Plan Process*

**T**HE NEED FOR COLLEGES to plan – and to plan effectively – became apparent several years ago. With the exception of accreditation self studies, the Charettes and resulting *Master Plan* in 1987, the majority of the systematic and annual planning efforts at COS began in 1994-95.

The Research & Planning Group (RP Group) of the California Community Colleges emphasized the need for planning and produced a *Planning Resource Guide* in September of 1997 for colleges to use as a tool in addressing issues surrounding this process.

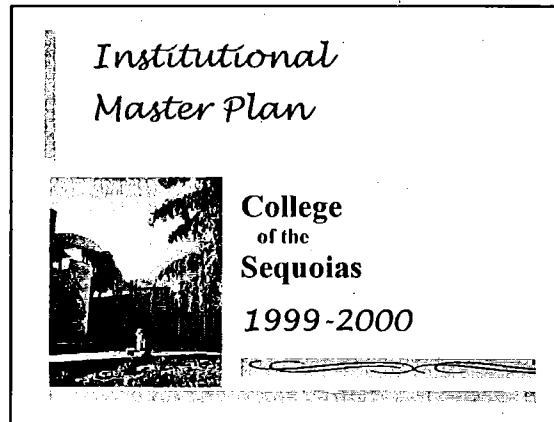
**The College of the Sequoias' Institutional Master Plan:**

- Outlines the major directions for the college over short and long term;
- Extends the Mission, Vision, and Philosophy of the college into institutional goals and objectives;
- Creates or builds upon college goals which are relatively stable over time; and
- Functions, via Self Studies, to create specific objectives for college goals and to synthesize the objectives of the many subject plans (i.e., Matriculation Plan, Student Equity Plan, Technology Plan, Affirmative Action Plan, etc.) in a way which sets the direction for

further development and refinement of those plans.

The Institutional Master Plan comprises both the Educational Master Plan and the Five-Year Facilities Master Plan. Development of this Facilities Master Plan is based on identification of needs spelled out in various parts of the Educational Master Plan.

*(Adopted by College Council on November 16, 1998.)*



# Master Plan Process

**Planning Calendar for 1999-2000:**

- Sept. 1 – Distribute Self Study forms.
- Dec. 15 – Completed Self Study Reports due.

# Planning at College of the Sequoias

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*"The Institutional Master Plan attempts to pull together all planning documents and to extract from those documents a coherent picture of where the college is headed..."*

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**T**HERE ARE A NUMBER OF planning-related documents prepared by California community colleges. Some plans are required by state law or regulation, others are required for state funding eligibility; still others are required as part of the Accreditation process. Some plans, while not required, are recommended by the state Board of Governors. Usually, these plans focus on a specific issue or target population. Plans are often required when a program or project is first developed. Annual reports then provide updates on the status of the program or project.

The Institutional Master Plan attempts to pull together all planning documents and to extract from those documents a coherent picture of where the college is headed and how it will arrive at its intended destination. This is, however, an oversimplification of the reality faced by programs/projects required to develop plans. Because each plan is prepared for a different purpose, and because each document is often prepared in isolation from the rest of the campus or in response to specific legislation, the plans do not fit neatly together like pieces of a jigsaw puzzle.

The RP Group (Research and Planning) in California has identified 20 different plans which are prepared by colleges throughout the state. The plans, however, are often prepared at different times, and are

prepared in response to different demands. Although some plans involve representatives from various parts of the campus and from various constituencies, many are developed by the staff most familiar with the program. Some plans have not been updated in years; others are revised annually. Although the ideal may be that all plans fit neatly together into a uniform planning package, this does not reflect the reality of what currently exists. However, these individual area plans form the foundation for programs to conduct their business and also guide those programs in the development of Self Studies.

Because the Mission for all community colleges is spelled out in the Education Code, there is congruence, to a large extent, in these plans. For example, at College of the Sequoias, the **Student Equity Plan**, adopted in 1994 and updated in 1996, is designed to "increase the level of student access and success in a welcoming, positive environment, and to foster transition without institutional barriers for all students at College of the Sequoias." Additionally, the **COS Matriculation Plan** (1994- 1995) is designed to "ensure access to appropriate programs and courses offered by community colleges and to all students who can benefit, and to facilitate successful completion of student educational objectives. It is a process to promote and sustain efforts of California

# Planning at College of the Sequoias

community college students in achieving their educational goals through a coordinated program of instruction and support services tailored to individual needs." Student equity and success are not only state-wide goals, but they are also COS goals: *The College, through its committed and qualified staff, will provide programs and services which will enhance student access, retention, and success.* (Goal 3)

Likewise, the **COS Equal Opportunity Programs and Services and Disabled Students Programs and Services** plans are designed to outline specific steps the institution will take to assist targeted populations achieve their academic goals. This is a state-wide goal, as well as one which is reflected in COS Goal 1: *COS will provide a curriculum which meets the life-long, educational needs of our diverse population.*

The **Capital Outlay Plan** (Facilities 5 Year Plan), the **Deferred Maintenance Plan**, and **Telecommunications Plan** are required by the state and are reflected in COS Goal 4: *COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.*

Effective planning also requires evaluation of the extent to which the College has met

the goals which it has set for itself. In some cases, this evaluation is built directly into the process. For instance, each year College of the Sequoias sets growth goals, expressed as Full Time Equivalent Students (FTES). Regular progress reports are presented to the Board of Trustees several times during the year. For the past several years, COS has met its FTES goals.

In other instances, progress is harder to evaluate because there often are not clearly stated or understood indicators by which to measure progress. In an attempt to make those indicators more explicit, the Planning Task Force during January and February 1999 developed objectives which identified not only what was to be achieved, but also who was responsible and when the task was to be completed.

Building an evaluation component into the planning process is crucial for achieving progress. Both **Program Review** and **Accreditation Self Study** are designed to help evaluate our individual programs and the institution as a whole. **Program Review** is an internal process completed every five years by all programs/services. The **Accreditation Self Study** is prepared every six years and is an external review validated by a visiting team. Reinforcing the importance of an evaluation component will help strengthen the planning process at College of the Sequoias.

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*"Reinforcing the importance of an evaluation component will help strengthen the planning process at College of the Sequoias."*

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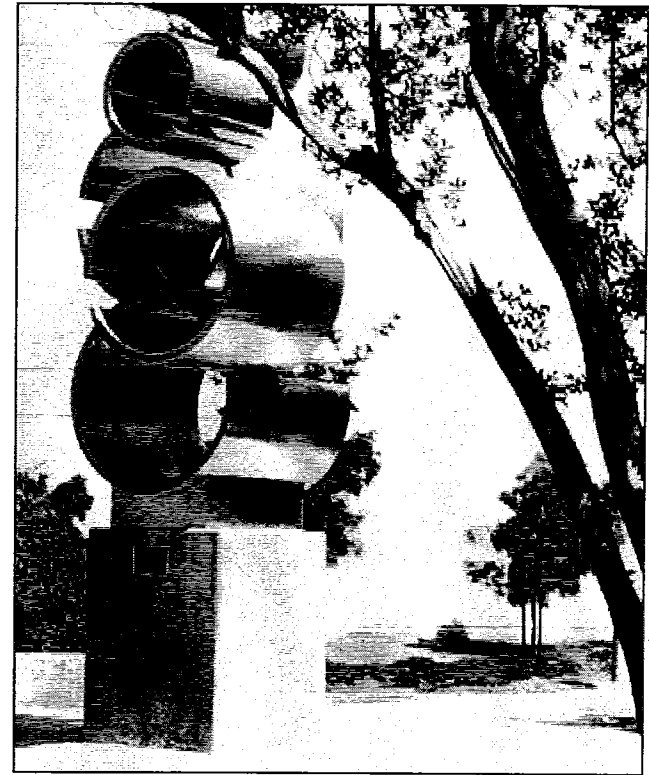
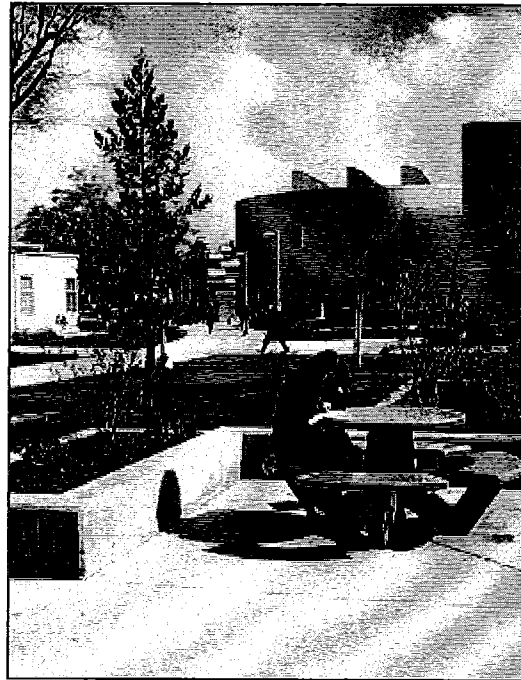
## COS Institutional Planning Components


Accreditation Standards  
 Vision (V)  
 Institutional Goals (99-02)  
*Management Information Systems (MIS) Indicators*  
 Partnership for Excellence (PFE)  
 Program Review (PR)  
 Shared Governance Standing Committees (CC)

<b>Standard 1: Institutional Mission</b> Centrality of Mission (PR)	<b>Standard 2: Institutional Integrity</b> Operate Efficiently and Equitably (99-02)	<b>Standard 3: Institutional Effectiveness</b> Manage resources to support College goals (99-02) Planning (CC)	<b>Standard 4: Educational Programs</b> Productive work and lifelong learning (V) Curriculum (99-02) Transfer, Degrees/Certificates, Basic Skills, Course Completion (PFE) Quality of Instruction (PR)	<b>Standard 10: Governance and Administration</b> Climate (99-02)	<b>Standard 9: Financial Resources</b> Manage Finance (99-02) <i>Fiscal Stability (MIS)</i> Need/Demand (PR) Budget (CC)	<b>Standard 8: Physical Resources</b> State-of-the-art learning and working environment (99-02) Facilities/Equipment (PR) Facilities (CC)
			<b>Standard 5: Student Support and Development</b> Access, Retention, Success (99-02) <i>Student Access/Student Success/Student Satisfaction (MIS)</i> Course Completion (PFE) Technology (CC)			
			<b>Standard 6: Information and Learning Resources</b> Technology (CC)			
			<b>Standard 7: Faculty and Staff</b> Shared Commitment (V) Committed and Qualified Staff (99-02) <i>Diversity (MIS)</i> Quality of Faculty and Staff (PR)			

**Community Linkages**  
 Community Involvement (V)  
 Partnerships and Community Involvement (99-02)







*Vision, Philosophy, and Mission  
Institutional Goals for 1999-2000*

**A REVISED VISION**  
Statement was developed at a workshop of constituent groups in January 1999. The new Vision Statement:

College of the Sequoias, through a shared commitment to excellence in education, will prepare students for productive work, lifelong learning, and community involvement in our diverse global society.

*(Adopted April 19, 1999, by the Board of Trustees.)*

**THE PHILOSOPHY OF THE**  
College of the Sequoias is based upon a belief that all individuals are innately valuable and entitled to develop their full potential; that a healthy and vigorous society benefits from an informed appreciation of the cultural, racial and socio-economic variations among its members; that a democracy depends upon a critical, questioning and informed citizenry; and that through its programs the college serves the individual, the community and society.

*(Adopted April 19, 1999, by the Board of Trustees.)*

**OUR PRIMARY MISSION**  
At the College of the Sequoias is to provide education and training which will afford our students the choices

of either transferring to baccalaureate institutions or leaving College of the Sequoias prepared for the job market. By contribution to continuous workforce improvement, the college intends to advance California's economic growth and global competitiveness. Our additional commitment is to provide the following:

- ◆ Developmental and remedial education and a wide range of student services for the successful attainment of educational and career goals.
- ◆ Self-supporting community education classes, contract education and training, and related services tailored to the human and economic development of our community.

*(Revision adopted May 5, 1997 by College Council and adopted April 19, 1999, by the Board of Trustees.)*

# Vision, Philosophy, and Mission

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*"Vision Statements are optional, charismatic, future-oriented, optimistic statements that paint a picture of where the College intends to be."*

RP Planning Resource Manual

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# Institutional Goals for 1999-2000

COS will provide a curriculum which meets the life-long, educational needs of our diverse population.

COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.

The College, through its committed and qualified staff, will provide programs and services which will enhance student access, retention, and success.

COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.

The District will manage the finances through shared governance in such a way that it will support the goals of the College.

COS will encourage those district partnerships designed to advance educational opportunities and will also encourage staff and student involvement in their communities.

**I**NSTITUTIONAL GOALS for 1999-2000 were developed at goal-setting workshops in January and February 1999. Representatives from each constituent group participated in the process.

The anticipated outcomes of these workshops were:

- ◆ Based on our institutional mission, articulate a *Vision* for 2002.
- ◆ Evaluate institutional goals with regard to their usefulness in achieving the College's mission/vision for both short and long term.
- ◆ Assess objectives for 1998-1999. Which will most likely be achieved and can be eliminated from consideration for next year? Which will need considerably more attention and need to be carried forward? Which appear no longer to be a concern and can be dropped?
- ◆ Identify objectives for 1999-2000.
- ◆ Articulate anticipated outcomes by which we will measure goal and objective attainment.
- ◆ Understand the importance of returning to your constituents to inform them of Task Force work and receive input to bring back to the next Task Force meeting.

# Institutional Goals for 1999-2000

**GOAL 1:** COS will provide a curriculum which meets the life-long, educational needs of our diverse population.

**Primary Objectives:** (An objective at this level has *substantial* likelihood of helping COS achieve the desired goal.)

- 1) Academic Senate, COSTA, Curriculum Committee, CSEA, and Administrative Council, will develop guidelines and policies for distance learning by the end of Spring 2001.
- 2) COS educational divisions will research and identify courses/programs which feasibly can be offered in a modular format by Fall 2000.
- 3) COS educational programs will increase course offerings that lead to Associate Degree/GE transfer required courses in Hanford and South County Center (Tulare) by Fall 2002.
- 4) COS educational programs will monitor on an on-going basis their course offerings to assess if the curriculum meets current needs of students, the community, and industry.
- 5) COS educational programs as well as student services will examine the curriculum and support services available for basic skills students and develop recommendations to

strengthen the curriculum and support services by Spring 2000.

- 6) Academic Services administrators and the Curriculum Committee, working with Division Chairs, will develop and/or modify a curriculum process which is uniformly implemented and includes: timelines, monitoring of approval processes and coordination with publications by Spring 2000.

**Secondary Objectives:** (An objective at this level will help COS achieve the desired goal, but the level of certainty that we have about its impact is not as strong as at the primary level.)

- 1) COS educational programs and service areas will create or improve community liaisons with a minimum of one annual contact by the end of Spring 2000.
- 2) COS educational programs will create a "weekend college" that leads to an Associate Degree/GE transfer which a student can complete in three years by the end of Fall 2001.
- 3) COS educational programs will review their curriculum and produce a written report evaluating the inclusion of communication skills, technological skills, and information competency during their program review cycle which is determined by the established calendar.

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*"The best plan is **only** a plan- that is, good intentions- unless it degenerates into work."*

*Peter Drucker*

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# Institutional Goals for 1999-2000

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*"Goals are relatively permanent statements of the major accomplishments to be achieved."*

RP Planning Resource Manual

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**GOAL 3:** The College, through its committed and qualified staff, will provide programs and services which will enhance student access, retention, and success.

**Primary Objectives:** (An objective at this level has *substantial* likelihood of helping COS achieve the desired goal.)

- 1) The Board of Trustees will provide adequate facilities and staffing to develop off-campus sites for a total curriculum by 2005.
- 2) Student Services will develop and administer a questionnaire for students to determine what their needs for success are by March 2000.
- 3) FEC will schedule a strand of workshops and presentations during 1999-2000 which address methods for improving student access, retention, and success.
- 4) Educational programs and student services will collaborate to develop recommendations for the implementation of a campus-wide Early Alert system during Fall 2000.
- 5) Institutional Planning will organize a college-wide workshop to identify strategies to enhance student success by early Spring 2000.

- 6) Partnership for Excellence Committee will develop procedures for the identification of appropriate projects, recommended funding allocations, and an evaluation process by Fall 1999.

**Secondary Objectives:** (An objective at this level will help COS achieve the desired goal, but the level of certainty that we have about its impact is not as strong as at the primary level.)

- 1) Through ASB, a plan will be developed for a student vote to assess themselves a fee for a Student Activities and Recreation facility by March 2000.
- 2) The Planning Office will excerpt strategies to improve student success and access from Division Self-Studies and compile these strategies in a report to be published in Spring 1999.
- 3) Human Resource Services will develop a hiring strategy to insure the continued hiring of a qualified, diverse staff by 2001.
- 4) The District will provide the necessary computer hardware and software to accomplish the service and educational needs of each area, program and division to reflect District goals by 2002.

**GOAL 4:** COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.

**Primary Objectives:** (An objective at this level has *substantial* likelihood of helping COS achieve the desired goal.)

- 1) The President's Office will coordinate with all constituent groups to create plans for expansion and development of district facilities in the communities of Hanford and Tulare and submit to the Board of Trustees by 1/1/00.
- 2) COS Institutional Technology Standing Committee will develop a Strategic Comprehensive Technology Plan by 1/1/00.
- 3) COS Instructional Council will develop a plan for sharing technological resources among divisions and departments by 1/1/00.
- 4) The President's Office will examine the feasibility of placing a construction bond issue on a future ballot by 1/1/00.

**Secondary Objectives:** (An objective at this level will help COS achieve the desired goal, but the level of certainty that we have about its impact is not as strong as at the primary level.)

- 1) The Facilities Committee will identify and provide resources for performing a minimum of 10% of the remaining architectural barrier removal by 1/1/00.
- 2) The Safety Committee will continue to identify and prioritize safety needs for funding on an annual and as needed basis and report to the Facilities Committee.
- 3) Research will conduct campus climate surveys of faculty, staff, and students on alternate years beginning Spring 2000.
- 4) The Office of Vice President of Administrative Services will provide training and develop procedures for areas, programs, and divisions to maintain an accurate and current fixed asset inventory listing by 6/30/00.

# Institutional Goals for 1999-2000

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*"COS Institutional Technology Standing Committee will develop a Strategic Comprehensive Technology Plan by 1/1/00."*

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# Institutional Goals for 1999-2000

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*"The institution defines and integrates its evaluation and planning processes to identify priorities for improvement."*

ACCJC/WASC  
Accreditation Standard 3B.2

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**GOAL 5:** The District will manage the finances through shared governance in such a way that it will support the goals of the College.

**Primary Objectives:** (An objective at this level has *substantial* likelihood of helping COS achieve the desired goal.)

- 1) COS will provide for the most effective oversight of finances and financial reporting.
- 2) The district will develop college revenue sources beyond state apportionments:
  - a. The Foundation will increase income by 10% during 1999-2000.
  - b. The grant applications by divisions/programs will increase by 10% with the assistance of the Office of Research and Grants in 1999-2000.
  - c. An ad-hoc committee will be developed by the College Council that will develop one significant partnership with industry during 1999-2000.
  - d. Office of Business/ Community Education Center at COS will increase its income by 10% during 1999-2000.

- 3) The Chief Business Officer will provide to College Council a listing of future obligations and plans for repayment before budget prioritizations begin.
- 4) All budget planning constituents, ie. departments, divisions, programs, areas, and Standing Committees, will recommend financial priorities that reflect the goals and objectives of the Institutional Master Plan.
- 5) College Council and Standing Committees will produce a funding plan for routine upgrading and replacement of aging equipment and maintenance of facilities on a campuswide basis by 2001.



**GOAL 6:** COS will encourage those district partnerships designed to advance educational opportunities and will also encourage staff and student involvement in their communities.

**Primary Objectives:** (An objective at this level has *substantial* likelihood of helping COS achieve the desired goal.)

