2018 ISER

**2018
INSTITUTIONAL
SELF-EVALUATION
REPORT**

VISALIA • HANFORD • TULARE

Sequoias Community College District

COS

College of the Sequoias

College of the Sequoias

Institutional Self-Evaluation Report

Submitted by:

Sequoias Community College District
915 South Mooney Boulevard
Visalia, CA 93277

Submitted to:

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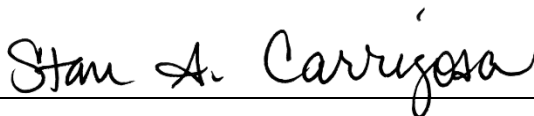Western Association of Schools and Colleges

July 15, 2018

Institutional Self-Evaluation Report

Chief Executive Officer Certification

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

From: Stan Carrizosa, Superintendent/President
College of the Sequoias
915 S. Mooney Blvd.
Visalia, CA 93277

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.
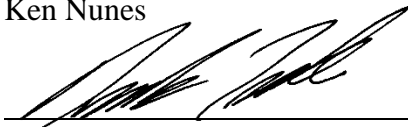
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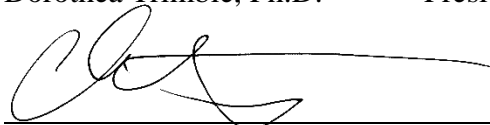
_____   07/15/18
Stan A. Carrizosa   Superintendent/President   Date

_____   07/15/18
Ken Nunes   President, Board of Trustees   Date

_____   07/15/18
Dorothea Trimble, Ph.D.   President, Academic Senate   Date

_____   07/15/18
Cheyne Strawn   President, Student Senate   Date

_____   07/15/18
Jennifer Vega La Serna, Ph.D.   Accreditation Liaison Officer   Date

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Dear ACCJC:

The Sequoias Community College District will be entering its 92nd year of service in fall 2018, and we continue to take tremendous pride in the educational excellence we provide our students. College of the Sequoias is a single college district serving over 16,500 students and generating over 10,000 FTES on three campuses. Over the past six years, COS has remained focused on its commitment to student success, academic excellence, and serving the College's community and region. These core values are the foundation of our statewide and national reputation for success and will remain at the forefront of our thinking as we plan for the future.

Over the past six years, the entire college community – from the Board of Trustees to faculty, staff, students and administrators – has responded to Accreditation recommendations and new state initiatives with clear focus and positive intent. Following a comprehensive transformation of the District culture initiated in 2013, the past five years have been an important period of implementation and sustainability of change through systematic self-assessment and a culture of ongoing and continuous improvement.

To this end, our cycle for review and update of our Strategic Plan was deliberately scheduled through our COS Integrated Planning Manual to coincide with our Accreditation cycle and the collaborative process to develop our Institutional Self-Evaluation Report (ISER). The roles and responsibilities of our respective governance groups in this process are set forth in our COS Governance and Decision-Making Manual.

The Superintendent/President established a standing Accreditation Work Group (AWG) which is a cross-functional group of faculty, staff, and managers to provide ongoing and continuous guidance and support in fulfilling Accreditation Standards and practices proven successful in improving student achievement.

The COS Board of Trustees maintains a standing item on monthly meeting agendas entitled "Accreditation Report." This provides an avenue for regular updates on all Accreditation-related matters including faculty, staff and student activities, changes in requirements, and specific training and interactions for Board member participation in fulfilling Accreditation Standards.

Through the work of the AWG, the following process was designed and carried out to appropriately engage the college community in a comprehensive self-evaluation. Beginning in 2015, the AWG participated in ACCJC-sponsored workshops and training in preparation for leading the self-evaluation efforts. (The group meets monthly and focuses its agendas on designing and implementing a collaborative process.) The AWG organized itself around the four major Accreditation Standards, and four sub-groups were designed to engage a broader cross-functional group in a review/assessment of the District's fulfillment of each of the Standards.

Each sub-group was led by tri-chairs: one faculty member, one classified employee, and one manager. The sub-groups met regularly and the membership included Board members,

faculty, staff and students to gather feedback and input on the respective ACCJC Standards and sub-standards.

In fall 2016, the sub-groups began drafting responses to their assigned Standards and sub-standards, identifying and gathering evidence to support their findings, and identifying possible gaps still requiring attention from the District.

As each draft section was completed for each Standard, updates were presented on regularly scheduled meeting agendas for each of our Governance senates including the District Governance Senate, Academic Senate and Student Senate. Each draft section was also discussed by faculty division chairs serving on the Instructional Council and members of the Institutional Planning and Effectiveness Committee. Additionally, each draft section was sent out District wide for feedback/input from all faculty and staff through mass email protocol known as our COS eNews.

In spring 2018, the first draft of the ISER, combining all the research and content prepared by each AWG sub-group, was sent out for District wide feedback/input via COS eNews. The Academic Senate and AWG hosted an Accreditation Summit and over 75 participants including faculty, staff, students, administrators, Board members, and community members attended. Updates were provided on the ISER process and specific feedback/input was solicited for development of the Quality Focus Essay (QFE).

In spring 2018, the final draft of the ISER was presented for two separate readings and action by the District Governance Senate, Academic Senate, and the COS Board of Trustees.

In the initial response to our 2012 Accreditation, we were compelled to take stock of our entire institution and create systems and processes for effective operations and improving student achievement. Our energy was intensely focused on our new culture which we affectionately refer to as COS 2.0. In the latter part of the past six years, we have focused on refining these processes which have resulted in a full transformation of the District's culture.

Our COS 2.0 structures and processes have been tested as we continue to work tirelessly to integrate and maximize the positive impact envisioned by new state mandates and initiatives. We have enjoyed many points of mutual agreement and shared enthusiasm and have also encountered areas of deep philosophical disagreement over different but valid perspectives. We have navigated conflicting interests amidst scarce resources, but in all cases we have emerged through our decision-making and planning processes with decisions, solutions, and actions that are in the best interest of the students we serve.

The Sequoias Community College District is a highly effective institution, grounded in solid core values with a culture of collaboration, transparency, trust, respect, and a commitment to honest self-assessment and continuous improvement. As we look to the next 90-plus years of service, this report serves as not only a reflection of who we are, but whom we aspire to become. We value the continued guidance of the ACCJC and support professional self-regulation as the most effective means of assuring the integrity, effectiveness, and quality of

our District. Successful Accreditation is our quality assurance to our community. We look forward to our upcoming visit.

Sincerely,

Stan A. Carrizosa
Superintendent/President

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Introduction

Introduction

Sequoias Community College District (hereafter, the District) is a single-college district located in the heart of the San Joaquin Valley in Central California. The District is an accredited, comprehensive community college serving Tulare and Kings Counties and enrolling 16,500 students annually. The District is a Hispanic-serving institution; on average, 60 percent of enrolled students since fall 2011 identified as Hispanic, and the proportion of Hispanic students enrolled has grown steadily, increasing by 1-2 percent each year from fall 2011 to fall 2016. According to Integrated Postsecondary Education Data System (IPEDS) data, 46 percent of students enrolled in 2016-2017 were Pell Grant recipients, and 75 percent received some grant or scholarship aid. The District's service area in Tulare and Kings Counties is predominately Hispanic, with residents' average educational attainment and income both below state averages. The District, until recently the only public institution of higher education in the region, serves as a key engine for educational and economic improvement in its community. The history, programs, and services described below highlight a few of the ways the District operates in service of its Mission to help its diverse student population achieve their transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within the District's region.

History of the Institution

The District celebrated its ninetieth commencement in 2017. The College was founded in 1926, one of California's early community colleges developed in partnership with local school districts. The College was first established by the Visalia Union High School Board of Trustees as Visalia Junior College and offered the first post-high-school instruction to students in the area. College classes were housed in the Visalia Union High School plant until the College moved to its own, newly constructed campus in the location it still occupies today. That same year, the College offered its first agricultural programs – the beginning of a comprehensive and vital agricultural program further developed a few years later through the establishment of the College farm in 1947.

In 1949, voters in the Tulare and Visalia Union High School districts voted to organize the area into a junior college district. Students suggested names for the newly formed District, and from this list the Board of Trustees selected College of the Sequoias, in honor of the region's Giant Sequoia trees and nearby Sequoia National Park. Since its founding, the District has continued to provide access to higher education to the residents of Tulare and Kings Counties for more than 90 years. The District has continued to grow through partnerships with the community: In 2013, the District opened the Tulare College Center in its current location. In 2011, the Hanford Educational Center was opened; it received official Center status in 2015.

Today, College of the Sequoias is a single-college district that encompasses 2,893 square miles, with 80 percent of the District's geographic boundaries in Tulare County, 19 percent in Kings County, and one percent in Fresno County. The District continues to be located in

the center of one of the most productive agricultural regions in the world. Many of California's 200 commercially produced crops are grown in Tulare, Kings, and Fresno Counties, making agriculture the leading industry in the region.

Student Enrollment Data

Overall, District enrollment has grown six percent since 2011-2012, an average of about 1 percent each year. Enrollment at the Visalia campus has declined by nine percent, while enrollment in Tulare and Hanford has increased 23 percent. The highest percentage of growth has been in distance education, with an increase in Full-time Equivalent Students (FTES) of 32 percent for distance education courses over the last six years.

Across the District, including all campus locations, the distribution of Hispanic students enrolled has increased 8 to 11 percent while the proportion of White students has decreased by about the same percentage. The percentage of students enrolled who are younger than 20 years old has increased slightly (+3 percent), as has the percentage of students enrolled as special admit/ K-12 students (+4 percent). Students younger than 20 (35 percent) and those between the ages of 20-24 (34 percent) made up approximately two-thirds of the District's overall enrollment.

Service Area: Demographic Data

The District's service area includes primarily Tulare (80 percent) and Kings (19 percent) Counties. Tulare and Kings Counties have a high Hispanic population compared with the statewide average. Tulare County is 62 percent Hispanic and Kings County is 53 percent, compared to the statewide average of 38 percent. The percentage of households that speak Spanish in Tulare County (47 percent) and Kings County (36 percent) is also greater than the statewide average (29 percent). Based on the projected growth of Tulare and Kings Counties, the ethnicity distribution is expected to shift slightly. The Hispanic population is projected to increase three to four percent in Kings and Tulare counties, respectively, over the next 15 years, while the share of White population is expected to decrease by roughly the same amount. Overall, the population in the District's service area is projected to grow by 14-17 percent by 2030.

The District, reflecting its service area, is a Hispanic-serving institution with a Hispanic student population of 63 percent in fall 2016. The proportion of Hispanic students enrolled has grown steadily, increasing by 1-2 percent each year from fall 2011 to fall 2016. This student population is projected to grow, relative to the District's service area.

Service Area: Socioeconomic Data

The poverty level in Tulare and Kings Counties is above the California average, with 23 percent of families below the poverty level in Tulare County and 18 percent in Kings County compared to 12 percent statewide. Forty-two percent of families in Tulare County and 41 percent in Kings County have female heads of household compared to 28 percent statewide.

Additionally, the median income in both counties is less than the state average by almost $18,000.

As of May 2017, the unemployment rates in Tulare County (8.6 percent) and Kings County (7.9 percent) were nearly double the unemployment rate of the state (4.7 percent). Both counties experienced about a one percent decrease in unemployment compared to the previous year.

Service Area: Labor Market Data

The largest number of jobs in both Tulare and Kings Counties are in farming and governmental agencies. This pattern is projected to continue over the coming decade. Over the next decade, jobs in the professional services and farm sectors are projected to experience the most significant increase in the number of jobs in Tulare County. Farm, health and education, and government jobs are projected to experience the most significant increase in Kings County over the next decade.

The fastest growing number of jobs in Tulare County that require an associate's degree are registered nurses and preschool teachers. Those jobs requiring a postsecondary non-degree award include certified nursing assistants, licensed practical and licensed vocational nurses, medical assistants, heating and air conditioning technicians, refrigeration mechanics and installers, and heavy and tractor-trailer truck drivers. The District offers programs to support these needs: nursing and nursing assistant, heating and air conditioning technician, and preschool instruction.

Kings County's fastest growing job markets which require an associate's degree include preschool teachers and agricultural and food science technicians. Jobs that require some college, but do not require an awarded degree include the following: psychiatric technicians, licensed practical and licensed vocational nurses, nursing assistants, heavy and tractor-trailer truck drivers, and dental assistants. The District offers programs to support these needs as well: preschool education, agricultural and food science, and nursing.

Mission

The District's Mission describes the intended student population and the services that the District provides the community. The District Mission, as reaffirmed by the Board of Trustees in January 2015, follows:

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

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

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

Locations

The District's facilities include a comprehensive college located in Visalia and two state-recognized centers in Tulare and Hanford. In addition, the District offers classes at off-campus sites and through distance education. The District's locations offer a full range of student support services including, but not limited to, admissions and records, financial aid, counseling, library resources, bookstore, District police, career and transfer center, access and ability services, and tutorial services.

Visalia Campus

The Visalia campus has occupied its current location since 1939. Today, the Visalia campus is home to 38 buildings on 70.6 acres, with 477,488 gross square feet. In addition to offering transfer courses, the Visalia campus anchor programs are Nursing and Allied Health.

College of the Sequoias
915 S. Mooney Boulevard
Visalia, CA 93277

Tulare College Center

In spring 2013, the Tulare College Center opened its doors for students and instructors. The 500-acre site houses Agriculture Science and Technology. The Tulare College Center farms about 320 acres, creating a source of revenue to support the agriculture education program. The Tulare College Center is home to the agriculture programs, graphic design, and architecture, in addition to offering general education and transfer courses.

Tulare College Center
4999 E. Bardsley Avenue
Tulare, CA 93274

Hanford Educational Center

The COS Hanford Educational Center is a 210-acre parcel owned by a community partnership comprised of City of Hanford, Hanford Joint Union High School District, and the District. The property houses Sierra Pacific High School, a softball complex, and the COS Hanford Educational Center.

The Hanford Educational Center is home to the Police and Fire academies and offers transfer courses and programs such as industrial maintenance and electrician training. In March 2015, the Hanford Educational Center received center status from the California Community College Board of Governors.

COS Hanford Educational Center
925 13th Avenue
Hanford, CA 93230

In addition, the District offers classes and programs through dual enrollment at several area high schools, while noncredit ESL classes are offered through local community agencies and through the adult education consortium at area adult school sites. In fall 2018, the District will move three programs from the Visalia campus to the Tulare College Center Annex, which is a short-term leased site that did not meet the requirements for a substantive change. The District will continue to update the commission on this lease.

Specialized Program Accreditation

The following District programs have been accredited through their own respective agencies as listed below:

Certified Nursing Assistant Program

Approved and accredited by the Department of Public Health, PO Box 997416, Sacramento, CA 95899-7416 | Phone: (916) 327-2445 | Fax: (916) 552-8785 | Email: cna@cdph.ca.gov

Cosmetology

This program is accredited by the National Accrediting Commission of Career Arts and Sciences, 4401 Ford Avenue, Suite 1300, Alexandria, VA 22302-1432 | Phone: (703) 600-7600 | Fax: (703) 379-2200 | Email: info@naccas.org

Emergency Medical Technician

Accredited by the Central California EMS Agency, 1221 Fulton Mall, 5th Floor; PO Box 11867, Fresno, CA 93775-1867 | Phone: (559) 600-3387 | Fax: (559) 600-7691 | Email: ccemsa@co.fresno.ca.us

Fire Academy

The Academy is a 380-hour, 15-unit class that meets the requirements of the California State Fire Marshal's Office for Fire Fighter I certification. Accredited by the California State Fire Marshal's Office, P.O Box 997446, Sacramento, CA 95899 | Phone: (916) 445-8444

POST Certified Basic Police Academy

The Police Academy is a Commission on Peace Officers Standards and Training (POST) Certificated Training Academy for California law enforcement. It meets the basic requirement for employment as a municipal, county, and state law enforcement officer. State law requires completion of a POST-Certified Basic Course for lateral-entry level

employment in law enforcement. CA Commission on Peace Officer Standards and Training, 860 Stillwater Road, Suite 100, West Sacramento, CA 95605 | Phone: (916) 227-3909

Physical Therapist Assistant Program

Approved and Accredited status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314 | Phone: 703-706-3245 | Email: accreditation@apta.org

Registered Nursing Program

Approved by the California State Board of Nursing, P.O. Box 944210, Sacramento, CA 94244-2100 | Fax: (916) 574-7693

Certified Welding Program

Certified through the American Welding Society, 8669 NW 36 St. #130, Miami, FL 33166 | Phone: 1-800-443-9353 ext. 273

Major Developments Since Last Self-Study

The District has undergone several major developments since the last comprehensive review was completed in 2012. In addition to major developments in Administrative Services, Academic Services, and Student Services, the following are overall District highlights:

- *Superintendent/President:* In fall 2017, the District began the search process for its next Superintendent/President. The new Superintendent/President is expected to be hired and in office by July 2018.
- *Planning Processes:* The District completed the ten-year Master plan (2015-2025) and two three-year Strategic plans (2015-2018 and 2018-2021).
- *Administrative Hires:* The District made a number of prominent administrative hires, including vice presidents of Administrative Services and Student Services, Provost of the Tulare College Center, and Deans of Facilities, Research Planning and Institutional Effectiveness, Technology, Career Technical Education, Arts and Humanities, Business and Consumer Family Studies, and Associate Deans of Athletics and Nursing/Allied Health.
- *Faculty Hiring:* Since 2012, the District has hired 74 full-time faculty members; 42 of these hires were from the District's existing pool of adjunct faculty.
- *Equal Employment Opportunity (EEO) Grants:* In 2016-2017, COS received approximately $60,000 and $50,000 earmarked for diversity efforts and EEO training, advertising, and other measures.
- *Scholarships:* The District's Foundation has increased the amount of scholarships and awards funded annually since 2013-2014. In 2016-2017, the Foundation awarded more than $400,000, with individual scholarships ranging from $100 to $10,000.
- *President Scholars*: The President Scholars program started in 2015 to entice some of the region's highest academic achievers from area high schools to the District. In

2017, the first class of scholars successfully completed their desired goals and transferred to several colleges including University of California Davis, Cal Poly San Luis Obispo, University of California Santa Barbara, and California State University Long Beach. The President Scholars Program thrives with twenty scholars currently enrolled and over $50,000 in annual community donations and support.