- 1) Each student, through efforts to increase student involvement by the ASB, will have the opportunity to become involved in the community through various campus clubs, organizations and special programs by the end of Spring 2000.
- 2) COS will hire a full-time Public Relations/Marketing Officer by Spring 2000.
- 3) Each division/department will create partnerships with the community by Fall 2000. These activities may include vocational/tech prep, articulation, counseling, community service, work experience or contract education.

**Secondary Objectives:** (An objective at this level will help COS achieve the desired goal, but the level of certainty that we have about its impact is not as strong as at the primary level.)

- 1) COS Foundation will serve as a liaison between the Institution and the community to meet identified needs.
- 2) By Fall 2000, Institutional Research will identify any staff involved in their community as a representative of the College.

# Institutional Goals for 1999-2000

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*"Each division/department will create partnerships with the community by Fall 2000."*

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*1999-2000 Self Studies:  
Academic Services*

# Academic Services Office

## **D**IVISION PHILOSOPHY/ MISSIONS:

The mission of the Academic Services Office is to provide leadership, planning, and assistance to students and faculty. This leadership is designed to promote the highest standard of teaching and learning at College of the Sequoias.

The Academic Services Office includes the Vice President, Deans, and Directors. They work with each of the academic divisions on campus to assess student program needs and to build schedules to meet those needs. Currently, programs and services are offered to meet the College mission in transfer, vocational, remedial, developmental, and community service areas. In addition, through courses for credit and courses offered through the Business and Corporate Education Center, students receive workforce preparation which strengthens economic development.

The Academic Services Office also works with Student Services and Administrative Services to develop a systematic, unified approach to serving student needs.

The Research component of Academic Services responds directly to the mission of the college by assisting in the planning and decision-making processes of the college; guiding policy in a direction favorable for student success; and, addressing the various accountability issues that help determine the college's

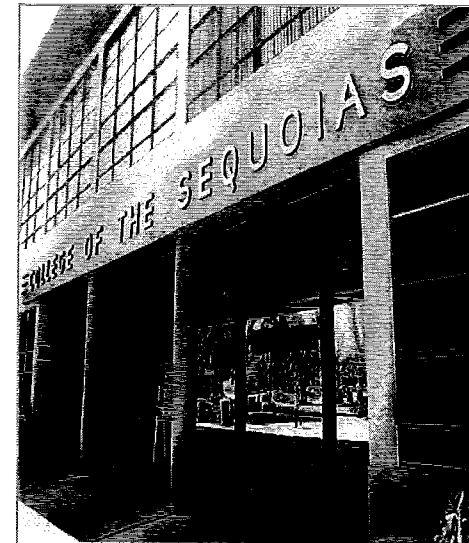
effectiveness. The Grants component addresses the mission by identifying sources that allow interested programs to compete for funds to address activities, services, new practices not provided for in current budgets; and assisting with requests for data to enhance proposals and determine outcomes and for budget development/implementation.

## **D**IVISION STRENGTHS:

The Academic Services Office works closely with academic divisions, with the Academic Senate, and with individual faculty to deliver programs and services which meet the needs of all COS students.

Representatives from the Academic Services Office serve on the Instructional Council, College Council, Curriculum Committee, and Standing Committees of the College Council. In addition, the Vice President and Deans work closely with community groups, advisory committees, and citizens committees to represent the College to the community and to bring community concerns back to the College. The Academic Services Office also articulates programs with high schools in the District.

Research and Grants (reorganized in August 1998) continues to address the needs of individual departments/divisions with regard to data gathering and student



# Academic Services Office

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*"...Vice President and Deans work closely with community groups, advisory committees, and citizens committees to represent the College to the community and to bring community concerns back to the College."*

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tracking/performance information while also accomplishing special projects for Cabinet. Sharing information via newsletters and reports both on and off campus.

**SIGNIFICANT PROGRAM CHANGES:** The Academic Services Office is working closely with citizens' committees in both Hanford and Tulare to explore options for establishing or expanding college centers in those areas. In addition, the Academic Services Office is responsible for encouraging the development of instructional technology and its use in the classroom as a tool to assist student learning, e.g. Distance Learning classes. The Academic Services Office is working closely with the Academic Senate and the Curriculum Committee to define majors and develop guidelines for course syllabi.

The creation of a Research/Grants Advisory Committee helps to oversee the direction of these efforts.

With the professional development leave of Dean David Bockman, Academic Services has had the opportunity to view the latest developments in the field of vocational education. In addition, with the implementation of welfare reform, efforts to develop curriculum and to provide services within both Tulare and Kings Counties have progressed under the

direction of the Coordinator of Welfare Reform.

Finally, additional changes are anticipated with the announced retirement of Vice President of Academic Services, Bill Bettencourt. The time line for replacing him calls for a new Vice President to be in place by July 1, 1999.

## **D**IVISION OBJECTIVES FOR 1999-2000:

- 1) Evaluate programs and services for effectiveness on an ongoing basis and we will provide modifications as necessary.
- 2) Provide programs and activities via the curriculum that enhance skills-communication, learning, technological, basic, survival, and accessing information- needed to transfer to upper-division classes or go into the workplace.
- 3) Base financial planning on the Master Plan, support the institutional goals and provide opportunities to all staff to participate in the budgeting process.
- 4) Provide a structure/process that effectively promotes the participation of students, faculty, and staff in the governance and administrative processes of the College.
- 5) Plan and budget for necessary technological updates and enhancements.
- 6) Provide expanded distance learning opportunities for students.

# Agriculture

## **D**IVISION PHILOSOPHY/ MISSIONS:

The Agriculture Division seeks to serve as the center for agriculture education to the service area of the COS district and surrounding communities. Our primary mission is to serve the high school graduate, re-entry student and individuals in the agriculture industry who seek upgrading of skills or who seek life long learning in the agriculture industry.

## **D**IVISION ACCOMPLISHMENTS:

The Agriculture Division was recognized by the California Agriculture Teachers Association as the outstanding community college vocational agriculture program for 1998. At this writing the program is in contention for national honors as the Region I winner for the Western United States.

- 1) The Agriculture Program has been in existence nearly 60 years. Established in the early 1940's on a 160-acre site, the program has a long tradition of agriculture education excellence to the people of Tulare and Kings Counties. The COS Agriculture Department is a school within a school, being separated from the main campus by nearly four miles. It is the only community college where all agriculture classes are taught at a site separate from the other divisions on

campus. COS is located in the heart of the richest agriculture land in the country where the economy is based on agriculture.

- 2) The COS program has trained thousands of students during the past that now are the agriculture leaders of the community.
- 3) COS offers a wide variety of courses that meet the needs of career, transfer or students who seek upgrading of skills. The program offers a complete program in Ag Business Management, Equine Science, Animal Science, Ornamental Horticulture, Plant Science, Dairy Science, and Agriculture Technology. Nearly 500 students are in the program with about 320 agriculture majors. The program offers about 40 sections of day and evening classes in 8 major areas of study within the agriculture field. Total agriculture enrollment in classes is about 800 and numerous short-term classes are offered during the academic year. The Farm Laboratory consists of the only dairy milking herd in the community college system and has been recognized as the top-producing herd in the county. The Equine Science program is the largest in the state, maintaining over 30 production and 20 equestrian horses for students in the program. The farming operation is supplemented by 60 acres of rented property and the farm produces alfalfa, corn, wheat,



# Agriculture

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*"The farm is currently in the process of being relocated to a new facility, which will house a satellite campus."*

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Sudan, and cotton. Currently the operation is utilizing acreage for alfalfa seed trials and vegetable seed production in conjunction with two seed companies. The department has a complete horticulture facility consisting of 3 greenhouses, shade house, herb garden, head house and floral facility.

- 4) The farm is currently in the process of being relocated to a new facility, which will house a satellite campus. A 200-acre farm, 400-cow dairy, equine, and livestock facilities will be built along with the latest technology in permanent and row crop plantings including the latest in irrigation technology. The program already has the best welding technology facility in the community college system with a new facility completed last summer.
- 5) Many of the leaders of the agriculture community are former graduates of the COS Agriculture Department. A long list of student accomplishments is evident by the community support of the program. Providing agriculture education to the community remains the primary mission of the COS Agriculture Department.

## **S**IGNIFICANT PROGRAM CHANGES:

- 1) Retiring of a full-time instructor in January 1998. The position was ranked 8<sup>th</sup> by the instructional council

and dropped from the college council rankings for replacement. Fifteen years ago the division had 6 full-time staff with only ½ the enrollment. Now we have only 4-1/2 full-time faculty and a 1-year temporary position. The division will be working very hard to have a full-time tenure track position funded this year.

- 2) Addition of a ½ time agriculture technology instructor after a 1-year interval between retiring faculty position and hiring of a ½ time replacement. A request through the self-study process last year was not funded.
- 3) Further expansion and addition of new welding equipment in the agriculture technology shop has made the welding program the best in the state. Several industry specific short-term classes have enhanced enrollment in the program. Ag technology classes have tripled in only 1 year. A request for a roof extension to improve the facility was not funded through the self-study process and will again be requested.
- 4) Upgrade of the overhead projector, computers and addition of a laptop computer for the department.
- 5) Loss of the full-time, 12-month secretarial/accounting position. Replaced with a ½ time 10- month secretarial position and a ½ time 12-month accounting position. This has reduced division productivity and continuity in the program. This still

causes significant problems for the division. It was requested through the self-study process last year and not funded. It will be requested again this year.

- 6) The hiring of a full-time position (1/2 share with I&T division) has greatly improved the efficiency of the computer applications for agriculture students.
- 7) Loss of 60 acres of farm laboratory land which was sold for commercial development. This has greatly impacted the finances for the farm laboratory. With the purchase of the site in Tulare this new farm will be used to offset the loss of productive farmland for the farm.
- 8) Loss of the 1/2 of the square footage of the agriculture technology of the shop with the addition of the I&T welding technology program.
- 9) Loss of two vehicles used in supervision of work experience students and other division activities.

- 4) Purchase a Vehicle for the Division
- 5) Modify the horticulture laboratory facility to a functional classroom.
- 6) Modify the shop facility to enclose an area for project construction.
- 7) Build WSCH & FTE for the Agriculture Division
- 8) Work with the COS Board, Administration and Agriculture Advisory Committees in the transition planning of moving the existing farm to new facilities.
- 9) Work with local equipment dealers to establish a Kubota/Mechanics Certificate program for COS students.

# Agriculture

(continued)

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*“Work with the COS Board, Administration and Agriculture Advisory Committees in the transition planning of moving the existing farm to new facilities.”*

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- D**IVISION OBJECTIVES FOR 1999-2000:
- 1) Hire of a full-time replacement in Horticulture and Plant Science.
  - 2) Upgrade the division secretarial position to a full-time twelve month position.
  - 3) Expand of the Agriculture Technology position to a full-time agriculture position

# Business

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*"...engage members of the community to identify their needs and to encourage their support."*

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## **D**IVISION PHILOSOPHY/ MISSIONS:

The Business Division is interested in offering all students an opportunity to reach their full potential. We seek to offer a lifetime of learning for the community, which in turn, provides a stronger, more fulfilled society.

Our mission is to: serve students; provide assistance to faculty, to represent faculty at College meetings, to keep faculty informed about matters which affect them; communicate with management; keep the Division public documents current; stay abreast of and comply with Curriculum Committee requirements; maintain an open-door policy with the community in an effort to respond to their needs and questions; maintain strong relationships with high schools for recruiting and articulation; and engage members of the community to identify their needs and to encourage their support.

## **D**IVISION STRENGTHS:

- 1) the faculty;
- 2) a computer and printer in each faculty member's office;
- 3) members of the division continue to be active in various committees on and off campus;
- 4) classified staff;
- 5) VATEA Funds.

## **S**IGNIFICANT PROGRAM CHANGES:

- 1) Hired full-time instructor for Computer Applications/ General Business.
- 2) Added Governmental Accounting and Paralegal courses.
- 3) Updated the Visual Basic Course.
- 4) Will use PowerPoint for General Business and Accounting lectures and student presentations as soon as equipment is available.
- 5) Equipped computers in the Business Division offices, classrooms, and lab with Windows 95.
- 6) Will offer keyboarding and WordPerfect for ESL and other computer classes in the CalWorks classroom.

## **D**IVISION OBJECTIVES FOR 1999-2000:

- 1) Maintain and develop relationships with relevant constituencies in the community.
- 2) Acquire the necessary funding to maintain computer technology at an industry standard.
- 3) Provide students with consistent coverage, learning tools, and reliability in the Business Division.
- 4) Increase WSCH and FTE.
- 5) Provide a safe, comfortable, and technologically effective environment.
- 6) Provide an effective and consistent faculty for course offerings that are relevant, up to date, and available.



## **D**IVISION PHILOSOPHY/ MISSIONS:

Students in today's society are challenged by great diversity, changing lifestyles, shifting employment patterns, and families in crises. In this increasingly complex society, it is important for individuals to acquire information and develop skills to enhance their quality of life. Consumer/Family Studies courses and programs meet the student's needs in both personal and vocational areas and provide various certificates and degrees that prepare students for diversified careers. In addition, some classes meet general education requirements and others develop creativeness in a vocational areas.

We are facing tremendous challenges in welfare reform in the CalWORKs/TANF and the AmeriCorps Programs. To do this, the Consumer/Family Studies Division offers wide-ranging programs in Child Development, Nutrition/Foods, Life Management and Fashion in regular and short-term classes.

Central to the division's philosophy is the continual pursuit of the most current information, the most relevant courses and the updated use of technology to enable students to become well-rounded, competent members of society. CFS believes in service for the students through individual contact and accessibility of instructors, division chair, division

secretary and lab assistants. CFS works with the community through the advisory committees, participation in community activities, sponsoring events for the community, i.e. conferences, workshops, open houses, etc.

**The Child Development Program** is designed to meet the goals of quality teacher training, foster positive behavior management skills and stimulate knowledge of the science of child development. This program is actively involved in the CalWORKs/TANF and AmeriCorp programs. In their increasingly complex roles, both teachers and parents need to acquire even greater skills and knowledge in order to care for and nurture children in healthful and appropriate ways. Children's growth and development in a creative and adapting learning environment, and a diverse community, are major aspects of the program. The theories and principles of child development are modeled at the Child Development Center.

**The Nutrition/Foods Program** at the College of the Sequoias is designed to allow individuals to acquire knowledge of nutrition principles and skills of food preparation techniques, both in the home and commercially, to promote optimum health and maximize one's physical, social and economic potential. The Food Service Program provides certificates for careers in institutional and restaurant food service.

# Consumer/ Family Studies

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*"Consumer/Family Studies courses and programs meet the student's needs in both personal and vocational areas and provide various certificates and degrees that prepare students for diversified careers."*

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# Consumer/ Family Studies

(continued)

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*"Qualified and dedicated instructors."*

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**The Life Management Program** provides a curriculum in human, economic and environmental resources from a theoretical and practical perspective.

**The Fashion Program** offers a variety of fashion design and merchandising courses that are needed for employment in the apparel and retail clothing industry and for a vocational pursuits.

## **D**IVISION STRENGTHS:

- 1) Qualified and dedicated instructors.
- 2) Modern laboratory facilities and equipment.
- 3) Child Development Center located across the street from the campus.
- 4) Certificate and degree programs to meet vocational needs and fulfill state certification in child development and food service.
- 5) Courses for general education and personal needs.
- 6) A supportive community in all areas.

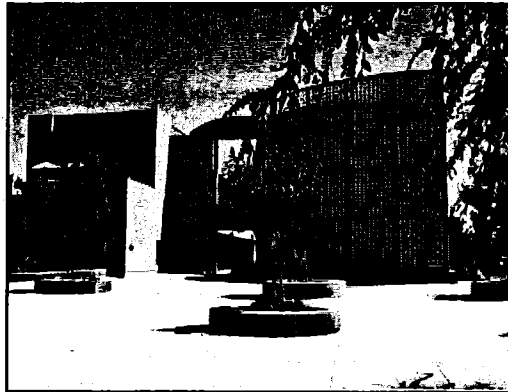
## **S**IGNIFICANT PROGRAM CHANGES:

- 1) Significant increase in FTE's 17.887 scheduled for Spring Semester, 1999 as compared to:
  - 13.192, Fall, 1995
  - 14.458, Fall 1996
  - 15.991, Fall 1997
- 2) Significant increase in WSCH/LOAD

- 481.44 (Fall 1998) compared to 458.458 (Fall 1997)
- 3) Development of courses to meet the needs of the CalWORKS/TANF and AmeriCorps program including classes in Cultural Diversity, Literacy and Language Development and Food Service.
- 4) Obtained Child Care Coordinator for CalWORKS/TANF Program.
- 5) Extended Child Development modular classes to TAPP site and Hanford Center.
- 6) Increase in high demand classes in Child Development and Nutrition.
- 7) Increase of short-term, week-end and modular classes.
- 8) Request for an additional full-time Nutrition/Foods instructor.
- 9) Curriculum revisions to meet changing needs including prerequisites, unit changes, additional topics and assignments.
- 10) Strong Mentor Teacher and Mentor Director programs funded by the state.
- 11) Change in Room 501 from a lab room to lecture room and a small computer lab for students increasing the use of that room to almost 100%.
- 12) Faculty use of new technology - Internet, multimedia, new computer software and visual presenter.

## **D**IVISION OBJECTIVES FOR 1999-2000:

- 1) Provide progressive curriculum in Consumer/Family Studies, Child Development, Nutrition/Foods and Fashion with an adequate number of classes in each offering to meet the needs of College of the Sequoias' students and reflect the growth needed for the changes in our society.
- 2) Increase WSCH Load in all departments.
- 3) Improve teaching techniques to increase retention and success within each class.
- 4) Increase full-time instructors in the division.
- 5) Integrate and coordinate the Child Development Center more closely into the Child Development Department and the division as a whole.
- 6) Be responsive to the needs of the community and industry.
- 7) Expand collaboration with community and state agencies.
- 8) Promote cultural awareness across the curriculum.
- 9) Increase the use of technology in the classroom.



# Consumer/ Family Studies

(continued)

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*"Expand collaboration with community  
and state agencies."*

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# Fine Arts



## **D**IVISION PHILOSOPHY/ MISSIONS:

The Fine Arts Division is committed to providing students a full and diverse curriculum. By providing General Education classes in music, art and theater appreciation, and by requiring concert, gallery and museum visits, we hope to help students understand the intrinsic value and presence of the arts in their lives. We are meeting the mission of the college by providing the highly motivated, multi-talented, student-oriented instructors in a positive environment tailored to foster success.

## **D**IVISION STRENGTHS:

- 1) Faculty who are willing to work toward expanding and diversifying our Division.
- 2) The Fine Arts Division has made tremendous strides since 1991. We have added the Sequoia Theatre Conservatory, which was begun in fall 1997; the students and faculty are very enthusiastic.
- 3) The tour class which articulates with the High Schools is continuing and proving very successful.
- 4) Our Art Gallery is continually making strides of meeting the needs of the community.
- 5) Our new 2-D art instructor is bringing wonderful ideas to increase the exposure of the work by our art students.

- 6) Our Speech Department is one of the most diversified in the state.
- 7) We are still looking for ways to expand and develop the Music Department.
- 8) The new Vocal instructor is also reaching out more to the community by re-instituting our Sequoias Chorus and the instructors are developing ways to meet the needs of their students, particularly the Music Majors. The music instructors are rigorously preparing for the new Music building which we are looking to occupy by the end of 1999 or first 2000.

## **S**IGNIFICANT PROGRAM CHANGES:

- 1) Replaced two of our retiring teachers; a 2-D art instructor and Vocal Music.
- 2) Opened up an Art Computer Lab for students and faculty that we hope can continue to expand with additional classes and computers.
- 3) Intend to display student art work in the Student Union and sell student art products to enhance the Art Gallery and the Department.
- 4) Placed before the Curriculum Committee new courses for Art including Silk Screening, Serigraphs, and Stained glass.

- 5) Placed a grant to Southern California Edison requesting funds for a Black Box Theater which would be adjacent to our existing theater.
- 6) Received new carpeting throughout the theater due to above-base funding.
- 7) The return of the Spring Musical back to the theater the vision of the theater department has shifted to include the new challenge.
- 8) Created diversity and efficiency at the same time.
- 9) We are a growing division and look to continue to expand and enhance our programs.
- 10) Some of our new class offerings have struggled for attendance, i.e., Persuasion, Intercultural Communication, Shakespeare and Music Theater. However, we believe it is just a matter of time before students discover these exciting classes.
- 11) Changed our COS Symphony Orchestra to the COS Youth Symphony in hopes of drawing talented young people from the community.

## **D**IVISION OBJECTIVES FOR 1999-2000:

- 1) Increase the student help base budget to \$5,000. This increase will be needed so that we can increase our Box Office accessibility to the community. Now that we are using the equipment once used in Accounts Receivable, we need trained committed students to staff the Box Office on a regular basis Monday-Friday.
- 2) Increase the Outside Repair Contracts base budget to \$7500. This increase is needed for the repair of additional equipment that has been purchased with above base monies in the Music, Theatre, and Art Department. The Art Department especially needs to have this additional money in this account for any repairs for the new Printmaking equipment and all of the equipment in the 3-D lab.
- 3) Increase the Instructional Equipment base budget to \$1,000 for each of the Theatre and Art Departments. With the expanded programs, additional students and increase of costs of supplies, additional monies is desperately needed for supplies.
- 4) Develop Black Box Theatre
- 5) Provide Comprehensive Conservatory program.
- 6) Create a viable computer lab in the Art Department.
- 7) Create a line item in base budget for equipment.

# Fine Arts

(continued)

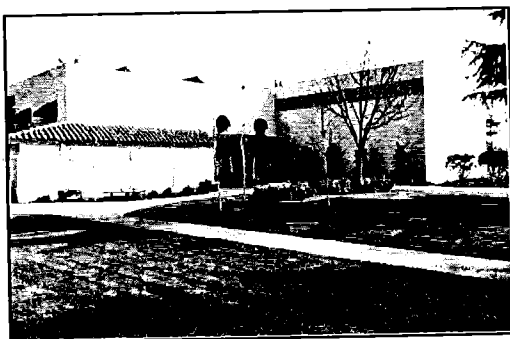
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*"Without art, the crudeness of reality would make the world unbearable."*

*--George Bernard Shaw*

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# Hanford Center



## **D**IVISION PHILOSOPHY/ MISSIONS:

The Philosophy/Mission of the Hanford Center is consistent with that of the entire District. Staff at the Hanford Center believe that providing an environment conducive to learning and teaching is our primary mission. The Hanford Center exists in order to increase access to educational opportunities for students in Kings County. Since this means providing students with the same types of services found at the Visalia campus, Hanford Center staff must be familiar with all areas of Student Services, Administrative Services, and Academic Services. In addition to increasing access, we are committed to facilitating student success. By providing Counseling, financial aids, tutoring and library support, the Hanford Center staff endeavors to help students achieve their academic or career goals.

## **D**IVISION STRENGTHS:

- 1) The Hanford Center staff provide individualized attention to students. Because of our size, students have access to services and programs in a "one stop" environment.
- 2) In addition to taking classes, students can access counseling, health, and financial aid services. They can request transcripts, pay bills, and search on-line for resources in the library. They can purchase books and

needed supplies at the bookstore and buy snacks at the snack bar.

## **S**IGNIFICANT PROGRAM CHANGES:

- 1) The greatest change to occur within the past year is the assignment of an administrator to the Hanford Center. A Dean, Academic Services, now spends 50% of his time in Hanford. This has provided the Center with improved communication with the Visalia campus.
- 2) In addition to being able to represent Hanford's needs in Visalia, the Dean is also able to share needs/concerns from Visalia. This also allows for increased COS visibility in the Hanford community.

## **D**IVISION OBJECTIVES FOR 1999-2000:

- 1) Continually assess student needs at the Hanford Center.
- 2) Evaluate on-going needs for equipment, facilities, and personnel at the Hanford Center.
- 3) Plan long-term options for Hanford Center.
- 4) Reflect all the costs of running the Center in the Hanford budget.

## **D**IVISION PHILOSOPHY/ MISSIONS:

- Provide our students with quality, up to date education and training which will enable them to attain their goals for employment, for employment upgrade and for avocational needs.
- Provide the industries we serve quality educated and trained personnel.
- Provide our community well educated and trained people to service their Industrial and Technological needs.
- Provide society with contributing citizens.

## **D**IVISION STRENGTHS:

- 1) Instructors who are dedicated to their students and curriculum, who are skilled teachers and who keep up to date with their rapidly changing fields.
- 2) Curricula which is pertinent to the industry of today and is constantly being upgraded.
- 3) Use of modern technology in virtually all of its disciplines.

## **S**IGNIFICANT PROGRAM CHANGES:

- 1) Compressing the Building Trades curricula from a two year program to a one year intensified program.
- 2) Hiring an instructor to teach Automotive Technologies and assist in

the improvement of the Automotive program.

- 3) Continuing development of marketing brochures and posters by the graphic design students.
- 4) Developing of the Networking course by the Electronics Technology program.

## **D**IVISION OBJECTIVES FOR 1999-2000:

- 1) Finish the clean-up effort started last year on our facilities, especially the south end outside area and the interior custodial care.
- 2) Revise I&T courses which are improperly named in order to alleviate some confusion in counseling and the scheduling of courses.
- 3) Expand our marketing efforts through dissemination of printed material and visitations to sites where potential students are.

# Industry & Technology



# Language Arts & Communications

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*"A rich variety of ideas, initiatives, perspectives and methodologies anchors the work instructors do in the classroom and with colleagues."*

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## **D**IVISION PHILOSOPHY/ MISSIONS:

The Language Arts Division is committed to enriching the lives of students through enhancing their language and thinking skills. In order to accomplish this mission, the Language Arts Division respects and values each other and students.

## **D**IVISION STRENGTHS:

The division's principal strength is its diversity. A rich variety of ideas, initiatives, perspectives and methodologies anchors the work instructors do in the classroom and with colleagues. The division respects this diversity and nurtures its growth.

### **Journalism**

- 1) *The Campus* garnered over 40 awards at different state conferences this year. One of the awards was the Pacesetter Award, a designation given to the top four student newspapers in the state.
- 2) *The Campus* will go on-line in Spring of 1999.
- 3) Judy House has redesigned the Mass Communication course in order to teach it to a larger class size. The maximum enrollment for the class is now 40 students.

### **ESL**

- 1) The newly configured, smaller unit classes have given students easier

access, greater choice and flexibility. Both instructors and students are enthusiastic about the changes.

- 2) The 742 Writing Lab has proved to be an excellent site for the linked ESL/Business classes.
- 3) The ESL Department is putting the finishing touches on its recruitment video. The video features students currently enrolled in the ESL Program candidly discussing ESL issues, classes and opportunities.

### **Foreign Language**

- 1) Spanish instructors continue to develop 2 + 2 articulation agreements with local high schools. The next high school requesting articulation is Dinuba High.
- 2) The addition of a new full-time instructor, has added strength and creativity to the Spanish program and a co-advisor to the MECHA Club.
- 3) The addition of Portuguese 1-4 is planned for Spring 1999.

### **ASL**

- 1) Silent Christmas program was a sell-out. Congratulations to the ASL 3 and 4 classes and all the other students that took part.
- 2) Enrollment in ASL continues to grow. Another full-time instructor is desperately needed for this program.
- 3) The course outline for ASL 110 is before the Curriculum Committee for approval. This class will provide



students with the rudiments of interpreting and is the first class designed for what eventually will become an interpreting certificate.

### **English**

- 1) The addition of three new faculty members has added stability and fresh perspectives to the Department. The hiring of a new Division Secretary and a new lab tech have also brought welcome changes.
- 2) The Puente Project was the recipient of Harvard's JKF School of Government and the Ford Foundation's Innovations in American Government Award. It was chosen from over 1,400 government programs as one of the ten best in the nation.
- 3) English 4 was taught as an on-line class for the first time during Fall semester.
- 4) The addition of TAC classes to the Spring schedule should provide the Department with some interesting student responses to courses that "meet on campus at intervals with much of the course work being completed independently or collaboratively" using emerging information technologies.

### **SIGNIFICANT PROGRAM CHANGES:**

During 1997/98, the Language Arts Division formalized its Technology Committee and developed mission and

philosophy statements to guide the division in making its technology-related decisions.

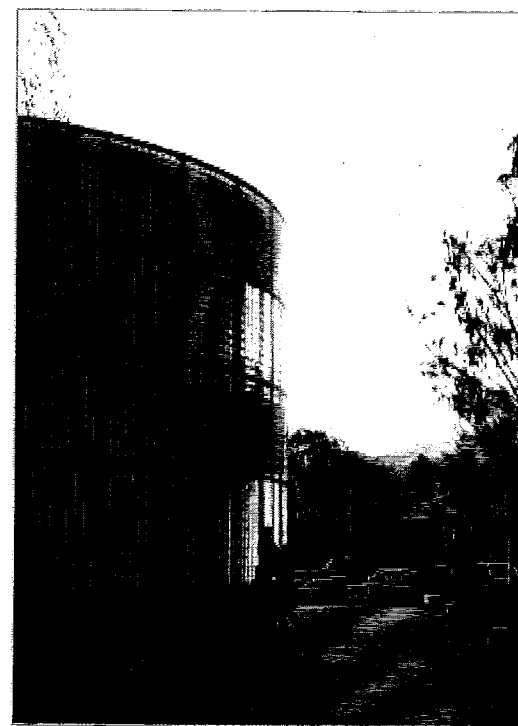
The Technology Committee has developed procedures for maintaining technological currency in the division and is assisting the division with planning for technology equipment needs and faculty training. Additionally, the Technology Committee is working on a comprehensive technology plan for the Division.

### **DIVISION OBJECTIVES FOR 1999-2000:**

- 1) *Continue progress toward fulfillment of technological mission by:* Continuing development of the World Classroom pilot project; maintaining technological currency in the Division; promoting faculty competency in use of technology; and encouraging experimentation with new technologies and pedagogies.
- 2) *Continue Adjunct Inclusion by:* Welcoming adjunct members to division events; bettering communication; and providing office space for adjunct faculty.
- 3) *Promote Social and Academic Team Building by:* Increasing the cohesiveness of the division members.
- 4) *Participate in Class Observation for Professional Growth Opportunities by:* Instituting a classroom observation protocol.

## Language Arts & Communications

(continued)



# Library Services

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*"...Tutorial Program, the Learning Center, and the Library itself. All three are committed to helping students master the skills necessary for functioning as critical, questioning, and informed citizens..."*

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## **P**ROGRAM PHILOSOPHY:

Three areas work together under the umbrella of Library Services: these are the Tutorial Program, the Learning Center, and the Library itself. All three are committed to helping students master the skills necessary for functioning as critical, questioning, and informed citizens, and all three are especially committed to helping students succeed in the rigorous coursework which will afford them the choice of transfer education or rewarding work.



## **S**IGNIFICANT PROGRAM CHANGES:

No significant changes from 97/98, other than the reduction from three full-time librarians to two.

## **P**ROGRAM ACCOMPLISHMENTS:

Library Services staff continued to help students achieve success in their coursework through the combined efforts of the dedicated staff in the Tutorial Program, Learning Center, and Library.

## **P**ROGRAM OBJECTIVES FOR 1999-2000:

Continue to support student success through the specific objectives noted in the Tutorial Program, Learning Center, and Library Self Study documents.

# Math & Engineering

**DIVISION PHILOSOPHY/MISSION:** The mission of the Division of Mathematics and Engineering is to meet the needs of our student body. Since most students at COS will need mathematics as a part of their coursework, we offer a wide variety of courses. These include basic skills, transfer level, and program/major specific courses.

**DIVISION STRENGTHS:** The Mathematics and Engineering Division is committed to high standards in the classroom and teaching excellence. Faculty members have devoted many hours to developing student tutorials, increasing the technology components in the classrooms and improving the quality of instruction. The division is constantly changing to better meet the needs of our ever changing student body.

**SIGNIFICANT PROGRAM CHANGES:** The most notable change this year is the Mathematics and Engineering Department's recognition as a new division. We have elected committee members, and hired a new division chair and secretary. We are still in transition, but are learning to work as a team toward common goals.

The division also continues to grow. Two new tenure track faculty were hired this year, and we hope for two more next year.

## **DIVISION OBJECTIVES FOR 1999-2000:**

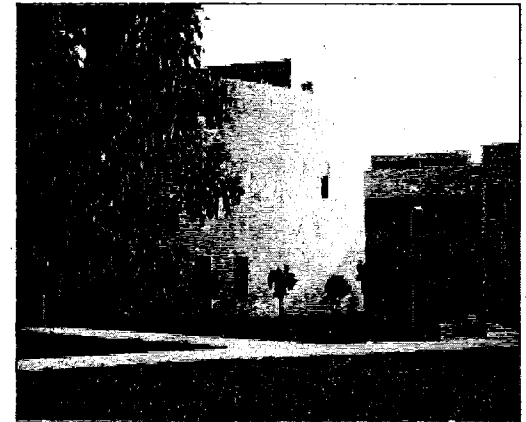
*Add Personnel as follows:*

- 1) Two Tenure Track Full -Time Faculty
- 2) Two Full -Time Temporary Faculty
- 3) Increase Student Help

- 1) Remodel Room 204A

*Provide Instructional Equipment as follows:*

- 1) Computer Lab
- 2) Tables & Chairs for Room 306
- 3) Upgrades for Faculty Computers
- 4) Two New Computers for New Faculty



# Nursing and Health Science

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*"The art and science of nursing is incorporated by utilizing the human needs approach and the nursing process."*

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## **D**IVISION PHILOSOPHY/ MISSION:

The faculty of the College of the Sequoias Associate Degree Nursing program bases their education philosophy for the division on the belief that:

Nursing utilizes a body of knowledge from the behavioral, physical, and biological sciences and is directed toward meeting the total nursing needs of the individual and/or significant others. The art and science of nursing is incorporated by utilizing the human needs approach and the nursing process. Within the health team, the nurse independently and interdependently contributes toward the common goal of prevention of illness and the maintenance and/or restoration of health.

The mission of Nursing and Health Science is to provide an educationally sound program to prepare beginning practitioners to safely and effectively meet the nursing care needs of clients with common, well-defined health problems. In accordance with the mission of the college, we are preparing students for entry into the job market and for transfer to baccalaureate institutions for further education.

## **D**IVISION STRENGTHS:

- 1) Excellent community support, including financial support from area hospitals.
- 2) High percentage of success on NCLEX, the qualifying exam for Registered Nurses.
- 3) Quality of clinical agencies and richness of experiences available for student learning.
- 4) Excellent working relationships between the nursing program and the clinical agencies.
- 5) A skills laboratory which is staffed by a competent clinical nurse.
- 6) High level of motivation and enthusiasm among the faculty to provide students with challenging and exciting learning opportunities that will assist them in their preparation for professional nursing.
- 7) Excellent evaluation of the program by both graduates and employers.
- 8) Involvement of the faculty in campus and community activities which strengthens community/campus relations and enhances knowledge of available community resources.
- 9) Consistent use of the Human Needs Framework and Nursing Process throughout the program.
- 10) Continuing emphasis on pathophysiology, communications skills, and clinical competency.
- 11) Support for the program from college administration and other faculty on campus.
- 12) Wide variety of campus supports: counseling, financial aid, child care center, tutoring center, and student health center.

- 13) Excellent instructors who motivate students to persevere to this rigorous class.
- 14) Community support for students to gain experience in ride-along and other hands-on training.
- 15) This program is sufficient to meet community needs for beginning emergency health care workers.

## **S**IGNIFICANT PROGRAM CHANGES:

- 1) Expanded allied health offerings including Nursing Assistant, In Home Support Service Assistant, and an Introduction to Computers in Health Care Settings. Other courses are in planning and approval stages, including Home Health Aide and an Interdisciplinary Gerontology course.
- 2) Increased use of skills laboratory to increase student learning opportunities, including assigned skills lab experiences. Development of kits and modules to promote student use of skills lab as a learning center. The skills lab nurse has been accessible to students and is interested in developing the lab further. She plans to visit other schools of nursing to get ideas for improving our lab experience.
- 3) The pilot Nursing Support program for underprepared students sponsored with an instructional improvement grant from VATEA funds has been a strong success. The program was started in

mid-term last year and provided clear support to students at risk for failing the program. From word of mouth and faculty referrals, the group has tripled in size to about 27 students. The use of tutors to work one-on-one and with groups of students has been effective in developing study skills, ability to think critically, and the self confidence needed to meet expectations successfully.

- 4) Students have increasingly participated in community health and wellness programs in substantive ways, students prepared for the skills they will carry out at health fairs and clinics, and participate as nurses in providing services to clients. They provide identical services as the Registered Nurse, under supervision of their instructor or a designated Registered Nurse, and provide a visible presence in the community. In conjunction with the Student Health Center at College of the Sequoias, students participate in a day-long health fair where immunizations, diagnostic screenings, health teaching, and referrals are provided to students and staff at this facility, as well as, the flu and immunization clinics held every fall on campus.

# Nursing and Health Science

(continued)

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*"The pilot Nursing Support program for underprepared students sponsored with an instructional improvement grant from VATEA funds has been a strong success."*

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# Nursing and Health Science

(continued)

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*“Maintain faculty at current ratio of student/faculty in the clinical area and increase staff coverage for the Skills Lab area.”*

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## **D**IVISION OBJECTIVES FOR 1999-2000:

- 1) Continue to assess and revise division offerings to maintain relevancy and meet the changing needs for health care.
- 2) Identify areas where education is needed to prepare health care workers for this community and develop programs to fulfill those needs.
- 3) Maintain a strong Registered Nursing Program with diverse students who reflect the ethnic and cultural mix of the community.
- 4) Maintain faculty at current ratio of student/faculty in the clinical area and increase staff coverage for the Skills Lab area.
- 5) Explore optimum use of the Learning Resource Center and other information sources on campus and at local health agencies.
- 6) Acquire and develop classroom and laboratory facilities that will provide learning resources necessary to prepare students to meet the health care challenges ahead.
- 7) Purchase new equipment and upgrade old equipment to provide a comprehensive environment for learning (e.g., student computer lab area of Skills Lab.)
- 8) Increase efficiency of the Registered Nursing program by facilitating entry and success for Licensed Vocational Nurses who wish to complete a Registered Nurse degree.



**DIVISION PHILOSOPHY/MISSION:** The Physical Education Department recognizes its responsibility to provide a unique and enriching educational experience for residents of the community. It is essential that we nurture the development and implementation of a healthy lifestyle through a complete wellness program.

Physical Education contributes to the objectives of human relations by providing a richer social experience for all through games, sports, dance, and fitness. We provide within the program, the opportunity for students to develop critical thinking, decision making and problem solving. All courses are designed to fit into the College of the Sequoias General Education requirements and to maintain lifelong fitness.

The Mission of the Physical Education/Health/Dance Programs is to educate encourage, and develop a lifelong commitment to the implementation of a healthy lifestyle for our students. We must do this by administering the most recent information to our students as well as by leading by example.

**DIVISION STRENGTHS:**  
1) Physical Education continues to offer and update a variety of activity and wellness courses to

- meet the student and community needs.
- 2) Using a broad-based approach, fitness is our foundation as weight training, aerobics, and the new walking/jogging classes continue to be impacted.
  - 3) The academic courses reflect a similar popularity as enrollment remains high.
  - 4) With the ability to teach Health and Wellness 1 in the large lecture hall, we were able to expose a large number of students to the concepts of Health & Wellness.
  - 5) Our instructors continue to update with information and technology.

The future points to an exciting wellness approach targeting the normal matriculating student while encompassing the community of Visalia. As the conversion of on-site facilities and the purchase of state-of-the-art equipment proceeds, along with the further development of satellite campuses, College of the Sequoias has the potential to become a central figure for wellness in Visalia.