Major Developments in Administrative Services

There have been many major developments in Administrative Services, specifically in facilities and technology expansion, as follows:

- *Tulare Center:* Tulare College Center opened in spring 2013. The campus provides southern Tulare County residents with access to general education and career technical education in their area.
- *Hanford Center:* Hanford Educational Center received official center status with the California Community College Chancellor's Office in spring 2015.
- *Fresno State Visalia Campus:* Fresno State Visalia campus opened in a newly remodeled 10,000-square-foot, four-classroom building on the College of the Sequoias Visalia campus in fall 2016. The facility provides both state-funded and self-supported bachelor's degree programs to area residents.
- *Technology:* The District has implemented several new technology systems since the previous self-study, including a new Learning Management System (Canvas, 2016), Office 365 (spring 2018), a web Helpdesk system (2017-2018), an online counseling platform (CraniumCafe 2018), and an academic advising and degree audit system (Degree Works, 2018). CourseLeaf, an integrated system for developing an online catalog (implemented with the 2017-2018 Catalog), curriculum management inventory system (transition and launch scheduled spring 2018), and scheduling, is in the development process.

Facilities

The District has continued to grow and update its facilities in response to student growth. Major facilities updates since the previous self-study include the following:

- *Hanford Educational Center:* In spring 2018, a quad pavilion was constructed in the center of the Hanford Educational Center allowing for a gathering space for students to eat and study. An educational classroom wing that provides three new classrooms, faculty office space, and a Student Success meeting room opened in fall 2018; a Food Services kitchen and counter to provide food services to Hanford Center students and staff were constructed in spring 2018.
- *Renovations:* Unused space in the Student Union was transformed into a Career and Transfer Center on the Visalia campus in summer 2016. An upgrade of the Live Oak Building into the Fresno State Visalia campus was completed in fall 2016. Pool renovations were completed in fall 2017 for safety of decking, re-plastering, and improved Americans with Disabilities Act (ADA) access. A new outdoor training area for Physical Education classes was completed on the Visalia campus in spring

2018. In addition, numerous improvements have been made to Agriculture facilities at the Tulare College Center.

- *Student Engagement:* To improve students' overall campus experience, a signage/ wayfinding project was completed in fall 2017 on all three campuses, including a monument sign on the Visalia campus. Large-text signage and maps were added to improve campus navigation. In response to student feedback, renovation of a food service building to create a coffee court area was completed on the Visalia campus in spring 2017.
- *Solar Project:* In fall 2017, the District completed a solar project that included the Tulare College Center and parking lot seven on the Visalia campus. Solar panels were added to buildings and parking structures to support the District's energy use.

Major Developments in Academic Services

Since the previous ISER, the District has continued to grow, adding a number of programs, grants, and academic partnerships to support students' academic success and achievement:

- *District Programs:* The District offers 158 programs leading to goals consistent with its mission, 73 associate degree programs, 39 certificate of achievement programs, 43 skills programs and three certificate of competency programs. Twenty-eight of the District's degree programs are associate degrees for transfer (ADT), which articulate with the CSU System. The District is one of only eight community colleges in California to offer an ADT in Animal Science and has one of the highest numbers of ADTs available statewide.
- *Pathway to Law School:* In 2013, the District was one of two dozen California community colleges selected to implement the California Pathways to Law School Initiative.
- *Academic Partnerships:* In fall 2017, the Accelerated Bachelors in Business Administration (ABBA) was offered on the Fresno State Visalia campus, and the Fresno State Blended Initial Teacher Education Program (ITEP) will begin in fall 2018. The District Superintendent/President co-chairs the Sequoias Adult Education Consortium with twelve K-12 feeder districts, county, city, and community partners designed to align educational services for the District's service area.
- *Dual Enrollment:* In fall 2014, the District launched the Pathways to College program wherein English 251 and English 001 are offered on local high school campuses. In the program, placement tests are completed during students' junior year in high school and the English classes are offered in the senior year. By 2016-2017, the District had dual enrollment programs integrated at more than ten local high schools, serving more than 1,000 students. The following year, the District hired a director of Dual Enrollment to support the growth of these programs.
- *Basic Skills:* The District was awarded the Basic Skills and Student Outcomes Transformation grant in spring 2016 to implement or expand evidence-based innovations and redesign in the areas of assessment, student services, and instruction in order to improve the progression from developmental education to college-level instruction.

- *Program Graduates:* Since 2013-2014, the District has graduated 270 registered nurses, 378 law enforcement officers, 108 certified fire fighters, and 100 physical therapy assistants. Over this time period the PTA program regularly graduated 25 students each year, with a 100 percent graduation rate.
- *Strong Workforce:* Two District programs, Automotive Technology and Construction Technology, were recipients of the CCCCO STAR Awards for advancing students' social mobility and economic outcomes. Students who participate in these programs boost their earnings by 174 percent.

Faculty Achievements

Faculty at the District are dedicated teachers who often excel in their teaching, service, and research. These are just a few of the many achievements, honors, and awards COS faculty received in the last year:

- *Digital Learning:* Catherine Medrano (Sociology) was the recipient of the 2017 Online Learning Consortium (OLC) Digital Learning Innovation Award for advancing undergraduate student success through the adoption of digital courseware. COS was one of three institutions and ten faculty-led teams selected from among sixty submissions in year two of the Digital Learning Innovation (DLI) Award competition.
- *American Welding Society:* Randy Emery (Welding) was featured, along with the District's Welding Program, in the May 2017 issue of the American Welding Society's (AWS) National Journal. Professor Emery also serves as the District's first Academic Senate Career Technical Education (CTE) liaison; additionally, he is the Chairman for the Central Valley's section of the AWS.
- *Leadership:* James Espinoza (English) received the Ethnic Minority Leadership Award from the Tulare-Kings Service Center Council in 2017. Professor Espinoza is a long-time partner in the COS Puente Project; he co-organized an Immigration Conference held on the COS Visalia Campus in 2017.
- *Teaching Excellence:* Matt Bourez (Mathematics) received the 2017 Excellence in Teaching award from the California Mathematics Council, Teaching Division. Judy House Menezes (Journalism) was named Outstanding Community College Journalism Educator of the Year by the California Journalism and Media Affiliates Council in 2017.
- *Publication:* Faculty regularly publish on teaching and learning in their disciplines. Following are highlights of faculty publications since the previous self-study:
  - English faculty members Joshua Geist and Megan Baptista Geist published an academic article on writing center assessment in *Praxis: A Writing Center Journal*.
  - English faculty member Christina Lynch published three novels; two were published by Penguin under the pen name Magnus Flyte (*City of Dark Magic* and *City of Lost Dreams*). Professor Lynch's most recent novel, *The Italian Party*, is due under her own name in March 2018 from St. Martin's Press. Lynch has also published several stories and articles.

- o Joseph Teller's article "Why Crashaw was not Catholic: The Passion and Popular Protestant Devotion," published in 2013 in *English Literary Renaissance,* received a best essay of the year award from that journal. He also published several academic reviews and a bimonthly newspaper column in the *Valley Voice*.
- o In 2017, Social Science faculty member Stephen Tootle published a review article in *Presidential Studies Quarterly.*
- o Curriculum and Outcomes Assessment Coordinator Sarah Harris published two articles in edited collections in 2017; one focused on retention and supplemental instruction, and the other on supplemental assistance in online writing courses.
- o Math faculty member George Woodbury published two textbooks in 2018, including a second addition of the co-authored statistics text *Interactive Statistics: Informed Decisions Using Data*.
- o Communication faculty member Cynthia Johnson published four textbooks, two as a co-author and two solo. Her public speaking text *Strictly Speaking* is in its second edition.

Major Developments in Student Services

Major developments in Student Services include an emphasis on student success and completion, as evidenced by the following highlights:

- *Student Success Program:* The District's Student Success Program launched on all three campuses in fall 2015, following the initial hiring of six new Student Success coordinators. The program assists students in meeting their educational goals through academic, career, and personal counseling; workshops; individual and group support meetings. More than 22,000 student contacts were made in the first two years of the program (8,012 in 2015-2016 and 14,000 in 2016-2017).
- *Student Education Plans:* The District implemented Degree Works, a system for creating an electronic education plan that assists students and enables the District's counselors and Student Success coordinators to follow student progress.
- *African American Student Charter:* In 2017, the District launched a local chapter of A2MEND, a student mentoring and support group that seeks to establish an affirming environment in which African-American male students and other men of color are able to thrive. Two of the group's inaugural members, Darius Smith and Dametric McGrue, have successfully transferred to four-year institutions (UCLA and Kentucky Christian University).
- *Student Center:* The Welcome Center, a centralized hub for student admission, registration, and enrollment questions, opened on the Visalia campus in 2012. It was followed by similar centers in Tulare and Hanford (the Administration building and the Hub respectively). The District's Transfer and Career Center was formally established in fall 2016, with the hiring of a dedicated, full-time transfer counselor.
- *Priority Registration:* In both fall 2015 and 2016, more than 1,500 students were registered through Student Transitional Enrollment Process Sessions (STEPS), which

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is coordinated through the Welcome Center and focuses on enrollment of area high school students who are preparing to transition to college.

Major Student Developments and Achievements

In addition to District-level accomplishments, COS students have achieved major awards, as highlighted by the following selection of accomplishments:

- *Writing Center:* Student tutors from the COS Writing Center attended and presented on the Center's work with embedded and group tutoring at the Northern California Writing Centers Association Conference in 2016.
- *Jack Cooke Kent Awards:* In 2017, William Russell was one of 55 community college students in the nation to be awarded the Jack Cooke Kent Foundation Undergraduate Transfer Scholarship. Russell was the fifth COS student to receive this competitive award and the second since the previous self-study; Isis Frausto-Vicencio was a Cooke Kent awardee for 2014-2015.
- *Gates Millennium Foundation Scholarship:* COS student Brenda Covarrubias was a recipient of the Gates Millennium Foundation Scholarship in 2016.
- *Architecture and Construction Technology:* Students in the Architecture and Construction Technology programs participated in the first SMUD (Sacramento Municipal District) Tiny House Competition in 2016, designing and constructing a 289 square foot home. The students' home received three awards in the competition, including People's Choice and Curb Appeal.
- *Journalism:* COS Journalism students consistently participate in statewide competitions and have received multiple awards. In 2017, students from the District's student newspaper *The Campus* received four awards at the Journalism Association of Community Colleges Northern California Conference. The paper's editor in chief, Kason Clark, received a fourth place award for copy editing and an honorable mention for opinion writing, Louie Vale received an honorable mention for news photo, and Yesenia Ledesma won an honorable mention for editorial cartoon.
- *Theatre and Arts:* In 2013-2014, the COS Theatre Department's original adaptation of William Shakespeare's "*A Midsummer Night's Dream*" was one of only eight productions selected from among 60 nominated for the 43rd annual Kennedy Center's American College Theater Festival. Theatre students regularly attend the regional festival and many have received honors and awards. In 2016, Rebekah Robles became the first COS student competing in the regional festival's Musical Theatre category to advance to the next round of competition held at the Kennedy Center in Washington, D.C.
- *Athletics:* Deajah Stevens was named the 2015 California Community College Athletic Association Student Athlete of the Year and the Northern California Track Athlete of the Year. After graduating from COS in three semesters, she transferred to the University of Oregon and competed in the 2016 summer Olympics, placing seventh in the Women's 200 meter final. COS Athletics teams have won several championships, while student-athletes' academic success has steadily improved, from 57 associates degrees awarded in 2014 to 100 in 2017. Student athletes have steadily averaged grade point averages (GPAs) above 2.3 since the previous self-study, with

year-to-year improvement in this measure as well (from a 2.35 average in 2014, to a 2.65 average in 2016).

- *Giving Back:* COS clubs and organizations regularly hold community events. For example, in October 2017 the COS Fashion Club held its first clothing swap, an event where students in the club organized a clothing collection and distributed the collected items.

Institutional Data

District Service Area Data

Demographics

The Sequoias Community College District is a Hispanic-Serving Institution (HSI). In fall 2016 the Hispanic student population was 63 percent; this reflects the District's service area population which ranges from 53 percent to 62 percent Hispanic.

Service Area Demographics 2015

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates;
COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)
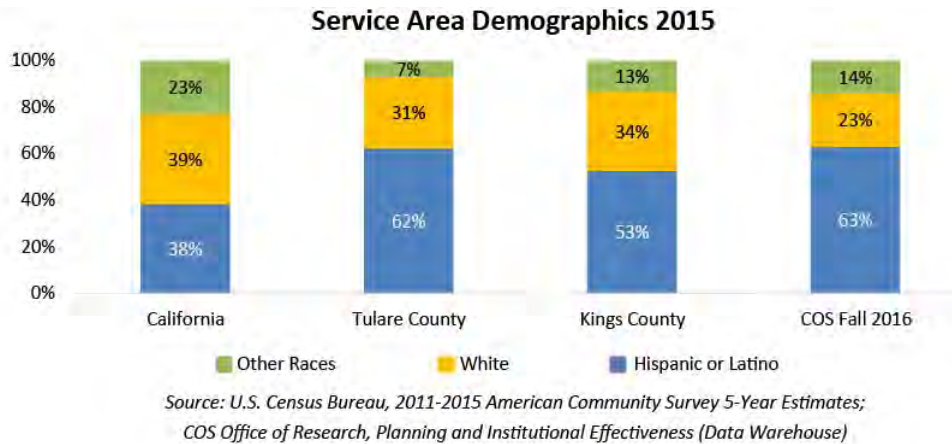
Projected Population Growth

The ethnicity distribution in Tulare and Kings Counties is expected to shift slightly based on population growth. The Hispanic population is projected to increase three percentage points in Kings County and four percentage points in Tulare County over the next 15 years, while the White population is projected to decrease by four percentage points in both counties.

Projected Growth (2015-2030)

	Total Projected Growth	White, not Hispanic or Latino	Hispanic or Latino
Tulare County	17%	-4%	4%
Kings County	14%	-4%	3%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

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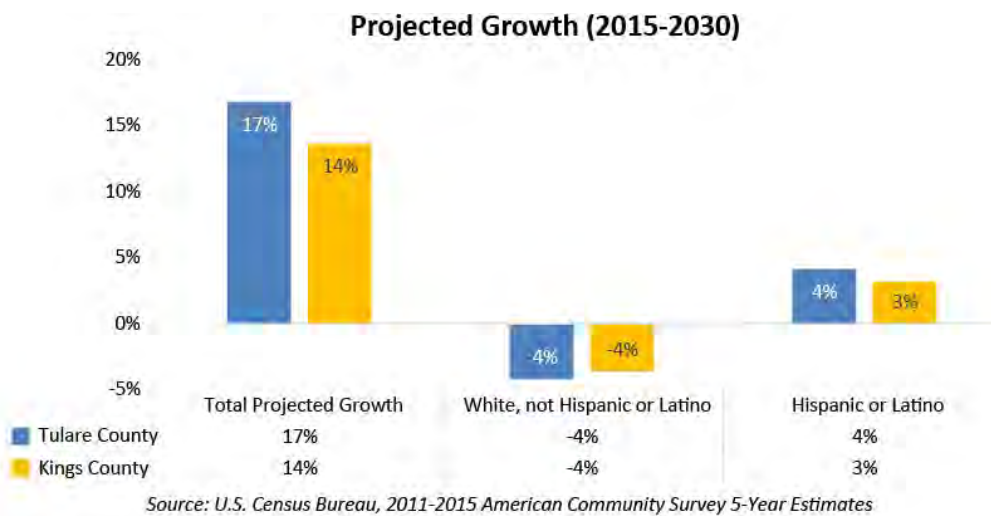
Educational Attainment Level

The educational attainment rates for Tulare and Kings Counties are lower than the state average. The California high school graduation rate is 82 percent compared to 68 percent in Tulare County and 72 percent in Kings County. In addition, 13 percent to 14 percent of adults living in Tulare and Kings Counties have a bachelor's degree or higher compared to 31 percent statewide.