# Physical Education & Athletics



# Physical Education & Athletics

(continued)



## **S**IGNIFICANT PROGRAM CHANGES:

- 1) Adding a full-time faculty member to assist in Football and teach fitness classes.
- 2) Addition of a temporary full-time position of a men's Head Basketball Coach.
- 3) Renovation of Physical/Athletic office and adjoining offices.
- 4) Replace roof of gym and annex.
- 5) Renovation of football office.
- 6) Fenced bull pen on Softball field
- 7) Improved physical appearance of the gym.

## **D**IVISION OBJECTIVES FOR 1999-2000:

- 1) Increase full time staff to better facilitate students and athletes.
- 2) Provide equipment and support to maintain and update programs and facilities.
- 3) Build new gymnasium.
- 4) Incorporate a Fitness Lab.

### Intercollegiate Athletics

The following varsity sports are offered at COS:

Women's Soccer  
Men's and Women's Cross Country  
Volleyball  
Football  
Women's Basketball  
Men's Basketball  
Golf  
Men's Tennis  
Men's & Women's Track  
Women's Softball  
Men's Baseball  
Men's & Women's Swim



# Science

## **D**IVISION PHILOSOPHY/ MISSIONS:

The Science Division focuses on fulfilling the mission of the college within the context of curricula of the individual programs of the division. The Science Division provides students with a wide range of courses, including program/major specific courses, transfer level courses, general education courses and community service courses. Our courses are designed to develop basic skills and knowledge levels, to develop critical thinking abilities and to provide foundations for future educational experiences.

The Science Division is dedicated to providing students with a rigorous and relevant education. The Division facilitates student growth and success while maintaining reasonable academic standards in course content, level and grading.

## **D**IVISION STRENGTHS:

- 1) The Science Division is committed to providing all of its students with a quality learning experience.
- 2) Fulfilling this commitment to our students requires a faculty willing to investigate, learn and implement new educational strategies, new technologies and new curriculum. The Division has such faculty. They continue to assess their effectiveness

as educators, and they strive to improve the success of their students. Our strengths lie in our faculty and their commitment to professional excellence.

## **S**IGNIFICANT PROGRAM CHANGES:

- 1) The Science, Mathematics & Engineering Division was split into the Science Division and the Mathematics & Engineering Division. This split took effect Fall 1998. This has reduced the Division size by about one-half.
- 2) The Biology Department is continuing to update and modernize its laboratory offerings. These include computer simulations, compute data acquisition of experimental data and statistical analysis of experimental data. Maintaining laboratory equipment continues to be a priority and a challenge. The Biology Department has had difficulty in filling its Laboratory Technician position and has worked with three temporary employees since mid-term Spring.
- 3) The Chemistry Department has also been focusing their attention to their laboratories. Modern (working) laboratory equipment has become a prime consideration for the Department's faculty as have safety issues. They have been able to receive



# Science

(continued)



some emergency funds to alleviate some of the worst problems. A new course in instrumentation to be offered as a co-requisite with Chemistry 12, Organic Chemistry is under development.

- 4) The Geography and the Geology programs continue to be a strong and vital part of the division. The new Geography 1 Laboratory course has been approved and is being submitted to the UC and CSU system for consideration for inclusion in the transfer and GE patterns. Geography is requesting funds for purchase of the necessary materials to run this new laboratory class. It is projected to be offered in Spring of 2000. The Geology program has also developed a new course, which includes a laboratory, titled Earth History. This course is also being submitted for UC and CSU approval.
- 5) Faculty within the Biology and Chemistry Departments are considering developing a new program in Biotechnology. This program would be a vocational program leading to a certificate. Faculty have attended workshops and meetings to learn more about the need for these programs and the steps necessary to develop a viable vocational program. This will necessitate the development of new courses and, potentially the modification of existing courses. Grants would be submitted to NSF, the

Chancellor's Office and the Private Industry Council in an attempt to acquire the necessary equipment and materials for this program.

## **D**IVISION OBJECTIVES FOR 1999-2000:

The Science Division objectives for 1998-99 have been prioritized as follows:

- 1) Remodel the following:
  - Room 9 (Chemistry)
  - Hallway outside Room 150 (Geology)
  - Repair Greenhouse (Biology)
  - Chemistry Stock Room (Chemistry)
  - Room 150 (Geology)
  - Room 154 (Geology)
  - Floor Tile (Geography)
- 2) Implement Chemistry Lab Tech as 11 month position and Biology Lab Tech as 12 month position.
- 3) Obtain instructional equipment for Chemistry, Biology, Geography, Physics, and Geology.

# Social Science

## **D**IVISION PHILOSOPHY/ MISSIONS:

The Social Science Division at the College of the Sequoias is comprised of ten (10) programs, and offers a comprehensive interdisciplinary core curriculum that emphasizes lower division general education transfer courses. Additionally, numerous elective courses and classes, which meet graduation requirements, are offered each semester. The overall curriculum provides each student an opportunity to study human beings, past and present, and their socialavior in society.

The Social Science Division is committed to maintaining and practicing those instructional methods which best assure the successful learning of all students. It is believed that upon completion of one's course work, each student will be able to describe, explain and predict human behavior by employing scientific methodologies. Consequently, students will be able to discover whether there are common and recognizable patterns in what people believe, what they do, and how social institutions function in today's society.

## **D**IVISION STRENGTHS:

1) The division's main strength is in its consistency. Over the years all programs within the division have grown.

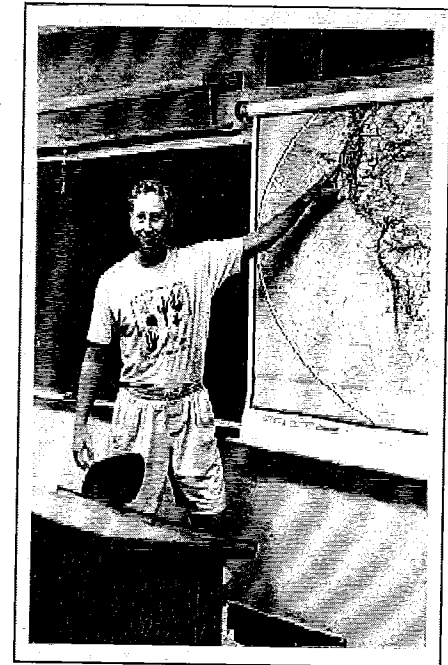
- 2) The faculty exhibits diversity, providing students a wide choice of subjects, as well as instructors.
- 3) Enrollment across the board has been high.


## **S**IGNIFICANT PROGRAM CHANGES:

- 1) Due to the death of a History Instructor the program was altered. We will be hiring a new History instructor for Fall 1999 semester.
- 2) During the 1999/2000 school year several faculty will be retiring. Significant planning will be required to replace each instructor.

## **D**IVISION OBJECTIVES FOR 1999-2000:

- 1) Hire a full-time History Instructor.
- 2) Increase WSCH by 2-3 percent.
- 3) Increase the division's involvement in on campus committees.
- 4) Maintain high retention rates .
- 5) Update, revise, modify Administrative of Justice curriculum.





*1999-2000 Self Studies:  
Special Programs*

## **P**ROGRAM PHILOSOPHY/ MISSIONS:

The **Business and Community Education Center (BCEC) at College of the Sequoias** is a community resource that provides training and education necessary to develop professional and personal growth skills for residents of the South Valley. The role is parallel to, and equally worthy of the college's traditional role in associate degree instruction for job preparation or college transfer.

The mission of is to deliver high-quality, reasonably- priced vocational skills training and lifelong learning opportunities.

The **Curriculum Committee** believes that the College can assist the community and thus society by providing individual students a wide range of high quality and relevant curriculum opportunities to develop their full potential, whether that potential is to transfer to a four-year baccalaureate institution, begin a career, upgrade skills, change career fields, or improve their understanding of themselves and the world. The Curriculum Committee's mission is to review existing and proposed courses and programs to ensure their quality and their compliance with state guidelines and local policies, and to promote policies that ensure

students and the community high quality educational and training opportunities.

**Distance Learning** provides greater access to the education and training of students by providing courses designed to meet the needs of students whose work and family responsibilities, geographical locations, or health or personal factors prevent them from taking classes on campus. Taking advantage of new communication technologies, Distance Learning expands opportunities for teaching and learning beyond the traditional classroom setting and 17.5 week semester.

The **Fire Technology Program/Public Safety Training Departments** aspire to develop, enhance, and perfect the capabilities of its students, and provide leadership through the mutual sharing of knowledge, skills, and abilities with cooperating agencies. We promote students getting an associate degree for the purpose of improving their skills and knowledge, and also for enhancing their employment opportunities. The keystone philosophy is to serve the district and community by providing the highest possible quality of training consistent with available resources. Our focus is to be highly responsive to the training needs of the fire and law enforcement communities.

# Special Programs



# Special Programs

(continued)

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*“Provides the training that instills the knowledge, skills and ability to maintain, or develop professionals and leaders in Fire Protection, Natural Resource Management, and All-risk Emergency Management.”*

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- 3) Support from Student Services as well as Academic Services for data entry to complete the Majors Project, which will allow us to standardize degree and graduation audits.

## **Distance Learning:**

- 1) Beginning with Spring 99, Nutrition 18 and Child Development 39 will be broadcast on Channel 18 as well as on Choice TV and Media One.
- 2) First live interactive television class will be taught simultaneously to students on the COS campus and in Hanford.

## **Fire Technology/Public Safety Training Departments:**

- 1) Fire Technology's incorporation into the Public Safety Training Division.
- 2) Implemented a third basic academy course for Academic Year 1998-99 in an extended format.
- 3) Increased inventory of training vehicles from six to ten.
- 4) Use of Internet for web page.
- 5) Increased FTES output with inclusion of Fire Tech Program and extended format academy.

## **DIVISION OBJECTIVES FOR 1999-2000: BCEC:**

- 1) Increase the number of participants and revenue generated.

- 2) Create full-time permanent Senior Clerical Assistant position.
- 3) Develop projects that encourage workforce development.
- 4) Encourage on-campus community to think of the Center as a resource for workshops, seminars and facilitation.
- 5) Improve financial record keeping; develop a formal advisory board.
- 6) Post schedule of classes for Community Education “Online”.
- 7) Expand the number of trainers.
- 8) Promote the college's mission of workforce development through television.
- 9) Develop a formal marketing plan.

## **Curriculum Committee**

- 1) Evaluate and revise curriculum and services in response to needs of students and community
- 2) Review curriculum to make certain that courses include skills students need to achieve their goals.

## **Distance Learning:**

- 1) Increase the number of distance learning classes being offered.
- 2) Expand and improve marketing of distance classes.
- 3) Provide personnel to support distance learning endeavors.
- 4) Provide adequate equipment, facilities and personnel support to faculty committed to teaching distance courses.

- 5) Address faculty concerns regarding distance learning.

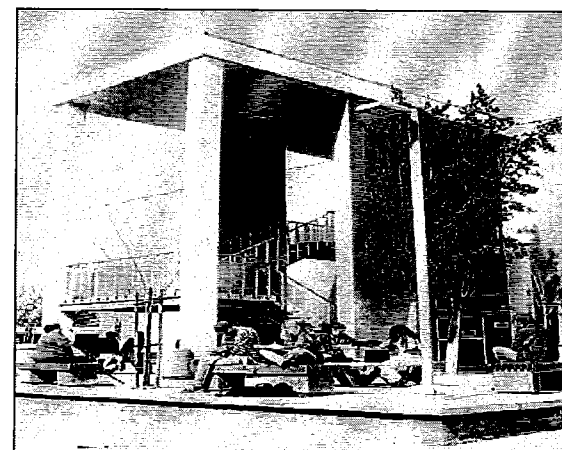
**Fire Technology/ Public Safety Training Departments:**

- 1) Complete the curriculum approval process for the Fire Truck Academy course and the Level 2 CDF/S.F.M. Fire Management and Fire Investigation courses.
- 2) Develop and present Instructor Maintenance courses ("Train the Trainer").
- 3) Build Program into a more self-sufficient program with a larger budget.
- 4) Increase the awareness among students and the community at large of the varied services provided by fire service.
- 5) Identify and develop an off-campus training facility.
- 6) Further develop the department's mobile communications vehicle.
- 7) Procure a computer-driven "shooting simulator" to promote good judgment and firearms proficiency in realistically staged combat conditions.
- 8) Continue to develop our student records management system.
- 9) Offer a second consecutive extended police academy and make this a regular yearly offering.

- 10) Convert our part-time, temporary clerical assistant position to permanent part-time.
- 11) Accomplish a measured increase in the department's FTES output.
- 12) Expand our corrections offerings, utilizing the format of contract training.
- 13) Evaluate the viability of offering a pilot fire technology course on the Internet.
- 14) Add the position of part-time, temporary academy coordinator for the Extended Format Academy.

# Special Programs

(continued)





*1999-2000 Self Studies:  
Student Services*



## **P**ROGRAM PHILOSOPHY/MISSIONS: Admissions & Records

The Admissions and Records office, as initial contact for prospective students, is committed to providing individuals with information to access the college's courses, programs and resources. Through the provision of a full complement of enrollment and records services, the entire college community is supported in the teaching, learning and matriculation processes.

### **AmeriCorps**

The emphasis of the AmeriCorps Program is to enhance the participant's educational opportunities, job experience and life skills leading to preparation for employment, encourage individual responsibility toward their communities, their families and themselves, and to strengthen the local community by bringing together members of diverse ethnic, cultural, and socioeconomic groups.

### **Articulation/Assessment**

Accurate initial placement in basic skills courses has a positive impact on student retention and success. The assessment program's primary purpose is to provide students and counselors with basic skills assessment data to be utilized for accurate placement in English, ESL and mathematics courses. The primary purpose of the articulation component is course-to-course and system-wide transfer

articulation agreements with the CSU, UC and independent California universities.

### **CalWorks**

Provides a wide range of opportunities that will improve the self-sufficiency skills of low income students and enhance their ability for long-term employment.

### **CARE**

The Cooperative Agencies Resources for Education (CARE) Program provides educational support services to EOP&S students who are welfare dependent single parents with pre-school aged children.

### **Counseling**

The counselors provide counseling and advisory services to ensure student success by increasing the extent to which students attain their educational objectives (access, retention, and success) and help students succeed in their studies through self-evaluation, decision-making, careful planning, and commitment.

### **CWEE**

Cooperative Work Experience Education is dedicated to providing education and training which afford students the opportunity to prepare for entry to the job market. CWEE is a process of education which combines work experience with regular college instruction.

# Student Services



# Student Services

(continued)

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*"The purpose of the EOP&S Program is to provide educational opportunity for those students who have not been historically represented in higher education."*

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## **DSP&S**

College of the Sequoias' commitment to students with physical, communicative, learning and psychological limitations is evidenced by an effort to maximize each student's intellectual, occupational, cultural and social potential.

## **EOP&S**

The purpose of the EOP&S Program is to provide educational opportunity for those students who have not been historically represented in higher education. Eligibility for the program is determined in accordance with the need of the financially disadvantaged student.

## **Financial Aid**

Student Financial Aid Programs exist, as a matter of Federal and State Public Policy, to assist needy students in meeting the costs of attending college. The College offers a coordinated program of student support services, subsidized work opportunities, and loans to students who qualify according to a national needs analysis standard.

## **Matriculation**

Matriculation enhances access and promotes and sustains the efforts of credit students to be successful in their educational endeavors by ensuring that all students complete their college courses,

persist to the next academic term, and achieve their educational objectives.

## **Puente**

Puente Project mission is to increase the number of educationally under-served students who enroll in four-year universities and colleges, earn degrees and return to the community as leaders and mentors to succeeding generations. Students enrolled in the Puente Program at COS are team taught in Human Development and English. These courses help students to overcome hurdles typically faced by under-represented populations of students.

## **Student Activities**

As the center of college community life, Student Activity serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy and provides a cultural, social and recreational program aiming to make free-time activity a cooperative factor with study in education.

## **Student Health Center**

Attention to the total person is the underlying principle of the treatment and prevention services of the Student Health Center. This link with the academic community is more evident today as increasingly complex health issues and health risk co-factors confront the students.

# Student Services

(continued)

## Transfer/Career/Placement Center

The Transfer/Career/Placement Center exists to provide students with support services which will assist them in their academic and occupational goals. It is dedicated to helping students develop to their full potential through self-evaluation, decision-making and commitment to an educational/career path.

## Veterans Services

The purpose of the Veterans Services Program is to provide Educational Program Certification Services and advising to active duty military personnel, veterans of the Armed Services, and certain dependents of veterans, who wish to attend COS, and receive educational benefits from the Department of Veterans Affairs.

## PROGRAM ACCOMPLISHMENTS/ STRENGTHS:

### Admissions & Records

- 1) Continued upgrading of PC workstations for staff.
- 2) Revision of the admissions application.
- 3) Implementation of the Diploma Printing Software and Touch tone Telephone Registration system.
- 4) Relocation of registration staff to Room 104.

## AmeriCorps

- 1) The program recruited 85 participants and provided information on the COS AmeriCorps Literacy Program and other AmeriCorps programs to over 2,500 people via presentations and mass mailings.
- 2) A CLASP Board of over fifteen community partners was organized establishing a community infrastructure for literacy, service learning, and to provide support to community TANF recipients transitioning from welfare to work.
- 3) Established a college course certificated training program (6, 12, or 24 units) for Child Development with eligibility for placement on the State Child Development Matrix when appropriate service hour are completed.
- 4) Additional curriculum for three new college level courses have been written to provide added skills for members (CD299 Personal and Professional Development, CD 160 Language Development and Literacy, and CD 299 Community Service with Children.

## Articulation/Assessment

- 1) Hired and trained a new assessment specialist.
- 2) Negotiated and implemented placement testing at 13 selected feeder high schools during school hours.



# Student Services

(continued)

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*"A CalWORKs Advisory Committee was established with college faculty, staff and community partners serving on the committee."*

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- 3) Prompted the development of an Algebra Readiness Test by the Math Department to replace the soon-to-be defunct math placement test.
- 4) Obtained formal endorsement of computerized testing by the English Department as a replacement for the soon-to-be defunct English placement test.

## **CalWORKs**

- 1) Developed grants allowing development of new courses including skill development courses to certify In-Home Supportive Services Occupations and a short term CNA program.
- 2) A CalWORKs Advisory Committee was established with college faculty, staff and community partners serving on the committee.
- 3) Developed 25 Work Study sites with non-profits including 25% match and developed 30 sites with Business/Industry including 50% match.
- 4) Partnered with local community action programs to increase providers.
- 5) Developed on-campus liaison between COS and the Tulare County HHSA and/or their designee and developed a tracking system between the college and HHSA and/or designee.

## **CARE**

- 1) The CARE program has grown from 70 students to 205 in 1997-98.
- 2) CARE students are awarded a \$600 grant per year to assist with child care expenses.
- 3) Other services offered to students include counseling, tutorial referral, book vouchers, academic monitoring information and referral services to resources on campus and in the community.

## **Counseling**

- 1) Accomplishments were concentrated on the remodeling of the Counseling Center.
- 2) Enhancement of computer software provides easy access to every college catalog in the nation.
- 3) The pilot program with Mt. Whitney High School continues to be a success and serves as an example of excellent articulation with a feeder high school and the local community college.
- 4) Upgrading of computer skills was undertaken by the counseling staff.

## **CWEE**

- 1) A system for providing information on program requirements to all CWEE students campus wide was developed. This change was necessary to ensure that all students be provided with

# Student Services

(continued)

accurate information related to Title V requirements. This also allows the opportunity to remind students about other services available through the Career Center.

- 2) Summer CWEE opportunities were developed and implemented with a special section of CWEE implemented to allow CalWORKs students to earn credit.

## DSP&S

- 1) The student count grew by seven percent, including a significant increase in students with psychological disabilities.
- 2) There was an increase in requests for test assistance, in-class assistants, tape recorders and luggage carts.
- 3) The summer Adapted P.E. class was reinstated in response to student interest.
- 4) Reorganization of the program included a .40 FTE Director, a .70 FTE Counselor and a .50 FTE receptionist.
- 5) The Learning Skills lab evidenced an increase in enrollment.
- 6) The High Tech lab upgraded hardware and software and hardware/software upgrades were purchased for staff.