Service Area Educational Attainment

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates
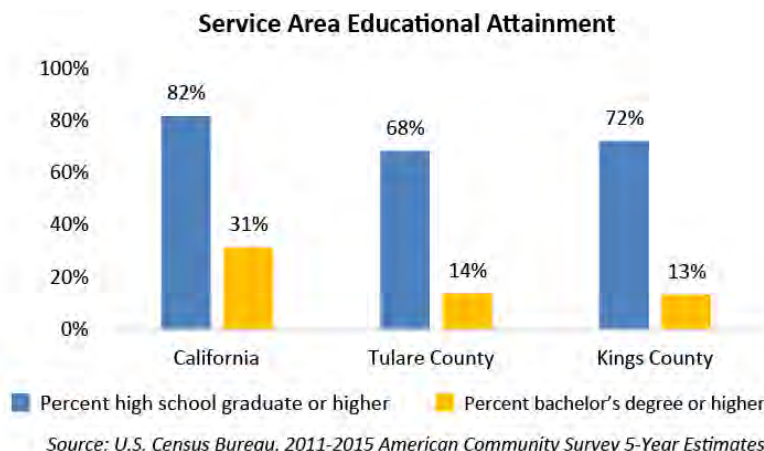
Educational Attainment Levels - Tulare & Kings County

Educational Attainment	California		Tulare County		Kings County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 25 years and over	25,257,858	100%	260,964	100%	92,122	100%
Less than 9th grade	2,532,521	10.0%	54,163	20.8%	12,473	13.5%
9th to 12th grade, no diploma	2,067,120	8.2%	28,331	10.9%	13,137	14.3%
High school graduate (includes equivalency)	5,231,824	20.7%	65,844	25.2%	22,855	24.8%
Some college, no degree	5,516,887	21.8%	58,202	22.3%	24,101	26.2%
Associate's degree	1,970,322	7.8%	18,356	7.0%	7,218	7.8%
Bachelor's degree	5,002,596	19.8%	24,805	9.5%	8,941	9.7%
Graduate or professional degree	2,936,588	11.6%	11,263	4.3%	3,397	3.7%
Percent high school graduate or higher	(X)	81.8%	(X)	68.4%	(X)	72.2%
Percent bachelor's degree or higher	(X)	31.4%	(X)	13.8%	(X)	13.4%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Income Levels

Poverty levels in Tulare and Kings Counties are higher than the California average while median and mean incomes are below the state average. For example, Tulare County's poverty rate is nearly double the state's poverty level. In both counties, families with female householders have a poverty level above 40 percent; additionally, the median income in both counties is lower than the state median by an average of almost $18,000.

Service Area: Income Levels

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Household Income

Median Income	California	Tulare County	Kings County
Families	12,717,801	133,570	41,554
Less than $10,000	6%	8%	7%
$10,000 to $14,999	5%	7%	6%
$15,000 to $24,999	10%	15%	12%
$25,000 to $34,999	9%	13%	12%
$35,000 to $49,999	12%	15%	16%
$50,000 to $74,999	17%	17%	17%
$75,000 to $99,999	12%	10%	13%
$100,000 to $149,999	15%	10%	11%
$150,000 to $199,999	7%	3%	4%
$200,000 or more	8%	2%	3%
Median family income (dollars)	$61,818	$42,031	$46,481
Mean family income (dollars)	$87,877	$58,678	$63,232

Family Income Below the Poverty Level (past 12 months)

	California	Tulare County	Kings County
All families	12%	23%	18%
Married couple families	7%	16%	10%
Families with female householder, no husband present	28%	42%	41%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Primary Language

The District's service area has a higher percentage of Spanish-speaking households than the state average (29 percent): In Tulare County 47 percent of households speak Spanish as their primary language; in Kings County 36 percent speak Spanish as their primary language. Both counties have smaller percentages of Asian and Pacific Islander languages when compared to the rest of the state.
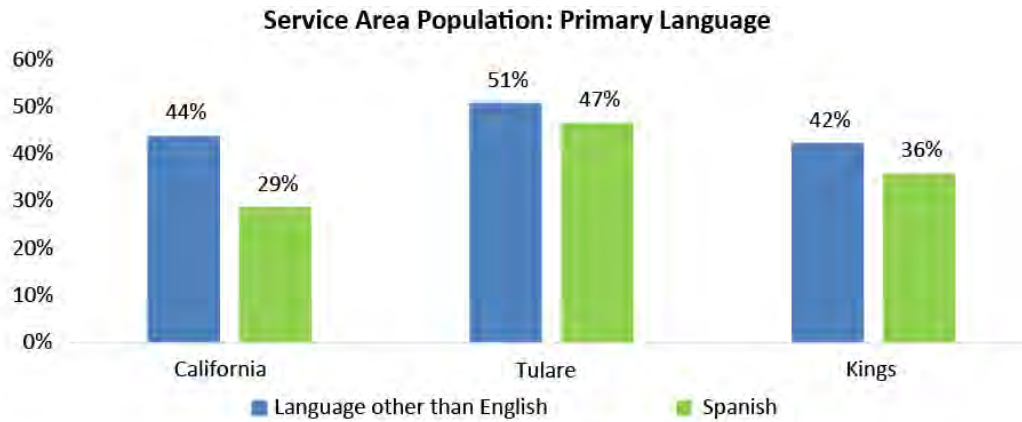
Service Area Population: Primary Language

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Primary Language Spoken at Home

Language Spoken at Home	California		Tulare County		Kings County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 5 years and over	35,909,688	100%	413,709	100%	138,825	100%
English only	20,142,054	56%	203,121	49%	82,236	58%
Language other than English	15,767,634	44%	210,588	51%	56,589	42%
Spanish	10,329,154	29%	193,113	47%	49,821	36%
Other Indo-European languages	1,592,649	4%	5,930	1%	2,731	2%
Asian and Pacific Islander languages	3,501,099	10%	10,269	3%	3,367	2%
Other languages	344,732	1%	1276	0%	670	1%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Fastest/Largest Industry Growth

The fastest-growing jobs in Tulare County that require at least some college level education are registered nurses, licensed practical and licensed vocational nurses, medical assistants, construction managers, and loan officers. The largest-growing jobs in Tulare County that require at least some college level education are heavy and tractor-trailer truck drivers, nursing assistants, teachers, and general and operations managers. The District offers programs in many of the growing job occupations in Tulare and Kings Counties. For example, the District offers certificates and degrees in nursing, heating and air conditioning, early childhood education, and computer support programs.

Tulare County: 2012-2022 Comparison of Growing Occupations by Entry Level Education

Entry Level Education	Fastest Growing (New Jobs from Industry Growth)	Growth and Jobs
	Construction Managers	33.3% or 90 jobs
	Loan Officers	33.3% or 70 jobs
Bachelor's Degree	Recreation Workers	29.6% or 80 jobs
	Financial Managers	26.7% or 80 jobs
	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	25.0% or 60 jobs
Associate's Degree	Registered Nurses	44.1% or 820 jobs
	Preschool Teachers, Except Special Education	8.1% or 30 jobs
	Nursing Assistants	57.6% or 570 jobs
	Licensed Practical and Licensed Vocational Nurses	48.1% or 250 jobs
Postsecondary Non-degree Award	Medical Assistants	45.3% or 340 jobs
	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	24.0% or 60 jobs
	Heavy and Tractor-Trailer Truck Drivers	23.8% or 660 jobs
Some College, No Degree	Computer User Support Specialists	19.2% or 50 jobs
	Teacher Assistants	3.8% or 50 jobs

Entry Level Education	Largest Growing (New Jobs and Replacement Needs)	Jobs
	Elementary School Teachers, Except Special Education	740
	General and Operations Managers	720
Bachelor's Degree	Secondary School Teachers, Except Special and Career/Technical Education	380
	Accountants and Auditors	290
	Kindergarten Teachers, Except Special Education	200
Associate's Degree	Registered Nurses	1170
	Preschool Teachers, Except Special Education	140
	Heavy and Tractor-Trailer Truck Drivers	1090
	Nursing Assistants	760
Postsecondary Non-degree Award	Medical Assistants	490
	Licensed Practical and Licensed Vocational Nurses	380
	Dental Assistants	160
Some College, No Degree	Teacher Assistants	350
	Computer User Support Specialists	90

Source: California Employment Development Department

Excludes "All Other" occupations and those with employment less than 200 in 2012.

Kings County: 2014-2024 Comparison of Growing Occupations by Entry Level Education

Entry Level Education	Fastest Growing (New Jobs from Industry Growth)	Growth and Jobs
Bachelor's Degree	Probation Officers and Correctional Treatment Specialists	30.4% or 70 jobs
	Adult Basic and Secondary Education and Literacy Teachers and Instructors	30.0% or 30 jobs
	Accountants and Auditors	27.6% or 80 jobs
	Registered Nurses	25.9% or 280 jobs
	Mental Health and Substance Abuse Social Workers	25.0% or 30 jobs
Associate Degree	Preschool Teachers, Except Special Education	28.6% or 40 jobs
	Agricultural and Food Science Technicians	21.4% or 30 jobs
Postsecondary Non-degree Award	Psychiatric Technicians	44.4% or 40 jobs
	Licensed Practical and Licensed Vocational Nurses	25.8% or 80 jobs
	Nursing Assistants	16.0% or 40 jobs
	Heavy and Tractor-Trailer Truck Drivers	14.9% or 110 jobs
	Dental Assistants	12.5% or 20 jobs
Some College, No Degree	Teacher Assistants	15.6% or 100 jobs

Entry Level Education	Largest Growing (New Jobs and Replacement Needs)	Jobs
Bachelor's Degree	Registered Nurses	530
	Elementary School Teachers, Except Special Education	270
	Substitute Teachers	260
	Secondary School Teachers, Except Special and Career/Technical Education	200
	General and Operations Managers	170
Associate Degree	Agricultural and Food Science Technicians	80
	Preschool Teachers, Except Special Education	80
Postsecondary Non-degree Award	Heavy and Tractor-Trailer Truck Drivers	230
	Licensed Practical and Licensed Vocational Nurses	170
	Nursing Assistants	100
	Dental Assistants	60
	Automotive Service Technicians and Mechanics	50
Some College, No Degree	Teacher Assistants	250
	Bookkeeping, Accounting, and Auditing Clerks	40

Source: California Employment Development Department

Excludes "All-Other" occupations and those with employment less than 80 in 2014.

Labor Force

As of May 2017, the unemployment rates in Tulare County (8.6 percent) and Kings County (7.9 percent) were nearly double the unemployment rate of the state (4.7 percent). The unemployment rate decreased by one percentage point in both counties compared to the previous year; this decrease was similar to the statewide average.
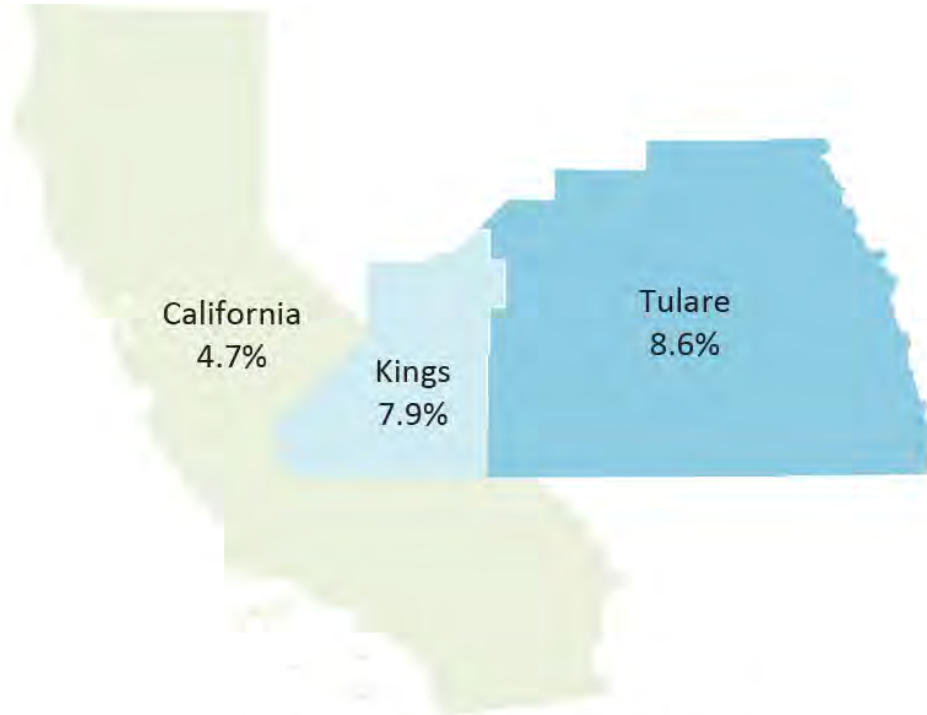
Labor Force & Unemployment Rates

|	California		Tulare County		Kings County	
	May, 2017	Year-Over-Year Change	May, 2017	Year-Over-Year Change	May, 2017	Year-Over-Year Change
Labor Force	19,156,000	97,600	208,600	-200	56,600	-1,400
Employment	18,258,200	250,000	190,700	1,900	52,100	-800
Unemployment	897,800	-152,400	17,900	-2,100	4,500	-600
Unemployment Rate	4.7%	-0.8%	8.6%	-1%	7.9%	-0.9%

Source: California Employment Development Department

District Enrollment Trends

Annual Headcount and FTES

The District's annual headcount has increased by six percent since 2011-2012, an average of
one percent growth per year. Full-time Equivalent Student enrollment increased six percent
over the same time period.

FTES enrollments in distance education courses have increased 32 percent over the past six
years. Growth in annual headcount and FTES has also occurred at both the Hanford and
Tulare campuses, but the Visalia campus decreased in both annual headcount (-5 percent)
and FTES (-9 percent). The annual headcount of students enrolling in at least one CTE
course decreased by 14 percent over the past six years.

Annual Headcount and FTES: 6-Yr Trend
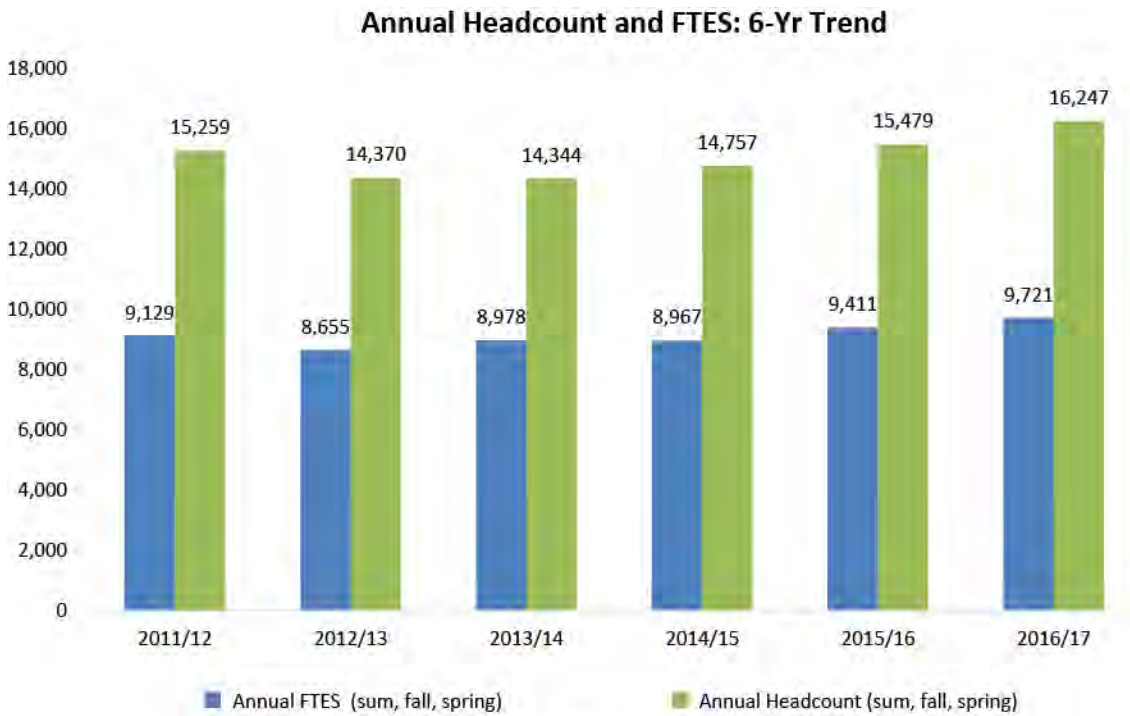
Source: COS Office of Research, Planning and Institutional Effectiveness

District-Wide Headcount and FTES

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	6-Yr Avg	6-Yr Change
Annual FTES (sum, fall, spring)	9,129	8,655	8,978	8,967	9,411	9,721	9,144	6%
Fall Headcount	11,992	11,390	11,146	11,265	11,981	12,750	11,754	6%
Annual Headcount (sum, fall, spring)	15,259	14,370	14,344	14,757	15,479	16,247	15,076	6%

Visalia Campus Headcount and FTES

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	6-Yr Avg	6-Yr Change
Annual FTES (sum, fall, spring)	7,735	7,205	7,193	7,054	6,780	7,029	7,166	-9%
Fall Headcount	10,909	10,440	10,047	10,138	9,807	10,050	10,232	-8%
Annual Headcount (sum, fall, spring)	13,744	13,092	13,012	13,157	12,601	13,030	13,106	-5%

Hanford Campus Headcount and FTES

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	6-Yr Avg	6-Yr Change
Annual FTES (sum, fall, spring)	790	783	875	861	1,013	974	883	23%
Fall Headcount	1,568	1,564	1,473	1,470	1,685	1,854	1,602	18%
Annual Headcount (sum, fall, spring)	2,495	2,403	2,366	2,377	2,668	2,745	2,509	10%

Tulare Campus Headcount and FTES

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	4-Yr Avg	4-Yr Change
*Annual FTES (sum, fall, spring)	-	249	670	686	787	827	742	23%
*Fall Headcount	-	-	1,544	1,441	2,115	2,284	1,846	48%
*Annual Headcount (sum, fall, spring)	-	1,200	2,989	2,674	3,313	3,323	3,075	11%

Distance Education Headcount and FTES

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	6-Yr Avg	6-Yr Change
Annual FTES (sum, fall, spring)	619	632	639	712	775	817	699	32%
Fall Headcount	2,236	2,174	2,184	2,085	2,358	2,334	2,229	4%
Annual Headcount (sum, fall, spring)	3,652	3,552	3,659	3,848	4,209	4,370	3,882	20%

Career Technical Education Headcount and FTES

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	6-Yr Avg	6-Yr Change
Annual FTES (sum, fall, spring)	NA	NA	NA	NA	NA	NA	NA	NA
Fall Headcount	6,571	6,144	5,714	5,459	5,595	5,616	5,850	-15%
Annual Headcount (sum, fall, spring)	9,501	8,713	8,367	8,255	8,294	8,167	8,550	-14%

Source: COS Office of Research, Planning and Institutional Effectiveness (EIS for FTES and Data Warehouse for Headcount)

Definition: Students who were enrolled in at least one course at census are included in these counts.
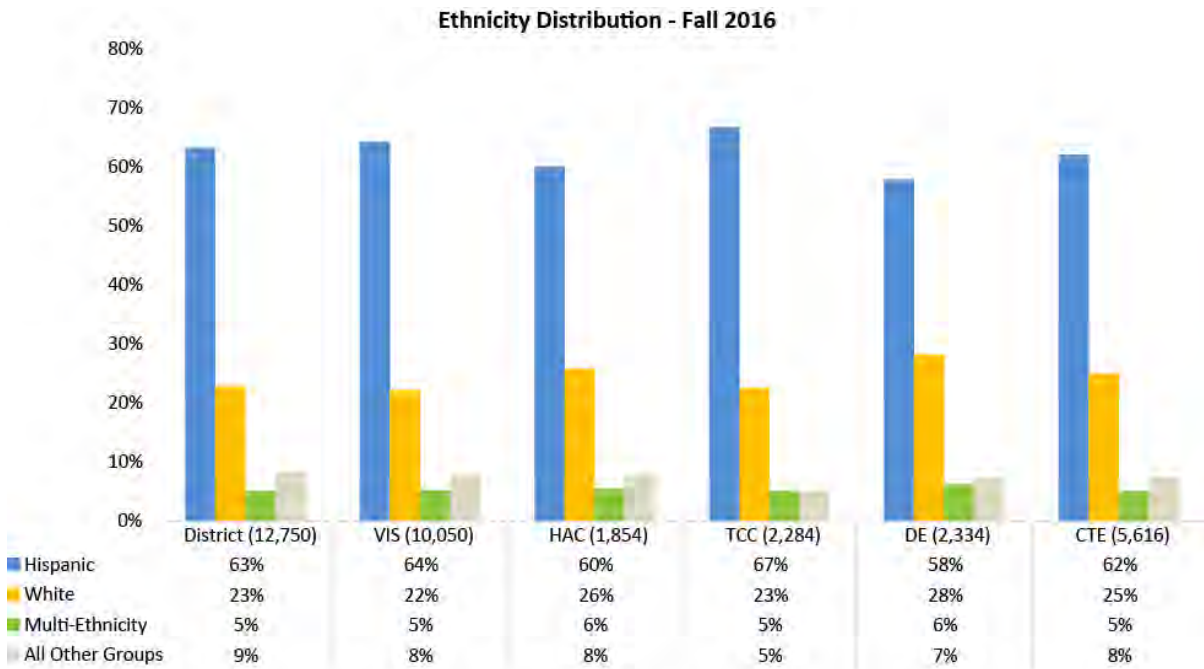
* Tulare campus did not open until spring 2013.

Campus locations are defined as follows:
Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Ethnicity Distribution

The percentage of Hispanic students enrolled at the District has increased by eight percent since fall 2011, while the percentage of White students decreased by seven percent over the same period. The increase in Hispanic enrollment occurred across the District, including all campus locations, distance education, and CTE sections. The average distribution of Hispanic students enrolled across District locations is similar, with the exception of distance education where the distribution of Hispanic students enrolled in distance education is slightly lower than the average. The percentage of Hispanic students enrolled in distance education classes has increased 11 percent over the past six years bringing the distribution closer to the average.

Ethnicity Distribution - Fall 2016

	District (12,750)	VIS (10,050)	HAC (1,854)	TCC (2,284)	DE (2,334)	CTE (5,616)
Hispanic	63%	64%	60%	67%	58%	62%
White	23%	22%	26%	23%	28%	25%
Multi-Ethnicity	5%	5%	6%	5%	6%	5%
All Other Groups	9%	8%	8%	5%	7%	8%

Source: COS Office of Research, Planning and Institutional Effectiveness

Sequoias District Student Race/Ethnicity Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	11,992	100%	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	11,754	100%	6%
African-American	370	3%	323	3%	305	3%	286	3%	363	3%	335	3%	330	3%	0%
American Indian/Alaskan Native	52	0%	40	0%	55	0%	54	0%	56	0%	65	1%	54	0%	0%
Asian	441	4%	388	3%	351	3%	353	3%	324	3%	315	2%	362	3%	-1%
Filipino	89	1%	95	1%	94	1%	94	1%	99	1%	114	1%	98	1%	0%
Hispanic	6,703	56%	6,479	57%	6,527	59%	6,839	61%	7,462	62%	8,085	63%	7,016	60%	8%
Multi-Ethnicity	557	5%	578	5%	587	5%	632	6%	619	5%	663	5%	606	5%	1%
Pacific Islander	19	0%	16	0%	10	0%	19	0%	13	0%	11	0%	15	0%	0%
Unknown	208	2%	227	2%	235	2%	198	2%	191	2%	244	2%	217	2%	0%
White Non-Hispanic	3,553	30%	3,244	28%	2,982	27%	2,790	25%	2,854	24%	2,918	23%	3,057	26%	-7%

Visalia Campus Student Race/Ethnicity Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	10,909	100%	10,440	100%	10,047	100%	10,138	100%	9,807	100%	10,050	100%	10,232	100%	-8%
African-American	338	3%	298	3%	286	3%	269	3%	301	3%	277	3%	295	3%	0%
American Indian/Alaskan Native	43	0%	37	0%	49	0%	49	0%	42	0%	39	0%	43	0%	0%
Asian	420	4%	378	4%	334	3%	329	3%	289	3%	268	3%	336	3%	-1%
Filipino	86	1%	94	1%	93	1%	88	1%	87	1%	102	1%	92	1%	0%
Hispanic	6,058	56%	5,955	57%	5,924	59%	6,182	61%	6,156	63%	6,477	64%	6,125	60%	9%
Multi-Ethnicity	521	5%	545	5%	549	5%	578	6%	520	5%	535	5%	541	5%	1%
Pacific Islander	19	0%	15	0%	6	0%	18	0%	10	0%	10	0%	13	0%	0%
Unknown	172	2%	144	1%	133	1%	124	1%	106	1%	104	1%	131	1%	-1%
White Non-Hispanic	3,252	30%	2,974	28%	2,673	27%	2,501	25%	2,296	23%	2,238	22%	2,656	26%	-8%

Hanford Center Student Race/Ethnicity Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	1,568	100%	1,564	100%	1,473	100%	1,470	100%	1,685	100%	1,854	100%	1,602	100%	18%
African-American	65	4%	52	3%	34	2%	52	4%	71	4%	57	3%	55	3%	-1%
American Indian/Alaskan Native	11	1%	9	1%	10	1%	8	1%	6	0%	13	1%	10	1%	0%
Asian	52	3%	48	3%	44	3%	55	4%	39	2%	45	2%	47	3%	-1%
Filipino	11	1%	14	1%	9	1%	9	1%	12	1%	14	1%	12	1%	0%
Hispanic	827	53%	845	54%	835	57%	836	57%	974	58%	1,117	60%	906	57%	8%
Multi-Ethnicity	68	4%	80	5%	75	5%	85	6%	107	6%	104	6%	87	5%	1%
Pacific Islander	0	0%	1	0%	3	0%	6	0%	3	0%	2	0%	3	0%	0%
Unknown	16	1%	22	1%	20	1%	21	1%	14	1%	20	1%	19	1%	0%
White Non-Hispanic	518	33%	493	32%	443	30%	398	27%	459	27%	482	26%	466	29%	-7%

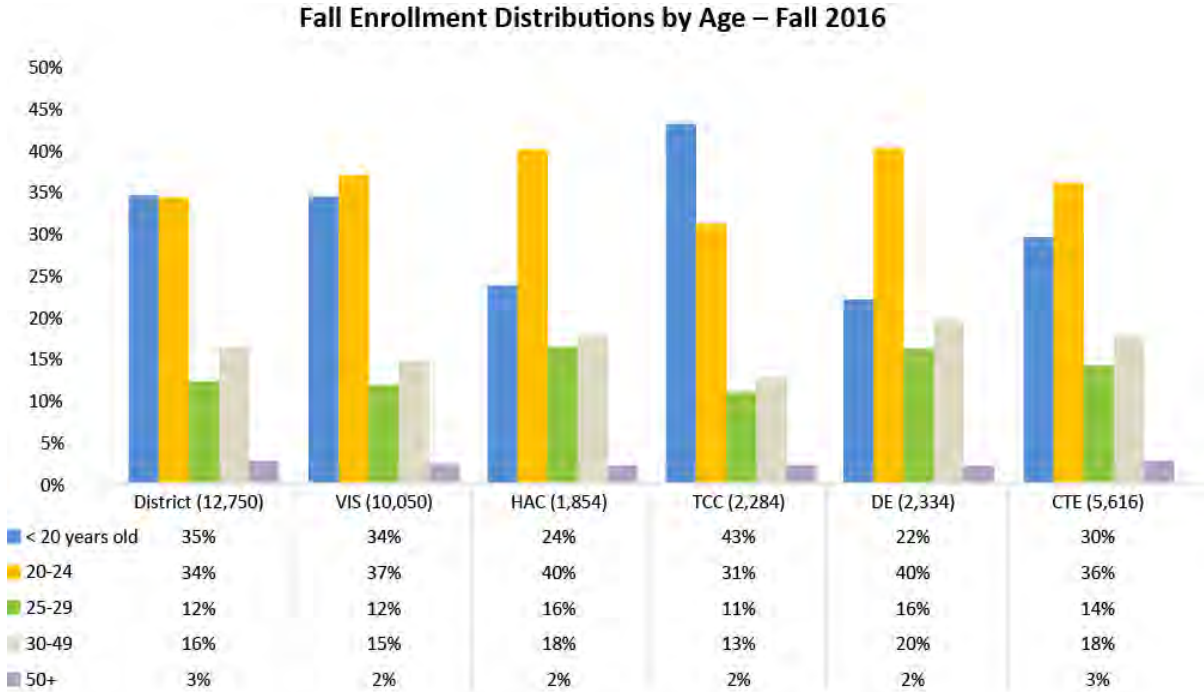Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)
Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows:
Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Tulare Center Student Race/Ethnicity Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		4-Yr Avg.		4-Yr Diff.
Total	-		-		1,544	100%	1,441	100%	2,115	100%	2,284	100%	1,846	100%	-
African-American	-		-		41	3%	25	2%	40	2%	44	2%	38	2%	-1%
American Indian/Alaskan Native	-		-		10	1%	11	1%	11	1%	10	0%	11	1%	0%
Asian	-		-		25	2%	18	1%	28	1%	32	1%	26	1%	0%
Filipino	-		-		6	0%	6	0%	10	0%	13	1%	9	0%	0%
Hispanic	-		-		860	56%	845	59%	1,362	64%	1,528	67%	1,149	62%	11%
Multi-Ethnicity	-		-		69	4%	79	5%	95	4%	119	5%	91	5%	1%
Pacific Islander	-		-		2	0%	3	0%	0	0%	1	0%	2	0%	0%
Unknown	-		-		15	1%	13	1%	20	1%	18	1%	17	1%	0%
White Non-Hispanic	-		-		516	33%	441	31%	549	26%	519	23%	506	27%	-11%

Distance Education Student Race/Ethnicity Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	2,236	100%	2,174	100%	2,184	100%	2,085	100%	2,358	100%	2,334	100%	2,229	100%	4%
African-American	81	4%	59	3%	50	2%	53	3%	62	3%	52	2%	60	3%	-1%
American Indian/Alaskan Native	6	0%	9	0%	14	1%	15	1%	19	1%	12	1%	13	1%	0%
Asian	81	4%	66	3%	64	3%	67	3%	69	3%	63	3%	68	3%	-1%
Filipino	21	1%	23	1%	18	1%	23	1%	15	1%	23	1%	21	1%	0%
Hispanic	1,053	47%	1,078	50%	1,179	54%	1,156	55%	1,329	56%	1,354	58%	1,192	53%	11%
Multi-Ethnicity	114	5%	109	5%	124	6%	128	6%	149	6%	148	6%	129	6%	1%
Pacific Islander	5	0%	3	0%	1	0%	4	0%	1	0%	3	0%	3	0%	0%
Unknown	36	2%	29	1%	18	1%	17	1%	14	1%	19	1%	22	1%	-1%
White Non-Hispanic	839	38%	798	37%	716	33%	622	30%	700	30%	660	28%	723	32%	-9%

Career Technical Student Race/Ethnicity Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	6,571	100%	6,144	100%	5,714	100%	5,459	100%	5,595	100%	5,616	100%	5,850	100%	-15%
African-American	213	3%	163	3%	157	3%	136	2%	171	3%	130	2%	162	3%	-1%
American Indian/Alaskan Native	34	1%	21	0%	28	0%	32	1%	31	1%	38	1%	31	1%	0%
Asian	215	3%	206	3%	144	3%	162	3%	152	3%	150	3%	172	3%	-1%
Filipino	46	1%	49	1%	42	1%	38	1%	53	1%	42	1%	45	1%	0%
Hispanic	3,567	54%	3,422	56%	3,296	58%	3,291	60%	3,383	60%	3,495	62%	3,409	58%	8%
Multi-Ethnicity	291	4%	290	5%	303	5%	311	6%	290	5%	286	5%	295	5%	1%
Pacific Islander	10	0%	10	0%	3	0%	11	0%	6	0%	5	0%	8	0%	0%
Unknown	88	1%	85	1%	65	1%	56	1%	55	1%	61	1%	68	1%	0%
White Non-Hispanic	2,107	32%	1,898	31%	1,676	29%	1,422	26%	1,454	26%	1,409	25%	1,661	28%	-7%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: *Students who were enrolled in at least one course at census are included in these counts.*

Campus locations are defined as follows:
Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Age Distribution

District wide, the proportion of students younger than 20 years old has increased three percent over the past six years; but the proportion of students younger than 20 years old decreased at the Hanford campus. Forty percent of distance education students are age 20-24.