## EOP&S

- 1) The program has grown every year to a maximum of 823 students served in the 1997-98 academic year. However the program budget is capped at 735

students resulting in the program serving 88 students over cap.

## Financial Aid

- 1) During the five years ending June 30, 1998, the College's Student Financial Aid Programs grew from nearly \$4,000,000 to over \$8,000,000.
- 2) During the same period, the number of students served grew from 2,649 to 5,551.

## Matriculation

- 1) Telephone registration for the Spring 1999 semester and Grades on Demand was implemented.
- 2) Orientation model was continually streamlined to effectively assist students with registration procedures.

## Puente

- 1) The first Puente students transferred to four-year institutions.
- 2) A mentor pool from the community was developed and trained.
- 3) The attrition rate in the English 251 class (25 or 28 students finished the semester) was lowered.
- 4) The student pass rate for the English Department Portfolio Assessment (19 of 22 students) and the pass rate for English 251 to English 1 increased.
- 5) The first Puente Family Conference, Puente Project Orientation for students and parents, and graduation ceremony was organized.

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*"The summer Adapted P.E. class was reinstated in response to student interest."*

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# Student Services

(continued)



## Student Activities

The program has put more emphasis on student representation and student issues both locally and statewide. The institution continues to support opportunities for student participation and leadership in campus organizations and student involvement in institutional government.

## Student Health Center

- 1) An increased range of services has been offered, with short-term psychological counseling and referral services.
- 2) An emphasis and enhancement of the immunization program has occurred along with HIV testing implementation.
- 3) A Mobile Clinic, supplied by KDDH in the Spring 1999 will provide weekly family planning and related health education services.

## Transfer/Career/Placement Center

- 1) The Center continues to meet increasing student needs in the areas of advising, testing and information.
- 2) The center is in the process of upgrading its technology and expanding its services for students, i.e.: CalWORKs program, and adding a new Internet college catalog collection.

## Veterans Services

- 1) The program has provided effective advising and certification services for Veterans of Tulare and Kings Counties.
- 2) The Program is currently developing an Educational Plan on disk.

## SIGNIFICANT PROGRAM CHANGES:

### Admissions & Records

- 1) Reinstatement of a full-time Dean of Admissions and Records with the addition of one full-time staff member for records.
- 2) Implementation of the Telephone Registration and Grades on Demand system.

### AmeriCorps

No significant changes. Continued services.

### Articulation/Assessment

The significant program changes parallel the program accomplishments and include:

- 1) Hiring and training a new Assessment Specialist
- 2) Reinstating administration of the placement test at selected feeder high schools
- 3) Developing a comprehensive Assessment Program training manual

- 4) Assessment/Articulation Coordinator's assuming of the duty to chair the English and Math Matriculation Subcommittees
- 5) Implementing the Web version of ASSIST.

#### **CalWORKs**

No significant changes. Continued services.

#### **CARE**

- 1) Funding increased for 1996-97, 1997-98, and 1998-99.
- 2) Recruitment became a combined effort with other programs offered at COS (GAIN, Reentry, Counseling, CalWORKs, AmeriCorps, Financial Aid).

#### **Counseling**

- 1) Program changes for counseling included the remodel of Student Services Counseling and Reception area.
- 2) The registration process including the implementation of the new telephone registration system made it necessary for changes to take place within the calendar and counseling model.
- 3) Expansion of orientation to a year round calendar was implemented.
- 4) The Puente Program and counselor are now located in the Counseling Center.
- 5) A new pilot program was implemented for Veteran students for the purpose of

streamlining and clarifying the counseling process.

#### **CWEE**

Continued services.

#### **DSP&S**

- 1) The primary change was the reconfiguration of staffing as a result of management reorganization. A .40 FTE Director, a .70 FTE Counselor and a .50 FTE receptionist replaced the .60 FTE Associate Dean and 1.0 FTE Administrative Secretary.

#### **EOP&S**

- 1) Changes made in the 1994-95 program year continue to be implemented with enhanced service delivery.
- 2) The program budget continues to increase due to COLA .
- 3) Growth funds allocated to the state EOP&S budget with the majority increase allocated to student grants and special services.

#### **Financial Aid**

- 1) Increase in number of students served and increase in Federal Financial Aid to over 8 million.

#### **Matriculation**

Continued services.

#### **Puente**

Continued implementation of the program.

# Student Services

(continued)

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*"Expansion of orientation to a year round calendar was implemented."*

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# Student Services

(continued)

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*"Establish an EOP&S club to increase student's sense of belonging."*

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## Student Activities

The Student Activities Office purchased an updated student body card computer/visual image system providing the capability to maintain a data base with photos of each student purchasing a student body care. This services has been utilized and extremely beneficial for the Campus Police as well as the Campus Newspaper staff.

## Student Health Center

- 1) Increased the flexibility of the nursing time at the Hanford Center.
- 2) Inclusion of mid-level practitioner time in the health services program through the use of the Kaweah Delta Hospital Mobile Clinic (van)
- 3) Increased class presentations in science, psychology, nursing and fire safety classrooms,
- 4) Increased participation by COS RN students in health education, health center sponsored clinics and special projects which are grant funded.

## Transfer/Career/Placement Center

- 1) Obtained much of the equipment and budget increases which it stated as goals last year. This was done through special monies made available through above-base and emergency funding sources.
- 2) Expanded the scope of the Work Study Specialist's position and extended services to a new program on campus.

## Veterans Services

- 1) A Compliance Review conducted by the U.S. Department of Veterans Affairs noted some procedural deficiencies. The College will respond to the findings by modifying the counseling process for veteran students and will be modified the system for evaluation and reporting of credit earned by veteran students at other colleges will be improved.

## PROGRAM OBJECTIVES FOR 1999-2000:

### Admissions & Records

- 1) Employ one Senior Admissions and Records Specialist in the Admissions and Records Office.
- 2) Implement an automated degree audit system. [ongoing]
- 3) Identify the next level of technology to enhance A&R processes and pursue implementation
- 4) Remodel the current Admissions and Records office to maximize the available space
- 5) Improve the efficiency and effectiveness of services to students and staff. [ongoing]

### AmeriCorps

- 1) Provide course work and activities in the training curriculum that are transferable and/or go into the workplace,



- 2) Expand the use and validation of the nontraditional delivery system of Service Learning, and
- 3) Maintain and strengthen the California Local Area Service Partnership (CLASP).

#### **Articulation/Assessment**

- 1) Replace current placement testing instruments with computerized adaptive testing instruments.
- 2) Research and monitor the Multiple Criteria Placement Models and the new ESL testing procedures.
- 3) Maintain the current Articulation Program

#### **CalWORKs**

- 1) Connect with the Tulare County HHS Computerized Case Management System (SMART),
- 2) Minimize duplicity of Ancillary Service payments,
- 3) Enhance accessibility to "One-Stop" services for CalWORKs students,
- 4) Prepare CalWORKs students for employment and
- 5) Increase job development capacity and tracing of students placed into employment.
- 6) Place students into employment at the end of training and increase the visibility and utilization of CalWORKs Job Development/Placement Services.

#### **CARE**

Assist Region V with planning and conducting a CARE conference.

#### **Counseling**

- 1) Develop a plan securing a transfer center counseling position.
- 2) Complete the remodel of Student Services Counseling area.
- 3) Continue commitment to the professional growth and development of counseling staff.
- 4) Develop a plan with administration for development of the position of Schools Liaison.
- 5) Continue to work towards the implementation of the new orientation model.
- 6) Develop a plan to secure a full-time tenure track counseling position.

#### **CWEE**

- 1) Increase access to program services for students from ten to twelve months.
- 2) Improve outreach services to students participating in CalWORKs and the Federal Work Study program.
- 3) Replace computer-related equipment.

# Student Services

(continued)



# Student Services

(continued)



## DSP&S

- 1) Continue the process of updating adapted computer technology including hardware, software, and adapted devices. [ongoing]
- 2) Evaluate and respond to the impact of Welfare Reform relative to all components of the DSP&S operation. [ongoing]
- 3) Enhance the existing test accommodations and the Learning Disabilities testing stations.

## EOP&S

- 1) Establish an EOP&S club to increase student's sense of belonging.
- 2) Create Supplemental Instruction program for basic math courses, and continue immediate follow-up with student's who receive "D" or "F" grades on progress reports.
- 3) Hire an additional full-time counselor with funding split between EOP&S, CARE, and CalWORKs.

## Financial Aid

- 1) Continue to manage the Federal, State, and Local Financial Aid Programs in an effective and efficient manner for students while satisfying all regulatory and audit requirements.
- 2) Improve financial aid application and awarding processes by the addition of one FTE Financial Aid Specialist.
- 3) Upgrade electronic processing capability of the Financial Aid Office and comply with U.S. Department of

Education standards through equipment upgrades and the provision of improved staff training.

## Matriculation

- 1) Complete of telephone registration which is in process for the Spring 1999 semester.
- 2) Make student records accessible to staff and students so they may retrieve, copy and properly refile.
- 3) Transfer all former student records onto microfilm for easier, economical, and more efficient storage.
- 4) Consolidate student data and counseling information in computer database to improve accountability, cohesiveness and accuracy.
- 5) Develop/purchase software system for degree audit and graduation requirement verification.
- 6) Utilize electronic graduation checklist.
- 7) Improve efficiency and effectiveness of outreach efforts with computerized and automated tracking systems.
- 8) Develop a computerized testing lab.
- 9) As provided under the institutional estimate for campuswide software, request software/hardware in the approximate amount of \$555,226 (purchased) or \$599,644 (leased) along with maintenance in the amount of \$70,000 annually for campuswide access.

# Student Services

(continued)

## Puente

- 1) Maintain or improve the program budget.
- 2) Create a more efficient reporting process.
- 3) Continue to build strong relations with the community, take students on UC excursions, increase the successful completion rates of Puente students, and transfer the first Puente students to a four-year institution.

## Student Activities

- 1) Focus on events and promotions that would attract reentry students to take an active role and participate in school functions to gain confidence and a sense of belonging to the institution.
- 2) Focus on events and activities to include family members of non-traditional students in order to increase participation among this target population.
- 3) Facilitate additional training related to Conflict Resolution and allow more class time to focus on this topic to assist students with techniques in working with a large diverse student population as they serve in a leadership role.
- 4) Offer a one day workshop designed to address conflict resolution skills for student leaders.
- 5) Develop and implement an evaluation process with students in the Leadership Class.

## Student Health Center

- 1) Expand health promotion and wellness education to the campus community. [ongoing]
- 2) Pursue additional facility space for Student Health Center services/operations, and to continue pursuit of grant funding sources to enable expansion of health services and programs. [ongoing]

## Transfer/Career/Placement Center

- 1) Continue to expand its services by augmenting and training staff and purchasing new resources.
- 2) Participate in the first Program Review process and attempt to expand its transfer services for students.


## Veterans Services

Continue to certify enrollment and attendance for veteran students and/or their dependents in an accurate and timely manner and respond to findings of a U.S. Department of Veterans Affairs Compliance Review by adding adjunct counseling hours to perform evaluation and development of education study plans.

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*“Focus on events and activities to include family members of non-traditional students in order to increase participation among this target population.”*

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*1999-2000 Self Studies:  
Administrative Services*

## **P**ROGRAM PHILOSOPHY/ MISSION:

### **Accounting:**

This office has a fiduciary duty to the students, faculty, staff and taxpayers to assure that the books and records of the District are kept in accordance with generally accepted accounting principles and the CCC Budget and Accounting Manual. Current and accurate reporting of all aspects of the District's financial position are essential in the decision making process and to assure continued financial stability.

### **Accounts Payable:**

The mission of the Accounts Payable office is to process all of the District's purchase order requests, pay all of the District's bills, monitor budgets and provide various monthly and quarterly reports as needed to provide the equipment, supplies, and services necessary for the District to carry out its mission as an educational institution.

### **Accounts Receivable:**

Our focus is to present an accounting system that makes possible both: (a) to present fairly with full disclosure the financial position and results of financial operations of the funds and account groups of the governmental unit in conformity with generally accepted accounting principles; and (b) to determine and demonstrate compliance with finance related legal and contractual provisions

### **Bookstore:**

The Bookstore serves the student, instructional and administrative population of the COS campus and surrounding community with a quality product and quality customer service.

### **Budget:**

The Office of Administrative Services is staffed by an Administrative Secretary and the Vice President for Administrative Services; administers cash flow movements in all funds and administers the budget, journal entries, and adjusts budgets for changing allocations, purchase decisions, contracts, and property administration; functions to control budgets for the District by monitoring accounts, providing computer reports and presenting a budget for approval by internal departments, Internal Department Budget Standing Committee, the College Council and the Board of Trustees; implements the integration of planning/funding recommendations into budget allocations; and, provides leadership in development of contracts, sites and facilities, risk management, food services, bookstore, property management, and implements the financial plans of the District.

### **Computer Services:**

Computer Services is a client oriented department which provides support in computer and data processing-related activities to all campus departments and

# Administrative Services



# Administrative Services

(continued)



divisions. This department facilitates other departments in the collecting, storage, retrieval, and reporting of data and information, all of which is critical in the decision-making process. Computer Services provides timely support for computer related needs throughout the campus.

### **Custodial Services:**

Custodial Services provides a clean and safe environment of the campus buildings for faculty, staff and students in which to work and/or pursue their education.

### **Duplication Department:**

The Duplication Department offers a wide variety of services to the College population. The emphasis is on the creation, and production of effective publications and documents that represent the consistent image of the College via the use of xerography. Other services include campus mail, shipping and receiving, and checking out Audio Visual materials. Our mission is to provide faculty, staff, students and, when necessary, community access to those resources.

### **Food Service Department:**

The emphasis is to provide healthy, trendy foods and snacks at appropriate prices and a facility that allows staff and students an opportunity to relax, eat, study or visit with friends.

### **Grounds:**

The Grounds Department assures that the highly visible campus grounds are manicured and maintained properly to provide a clean, relaxed and pleasant environment for students, staff and the community. The campus provides a horticultural learning environment for the college community. The grounds staff strives to provide the athletic programs with efficiently maintained playing fields to enhance the athletes ability and also to provide safely maintained fields minimizing injuries.

### **Maintenance:**

Maintenance endeavors to keep the COS facilities a safe and comfortable setting for staff, students and the community. The staff members are encouraged to be friendly and remain calm during times of campus crisis. The ability to effectively communicate with staff is paramount during these times and the Department is dedicated toward this goal.

### **Media Services/Audio Visual:**

Our purpose is to provide materials, equipment, and technical support for enhancing the effectiveness of teaching, learning and student success. This includes the acquisition of materials/titles, development of education videos and other multimedia teaching components, circulation and the repair of multimedia equipment.

**Payroll Department:**

Payroll performs the various duties involved in maintaining payroll, insurance, budgets, retirement systems, etc., for employees and retirees of the college. It is essential we stay current on new IRS regulations, retirement system changes, SUI and workers compensation rules in order to apply them appropriately and to provide the various services of our Department in a most accurate and timely manner.

**Print Shop:**

The Print Shop offers services to the College population. The emphasis is on the creation, and production of effective publications, documents, etc., using illustration, typography, and page layout that present the consistent image of the College.

**Public Safety Department:**

The Department of Public Safety serves and protects the college community while rendering the highest level of service consistent with the available resources and staffing. Regulatory procedures are carried out with the aim of working with all other elements within the college to preserve a quality of life, the college environment and contribute to the educational process.

**Transportation:**

The Transportation Department provides clean, safe and functional District vehicles for faculty, staff and students use and

maintains, services and repairs District owned grounds and custodial equipment.

**PROGRAM'S PRIMARY STRENGTHS:****Accounting:**

- 1) Trains budget managers to be self sufficient with their budgets and assists other bookkeepers on campus.
- 2) Prepares and revises policies and procedures for proper accounting methods.
- 3) Assists in publishing Budget Books and Budget Workshops.
- 4) Performs bookkeeping for the COS Foundation.

**Accounts Payable:**

- 1) Processes an increasingly large of invoices and requests.
- 2) Uses the direct pay voucher system for processing reimbursements and confirming invoice requisition requests.
- 3) Maintains a vendor file of 4,574 active listings.

**Accounts Receivable:**

- 1) Ensures efficient and consistent services to students, staff and community. Disburses all types of checks, Financial Aid, Scholarship, ASB, Business Community Education Center, Student refund checks.

# Administrative Services

(continued)

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*"The emphasis is to provide healthy, trendy foods and snacks at appropriate prices and a facility that allows staff and students an opportunity to relax, eat, study or visit with friends."*

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# Administrative Services

(continued)

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*"Began the task of identifying year 2000 issues."*

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- 2) Prepares financial statements on various ancillary funds (ASB, Business Community Education Center, etc.).
- 3) Implements telephone registration.

## **Bookstore:**

- 1) Maintains a large inventory of used textbooks.
- 2) Provides open and continuous communication with faculty and students on all bookstore policies and procedures.
- 3) Offers students multiple, convenient purchasing options.
- 4) Ensures that staff maintain a continual optimistic attitude with faculty and students that greatly contributes to the positive image of the store.

## **Budget:**

- 1) Continues to provide financial reporting and budget assistance without any increase in staff size in spite of the increased student population, campus growth, and additional programs and initiatives.

## **Computer Services:**

- 1) Provides services to all campus segments.
- 2) During the last year it has facilitated the completion of projects in the areas of Instruction, Student Services, Administrative Services, and the President's Office.

- 3) Worked closely with outside agencies (CSU Fresno; Tulare County Office of Education; California State University Fresno and various vendors) to coordinate services.

- 4) Implemented EPOS Telephone Registration system.

- 5) Began the task of identifying year 2000 issues.

- 6) Conducted investigation of a new comprehensive administrative software system.

- 7) Continued upgrade of the COSnet with seven buildings on a fast Ethernet backbone. The installation of a Fujitsu Codec device in Hanford completed the first part of video conferencing project.

- 8) Improved access to on- and off-campus electronic mail for all faculty and staff members.

- 9) Provides on-going, constant support to enable much of the campus to support student access and success and allows for generation of information needed for making sound decisions.

## **Custodial:**

- 1) Plays a vital role in the day to day operations of the college campus.

- 2) Provides, in addition to the regular cleaning duties, assistance in facilities projects, work orders, campus set ups, and ensures that requests are completed efficiently and in a timely manner.



**Duplications Department:**

- 1) Provides the College with the best, and most prompt service as possible with limited staffing.
- 2) Accommodates the mail distributions needs of growing faculty and staff.
- 3) Provides walk-up copy service on specific A.M. and P.M. hours to ensure the needs of the instructors are met.
- 4) Consolidated the Print Shop, and Duplication work orders into one form and added a section for Graphics.

**Food Services:**

- 1) Continues to grow in sales, facilities, and new food products.
- 2) Utilized net income from the Food Service Department to open Carl's Jr. , Food Court, The Coffee House, and the Hanford snack bar.
- 3) Committed to providing a well trained staff and incorporating new food trends into menus.

**Grounds:**

- 1) Availability of grounds personnel to assist with any problem which may arise in the maintenance of the campus. The staff all help to set up and take down equipment and furniture for events that are scheduled for the outside area.
- 2) Ability of 3.5 staff to effectively maintain more than 62 acres of land and approximately 1,800 parking spaces.