Fall Enrollment Distributions by Age – Fall 2016

	District (12,750)	VIS (10,050)	HAC (1,854)	TCC (2,284)	DE (2,334)	CTE (5,616)
< 20 years old	35%	34%	24%	43%	22%	30%
20-24	34%	37%	40%	31%	40%	36%
25-29	12%	12%	16%	11%	16%	14%
30-49	16%	15%	18%	13%	20%	18%
50+	3%	2%	2%	2%	2%	3%

Source: COS Office of Research, Planning and Institutional Effectiveness

Sequoias District Student Age Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	11,992	100%	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	11,754	100%	-
< 20 years old	3,836	32%	3,416	30%	3,254	29%	3,531	31%	4,020	34%	4,403	35%	3,743	32%	3%
20-24	4,111	34%	4,238	37%	4,181	38%	4,177	37%	4,249	35%	4,372	34%	4,221	36%	0%
25-29	1,454	12%	1,402	12%	1,420	13%	1,385	12%	1,483	12%	1,553	12%	1,450	12%	0%
30-49	2,199	18%	2,010	18%	1,964	18%	1,847	16%	1,933	16%	2,084	16%	2,006	17%	-2%
50+	392	3%	324	3%	327	3%	325	3%	296	2%	338	3%	334	3%	-1%

Visalia Campus Student Age Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	10,909	100%	10,440	100%	10,047	100%	10,138	100%	9,807	100%	10,050	100%	10,232	100%	-
< 20 years old	3,560	33%	3,238	31%	3,027	30%	3,232	32%	3,308	34%	3,453	34%	3,303	32%	2%
20-24	3,852	35%	3,988	38%	3,924	39%	3,929	39%	3,685	38%	3,713	37%	3,849	38%	2%
25-29	1,288	12%	1,240	12%	1,233	12%	1,202	12%	1,189	12%	1,183	12%	1,223	12%	0%
30-49	1,895	17%	1,716	16%	1,615	16%	1,533	15%	1,428	15%	1,474	15%	1,610	16%	-3%
50+	314	3%	258	2%	248	2%	242	2%	197	2%	227	2%	248	2%	-1%

Hanford Center Student Age Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	1,568	100%	1,564	100%	1,473	100%	1,470	100%	1,685	100%	1,854	100%	1,602	100%	-
< 20 years old	473	30%	431	28%	374	25%	352	24%	491	29%	440	24%	427	27%	-6%
20-24	551	35%	611	39%	593	40%	620	42%	652	39%	743	40%	628	39%	5%
25-29	224	14%	203	13%	224	15%	228	16%	253	15%	303	16%	239	15%	2%
30-49	289	18%	289	18%	252	17%	244	17%	256	15%	328	18%	276	17%	-1%
50+	31	2%	30	2%	30	2%	26	2%	33	2%	40	2%	32	2%	0%

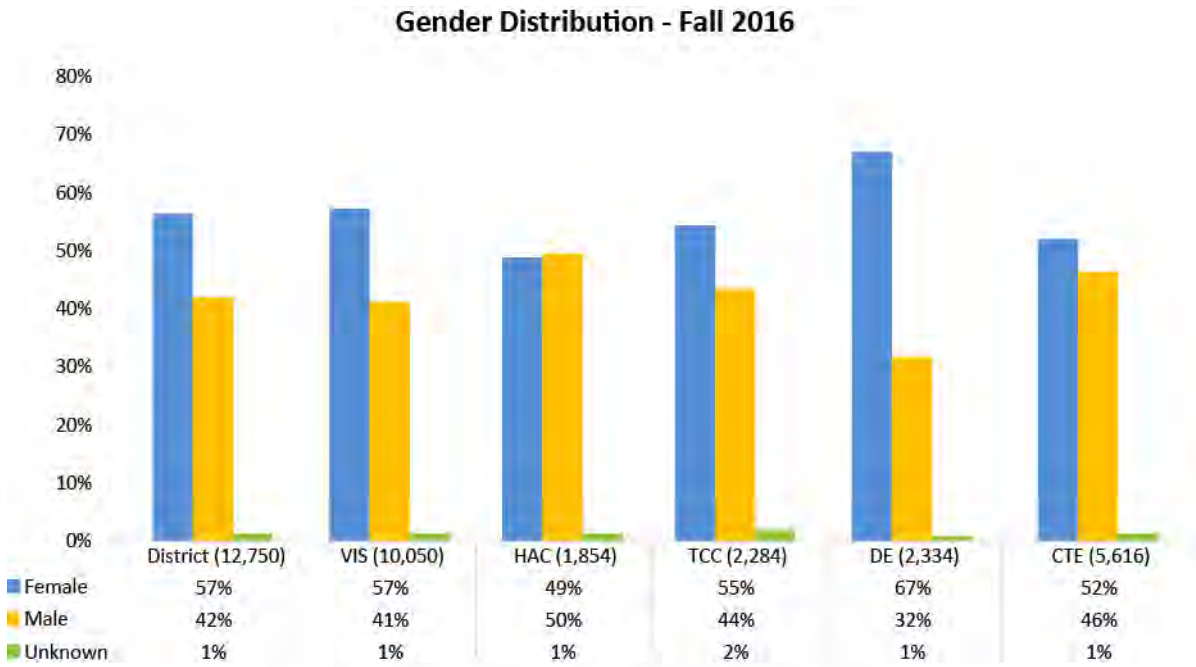*Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)*

Definition: *Students who were enrolled in at least one course at census are included in these counts.*

Campus locations are defined as follows:
Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Tulare Center Student Age Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		4-Yr Avg.		4-Yr Diff.
Total	-		-		1,544	100%	1,441	100%	2,115	100%	2,284	100%	1,846	100%	-
< 20 years old	-		-		494	32%	535	37%	828	39%	984	43%	710	38%	11%
20-24	-		-		578	37%	517	36%	755	36%	711	31%	640	35%	-6%
25-29	-		-		210	14%	170	12%	245	12%	249	11%	219	12%	-3%
30-49	-		-		229	15%	191	13%	242	11%	290	13%	238	13%	-2%
50+	-		-		33	2%	28	2%	45	2%	50	2%	39	2%	0%

Distance Education Student Age Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	2,236	100%	2,174	100%	2,184	100%	2,085	100%	2,358	100%	2,334	100%	2,229	100%	-
< 20 years old	519	23%	428	20%	452	21%	470	23%	552	23%	514	22%	489	22%	-1%
20-24	836	37%	873	40%	874	40%	841	40%	935	40%	938	40%	883	40%	3%
25-29	352	16%	370	17%	343	16%	326	16%	390	17%	376	16%	360	16%	0%
30-49	468	21%	452	21%	466	21%	401	19%	436	18%	457	20%	447	20%	-1%
50+	61	3%	51	2%	49	2%	47	2%	45	2%	49	2%	50	2%	-1%

Career Technical Education Student Age Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	6,571	100%	6,144	100%	5,714	100%	5,459	100%	5,595	100%	5,616	100%	5,850	100%	-
< 20 years old	2,044	31%	1,720	28%	1,514	26%	1,578	29%	1,676	30%	1,657	30%	1,698	29%	-2%
20-24	2,208	34%	2,317	38%	2,173	38%	2,062	38%	2,071	37%	2,023	36%	2,142	37%	2%
25-29	819	12%	803	13%	807	14%	746	14%	782	14%	793	14%	792	14%	2%
30-49	1,278	19%	1,122	18%	1,051	18%	918	17%	928	17%	989	18%	1,048	18%	-2%
50+	222	3%	182	3%	169	3%	155	3%	138	2%	154	3%	170	3%	-1%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: *Students who were enrolled in at least one course at census are included in these counts.*

Campus locations are defined as follows:
Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Gender Distribution

Over the past six years, the distribution of male and female students is nearly unchanged. For most of the campus locations, the female population is larger than the male population (District wide, 56 percent to 43 percent, respectively), while the proportion of male students is largest at the Hanford campus (49 percent). The distribution of females enrolled in a distance education course is noticeably larger than the male population.

Gender Distribution - Fall 2016

	District (12,750)	VIS (10,050)	HAC (1,854)	TCC (2,284)	DE (2,334)	CTE (5,616)
Female	57%	57%	49%	55%	67%	52%
Male	42%	41%	50%	44%	32%	46%
Unknown	1%	1%	1%	2%	1%	1%

Source: COS Office of Research, Planning and Institutional Effectiveness

Sequoias District Student Gender Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	11,992	100%	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	11,754	100%	-
Female	6,717	56%	6,295	55%	6,214	56%	6,340	56%	6,750	56%	7,208	57%	6,587	56%	1%
Male	5,236	44%	5,077	45%	4,909	44%	4,845	43%	5,094	43%	5,367	42%	5,088	43%	-2%
Unknown	39	0%	18	0%	23	0%	80	1%	137	1%	175	1%	79	1%	1%

Visalia Campus Student Gender Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	10,909	100%	10,440	100%	10,047	100%	10,138	100%	9,807	100%	10,050	100%	10,232	100%	-
Female	6,204	57%	5,902	57%	5,706	57%	5,766	57%	5,562	57%	5,763	57%	5,817	57%	0%
Male	4,674	43%	4,525	43%	4,322	43%	4,301	42%	4,145	42%	4,146	41%	4,352	43%	-2%
Unknown	31	0%	13	0%	19	0%	71	1%	100	1%	141	1%	63	1%	1%

Hanford Center Student Gender Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	1,568	100%	1,564	100%	1,473	100%	1,470	100%	1,685	100%	1,854	100%	1,602	100%	-
Female	790	50%	794	51%	733	50%	716	49%	848	50%	907	49%	798	50%	-1%
Male	773	49%	769	49%	739	50%	738	50%	796	47%	921	50%	789	49%	0%
Unknown	5	0%	1	0%	1	0%	16	1%	41	2%	26	1%	15	1%	1%

Tulare Center Student Gender Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		4-Yr Avg.		4-Yr Diff.
Total	-		-		1,544	100%	1,441	100%	2,115	100%	2,284	100%	1,846	100%	-
Female	-		-		787	51%	744	52%	1,136	54%	1,245	55%	978	53%	4%
Male	-		-		757	49%	686	48%	954	45%	994	44%	848	46%	-6%
Unknown	-		-		0	0%	11	1%	25	1%	45	2%	20	1%	2%

Distance Education Student Gender Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	2,236	100%	2,174	100%	2,184	100%	2,085	100%	2,358	100%	2,334	100%	2,229	100%	-
Female	1,473	66%	1,436	66%	1,453	67%	1,386	66%	1,583	67%	1,568	67%	1,483	67%	1%
Male	758	34%	732	34%	728	33%	691	33%	755	32%	744	32%	735	33%	-2%
Unknown	5	0%	6	0%	3	0%	8	0%	20	1%	22	1%	11	0%	1%

Career Technical Education Student Gender Profile

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg.		6-Yr Diff.
Total	6,571	100%	6,144	100%	5,714	100%	5,459	100%	5,595	100%	5,616	100%	5,850	100%	-
Female	3,493	53%	3,230	53%	2,990	52%	2,864	52%	2,936	52%	2,931	52%	3,074	53%	-1%
Male	3,061	47%	2,906	47%	2,711	47%	2,561	47%	2,599	46%	2,610	46%	2,741	47%	0%
Unknown	17	0%	8	0%	13	0%	34	1%	60	1%	75	1%	35	1%	1%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows:
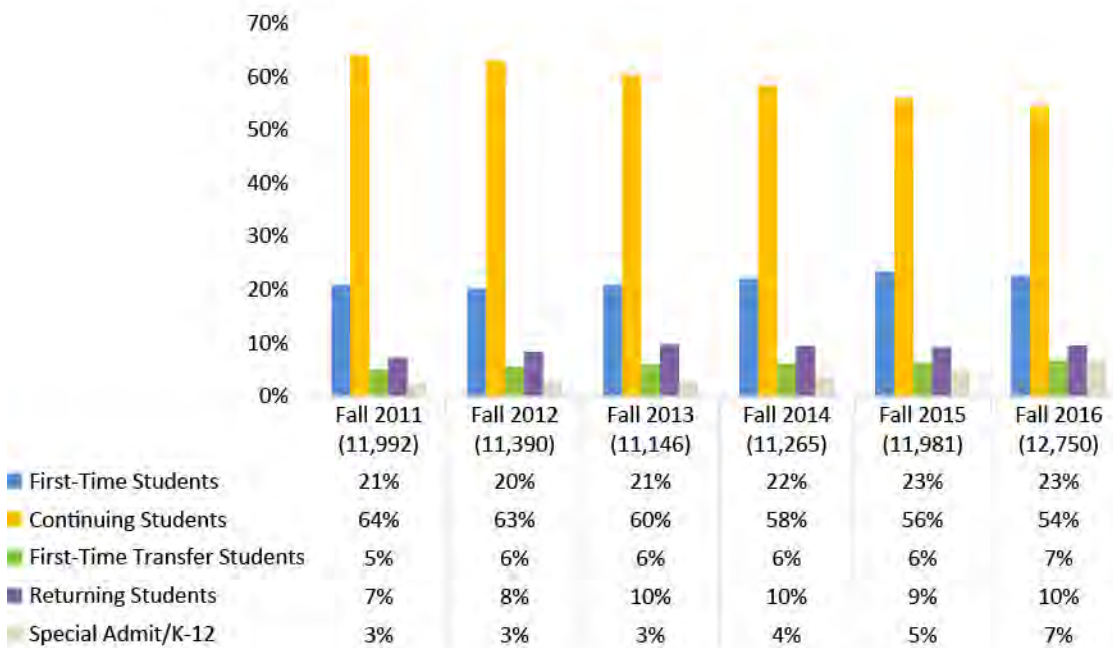Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Sections Offered

The District has increased its credit course offerings by ten percent over the past six years: On average, 80 percent of the courses offered are UC or CSU transferable. Distance education course offerings have increased by 27 percent, course offerings at the Hanford Campus have increased 30 percent, and course offerings in Visalia have decreased seven percent over the same time period. Course offerings at the Tulare campus have increased ten percent since its opening four years ago. Noncredit sections have increased 76 percent, largely due to the expansion of noncredit ESL courses to off-campus locations.

Sections Offered Distribution: 6 - Year Average

- UC-CSU Transferable
- COS Degree Applicable
- Basic Skills & Non-Degree Credit

5%
15%
80%
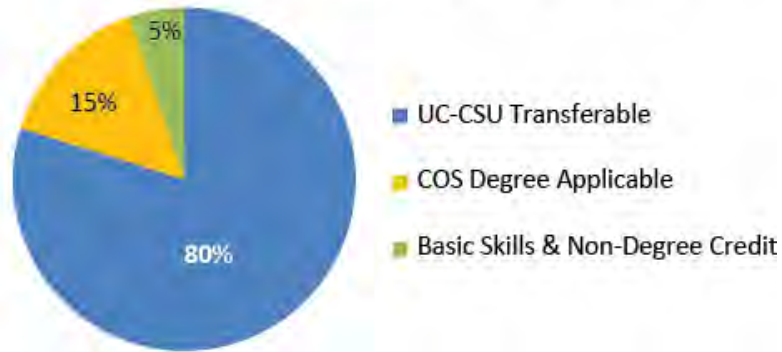
Source: COS Office of Research, Planning and Institutional Effectiveness

District-Wide Credit Sections Offered

Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
Total	1,156	100%	1,122	100%	1,160	100%	1,125	100%	1,186	100%	1,273	100%	1,170	100%	10%
UC-CSU Transferable	935	81%	903	80%	935	81%	899	80%	939	79%	995	78%	934	80%	6%
COS Degree Applicable	165	14%	165	15%	163	14%	164	15%	188	16%	209	16%	176	15%	27%
Basic Skills & Non-Degree Credit	56	5%	54	5%	62	5%	62	6%	59	5%	69	5%	60	5%	23%

Visalia Campus Credit Sections Offered

Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
Total	976	100%	950	100%	913	100%	893	100%	867	100%	906	100%	918	100%	-7%
UC-CSU Transferable	802	82%	779	82%	741	81%	721	81%	686	79%	710	78%	740	81%	-11%
COS Degree Applicable	122	13%	121	13%	116	13%	116	13%	130	15%	138	15%	124	13%	13%
Basic Skills & Non-Degree Credit	52	5%	50	5%	56	6%	56	6%	51	6%	58	6%	54	6%	12%

Hanford Campus Credit Sections Offered

Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
Total	79	100%	87	100%	92	100%	85	100%	97	100%	103	100%	91	100%	30%
UC-CSU Transferable	57	72%	63	72%	71	77%	61	72%	71	73%	74	72%	66	73%	30%
COS Degree Applicable	18	23%	20	23%	16	17%	19	22%	20	21%	22	21%	19	21%	22%
Basic Skills & Non-Degree Credit	4	5%	4	5%	5	5%	5	6%	6	6%	7	7%	5	6%	75%

Tulare Campus Credit Sections Offered

Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		4-Yr Avg		4-Yr Change
Total	-	-	-	-	125	100%	113	100%	126	100%	138	100%	126	100%	10%
UC-CSU Transferable	-	-	-	-	104	83%	95	84%	101	80%	111	80%	103	82%	7%
COS Degree Applicable	-	-	-	-	20	16%	17	15%	24	19%	24	17%	21	17%	20%
Basic Skills & Non-Degree Credit	-	-	-	-	1	1%	1	1%	1	1%	3	2%	2	1%	200%

Distance Education Credit Sections Offered

Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
Total	83	100%	91	100%	95	100%	90	100%	102	100%	105	100%	94	100%	27%
UC-CSU Transferable	74	89%	81	89%	86	91%	78	87%	87	85%	89	85%	83	87%	20%
COS Degree Applicable	7	8%	8	9%	8	8%	10	11%	13	13%	13	12%	10	10%	86%
Basic Skills & Non-Degree Credit	2	2%	2	2%	1	1%	2	2%	2	2%	3	3%	2	2%	50%

CTE Credit Sections Offered

Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
Total	445	100%	424	100%	415	100%	378	100%	392	100%	407	100%	410	100%	-9%
UC-CSU Transferable	368	83%	348	82%	346	83%	309	82%	317	81%	326	80%	336	82%	-11%
COS Degree Applicable	74	17%	73	17%	67	16%	66	17%	73	19%	78	19%	72	18%	5%
Basic Skills & Non-Degree Credit	3	1%	3	1%	2	0%	3	1%	2	1%	3	1%	3	1%	0%

Non-Credit Sections Offered

Campus Location	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	6-Yr Avg	6-Yr Change
District Total	46	51	50	48	65	81	57	76%
Visalia Campus	33	38	38	37	36	44	38	33%
Hanford Campus	0	1	0	0	0	5	1	-
Tulare Campus	0	0	0	0	0	0	0	-
Distance Education	0	0	0	0	0	2	0	-
Off-Campus Locations	13	12	12	11	29	30	18	131%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)
Definition: Unduplicated count of course reference numbers (CRNs) for active non-credit courses.

Campus locations are defined as follows:
Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Enrollment Status

The proportion of continuing students has decreased ten percentage points while other groups have minimally increased over the past six years. Special Admit/K-12 students have increased by four percentage points due to an increase in dual enrollment offerings.

The proportion of special student populations has remained consistent over the past six years. The largest special groups on campus are first-generation students – 48 percent, followed by Access and Ability Center students – seven percent, and Extended Opportunity Programs and Services students – seven percent.

Enrollment Status (district-wide): Fall 2011 - Fall 2016

	Fall 2011 (11,992)	Fall 2012 (11,390)	Fall 2013 (11,146)	Fall 2014 (11,265)	Fall 2015 (11,981)	Fall 2016 (12,750)
■ First-Time Students	21%	20%	21%	22%	23%	23%
■ Continuing Students	64%	63%	60%	58%	56%	54%
■ First-Time Transfer Students	5%	6%	6%	6%	6%	7%
■ Returning Students	7%	8%	10%	10%	9%	10%
Special Admit/K-12	3%	3%	3%	4%	5%	7%

Source: COS Office of Research, Planning and Institutional Effectiveness

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Enrollment Status Distribution

Status	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	6-Yr Avg	6-Yr Diff.
First-Time Students	21%	20%	21%	22%	23%	23%	22%	2%
Continuing Students	64%	63%	60%	58%	56%	54%	60%	-10%
First-Time Transfer Students	5%	6%	6%	6%	6%	7%	6%	2%
Returning Students	7%	8%	10%	10%	9%	10%	9%	2%
Special Admit/K-12	3%	3%	3%	4%	5%	7%	3%	4%

Student Groups - Percent of Total Enrollment

Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	6-Yr Avg	6-Yr Diff.
First-Generation Students	NA	48%	47%	48%	48%	49%	48%	1%
DSPS	6%	6%	6%	7%	7%	7%	7%	1%
EOPS	7%	7%	8%	8%	8%	7%	7%	0%
EOPS-CARE	1%	1%	1%	1%	1%	1%	1%	0%
CalWORKs	2%	2%	2%	2%	2%	2%	2%	0%
Foster Youth	3%	4%	2%	2%	3%	2%	3%	-1%
Puente	1%	2%	2%	1%	1%	1%	1%	-1%
Veterans	2%	2%	3%	2%	2%	1%	2%	-1%
Athletes	2%	2%	3%	3%	4%	3%	3%	0%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: *Unduplicated count of students enrolled at census.*

Fall Unit Load

For fall terms, the proportion of students enrolled on a full-time basis has decreased five percentage points over the past six years. The proportion of students enrolled as noncredit has increased by two percentage points, and part-time enrollment has increased three percentage points over the same time period.

Fall Unit Load
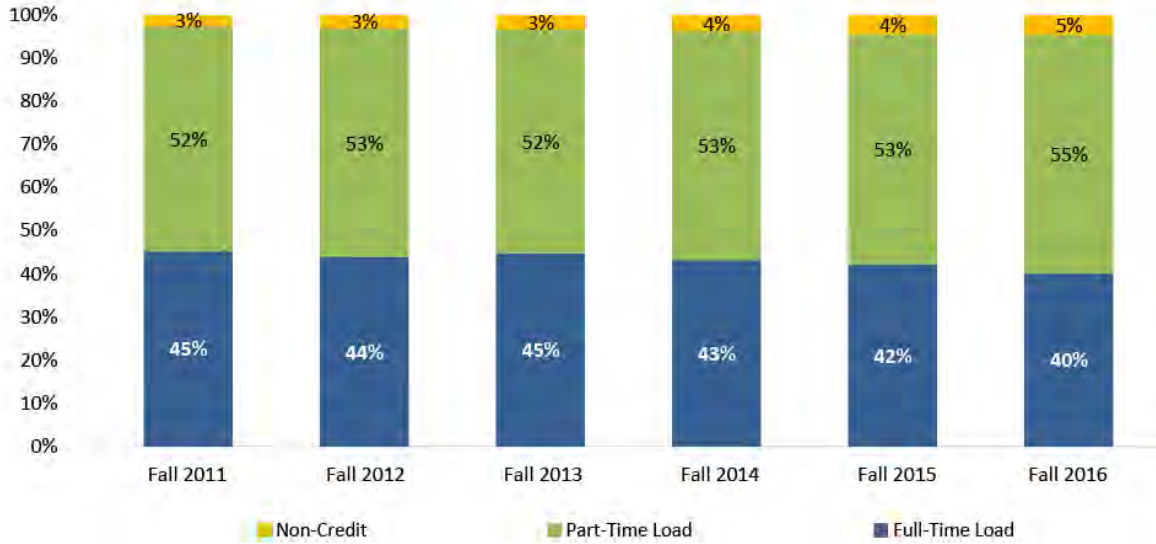
Fall Unit Load	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	6-Yr Avg	6-Yr Diff.
District Total	11,992	11,390	11,146	11,265	11,981	12,750	11,754	-
Non-Credit	3%	3%	3%	4%	4%	5%	4%	2%
Full-Time Load	45%	44%	45%	43%	42%	40%	43%	-5%
Part-Time Load	52%	53%	52%	53%	53%	55%	53%	3%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Students who were enrolled in at least one course during census are included in this count.
   All sites and instructional methods are included in these counts.

- Full-Time Load: 12 or more credit units

- Part-Time Load: Between 0.5 and 11.5 credit units

- Non-Credit: 0 units

Placement into Mathematics, English, and English as a Second Language (ESL)

On average, the rate of first-time students placing into transfer-level mathematics is 15 percent. Hispanic and African American students place into transfer-level math at lower levels at an average of 12 percent and six percent, respectively. Over the past six years, 37 percent of first-time students place into transfer-level English. White students (56 percent) have the highest placement rates among all student groups placing into transfer-level English; Hispanic and African-American students have lower than average placement, with 32 percent and 22 percent placing into transfer-level English, respectively. Most students (58 percent) placing into the ESL sequence start at five levels below transfer-level English.

Placing into Transfer-Level Math: 6 -Year Average
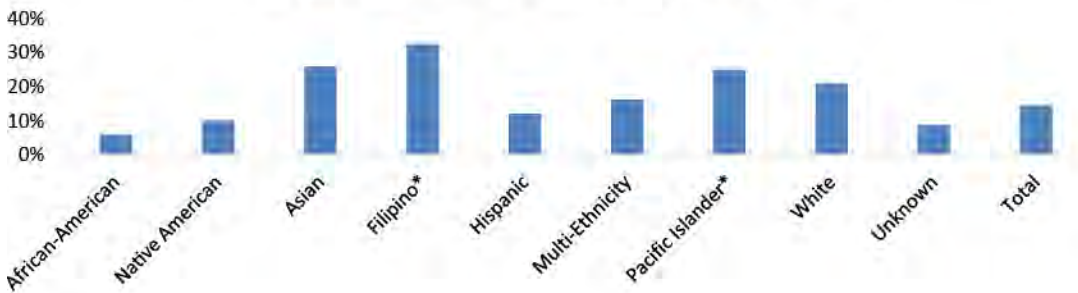
Placing into Transfer-Level English: 6 -Year Average
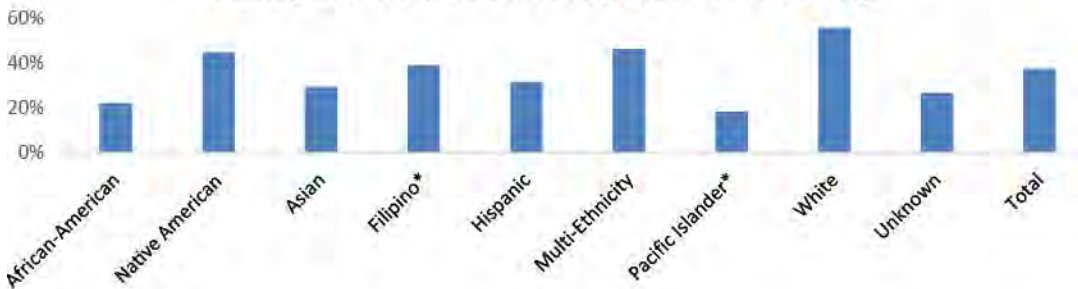
ESL Placement Trends: 6 -Year Average

- 3 Levels Below — 25%
- 4 Levels Below — 18%
- 5 Levels Below — 58%
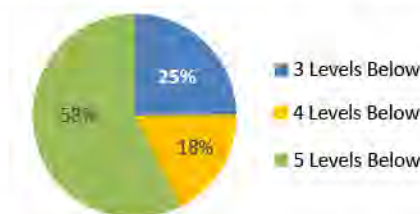
Source: *COS Office of Research, Planning and Institutional Effectiveness*

* Denotes less than twenty students are included in the percentage

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Feeder High School Population

Enrollment from the District's feeder high schools is monitored by comparing the percentage of feeder high school graduates to the percentage of feeder high school students who enroll in the District in the subsequent fall term. In fall 2016, the proportion of first-time Hispanic students from feeder high schools enrolled at COS was greater than the proportion of Hispanic feeder high school graduates. In comparison, the proportion of first-time White students from feeder high schools enrolling in COS was less than the proportion of White feeder high school graduates. The proportion of female and male first-time students from feeder high schools enrolling at COS was the same for both the fall 2015 and fall 2016 semesters.
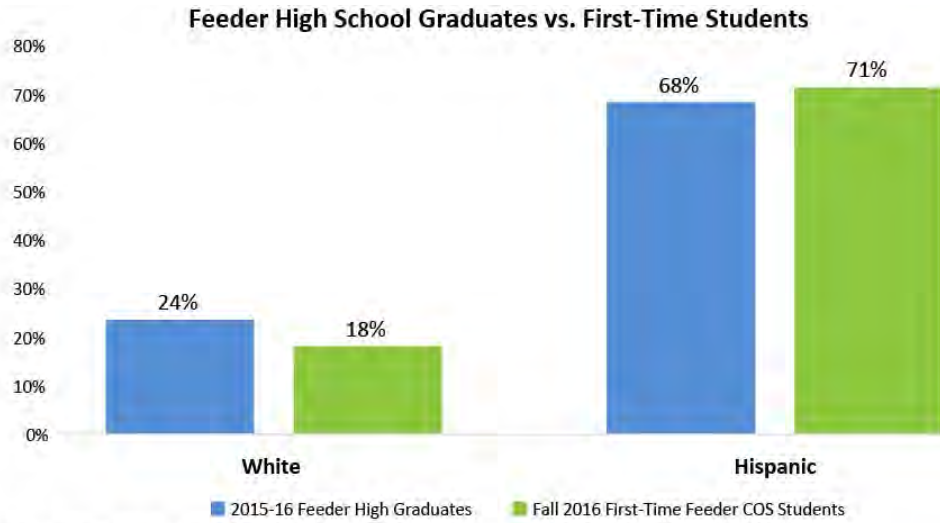
Feeder High School Graduates vs. First-Time Students

Source: California Department of Education
Source: COS First-Time Feeder HS Enrollment: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

First-Time Feeder Student Enrollment vs. Feeder High Schools Graduates

Race/Ethnicity	2014-15 Feeder High Graduates		Fall 2015 First-Time Feeder COS Students		2015-16 Feeder High Graduates		Fall 2016 First-Time Feeder COS Students		
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Difference
White	1,143	25%	346	20%	1,069	24%	322	18%	-2%
African American	136	3%	37	2%	115	3%	30	2%	0%
American Indian	35	1%	7	0%	44	1%	1	0.1%	0%
Asian	161	4%	38	2%	118	3%	31	2%	0%
Filipino	0	0%	0	0%	40	1%	11	1%	1%
Pacific Island	7	0.2%	0	0%	14	0.3%	1	0.1%	0%
Hispanic	3,065	67%	1,193	70%	3,102	68%	1,271	71%	1%
Two or More & Unknown	31	1%	76	4%	37	1%	113	6%	2%

Gender	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Difference
Female	2,320	51%	860	51%	2,402	53%	889	51%	0%
Male	2,258	49%	830	49%	2,137	47%	847	49%	0%

Source: California Department of Education
Source: COS First-Time Feeder HS Enrollment: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Financial Aid Recipients

Over the past six years, an average of 9,800 students received a financial aid award with that number increasing since 2013-2014; the average award amount is $3,108. In 2015-2016, 61 percent of COS students received at least some financial aid.

Financial Aid Recipients: 6-Year Trend

Year	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Recipients	10,058	9,541	9,209	9,884	9,988	10,186

Financial Aid Applicants, Recipients, and Expenditures

Year	# SFA Applicants	# SFA Recipients	Total Expenditures	# Board of Governors Fee Waivers	Board of Governors Expenditures
2010/11	17,173	10,058	$ 29,438,051	10,016	$ 4,478,656
2011/12	16,830	9,541	$ 28,997,343	9,502	$ 5,837,339
2012/13	17,524	9,209	$ 29,336,994	9,458	$ 7,555,914
2013/14	17,120	9,884	$ 30,884,134	9,837	$ 8,094,183
2014/15	16,907	9,988	$ 31,446,456	9,942	$ 8,002,229
2015/16	16,751	10,186	$ 32,865,967	10,131	$ 8,187,540

6-Yr Average SFA Award Amount (per student): $ 3,108
6-Yr Average BOG Award Amount (per student): $ 716

Expenditures by Fund Source - 2015/16			Expenditures by Type of Aid - 2015/16		
Federal	$20,997,286	64%	Grants	$31,558,279	96%
State	$11,231,062	34%	Loans	$944,990	3%
Local	$637,619	2%	Employment	$362,698	1%
Total	**$32,865,967**	**100%**	**Total**	**$32,865,967**	**100%**

Source: Financial Aid Office EOY Report

Student Achievement Data

Course Success

The course success rate in fall 2016 was 72 percent, while the six-year average course success rate was 70 percent, an increase of three percentage points over the past six years. Course success rates range from 64 percent to 78 percent for all demographic groups. Success rates for full-time students (72 percent) are higher than the rates of part-time students (65 percent). In addition, success rates for non-degree applicable courses (58 percent) are noticeably lower when compared to UC or CSU transferable (70 percent) and degree-applicable courses (68 percent). The course success rates in distance education courses (56 percent) are lower than face-to-face courses (71 percent).

Successful Course Completion Rates: 6-Year Overall

District Total	Full-Time (12+ units)	Part-Time (0.5 - 11.9 units)
70%	72%	65%

Institutional Standard: Successful Course Completions (Fall Terms)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
State Totals	69%	-	70%	-	70%	-	69%	-	70%	-	70%	-	-
District Total	69%	35,539	69%	34,466	69%	34,111	68%	33,851	71%	37,513	72%	38,473	70%

Race/Ethnicity	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
African-American	62%	1,353	61%	1,203	62%	1,185	63%	1,076	63%	1,358	70%	1,206	64%
American Indian/Alaskan Native	71%	159	69%	141	58%	161	66%	172	57%	191	67%	150	64%
Asian	78%	1,324	76%	1,181	74%	1,014	70%	1,038	78%	951	72%	880	75%
Filipino	74%	245	69%	282	74%	278	79%	292	84%	314	82%	340	78%
Hispanic	66%	19,587	67%	19,357	67%	19,685	66%	20,270	70%	23,152	71%	24,421	68%
Multi-Ethnicity	67%	1,685	66%	1,759	68%	1,944	69%	1,990	67%	2,059	71%	2,152	68%
Pacific Islander	74%	66	82%	55	81%	27	64%	56	62%	34	60%	25	71%
White Non-Hispanic	76%	10,559	73%	9,962	72%	9,274	72%	8,531	75%	9,084	75%	8,960	74%
Unknown	73%	561	73%	526	69%	543	69%	426	78%	370	75%	339	73%

Age Group	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Under 20	67%	13,735	67%	12,265	67%	11,845	66%	12,596	70%	15,244	72%	16,013	69%
20 - 24	68%	12,660	69%	13,414	68%	13,704	68%	13,263	70%	13,795	70%	13,645	69%
25 - 49	74%	8,369	70%	8,121	71%	7,982	71%	7,445	76%	7,909	73%	8,187	73%
50 and Above	77%	775	73%	666	73%	580	73%	547	75%	565	74%	628	74%

Gender	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Female	71%	19,704	71%	18,956	70%	18,802	70%	18,724	72%	20,790	73%	21,433	71%
Male	67%	15,761	67%	15,464	67%	15,225	66%	14,810	70%	16,189	70%	16,430	68%
Unknown	53%	74	52%	46	60%	84	61%	317	66%	534	70%	610	66%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: *Successful Course Completions is defined here as the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio.*

Instructional method comparison utilizes instructional method codes OO, OH, ON 72 (distance education) and less than 10 (face-to-face).