**Maintenance:**

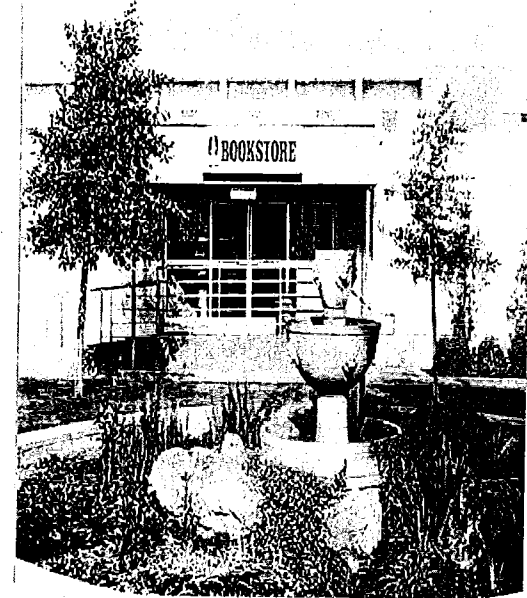
- 1) Ability to effectively maintain a campus that comprises approximately 62 acres, 20 buildings and approximately 300,000 assigned square feet with minimal staff.
- 2) Demonstration of positive work ethic by staff.

**Media Services/Audio Visual:**

- 1) Is committed to service.
- 2) Strives to provide instructors with well-maintained and up-to-date equipment.
- 3) Provision of a permanently mounted TV/VCR in every classroom remains a high priority.
- 4) Assists instructors and programs in determining the AV equipment that will best meet their needs and provide them with vendors and prices.
- 5) Continues to work with Tulare County Educational Resource Center to acquire instructional videos, CD ROMs and laser discs.
- 6) Broadcasting informational and educational programs to Tulare County by way of MediaOne and Choice TV.
- 7) Continues to provide full service photography including slide duplication, photos to slides, photos of staff and students, special events coverage and in-house development of B/W photos.

# Administrative Services

(continued)



# Administrative Services

(continued)



- 8) Provides in-house equipment repair service and assistance to instructors during classes.

## **Payroll:**

- 1) Handles payroll for approximately 1171 (\$2,091,737 monthly) employees plus 132 retirees and associated deductions, contributions, etc. which comprises about 80% of the total college budget.
- 2) Has an experienced staff who can provide advice and information regarding payroll questions.

## **Print Shop:**

- 1) Provides the utmost in service and quality, including large size posters, etc., including color and needed graphics for such things as campus maps, signs, and promotional materials.
- 2) Consolidated the Print Shop and Duplication work orders into one form and added a section for Graphics.

## **Public Safety Department:**

- 1) Strives to maintain a safe campus environment.
- 2) Evaluates new programs in an effort to improve services to all students and staff.

## **Transportation:**

Inspects all District vehicles and meets all safety and maintenance requirements.

## **SIGNIFICANT PROGRAM CHANGES:**

### **Accounting:**

The Accounting Officer position was upgraded to include supervision of the Payroll, Cashier's Office and Accounts Receivable Departments.

### **Accounts Payable:**

There were no measurable changes since the 1997-98 Self Study report was completed.

### **Accounts Receivable:**

Telephone registration system has improved student services and overall employee activity.

### **Bookstore:**

- 1) The Bookstore expansion project which includes new shipping & receiving warehouse, new buy back /sales window, and food court, will improve inventory control, create a more convenient and accessible buy back, and initiate a partnership with Food Services.
- 2) Reclassification of 3 positions: Accounting Technician to Bookstore Operations Coordinator, Textbook Specialist to Textbook Buyer, and Senior Assistant to Merchandise Buyer.
- 3) Increased hours of operation that includes an additional Saturday.

**Budget:**

- 1) As an outgrowth of the last Accreditation Study, there have been extensive changes to implement coordination of budgeting to the planning process.
- 2) Budgeting documents give new insight into the District's fiscal condition.
- 3) Base budget documents, budget priority information and restricted account budgets in new formats are produced to aid the emphasis on redistribution of existing fiscal resources.
- 4) Periodic reports are made to college committees and the Board of Trustees to keep staff aware of progress in the annual budget cycle, as per the annual budget calendar and the annual budget book document.
- 5) Progress continues in the continuing sale of the COS Farm, the purchase of the 495 acre Tulare site and the purchase of city homes to build parking lots.

**Computer Services:**

There were no measurable changes.

**Custodial:**

- 1) The mid-morning shift has been deleted and staff have been reassigned to the swing shift to better meet the cleaning needs of the District.
- 2) This past summer three sessions of summer school were held which limited the custodial staff in

completing summer cleaning projects in a timely manner.

**Duplications/Print Shop:**

- 1) The Print Shop and Duplications exist as two departments but utilize the same supplies, equipment, and budgets when needed.
- 2) Merger with the Audio Visual Department (now called Media Services) and addition of new services and responsibilities
- 3) Six (6) campus copiers totaling \$25,000.00 have been replaced and a Xerox 5065 has been relocated to the Hanford Campus.
- 4) Additional color paper choices are provided and the Print Shop has begun to charge for "NCR" paper.

**Food Service:**

- 1) A new Mexican food concept is planned for the Fall of the 1999 school year.
- 2) New drink selections are available.
- 3) A training program for student workers has been introduced.

**Grounds:**

There have been no significant program changes.

**Maintenance:**

- 1) The addition of a Telecommunications and Computer Systems Technician has improved the wiring and connectivity of computers and phone systems.

# Administrative Services

(continued)

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*"Telephone registration system has improved student services and overall employee activity."*

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# Administrative Services

(continued)

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*"Obtain resources for new comprehensive software for administrative/institutional computing that allows effective knowledge management of student, faculty and financial data."*

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- 2) Various remodels, repairs, and construction projects were accomplished.

## **Media Services:**

- 1) Use of the TV studio and broadcast facility has grown significantly, straining capabilities of the present staff and facility to handle this demand.
- 2) Production of first in-house distance learning class.
- 3) Facilitating a distance class between COS and the Hanford Center.
- 4) Assisting Fresno State maintain their distance learning classrooms.

## **Payroll:**

- 1) The addition of the Cal Works Program may require an increase of a half-time position to manage the workload.
- 2) Research of the PARS Retirement system back to 1996 with resubmission and updated status on a master file.
- 3) Increased requests for information requests from management to assist decision-making.

## **Public Safety:**

- 1) Addition of a part time police officer position for the Hanford Center.
- 2) Remodel of facility to better accommodate students and staff with physical disabilities.

- 3) Allocation of \$5,000 to the Safety Program for removal of hazardous waste.

## **Transportation:**

Relocation of the facility to allow more room for the storage and maintenance of District vehicles.

## **P**ROGRAM OBJECTIVES/ STRATEGIES:

### **Accounting**

- 1) Create a positive, unified budget administration.
- 2) Obtain reliable pooled accounting software for the COS Foundation so that it can be maintained by the Foundation.
- 3) Identify new Integrated Institutional Software for the campus.
- 4) Take the necessary steps to become Fiscally Independent.

### **Accounts Payable:**

- 1) Decrease the delay between the time a department recognizes the need for a purchase, requests a purchase order, and the purchase order is processed, mailed and filled.
- 2) Provide vendor product/bid information to campus offices.

### **Accounts Receivable:**

- 1) Identify comprehensive computer system for students and financial reporting.

**Bookstore:**

- 1) Have new buy back window in full operation by December 1998.
- 2) Have Food Court in full operation by Spring 1999.

**Budget:**

- 1) Obtain resources for new comprehensive software for administrative/institutional computing that allows effective knowledge management of student, faculty and financial data.
- 2) Transition the phase-out of software support from Tulare County Office of Education to new software with the least amount of changes and interruptions to the District mission.
- 3) Hire for the 1999/2000 fiscal year a new position, "Director of Purchasing/Auxiliary Services," to provide services for purchasing, warehousing, inventory control and oversight for the Bookstore and Food Services.
- 4) Continue the planning for a replacement Bookstore/Commons/Student building to be remodeled from the present Library building.
- 5) Provide kitchen/storage addition to the Student Union which will allow an additional food area choice in the Student Union.
- 6) Hire for the 1999/2000 fiscal year a Dean for Technology. This position was eliminated in 1994 and has been an existing need since that time.

- 7) Identify potential software vendor products to provide position control for budgeting/human resources, and to provide budget transfer documentation for budgeting control and oversight.
- 8) Hire for 1999/2000 a part-time document imager which will eliminate the need to create more storage space for files. This position would be shared with Human Resources.

**Computer Services:**

- 1) Reorganize department to better support existing systems, development of new systems, state required data reporting, design, installation and maintenance of campus network infrastructure, training campus staff in using office automation systems, help desk services and operation of campus data/file servers.
- 2) Remodel Computer Center to accommodate additional personnel and services.
- 3) Train department staff in appropriate software/hardware in use on campus.
- 4) Complete COSnet.
- 5) Identify comprehensive software for administrative computing.
- 6) Upgrade Campus file servers as appropriate.
- 7) Upgrade Campus Backbone.
- 8) Upgrade three department workstations & purchase one new workstation.
- 9) Ensure Campus is year 2000 compliant.

# Administrative Services

(continued)



# Administrative Services

(continued)

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*“Produce high quality instructional videotapes that can be used in the classroom, checked out through the library, viewed in the AV lab and broadcast into the community on cable.”*

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## **Custodial:**

- 1) Continue to maintain carpets and floors.
- 2) Provide staff in-service and training.
- 3) Purchase custodial software for equipment and supply inventory and to record cleaning projects, inspections, and work orders.
- 4) Provide timely services with regard to necessary equipment (tables and chairs) for campus events.

## **Duplications/Print Shop:**

- 1) Hire permanent part-time Printer/Bindery Operator.
- 2) Reduce amount of printing being done off campus.

## **Food Service:**

- 1) Finalize the drawing plans for the new concept.
- 2) Assure that the projects are running in accordance with the time line of the Architect.
- 3) Design menu board.

## **Grounds:**

- 1) Improve efficiency of staff.
- 2) Provide a pleasant and usable grounds facility.
- 3) Provide an educational setting for students, staff and community.

## **Maintenance:**

- 1) Procure deferred maintenance and hazardous materials resources from the Chancellor's Office in order to assist

the District fiscally with identifiable projects.

- 2) Continue working with appropriate personnel relative to the Facilities Master Plan of the COS District.
- 3) Provide staff the necessary support in order to allow for the proper maintenance and care of the District.
- 4) Work with faculty and staff relative to the individual departmental and campus needs.
- 5) Provide a campus environment that is aesthetically pleasing, functional and safe.

## **Media Services:**

- 1) Hire a full time TV Studio/Broadcast Facility Technician who would also be involved with distance learning.
- 2) Produce high quality instructional videotapes that can be used in the classroom, checked out through the library, viewed in the AV lab and broadcast into the community on cable.
- 3) Produce broadcast quality promotional and informational videotapes for broadcast on MediaOne and Choice TV.
- 4) Have a TV monitor and VCR in every classroom that are either wall mounted, placed in a cabinet or on a cart.
- 5) Support TV Production class by improving the TV Studio and editing facility.
- 6) Support and encourage distance learning classes.

- 7) Improve our ability to produce quality still photos and slides to be used in instructional videotapes, slide presentations and for other campus events.

**Payroll:**

- 1) Purchase Fax Machine
- 2) Install 2 Telephone lines one for a Fax machine & one for the REAP on-line system

**Public Safety:**

- 1) Fill the vacant police officer position at the Hanford Center.
- 2) Obtain approval for the hiring of a part time Secretary/Dispatcher.
- 3) Seek approval to hire police officers through C.O.P.S. grant awarded in 1996.
- 4) Seek approval to replace the outdated Public Safety radio system.
- 5) Seek replacement of Public Safety vehicles.
- 6) Identify funds to be used for Mandatory Training for Public Safety Officers.

- 7) Identify funds to be used for Safety Training of District staff.

**Transportation:**

- 1) Acquire new District vehicles when needed.
- 2) Acquire tools and equipment necessary to properly maintain vehicles.
- 3) Secure and remodel an area adjacent to the current facility in which to wash and clean vehicles.
- 4) Acquire tools and equipment necessary to properly maintain vehicles.


# Administrative Services

(continued)

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*"Have a TV monitor and VCR in every classroom that are either wall mounted, placed in a cabinet or on a cart."*

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*1999-2000 Self Studies:  
President's Office*



**PROGRAM PHILOSOPHY:** The **COS Foundation**, a non-profit, tax exempt entity, exists in partnership with the College to assist the institution in achieving its mission and goals. The Foundation provides a link to community resources to achieve financial and in-kind support for the College. This support helps COS provide quality education and training to its students and to meet the needs of the broader college community. In short, the Foundation is the fundraising and marketing department of the College.

The goals of the Foundation include:

- Provide support for equipment, facilities, staff, programs, and services not available from traditional funding sources;
- Establish and maintain a Board of Directors which advises and implements Foundation functions;
- Increase awareness and visibility of the College;
- Establish operational procedures for the Foundation;
- Maintain records of the Foundation's activities, including receipt and disbursement of funds and assets; and
- Establish a base of financial support for the College and its staff.
- Coordinate the scholarship program and provide scholarship awards and services to students.
- Coordinate the selection process for incoming freshman, returning students,

and transferring students; and awarding institutional funds.

- Serve as a liaison for students seeking scholarship assistance from community groups, businesses, and foundations.

**Human Resource Services** believes all employees, employee organizations, job applicants, and members of the public should be treated respectfully, efficiently, fairly, and in a timely manner. Human Resource Services is committed to the following:

- Acting as good-will ambassadors for COS.
- Facilitating the selection and retention of competent administrators, faculty, and classified employees who in turn support the COS instructional programs.
- Negotiating, implementing, and managing collective bargaining agreements which recognize the valued contributions of employees while considering the budgetary and administrative responsibilities of the District.
- Insuring compliance with affirmative action, equal opportunity, and applicable legal mandates regulations while being responsive to individuals.

## President's Office



# President's Office

(continued)

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*"The Foundation provides a link to community resources to achieve financial and in-kind support for the College of the Sequoias."*

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## **P**ROGRAM ACCOMPLISHMENTS/ STRENGTHS:

### **Foundation:**

- 1) The ability of the Annual fund to exceed its established goal.
- 2) Successful completion of the first year of the Project House Program.
- 3) Increased coordination among the fundraising "entities" of the College.
- 4) Increased visibility on campus both in terms of soliciting donations and making funding available through the greatest need program.
- 5) Increased visibility of the college in terms of marketing and advertising.
- 6) Continued implementation of a donor/prospect database system.

### **Human Resource Services:**

- 1) The Human Resource Services staff wishes to be known as good-will ambassadors for the College.
- 2) The Human Resource Services staff is accessible to employees and candidates and individuals who have contact with this department.
- 3) The Human Resource Services staff meets with state-wide organizations dealing with affirmative action, sexual harassment, and personnel issues.
- 4) The Human Resource Services staff has proven to be willing to accept

change, devise new methods of doing business, and employ new strategies for work efficiency.

- 5) The Human Resource Services staff is encouraged to enroll in courses to update skills that will enhance job performance.
- 6) The Human Resource Services staff serves on campus committees, representing either personnel or employee groups.
- 7) The Human Resource Services staff responds quickly to the need to hire when positions have been approved by the appropriate campus committees and/or administration.

## **S**IGNIFICANT PROGRAM CHANGES:

### **Foundation:**

- 1) Organizationally integrating the Project House Program into the Foundation.
- 2) Continued to increase the marketing and public relations for the College and the Foundation.

### **Human Resource Services:**

- 1) Department occupied a new building.
- 2) An Interim Dean of Human Resources began her duties.
- 3) Certificated and classified personnel files have been organized and redone.

# President's Office

(continued)

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*"New procedures and paperwork have been implemented for the hiring process."*

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- 4) A database has been created to maintain an accurate record of all COS employees.
- 5) New procedures and paperwork have been implemented for the hiring process.
- 6) A Web site has been established for Human Resource Services.
- 7) A document imaging system has been installed to manage the "mountains of paperwork" generated in the office.
- 8) Human Resource Services has accepted duties related to insurance from Payroll. A more clear delineation of duties needs to be established.
- 9) The Human Resource Services staff has willingly accepted the new Dean's suggestions and are to be commended for their ability to work with all the changes.

## **P**ROGRAM OBJECTIVES FOR 1999-2000: Foundation:

- 1) Increase the visibility of the College and the operations of the COS Foundation.
- 2) Continue to implement a non-profit donor/prospect profile database and increase data for prospecting.
- 3) Increase base from which to solicit gifts.
- 4) Increase donor Recognition Program.
- 5) Continue to automate the Foundation accounting process.

- 6) Continue update of World Wide Web site for COS Foundation activities and functions.
- 7) Continue to improve the efficiency of the Project House Program accounting and procedures

### **Human Resource Services:**

- 1) Research and evaluate an integrated computer information system, which serves Administration Services, Academic Services, and Human Resource Services.
- 2) Fully implement the document imaging procedure so Human Resource Services records are accessible and complete in case of any claim or lawsuit filed against the District.
- 3) Review previous years' objectives to determine whether or not each is feasible to accomplish in view of current staffing and funding.
- 4) Hire sufficient, diverse and well-qualified staff and faculty.



# *Governance*



## **B** OARD OF TRUSTEES

**MEMBERS** are elected for four-year terms. The 1999-2000 Trustees, the ward they represent, position, and the year their term of office expires are listed to the left.

Board priorities for 1999-2000 include:

- 1) Hanford Educational Center/Tulare Farm Science and Technology Center.
- 2) Strengthen Transfer and Vocational Education Programs, including
  - Student Recruitment
  - Premier Vocational Agriculture Program.
- 3) Improve the outcomes from basic skills programs.
- 4) Improve the transfer rate to four-year colleges.
- 5) Improve the college's visibility in local, state and national arenas.

The Board has maintained ongoing real property negotiations with regard to:

- Farm Development
- Hanford Center Sites, and
- South Tulare Farm/Center Sites

Significant actions taken by the Board during 1998-1999 academic year included (most current actions appear first):

- Approval of the CSEA Contract.
- Amendment of the Management Group contract.
- Approved agreement between COS,

Tulare Joint Union High School District and UC Davis to establish and operate dairy teaching and research operation at the UC Davis site in Tulare. COS is the first of the three entities to have Board approval of this agreement.

- Agreement between District and COSAFA (Adjunct Faculty) ratified.
- Adopted the college's Mission Statement, Philosophy, Vision Statement, Goals and Objectives as proposed by the Planning Task Force.
- Endorsed the collaborative effort with Hanford Joint Union High School, the City of Hanford, the County of Kings and COS.
- Satisfied the various Government Code and Public Resources Code provisions that would enable the purchase of the +495-acre site from the Griffioen Trust.
- Approved the exchange of 310 acres at Avenue 248 and Road 140 and for the purchase of 493.33 acres at Avenue 224 and road 132 near Tulare for the site of the proposed South District Education Center and Agriculture Science and Technology Center. Board members indicated their complete support of this project.

# Board of Trustees

### 1999-2000 Board of Trustees

**Ward 1** Robert N. Line, Vice President - 2002  
**Ward 2** Sue Shannon, Member - 2002  
**Ward 3** Ken Crandall, Clerk - 2000  
**Ward 4** Devin G. Nunes, Member - 2000  
**Ward 5** John Zumwalt, President - 2002

# Academic Senate



## Senate Officers for 1999-2000:

President:	Larry Dutto
Vice President:	Debra Hansen
Secretary/Treasurer:	Linda Kennedy
State Senate Delegate:	Ellsworth Black

## **P**ROGRAM PHILOSOPHY/ MISSIONS:

The College of the Sequoias **Academic Senate** is responsible for advising the College President/Superintendent and the Board of Trustees on academic and professional matters. The authority for this comes from AB 1725, which establishes the guidelines for how recommendations of the Senate are to be received by the Board. The Senate also acts as a forum through which the faculty as a whole can study and debate instructional issues.

As the College functions through a committee system, it is the responsibility of the Academic Senate to recruit and appoint faculty to these committees. These include the sub-committees of the Senate, such as Curriculum, as well as other campus-wide committees such as Technology and Distance Learning. In addition, the Senate itself does most of its work through a series of standing committees that study issues assigned to them. Currently being examined is a faculty hiring policy, a distance learning policy and an evaluation of the College Council.