Institutional Standard: Successful Course Completions (Fall Terms)

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
State Total	69%	-	70%	-	70%	-	69%	-	70%	-	70%	-	-
District Total	69%	35,539	69%	34,466	69%	34,111	68%	33,851	71%	37,513	72%	38,473	70%
Course Level	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
UC or CSU Transferable	71%	28,739	71%	27,774	70%	26,969	70%	26,925	71%	28,105	72%	28,321	70%
COS Degree Applicable Courses	64%	5,120	61%	5,045	64%	5,545	63%	5,365	74%	7,863	74%	8,409	68%
Non-Degree Applicable Courses	59%	1,680	61%	1,647	59%	1,597	52%	1,561	55%	1,545	59%	1,743	58%

Unit Load	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Full-Time (12+ units)	72%	23,196	72%	21,808	71%	21,861	71%	21,137	73%	23,332	75%	23,530	72%
Part-Time (0.5 - 11.9 units)	65%	12,326	63%	12,646	64%	12,224	64%	12,693	67%	14,166	68%	14,926	65%

Instructional Method	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Distance Education	58%	2,832	54%	3,119	54%	3,059	55%	2,985	58%	3,425	58%	3,361	56%
Face-to-face Education	70%	32,254	70%	30,947	70%	30,688	69%	30,545	72%	33,806	73%	34,851	71%

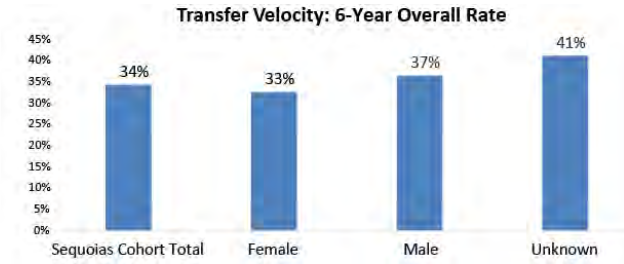| *Campus Location*	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Visalia Campus	69%	31,484	68%	30,351	68%	28,319	68%	28,066	71%	28,110	71%	28,107	69%
Hanford Campus	69%	2,684	71%	2,791	70%	2,771	68%	2,695	72%	3,330	75%	3,406	71%
Tulare Campus	-	-	-	-	71%	2,571	70%	2,419	79%	3,356	78%	3,781	75%
Off-Campus Locations	77%	1,368	81%	1,324	70%	447	69%	668	64%	2,714	64%	3,176	68%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: *Successful Course Completions is defined here as the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio.*

*Instructional method comparison utilizes instructional method codes OO, OH, ON 72 (distance education) and less than 10 (face-to-face).

Fall-to-Fall Retention

Over the past six years, 62 percent of first-time students were retained from fall to fall. The average retention rate for African-American students was 47 percent, which was lower than other ethnicity groups. Females had a higher retention rate than males, 66 percent and 59 percent, respectively. Students younger than 20 years old (65 percent) had higher retention rates than the other age categories.

Fall-to-Fall Retention: 6-Year Overall Rate
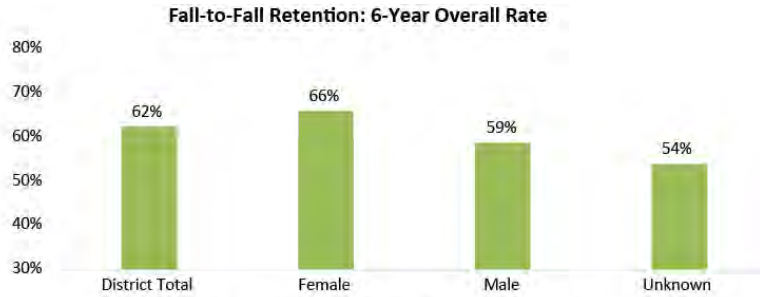
Institutional Standard: Fall-to-Fall Student Retention

Race/Ethnicity	2010 -> 2011		2011 -> 2012		2012 -> 2013		2013 -> 2014		2014 -> 2015		2015 -> 2016		6-Yr Overall	
	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate
District Total	2,068	62%	1,676	60%	1,511	61%	1,634	65%	1,735	64%	1,906	63%	10,530	62%
African-American	76	41%	71	55%	70	43%	61	43%	56	66%	77	42%	411	47%
American Indian/Alaskan Native	4	25%	8	38%	6	83%	9	56%	13	69%	10	50%	50	56%
Asian	65	78%	41	59%	22	82%	34	74%	45	67%	36	81%	243	73%
Filipino	7	71%	12	83%	9	56%	6	100%	5	80%	17	71%	56	75%
Hispanic	1,239	62%	1,028	59%	917	62%	997	67%	1109	66%	1257	64%	6547	63%
Multi-Ethnicity	91	49%	90	62%	92	59%	108	64%	87	53%	111	57%	579	58%
Pacific Islander	4	25%	-		1	0%	-		2	50%	-		7	29%
White Non-Hispanic	554	62%	408	63%	379	62%	378	64%	402	59%	380	63%	2501	62%
Unknown	28	79%	18	78%	15	60%	41	66%	16	75%	18	72%	136	71%

Age	2010 -> 2011		2011 -> 2012		2012 -> 2013		2013 -> 2014		2014 -> 2015		2015 -> 2016		6-Yr Overall	
	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate
District Total	2,068	62%	1,676	60%	1,511	61%	1,634	65%	1,735	64%	1,906	63%	10,530	62%
Under 20	1,780	66%	1,484	62%	1,333	63%	1428	69%	1509	67%	1683	65%	9217	65%
20 - 24	152	39%	113	46%	99	45%	138	41%	141	41%	166	43%	809	42%
25 - 49	122	32%	77	38%	74	42%	65	38%	80	49%	56	52%	474	41%
50 or more	14	43%	2	0%	5	40%	3	33%	5	40%	1	0%	30	37%

Gender	2010 -> 2011		2011 -> 2012		2012 -> 2013		2013 -> 2014		2014 -> 2015		2015 -> 2016		6-Yr Overall	
	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate
District Total	2,068	62%	1,676	60%	1,511	61%	1,634	65%	1,735	64%	1,906	63%	10,530	62%
Female	1,112	64%	824	63%	766	63%	827	70%	856	68%	963	68%	5348	66%
Male	948	59%	851	57%	742	59%	794	61%	839	60%	882	57%	5056	59%
Unknown	8	13%	1	0%	3	33%	13	46%	40	58%	61	61%	126	54%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Retention is defined as the ratio of all first-time students with a declared goal to transfer, earn an AA/AS, or earn a two-year vocational certificate, who complete a course with any grade (A,B,C,D,F,W,CR,NC,P,NP, and I) in the initial Fall term and is registered for a course post census (registration code starts with 'R' or = 'DW') in the subsequent Fall term.

Associate Degrees Awarded

Over the past six years, the number of Associate of Art degrees awarded with a goal of transfer has increased 24 percent; during the same time period, the number of Associate of Art degrees not-for-transfer decreased by 17 percent. In addition, the number of Associate of Science degrees awarded with a goal of transfer increased 11 percent, while the number of not-for-transfer AS degrees decreased by 19 percent during the same time period.

Associate Award Types: 6-Year Trend

Associate Degrees Awarded	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		6-yr Avg		6-Yr Diff.
Total Degrees	1,003	100%	902	100%	990	100%	1,093	100%	1,119	100%	1,202	100%	1,052	100%	–
AA - for Transfer	274	27%	340	38%	437	44%	555	51%	567	51%	619	51%	465	44%	24%
AS - for Transfer	0	0%	20	2%	17	2%	51	5%	66	6%	133	11%	48	5%	11%
AA - Not for Transfer	310	31%	200	22%	203	21%	189	17%	182	16%	172	14%	209	20%	-17%
AS - Not for Transfer	419	42%	342	38%	333	34%	298	27%	304	27%	278	23%	329	31%	-19%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: *For-transfer degrees are defined as any associate degree award that has the word 'transfer' in the title.*

Certificates Awarded

The proportion of Certificates of Achievement conferred has increased by 25 percentage points over the past six years while the proportion of skill certificates not approved by the Chancellor's Office has decreased by ten percentage points.

Certificate Award Types: 6-Year Trend
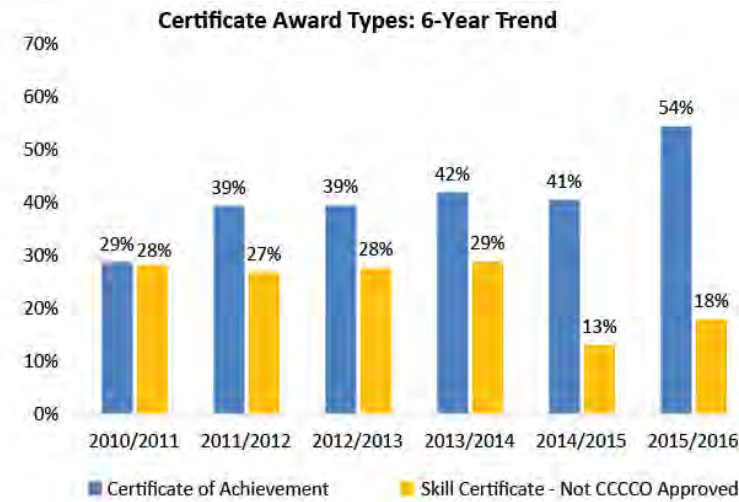
Certificates Awarded	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		6-yr Avg		6-Yr Diff.
Total Certificates	731	100%	540	100%	623	100%	600	100%	535	100%	788	100%	636	100%	-
Certificate of Achievement	210	29%	213	39%	246	39%	252	42%	217	41%	429	54%	261	41%	26%
Skill Certificate - CCCCO Approved	315	43%	182	34%	205	33%	175	29%	248	46%	218	28%	224	35%	-15%
Skill Certificate - Not CCCCO Approved	206	28%	145	27%	172	28%	173	29%	70	13%	141	18%	151	24%	-10%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: *For-transfer degrees are defined as any associate degree award that has the word 'transfer' in the title.*

Educational Goals (All Students)

Over the past six years, the District has increased the number of degree offerings intended to result in a transfer outcome; this has resulted in a substantial increase in the number of degrees pursued with a goal of transfer. In fall 2016, 40 percent of all declared majors were "for-transfer," compared to six percent in 2011.

Educational Goal (all students): Fall 2016
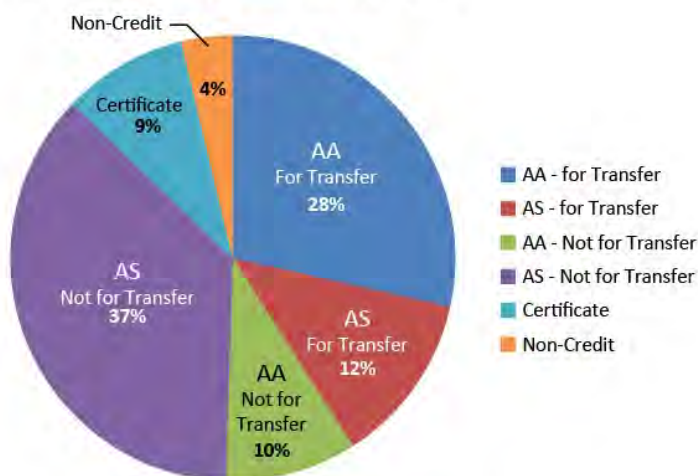
Educational Goal - Declared Program of Study

Program Type	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-yr Avg		6-Yr Change
District Total	11,992	100%	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	11,754	100%	-
AA - for Transfer	741	6%	1,810	16%	2,916	26%	3,555	32%	3,668	31%	3,632	28%	2,720	23%	390%
AS - for Transfer	0	0%	0	0%	498	4%	520	5%	981	8%	1,584	12%	597	5%	218%
AA - Not for Transfer	2,368	20%	1,856	16%	1,262	11%	1,312	12%	1,360	11%	1,221	10%	1,563	13%	-48%
AS - Not for Transfer	5,874	49%	5,407	47%	4,605	41%	4,511	40%	4,555	38%	4,672	37%	4,937	42%	-20%
Certificate	2,551	21%	1,953	17%	1,445	13%	1,023	9%	971	8%	1,156	9%	1,517	13%	-55%
Non-Credit	226	2%	240	2%	287	3%	299	3%	429	4%	477	4%	326	3%	111%
Undecided	232	2%	124	1%	133	1%	45	0%	17	0%	8	0%	93	1%	-97%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Educational Goals (Incoming Students)

Over the past six years, the District has increased the amount of degree offerings intended to result in a transfer outcome, with the consequence of substantial increases in the number of degrees pursued with a goal of transfer. In fall 2016, for first-time students, 43 percent of all declared majors were "for-transfer," compared to seven percent in 2011.

Educational Goal (incoming students): Fall 2016
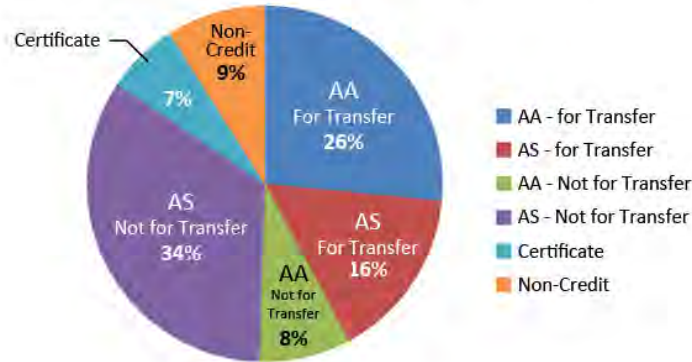
Incoming Students Declared Program of Study

Program Type	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-yr Avg		6-Yr Change
Total	2,519	100%	2,312	100%	2,343	100%	2,496	100%	2,804	100%	2,895	100%	2,562	100%	-
AA - for Transfer	184	7%	522	23%	737	31%	874	35%	798	28%	768	27%	647	25%	317%
AS - for Transfer	0	0%	0	0%	119	5%	145	6%	296	11%	452	16%	169	7%	280%
AA - Not for Transfer	473	19%	314	14%	237	10%	260	10%	293	10%	242	8%	303	12%	-49%
AS - Not for Transfer	1,120	44%	909	39%	817	35%	865	35%	982	35%	982	34%	946	37%	-12%
Certificate	612	24%	425	18%	257	11%	181	7%	193	7%	191	7%	310	12%	-69%
Non-Credit	111	4%	138	6%	158	7%	170	7%	241	9%	260	9%	180	7%	134%
Undecided	19	1%	4	0%	18	1%	1	0%	1	0%	0	0%	7	0%	-100%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Career Technical Education Outcomes

The number of students earning a CTE associate degree increased from 309 in 2015 to 355 in 2016. The number of students earning a CTE certificate increased from 387 in 2015 to 542 in 2016. CTE course success rates increased from 70 percent in fall 2015 to 71 percent in fall 2016.

CTE Awards and Graduates
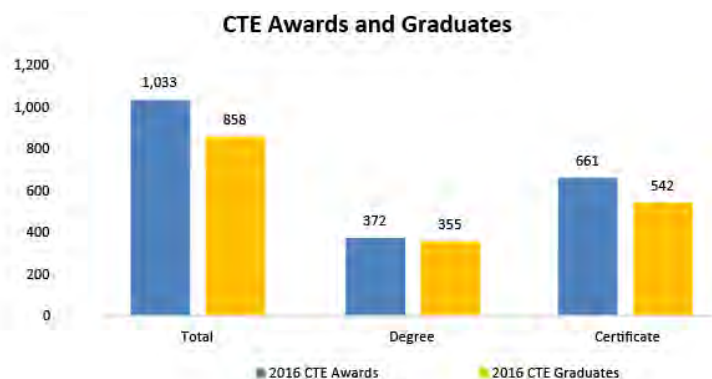
CTE Degrees and Certificates

	2011		2012		2013		2014		2015		2016	
	CTE Awards	CTE Graduates	CTE Awards	CTE Graduates	CTE Awards	CTE Graduates	CTE Awards	CTE Graduates	CTE Awards	CTE Graduates	CTE Awards	CTE Graduates
Total	1,030	848	812	683	909	744	860	714	799	667	1,033	858
Degree	363	353	335	326	337	320	311	302	330	309	372	355
Certificate	667	537	477	385	572	448	549	438	469	387	661	542

CTE Course Success Rates

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Success Rate	67%	67%	70%	69%	71%
Success Grades	10,639	10,323	12,814	11,206	14,347
All Grades	15,974	15,386	18,278	16,184	20,148

CTE Course Retention Rates

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Retention Rate	87%	88%	89%	89%	89%
Retention Grades	13,959	13,544	16,333	14,351	18,014
All Grades	15,974	15,386	18,278	16,184	20,148

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

* Definition: the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses.