A new issue of concern to the Senate is the Partnership for Excellence funding. As the focus of this funding is to increase graduation, transfer and certificate awarding rates as well as other forms of student success, the Senate will be

involved with the implementation of this new program.

## **P**ROGRAM ACCOMPLISHMENTS/ STRENGTHS:

The **Academic Senate** is a highly visible forum for the discussion and the formulation of recommendations on academic matters.

## **S**IGNIFICANT PROGRAM CHANGES:

The **Academic Senate** now maintains an office with computer equipment and clerical support.

## **P**ROGRAM OBJECTIVES FOR 1999-2000:

- 1) The District will manage the finances in such a way that it will support the goals of the college.
- 2) Increase the funding for clerical support to cover at least 10 hours per week.
- 3) Increase the budget for conference travel to allow more Senators and or Executive Board members to attend the State Senate fall and spring sessions.

**M**EMBERSHIP in the Associated Student Body (ASB) is secured by paying the appropriate fees which are then used to fund ASB and other co-curricular (musical performing groups, athletics, honor society) activities.

The ASB Executive Board is comprised of eight officers. Students serve on various campus committees, hiring selection committees and as liaisons between divisions and students. They participate in the campuswide workshops and identify the college's goals and vision and the review progress toward implementation of these goals.

In addition, ASB is represented on the Board by a non-voting Student Trustee. The College Council has two ASB representatives with voting rights. Students also serve on the Council's Standing Committees.

Anna Halcon, 1999-2000 ASB President, shared her agenda for the coming year:

- Provide monthly activities for students.
- Promote student involvement on school issues.
- Promote school pride.
- Utilize Inter-Club Council as a bridge to communicating ideas to various clubs on campus.

Promote the importance of having an active student government on campus.

**The Executive Board** involvements during 1998-1999 included:

- Staff Appreciation Luncheon
- Graduation
- ASB Election
- Giant Expo and Tech Prep
- ASB Spring Conference
- Canned food drives
- EOP&S Academic Achievement Awards
- Club Rush
- Blood drive
- Participation at the Good News Center
- Faculty/Student basketball game
- Homecoming
- Development of criteria for the ASB scholarship
- Costa Mesa Conference
- Executive Board Conference in Santa Clara
- Multi-Cultural Fair
- Aids Walk
- ASB Retreat in Cambria
- Up With People Concert
- Together with Foundation, purchased a new system for ASB cards
- Freshman Night at the Bookstore

# Associated Student Body



**Anna Halcon, ASB President**

# Featuring Eric Cotton



**E**ric Cotton is a dedicated and focused young man who is certain to succeed in his goal to earn a Ph.D. in Psychology and teach at a university. Leaving COS with a GPA of 3.93, he is well prepared for his journey.

Ten years ago, Eric would have told you that this was the farthest thing from his mind. Playing basketball, preferably professional basketball, was his primary focus. However, the birth of his daughter, Shaniece, immediately after high school changed his plans dramatically.

A man committed to providing for his family, he put aside any further thoughts of school and basketball and went to work in his hometown of Pocatello, Idaho. A son, Eric Jr., was born to Eric and his wife, Julie, three years later.

A vacation trip to Tulare to visit his parents provided the impetus for Eric to relocate his family here. After working for a few years and realizing that he was going nowhere fast, Eric and Julie reached the mutual conclusion that he needed to further his education and she would return to work to help support the family.

Thus began his love affair with learning. Never forgetting his dream to play basketball, Eric joined the COS team and played under John Boragno during the 1997-98 season. His athletic career was short-lived when he "blew out his knee" --

perhaps a blessing in disguise. There was no question now that his focus was to be education.

Although neither of his parents finished high school, they were careful to instill in Eric the importance of a positive work ethic. The first in the Cotton family to attend college, he has the support and encouragement of both his and his wife's family.

You will find Eric at Fresno State in Fall 1999, working toward his bachelors in Mathematics and Psychology. COS can be proud to claim him as an alumni!

*"Eric was a real plus to the program. His quiet intensity, his maturity and his leadership qualities made him a joy to coach. He was an excellent role model for the other players...wish we could have kept him longer."*

John Boragno, Basketball Coach



# College Council

**T**HE COLLEGE COUNCIL (the college's shared governance model revised in Spring 1996) provides the vehicle for all constituency groups (faculty, staff, management, and students) to participate in governance of the District.

The Council formulates recommendations in the areas of budget, facilities, institutional planning, technology and other campus-wide issues and forwards them to the President.

The Council relies upon four Standing Committees – Budget, Institutional Planning, Facilities, and Technology – for their assistance in an initial review of complex topics and development of recommendation for the Council's consideration. The Standing Committees may also present agenda items directly to the Council for their perusal.

Budget recommendations (below) and the prioritized top ten above-base budget requests (next page) forwarded to the President in May 1999 by the Council include:

- Carry forward and set aside \$100,000 for student computer labs to upgrade and repair or replace (1999-2000).
- Set aside \$75,000 for faculty computer requests.
- Carry forward and set aside for Institutional Software System.
- Carry forward \$200,000 for use in 1999-2000.

- One-time block grant of \$100,000 to fund items from the Non-Instructional Equipment list.
- Expend \$66,194 on 1998-99 ranked requests.

During the 1998-99 academic year, the Council also reviewed and made recommendations on the following:

- Modification of Cooperative Work Experience Program Plan.
- Part-time Instructional Aide for CalWorks Lab.
- Fall/Spring 1999 Emergency Requests.
- Prioritizations
- Base Budget Procedures/Recommendations.
- Flex Workshops
- Institutional Software & Hardware
- Reevaluating and reprioritizing on-going facility maintenance
- Definitions of Major/Minor Building Maintenance Budget and Maintenance Budget.
- Approved change to the Institutional Planning Committee's Mission.
- New faculty position requests.
- Budget Monitoring Plan submitted by the Budget Committee.
- Five Year Facilities Master Plan.

## College Council Standing Committees:

Budget Committee  
Facilities Committee  
Institutional Planning Committee  
Institutional Technology Committee

# College Council

(continued)

## ABOVE-BASE BUDGET RECOMMENDATIONS

### Personnel/Non-Instructional Equipment

Dept.	Item	Cost	Rank
LA/Bus	Division Secretary	1,043	1
Accts. Pay.	Accounting Tech.	16,285	2
Human Resources	Document Imager/Secretary	34,821	3
CFS	2 Early Childhood Specialists	42,808	4
CFS	Increase Division Secretary hours	2,936	5
Accts. Pay.	Pentium Computer	2,100	6
Computer Services	Microcomputer Specialist	19,544	7
Duplications	Department Copy Machines	17,880	8
Academic Services	2 XEROX Photocopiers	7,782	9
Consumer Family Studies (CFS)	Commercial Gas Range and Hood at the CDC	3,600	10

*Top Ten Above Base Budget Items for:*

Personnel/Non-Instructional Equipment  
Facilities  
Instructional Equipment

### Facilities

Dept.	Item	Cost	Rank
Admissions	Remodel A & R	43,500	1
Academic Services	Replace chairs in Room 350	275,000	2
Admissions	Remodel Rooms 103A/103B	36,400	3
Academic Services	Control Center for Multimedia presentation sys.	5,000	4
Business/Accounting	Multimedia setup for 715A	688	5
Academic Services	Repairs to Room 350	91,000	6
Business/ CIS	Replace outdated thin LAN cable	32,563	7
BCEC	Signage	300	8
Computer Services	Remodel Rooms 721, 720A, 720B	10,000	9
Library	Student Media Lab	6,300	10

### Instructional Equipment

Dept.	Item	Cost	Rank
Science	Hotplates/Stirrers	4,500	1
CFS	Shelving Units	2,000	2
Police Academy	Mobile Command Post Upgrade	9,000	3
Industry & Technology	50 Drafting Stools Rooms 403 & 405	8,000	4
Fine Arts	Funds for Glass Design	3,386	5
AG	25 Microscopes for Lab	9,500	6
CFS	Kitchen Equipment	1,250	7
Business	Multimedia setup for 715A	3,965	8
Fire Technology	Megavox Sound System	1,398	9
Nursing	Computer Lab replacements	18,800	10

# Budget Committee of College Council

**T**HE BUDGET COMMITTEE'S primary mission is to consider issues that have financial impact on the college at large. This will include, but not be limited to, monitoring the budget for the college, ascertaining the need and priority of staffing and instructional support and addressing budgetary issues as directed by the College Council. As such, the following components will typically be applied:

- Assist in the development of budget policy.
- Monitor, coordinate, act and recommend on budget items on the District budget calendar.
- Receive charges from the College Council.
- Hold preliminary discussions regarding the issue(s).
- Assign to sub-committees when appropriate.
- Research, gather data and review available information.
- Develop recommendations based on consensus.
- Report findings to the College Council.

**I**N ADDITION to the prioritization of all above 1999-2000 base budget requests in Spring 1999, Budget Committee charges during the 1998-99 year included:

- Review of budget process and input to the College Council;
- Council's request to monitor ancillary accounts;
- Review of Governor's Proposed Budget;
- Review of a proposal changing the Above Base Budget Request for Instructional Equipment;
- Discussion of the viability of becoming fiscally independent from the County accounting system; and
- Review of the Budget Transfer process, Budget and Object Code categories.

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*"...to consider issues that have financial impact on the college at large."*

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# Facilities Committee of College Council



**T**HE FACILITIES COMMITTEE'S primary mission is to consider issues that impact the college and to make recommendations to the College Council based on those considerations. The committee makes recommendations to the Council after:

- Reviewing requests for changes/additions to current space allocation by department as well as non-instructional areas.
- Investigating needs of departments or non-instructional areas for modernizing current facilities.
- Developing and implementing the Campus Signage Policy to define the standards for signs, maps and directories.
- Examining current use of existing campus space.
- Prioritizing capital construction projects for the college.

**I**N ADDITION to the prioritization of all above 1999-2000 base budget requests in Spring of 1999, the Facilities Committee charges during 1998-99 included:

- Five Year Construction Plan
- Deferred Maintenance projects:  
Roof replacement for Gym, Gym Annex, Library.
- Hazardous removal projects:  
Removal of abandoned fuel tank at the COS farm.

- *Capital Outlay Projects:*  
Music Building, Architectural Barrier Removal, Center for Agriculture Science and Technology, Kings County Educational Facility, Seismic upgrade to the gymnasium and Auto Shop
- *Major-Minor Construction Projects:*  
New ceiling tiles in gymnasium, Carpet for Theater, Rooms 718, 719, and 725, Remodel FEC Office, Remodel Public Safety Office, Remodel Counseling Center, Remodel Room 330.

**“THE INSTITUTIONAL PLANNING COMMITTEE** is responsible for monitoring the planning process at College of the Sequoias and for making recommendations to College Council. This subcommittee will work with the Offices of Research and Planning to oversee components of the planning, implementation, and evaluation (PIE) process, specifically Accreditation, the Institutional Master Plan, and Self Study Reports. By synthesizing information contained in these documents, by staying alert to trends at the federal, state or local level, and by anticipating the consequences of such trends on the institution, the Institutional Planning Committee will inform College Council of short and long range institutional needs. Finally, the Committee acts as a resource to programs and services as they implement recommendations resulting from Program Review.”

*(Modification of Committee's charge as adopted by College Council on November 16, 1998)*

**I**N ADDITION to the prioritization of all the 1999-2000 above base budget requests in Spring of 1999, the Institutional Planning Committee charges during 1998-1999 included:

- ◆ Goal Planning Workshop – 1/99
- ◆ Questions regarding COS Bond Issue
- ◆ Assessment of Institutional Goals – 11/98

- ◆ Accreditation Standard One – Ongoing
- ◆ Self Study Planning Timeline – 2/99
- ◆ Evaluating Division Objectives – 2/99
- ◆ Effective Use of Self Study Reports – 2/99
- ◆ Definition of Institutional Master Plan
- ◆ Revised the Mission of Institutional Planning Committee's Mission Statement
- ◆ Revised Self Study Format

# Institutional Planning Committee of College Council

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*“...monitoring the planning process at College of the Sequoias and for making recommendations to College Council.”*

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# Institutional Technology Committee of College Council

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*"...to develop a planning process which envisions the coordination and maximization of technological resources at COS."*

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**T**HE INSTITUTIONAL TECHNOLOGY STANDING COMMITTEE is charged by the College Council with providing a forum for anticipating needs, discussing options, and making recommendations regarding technological issues at College of the Sequoias. Individual members of the committee represent a vast resource available to the college. Not only do these members share a vision for the potential of technology to shape the future of this institution, but they also have access to the vast expertise of their various constituent groups. The task, therefore, of the Institutional Technology Standing Committee is to develop a planning process which envisions the coordination and maximization of technological resources at COS. The planning model which evolves shall encompass not only the Administrative uses of technology, but also the Instruction and Student Service uses where technology serves to advance student success. Recommendations from this Standing Committee shall be forwarded to the College Council for consideration.

Goals include:

- Develop Technology Strategic Plan
- Propose Model for Above Base Budget Prioritization
- Upgrade Computer Lab Software

**I**N ADDITION to the prioritization of all above 1999 -2000 base budget requests for Spring of 1999, the Institutional Technology Committee charges during the 1998-1999 included:

- Technology Strategic Plan
- Refine Procedures pertaining to Above Base Budget Requests
- Institutional Hardware/Software Review
- Standards for Computer Systems and Software
- Distance Learning
- Technology Assisted Course (TAC)
- Flex Workshops
- Proposed Model for Above Base Budget Prioritization
- Computer Laboratory Upgrades

**C**OLLEGE OF THE SEQUOIAS is scheduled for a Fall 2000 visit by the Western Association of Schools and Colleges. The evaluation cycle was changed in the mid 1990s to a six year cycle. During this cycle, institutions prepare a brief Annual Report, a Midterm Report, completion of a comprehensive institution self study, and an evaluation team peer review.

**Background** The last full accreditation was conducted in October 1994 and resulted in the following six recommendations.

1. Institutional Planning: The accreditation team recommends the development and implementation of comprehensive institutional planning linked to budget development and institution-wise program review. To be successful, the processes for planning and program review will need to be clear, effectively communicated, and consistently implemented. Completion of this assignment will require that all college constituencies assume their professional responsibilities and provide leadership through the acknowledgement that the quality of college programs and services depends upon their commitment and active participation in these processes.
2. Affirmative Action: The

accreditation team recommends (a) the college should carefully review its affirmative action program to ensure that COS remains competitive in this area through a significantly greater effort in affirmative action recruitment and campus training and (b) evidence of this commitment to affirmative action be reflected in the organizational structure of the college.

3. Employee Evaluations: The accreditation team recommends the development of a uniformly implemented, thorough, objective, and accountable system of evaluation for each employee group at COS.
4. Learning Resources: The accreditation team recommends institutional comprehensive planning and program review include the area of learning resources and specifically address the adequacy of library collections and staffing.
5. College Finances: The accreditation team recommends, due to the serious ongoing financial situation being experienced by community colleges across the state, that COS investigate options for increased revenue from such external sources as contract education, grants, foundation support, and lease of potentially surplus real property.

# Accreditation 2000



# Accreditation 2000

(continued)

## What are the benefits of accreditation?

Accreditation provides both tangible and intangible benefits. Accreditation certifies to the public that an institution meets or exceeds specific standards of quality. Accreditation facilitates institutional eligibility to participate in Title IV student financial aid programs. Accreditation provides for a process of periodic self and peer review. These activities are a positive force in improving institutional effectiveness. Many institutions rely on regional accreditation in their decisions to recognize transfer credit.

*Accrediting Commission for Community and Junior Colleges.*

6. College Structure/Environment: The team recommends the board foster an open environment and the creation of an effective structure in which all college constituencies participate in the decision-making processes of the college.

A visiting team conducted an interim visit in October 1996 to evaluate COS' progress on these six recommendations. In January of 1997 the Accrediting Commission notified COS that the interim visiting team cited "real progress made by the institution on key issues and asked that special attention be paid in the Midterm Report (submitted by COS in November 1997) to diversity as an issue of institutional policy..." Also stressed by the team was "the need to complete implementation of a comprehensive evaluation system for each employee group." As the Self Study is prepared for the 2000 visit, special attention will be paid to the above recommendations.

**Accreditation 2000:** The Accreditation Self Study process for the 2000 Accreditation (A2K) began in the 1998-99 academic year. Joni Jordan serves as Accreditation Chair and Dale Norton as the Accreditation Liaison Officer. Standard Chairs are as follows:

- Standard 1:** *Institutional Mission*  
Dale Norton
- Standard 2:** *Institutional Integrity*  
Kristin Risner
- Standard 3:** *Institutional Effectiveness*  
Elaine Webb
- Standard 4:** *Educational Programs*  
Barbara Reynolds
- Standard 5:** *Student Support and Development*  
Floyd Hord
- Standard 6:** *Information and Learning Resources*  
Connie Kent
- Standard 7:** *Faculty and Staff*  
Michele Hester-Reyes
- Standard 8:** *Physical Resources*  
Frank Tebeau
- Standard 9:** *Financial Resources*  
Don Mast
- Standard 10:** *Governance and Administration*  
Thea Trimble



The A2K website at: [http://zeus.sequoias.cc.ca.us/Language\\_Arts/jordan/A2K/a2kframeset.htm](http://zeus.sequoias.cc.ca.us/Language_Arts/jordan/A2K/a2kframeset.htm) will have information on the progress of the Accreditation Self Study. Drafts of each Standard's Description, Evaluation, and Planning sections will be added as developed.

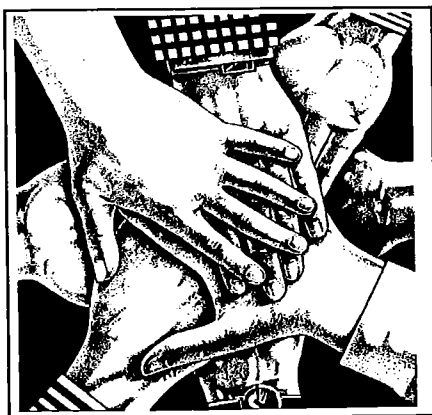
Each and every faculty and staff member plays an important part in the institutional process leading to reaffirmation of accreditation. Your involvement and participation at each stage is encouraged.

Calendar of Events	
DATE	EVENT
3/18/99	Final Description Section due.
5/17/99	Drafts of Self-Evaluation sections due.
8/25/99	Drafts of Self-Evaluation sections returned to committees
10/15/99	Final Self-Evaluation sections due.
11/15/99	Drafts of the Planning section due.
11/29/99	Drafts of Planning sections returned to committees.
12/14/99	Final Planning sections due.
2/15/00	First draft of Self-Study completed.
3/30/00	Campus-wide hearing on Accreditation 2000.
4/27/00	Final draft of Self-Study completed.
5/00	Planning for site visit.
7/00	Print copies of Self-Study to go to WASC.
8/00	Mail Self-Study report to WASC.
9/00	Finalize plans for site visit.
10/00	Site visit by WASC team.

# Accreditation 2000

(continued)

# Partnership for Excellence



**A** COS Partnership for Excellence Committee for 1999 was formally identified and includes: 4 Academic Senate appointees; 4 Classified; 4 Administrators, and 2 Students. Requests for proposals was solicited campuswide. A total of 34 proposals were submitted and reviewed by the committee. Projects were rated according to the **Annual System Performance Goals** (next page).

“The Partnership for Excellence is a mutual commitment by the State of California and the CA Community Colleges system to significantly expand the contribution of the community colleges to the social and economic success of California. It is structured in phases, with substantial financial investment by the State in exchange for a credible commitment from the System to specific student and performance outcomes.

The State shall commit first to fully funding enrollment expansion to both to meet population growth and to expand the college participation rate, and to protecting the colleges against inflationary erosion through annual cost-of-living adjustments.

The State shall then commit to annually investing \$100 million as an infusion into base apportionment funding.”

Chancellor’s Office Concept Paper

Partnership for Excellence funds are distributed to districts following the usual FTES basis, which includes credit and noncredit enrollment. \$100 million was allocated in the 1998-99 budget year and an additional \$45 million will be allocated in the 1999-00 budget year. Therefore, (COS) will receive an FTES based portion of \$145 million for 1999-00. CCC’s Frequently Asked Question, revised 7/28/99.

### Partnership Allocations to College of the Sequoias

1998-99	\$817,000
1999-2000	\$1,183,781

The Partnership for Excellence Committee decided to recommend the top ten ranked projects that were asking for one-time moneys to fund projects. The following is a list of these projects forwarded to Dr. Badrkhan for his consideration.

PROJECT
Devlp Math Prog. & Ctr.
Summer Math A.R. Training
Transfer/Career Counselor
Assessment Testing Lab
Expanding Tutorial Program
Writing Center
Student Health Center
Info. Competency Librarian
Math Computer Lab
Degree/Transfer/ Early Alert System

The following criteria is used by the State to determine improvement of the CCC system towards preparing students for successful goal completion:

#### Annual System Performance Goals

1. An increase from 69,574 to 92,500 in the number of students who **transfer** to baccalaureate institutions.
2. An increase from 80,799 to 110,500 in the number of **degrees and certificates** awarded.
3. An increase from 68.1% to 70.6% in the overall rate of **successful course completion**.
4. An increase from 943,631 to 1,279,716 in the number of successfully completed apprenticeship, introductory, and advanced **vocational** courses; an increase from 1,263 to 1,700 in the number of California businesses and an increase from 73,870 to 99,600 in the number of employees benefiting from **contract education training**; and an increase from 140,505 to 189,700 in the number of individuals receiving **fee-based job training**.
5. An increase from 108,566 to 150,754 in the number of students completing coursework at least one level above their prior **basic skills** enrollment.

*Note: Goals are further disaggregated into subgoals within the Partnership. The system has committed to achieving all goals by the year 2005.*

# Partnership for Excellence

(continued)

# Program Review

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*"...to evaluate once, every five years, every instructional program and student or administrative service at COS."*

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**P**ROGRAM REVIEW is the process of gathering and interpreting information to provide recommendations that assist in improving the quality and health of COS programs and services. It is one of the elements of evaluation at COS. Others include the self-study, the college-wide accreditation report, and institutional accountability. All are methods of assessment used in the master planning process of the college.

The Self-Study is a yearly planning document that is prepared by each academic department, student service entity, and administrative service. Because all classified and certificated employees are part in this process, Self-Studies are valuable sources of information about the college's immediate needs and goals.

Program Review is intended to evaluate once, every five years, every instructional program and student or administrative service at COS. Program Review encompasses four years of Self-Studies and its main purpose is to give each program or service area a critical view point from which to judge its long-term effectiveness in relation to the college's vision and mission.

Information obtained during Program Review can be used in the accreditation report, but principally its function is to support programs and services in their efforts to achieve excellence.

Successful Program Reviews are dynamic, and are locally developed, implemented and evaluated so that future reviews can be modified in accord with changes in the college's needs, policies, and long-term planning. This Program Review model is designed as a pilot. As the college gains further expertise in the review process, the model will evolve in its effectiveness.


Programs reviewed during 1998-1999 were:

- ◆ Agriculture Division
- ◆ Fine Arts Division
- ◆ Transfer/Career & Placement Center
- ◆ Articulation, Assessment/Placement Programs
- ◆ Public Safety/Transportation Departments

Programs to be reviewed during 1999-2000:

- ◆ Nursing & Health Science Division
- ◆ Consumer Family Studies
- ◆ Business Division
- ◆ Physical Education Division
- ◆ Satellite Campus – Hanford Center
- ◆ CalWorks, JTPA, LINKS, 2+2, Articulation, New Horizons, Tech Prep
- ◆ Student Services, Instructional Programs, Orientation Human Resources, Cooperative Ed.
- ◆ Disabled Student Programs & Services (DSP&S)
- ◆ Institutional Planning & Research
- ◆ Media Services, Print Shop, Duplications, Graphics





1998-1999

*Academic Year in Review*

**S**IGNIFICANT EVENTS OF the 1998-1999 academic year include the following:

**1998-99 FTES Goal is exceeded:** The FTES Goal for 1998-99 was established at 7860.00. Actual FTES were reported to the Board of Trustees in July as 7983.80. The 1998-99 WSCH Load Goal per the Master Agreement was set at 465.00 with an actual accounting (without summer carryover) of 467.39. FTES Goal projection for 1999-2000 has been set at 8265.

**Bill Bettencourt, Vice President of Academic Services, retired in June 1999 after 32 years of service to the college.** Rosa Flores Carlson, Ed.D., joined COS in July of 1999 after approximately 17 years of service with State Center District office. Her most recent assignment with State Center was as Director of Educational Services and Planning.

**Sue Shannon and Robert N. Line were sworn in as new members of the Board of Trustees in January 1999.** Shannon, the first female to serve on the Board, represents Ward 2. Both Shannon and Line, who filled the interim position in Ward 1 since October 1997, were elected to four-year terms in November 1998.

**Tenure-track new faculty members for the 1999-2000 academic year include:**

Jon Blakely (Math), Rebecca Bullough (Business/Computer Applications), Rebecca Hobson (Nutrition), Vineta Harper (Math), Wayne Machuca (Business/Computer Applications), Robin McGehee (Speech), Stephen Natoli (History), Ed Sense (English), George Tarkanian (Physical Education), Paul Tidwell (English), Marvin Turk (Counseling), Greg Turner (English).

**Additions to the Management Team** during 1998-99 include: Jenny Glass as Dean, Human Resource Services; Cherie Rector, Ph.D., as Director of Allied Health and DSP&S; Nancy Finney as Director of Learning Resources; and Elaine Webb as Director of Institutional Research & Grants.

Don Goodyear was appointed Interim President during Dr. Badrkhan's medical leave. **Goodyear was subsequently named Executive Vice President** and will continue to assist Dr. Badrkhan with special projects.

**Parking Lot 7**, bordered by Shady Lane, Laurel and Woodland Avenues, was completed prior to the Fall 1998 semester and provides an additional 700 parking spaces. In Spring of 1999 the Visalia City

# 1998-99 Academic Year in Review



# 1998-99 Academic Year in Review

(continued)

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*“COS collaborated with the City of Hanford and Hanford Joint Union High School District to explore the feasibility of jointly purchasing and developing a learning center site.”*

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Council approved parking restrictions on the streets immediately adjacent to the college.

**COS collaborated with the City of Hanford and Hanford Joint Union High School District** to explore the feasibility of jointly purchasing and developing a learning center site. The High School District is searching for a site suitable for a third high school; the City needs additional recreational facilities, and COS seeks to expand its course offerings to Kings County residents.

**The superior playing of the Giants Football** team earned them the right to compete in the championship playoff games. Roger Kelly (Football) and Dave Bronzan (Cross Country) were named as Coaches of the Year by the Central Valley Conference.

**A new, state-of-the-art Music Building** has been funded for construction in the 1999-2000 academic year. The footprint of the building will be between the COS Theater and the Administration Wing. Completion of this new facility, which is tentatively scheduled for end of Fall 2000, will trigger remodeling efforts in the existing music classrooms.

**A possible \$49.2 million general obligation bond** is being considered by the District. Tentative plans for the \$49.2 million include: 1) two new Centers at \$15M each – one in Hanford and one in Tulare; 2) a \$13M Science/Nursing Building on the main campus; 3) expended parking facilities for \$4M; and, 4) technology enhancements at \$2.2M.

**The California Dairy Technology Center Agreement** was approved by the Board of Trustees in June, 1999. This agreement between COS, Tulare Joint Union High School District and UC Davis will establish and allow for operation of a dairy teaching and research enterprise at the UC Davis site in Tulare.

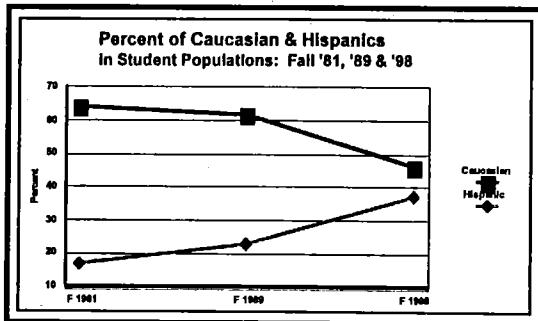


The most dramatic change in student demographics over the past two decades has been in the ethnic distributions, specifically with Caucasians and Hispanics. This trend toward a large increase in the percent of Hispanics is also apparent in the historical and projected populations of Kings and Tulare Counties.

COS ethnic distributions for Fall 1981, 1989, and 1998 follow:

Ethnicity	F all 1981	F all 1989	F all 1998
Caucasian	64%	62%	46%
Hispanic	17%	23%	37%
Black	3%	2%	3%
Asian	1%	3%	4%
Amer. Ind.	2%	2%	2%
Filipino	1%	1%	1%
Other	12%	7%	8%

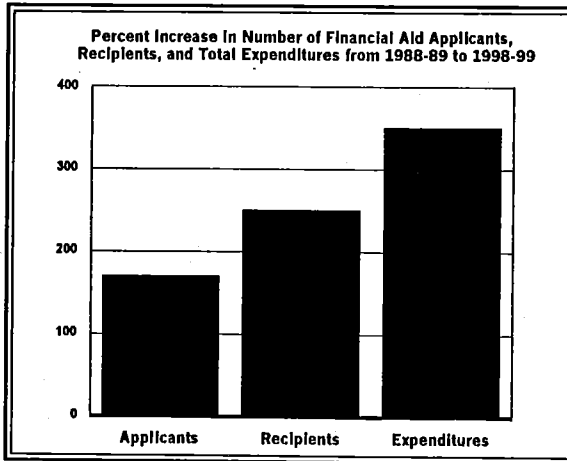
Source: COS Statistical Data



The other significant change is the continued increase in the number of students who apply for and receive financial aid and in the amount of money distributed to eligible students.

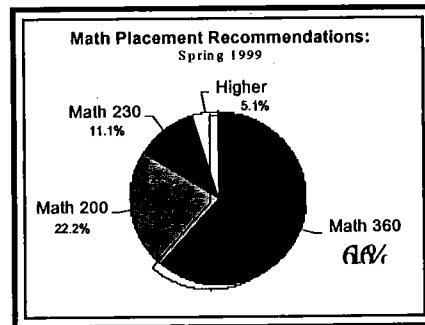
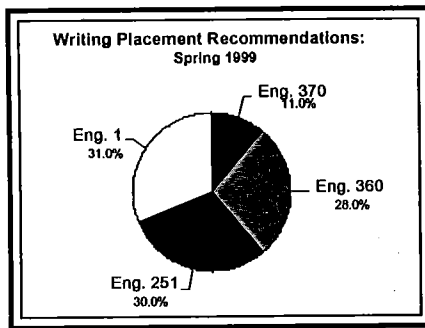
The following chart and graph reflect the increase in number and percent of applicants, recipients and expenditures from 1988-89 to 1998-99.

Year	Applicants	Recipients	\$ Expended
'88-89	2925	1728	\$2.1 Million
'98-99	7926	6064	\$9.5 Million
% Increase	171%	251%	351%



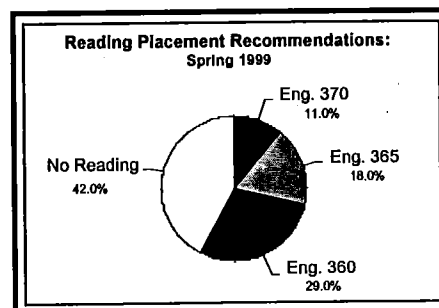
# District Data: Student Demographics

# District Data: Student Entry Skills and Outcome



**M**ath, Reading and Writing Placement Test Recommendations for Fall 1999 (students are tested prior to their first semester) incoming students are as follows:

	Number of Students	Percentage of Students
<b>Math:</b>		
Math 360*	1573	61
Math 200	599	23
Math 230	293	11
Higher Math	130	5
*or further testing needed		
<b>Writing:</b>		
Eng. 370	299	11
Eng. 360	764	28
Eng. 251	792	30
Eng. 1	816	31
<b>Reading:</b>		
Eng. 370	299	11
Eng. 265	476	18
Eng. 360	768	29
No Reading Needed	1128	42



The following numbers of AA/AS degrees and certificates were earned during the last three academic years:

Year	AA/AS Degrees	Certificates
'96-97	680	412
'97-98	697	245
'98-99	732	

The number of transfer to the UCs, CSUs and private four-year universities is reflected for 1995-96 to 1998-99:

Year	UC	CSU	Private**
'95-96	44	469	22
'96-97	37	452	25
'97-98	30	432	N/A
'98-99	31*	324*	N/A

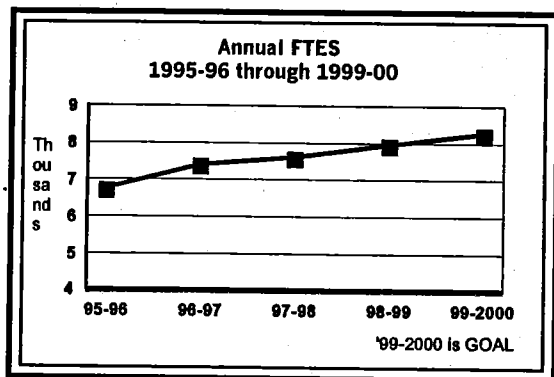
\*Fall 1998 numbers only

\*\*Limited data available

The FTES and Fall enrollment (for comparison purposes) for 1995-96 through 1998-99 are reflected on the following table and graph. Also included is the FTES Goal for 1999-2000.

Year	Annual FTES	Fall Enrollment
1995-96	6748	8721
1996-97	7386	8729
1997-98	7630	9552
1998-99	7983	9811
1999-00	8265	N/A

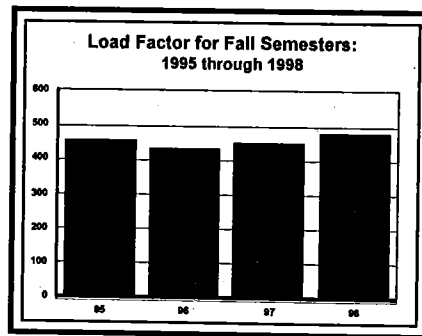
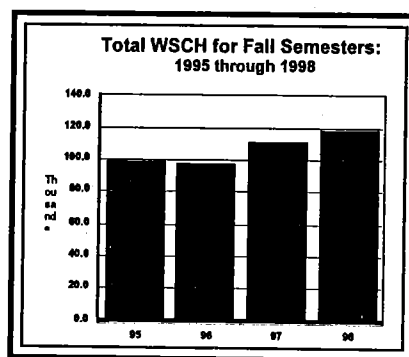
Source: Computer Services/Academic Services



The WSCH, FTE, and load factor trends for Fall 1995 through Fall 1998 follow:

Fall	WSCH	FTE	Load
1995	98,481.9	215.3	457
1996	98,008.5	225.1	435
1997	111,230.4	244.8	454
1998	118,925.6	248.7	478

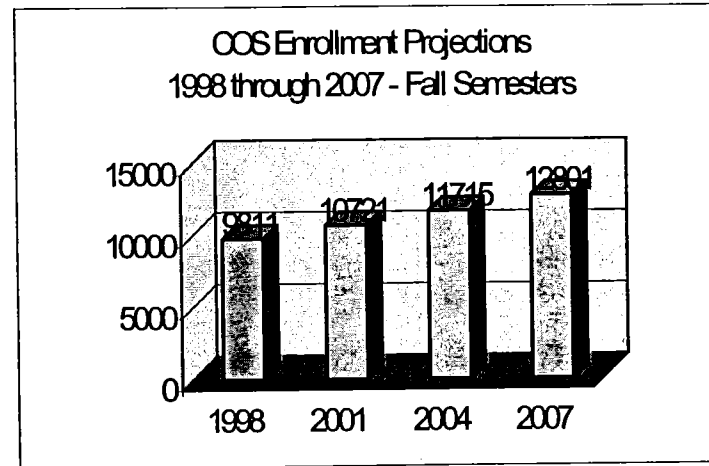
# District Data: WSCH, FTE, Load & FTES



# District Data: Enrollment Projections

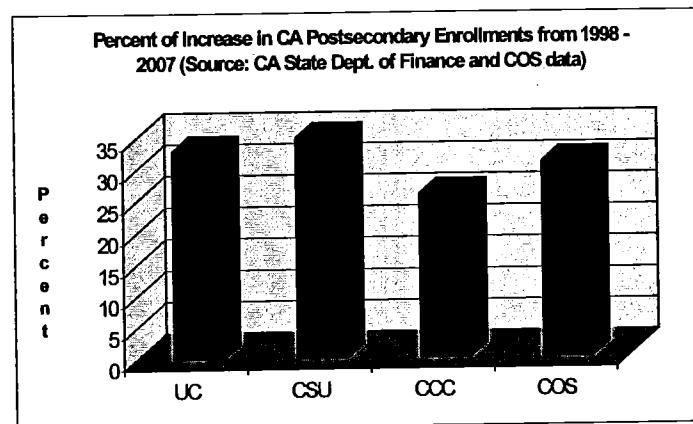
**H**istoric and CA Department of Finance projected enrollments for College of the Sequoias from 1998

through 2007 are shared below. COS' anticipated enrollments are based on a 3% growth factor.



The overall increase in growth from 1998 to 2007 for UC, CSU, CA Community Colleges & COS is compared below.

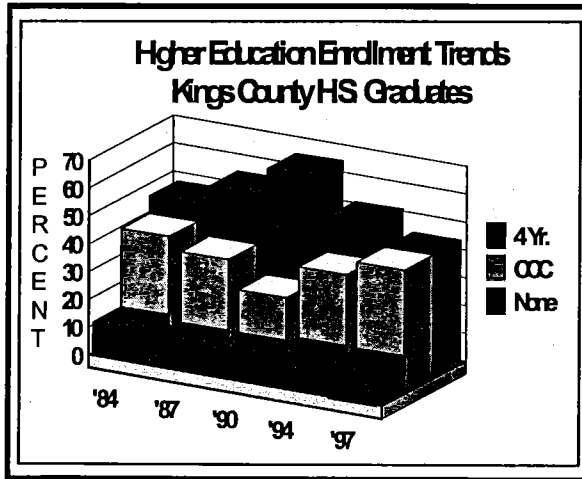
While the UCs and CSUs anticipate a higher growth rate, COS will outpace the CCC system as a whole.



**T**he percentage of Kings and Tulare high school graduates enrolling in CA Community Colleges continues to increase and the percent of these graduates seeking NO higher education continues to decrease. Selected years are reflected in the tables below:

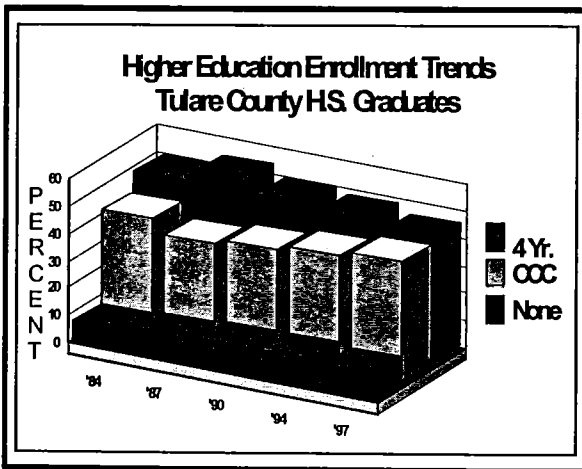
**KINGS COUNTY**

Year	4-Yr. Institutions	CCC	No Higher Education
'84	12.6	40.3	47.1
'87	10.0	36.3	53.7
'90	10.6	25.6	63.8
'94	12.7	37.3	50.0
'97	13.5	42.9	43.6



**TULARE COUNTY**

Year	4-Yr. Institutions	CCC	No Higher Education
'84	8.1	42.7	49.2
'87	9.6	36.9	53.5
'90	10.2	39.3	50.5
'94	10.3	41.8	47.9
'97	10.4	44.7	44.9



Source: CPEC data

# District Data: Enrollment Projections