* Course Retention is defined here as the ratio of grade marks (A,B,C,D,F,CR,NC,P,NP,I) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses.

Transfer Velocity

The average District transfer rate (transfer velocity) is 34 percent over six cohorts. The most recent (2009/2010) transfer velocity cohort had a 34 percent transfer rate. Additionally, this cohort increased in the number of students (1,465) compared to the population of the 2004/2005 cohort (1,046 students); their transfer rate was 33 percent. Hispanic students are lower in transferring to four-year institutions compared to other ethnic groups.

Transfer Velocity: 6-Year Overall Rate

Sequoias Cohort Total	Female	Male	Unknown
34%	33%	37%	41%

Institutional Standard: Transfer	Cohort 2004/2005		Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		6-Yr Overall	
	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort
State Total	41%	108,301	42%	113,484	42%	120,104	40%	129,363	38%	138,760	38%	137,379	40%	747,391
Sequoias Cohort Total	33%	1,046	36%	1,098	36%	1,440	34%	1,401	33%	1,577	34%	1,465	34%	8,027

Race/Ethnicity	Cohort 2004/2005		Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		6-Yr Overall	
	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort
African-American	34%	35	44%	41	63%	41	35%	34	43%	49	28%	25	43%	225
American Indian/Alaskan Native	14%	14	31%	16	31%	13	36%	22	36%	11	25%	4	30%	80
Asian	22%	50	40%	52	41%	63	38%	45	34%	58	40%	52	36%	320
Filipino	56%	16	33%	15	25%	32	41%	34	38%	26	38%	21	38%	144
Hispanic	31%	410	31%	443	32%	594	30%	622	29%	702	28%	718	30%	3,489
Multi-Ethnicity											48%	44	48%	44
Pacific Islander	50%	6	25%	4	20%	5	29%	7	71%	7	75%	4	45%	33
Unknown	40%	80	44%	105	43%	134	36%	132	30%	242	41%	102	37%	795
White Non-Hispanic	34%	435	40%	422	37%	558	36%	505	39%	482	41%	495	38%	2,897

Gender	Cohort 2004/2005		Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		6-Yr Overall	
	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort
Female	31%	620	36%	628	35%	863	31%	802	30%	896	33%	806	33%	4,615
Male	35%	419	36%	454	37%	562	37%	584	37%	665	37%	648	37%	3,332
Unknown	57%	7	56%	16	33%	15	33%	15	44%	16	27%	11	41%	80

Age Group	Cohort 2004/2005		Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		6-Yr Overall	
	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort
17 or Less	36%	200	42%	267	40%	530	37%	500	40%	553	37%	413	39%	2,463
18 & 19	36%	656	38%	666	35%	751	35%	703	33%	798	38%	848	36%	4,422
20 to 24	26%	84	22%	65	26%	61	20%	80	19%	101	17%	89	21%	480
25 to 29	11%	27	19%	37	18%	40	26%	38	5%	39	23%	39	17%	220
30 to 34	12%	25	27%	22	30%	20	20%	20	8%	25	5%	22	16%	134
35 to 39	25%	20	12%	17	42%	12	14%	22	14%	22	25%	16	20%	109
40 to 49	15%	26	20%	20	30%	23	17%	30	24%	33	14%	29	20%	161
50 +	13%	8	25%	4	33%	3	13%	8	0%	6	11%	9	13%	38

Source: California Community College Chancellor's Office

Transfer Velocity Cohort: is calculated by evaluating all first time freshmen six years after their entry. Those students who have completed twelve credit units and attempted a transfer level math or English course are included in the Transfer Velocity Cohort. Transfer rates for years three, four, and five are retrospective and cannot be reported until the cohort is finalized at the completion of the sixth year after initial enrollment. Students with multiple college enrollments are reported as members of the Transfer Velocity Cohort for each college attended.

Transfer Volume

The average transfer volume (number of transfers) decreased by one percent over the past six years. Transfers to UC increased by 22 percent, to CSU by five percent, to out-of-state by 17 percent; in-state transfers to private colleges/universities decreased by 23 percent over the same time period. The total transfer volume over the last six years has fluctuated between 852 and 1,006 students, and the majority of transfers were to CSU (458).

Transfer Volume: 6-Year Average
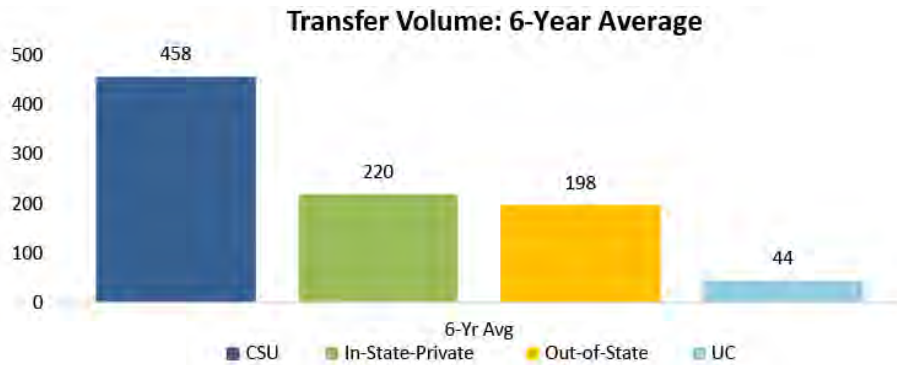
Transfer Volume (number of transfers)	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	6-Yr Avg	6-Yr Diff
Total Transfer Volume	858	941	869	1006	993	852	920	-1%
UC	37	50	44	39	48	45	44	22%
CSU	420	469	377	526	515	439	458	5%
In-State-Private	250	246	226	215	192	192	220	-23%
Out-of-State	151	176	222	226	238	176	198	17%

Source: California Community College Chancellor's Office

Note: The methodology for counting transfers varies between the types of institutions.

Transfer Ready

The number of transfer-ready students has increased 30 percent from 1,038 in 2011/2012 to 1,349 in 2016/2017. While most students achieve transfer-ready status after the spring term, the amount of students becoming transfer-ready in the fall term has increased 36 percent over the same time period.

Transfer Ready: 6-Year Trend

	1,038	1,141	1,197	1,206	1,273	1,349
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17

Transfer-Ready	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	6-Yr Avg	6-Yr Change
Annual Unduplicated Total	1,038	1,141	1,197	1,206	1,273	1,349	1,201	30%
Fall Transfer Ready	610	680	725	756	842	829	740	36%
Spring Transfer Ready	809	948	924	938	954	1,007	930	24%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Transfer Ready Defined: A student is transfer ready by completing the following requirements: Transfer-level math, Transfer-level English, 60 or more CSU-transferable units, 2.0 or higher GPA.

Student Preparedness (Scorecard Cohort)

Over the past five cohort years, about three out of every four incoming students placed below transfer level in English, math, or both (unprepared for college).

College Preparedness - Scorecard Cohorts

2006-07	2007-08	2008-09	2009-10	2010-11	
Prepared 25%	23%	23%	23%	23%	
Unprepared 75%	77%	77%	77%	77%	

■ Prepared ■ Unprepared
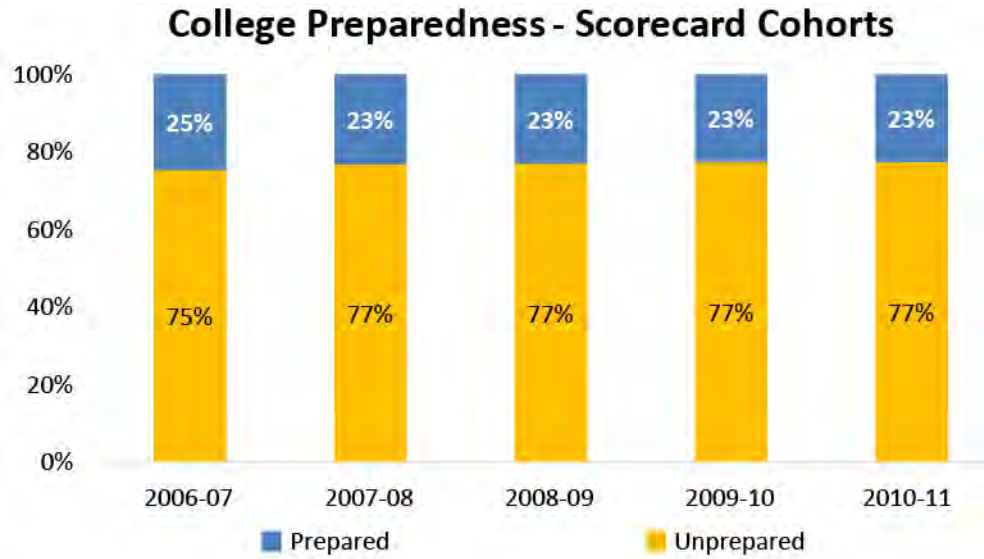
Scorecard Cohort Preparedness

	Count				
Group	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**
Prepared	497	482	524	496	461
Unprepared	1,519	1,591	1,756	1,707	1,583

	Percent				
Group	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**
Prepared	25%	23%	23%	23%	23%
Unprepared	75%	77%	77%	77%	77%

Source: Student Success Scorecard

English Improvement (Scorecard Cohort)

The 2010-2011 cohort's overall English improvement rate is 38 percent, which is greater than the five-year cohort average (35 percent) by three percentage points and slightly less than the 2009/2010 cohort total by one percentage point (39 percent). The following student groups performed better than the five-year cohort rate: female students (40 percent), students younger than 20 years old (38 percent), Asian students (44 percent), Filipino students (50 percent), and White students (39 percent).

English Improvement 5-Year Trend

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		5-Yr Avg	
Group	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Cohort Total	1,505	32%	1,617	31%	1,722	35%	1,877	39%	1,836	38%	1,711	35%
Female	810	37%	908	35%	972	41%	1,046	44%	1,037	43%	955	40%
Male	675	26%	699	27%	741	28%	821	32%	784	31%	744	29%
< 20 years old	991	35%	1,046	35%	1,152	38%	1,223	41%	1,194	43%	1,121	38%
20 to 24 years old	268	25%	262	21%	267	28%	308	32%	326	25%	286	26%
25 to 39 years old	174	33%	230	27%	217	33%	252	35%	233	34%	221	32%
40+ years old	72	22%	79	29%	86	30%	94	42%	83	36%	83	32%
African American	104	22%	84	19%	72	22%	72	25%	72	24%	81	22%
American Indian/Alaska Native	13	54%	20	15%	26	27%	Suppressed	29%	Suppressed	44%	-	34%
Asian	60	47%	83	41%	79	35%	66	55%	80	41%	74	44%
Filipino	21	43%	27	63%	25	48%	22	64%	22	32%	23	50%
Hispanic	860	31%	932	29%	1,013	34%	1,182	37%	1,173	38%	1,032	34%
Pacific Islander	Suppressed	29%	Suppressed	20%	10	50%	Suppressed	0%	Suppressed	29%	-	25%
White	336	34%	373	36%	361	41%	412	41%	386	42%	374	39%

Source: California Community College Chancellor's Office Scorecard

English Improvement Rate Defined: For a given cohort, the percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.
The cohort is defined as the year the student attempts a course at "levels below transfer" in English at that college.

Transfer-Level English (Scorecard Cohort)

The 2014/2015 cohort's transfer-level English completion rate is 39 percent for year one and 54 percent for year two. The following student groups completed transfer-level English in their first year at rates greater than the five-year cohort rate: female students (34 percent), students younger than 20 years old (32 percent), Filipino students (33 percent), and White students (39 percent).

The following student groups had the largest increases in transfer-level English completion rates from year one to year two: African-American students (21 percent), Asian students (20 percent), students aged 40 years and older (24 percent), and students aged 25 to 39 years old (22 percent).

Transfer-Level English Completion: 5-Year Trend
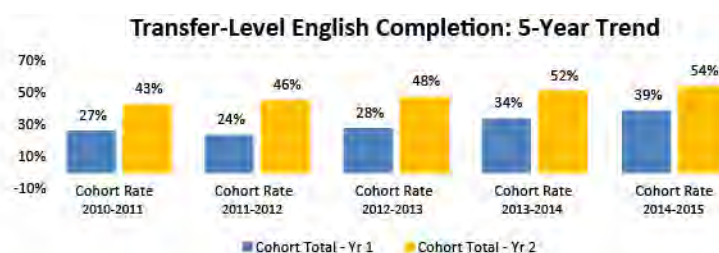
Scorecard Transfer Level Achievement English - Year 1

Group	2010-2011 Cohort Size	Cohort Rate	2011-2012 Cohort Size	Cohort Rate	2012-2013 Cohort Size	Cohort Rate	2013-2014 Cohort Size	Cohort Rate	2014-2015 Cohort Size	Cohort Rate	5-Yr Avg Cohort Size	Cohort Rate
Cohort Total - Yr 1	1,475	27%	1,352	24%	1,341	28%	1,603	34%	1,680	39%	1,490	30%
Female	800	29%	729	27%	709	31%	886	38%	919	43%	809	34%
Male	662	24%	618	20%	620	25%	704	30%	722	34%	665	26%
< 20 years old	1,229	29%	1,133	26%	1,157	29%	1,346	36%	1,444	42%	1,262	32%
20 to 24 years old	120	17%	125	12%	104	19%	159	25%	133	23%	128	19%
25 to 39 years old	85	20%	76	17%	56	25%	74	24%	78	28%	74	23%
40+ years old	41	12%	18	17%	24	25%	24	29%	25	24%	26	21%
African American	39	10%	44	21%	39	3%	46	20%	48	29%	43	16%
American Indian/Alaska Native	Suppressed	0%	10	30%	Suppressed	33%	Suppressed	25%	Suppressed	44%	10	27%
Asian	61	15%	53	11%	37	32%	38	32%	49	37%	48	25%
Filipino	13	23%	11	46%	14	14%	10	40%	10	40%	12	33%
Hispanic	890	23%	829	21%	859	26%	1,055	33%	1,110	37%	949	28%
Pacific Islander	Suppressed	0%	Suppressed	0%	N/A	0%	Suppressed	50%	Suppressed	0%	-	10%
White	402	38%	341	30%	317	38%	357	43%	382	46%	360	39%

Scorecard Transfer Level Achievement English - Year 2

Group	2010-2011 Cohort Size	Cohort Rate	2011-2012 Cohort Size	Cohort Rate	2012-2013 Cohort Size	Cohort Rate	2013-2014 Cohort Size	Cohort Rate	2014-2015 Cohort Size	Cohort Rate	5-Yr Avg Cohort Size	Cohort Rate
Cohort Total - Yr 2	1,475	43%	1,352	46%	1,341	48%	1,603	52%	1,680	54%	1,490	48%
Female	800	44%	729	49%	709	50%	886	56%	919	60%	809	52%
Male	662	41%	618	41%	620	45%	704	46%	722	48%	665	44%
< 20 years old	1,229	45%	1,133	47%	1,157	48%	1,346	53%	1,444	56%	1,262	50%
20 to 24 years old	120	30%	125	31%	104	40%	159	41%	133	39%	128	36%
25 to 39 years old	85	33%	76	47%	56	54%	74	51%	78	45%	74	46%
40+ years old	41	34%	18	50%	24	42%	24	42%	25	48%	26	43%
African American	39	28%	44	39%	39	28%	46	30%	48	50%	43	35%
American Indian/Alaska Native	Suppressed	0%	10	50%	Suppressed	33%	Suppressed	50%	Suppressed	44%	10	36%
Asian	61	33%	53	38%	37	49%	38	58%	49	57%	48	47%
Filipino	13	39%	11	73%	14	50%	10	50%	10	60%	12	54%
Hispanic	890	40%	829	42%	859	45%	1,055	49%	1,110	53%	949	46%
Pacific Islander	Suppressed	0%	Suppressed	100%	N/A	0%	Suppressed	50%	Suppressed	0%	-	30%
White	402	54%	341	52%	317	58%	357	61%	382	58%	360	57%

Source: California Community College Chancellor's Office Scorecard

Definition: The percentage of first-time students who achieve transfer level English in their first and second year.

Mathematics Improvement (Scorecard Cohort)

The 2010/2011 cohort's overall math improvement rate is 36 percent, which is greater than the five-year cohort average (30 percent) and the 2009/2010 cohort total (31 percent) by six percentage points and five percentage points, respectively. The following student groups performed better than the five-year cohort rate (30 percent): female students (33 percent), students younger than 20 years old (32 percent), Asian students (40 percent), Filipino students (39 percent), and White students (33 percent).
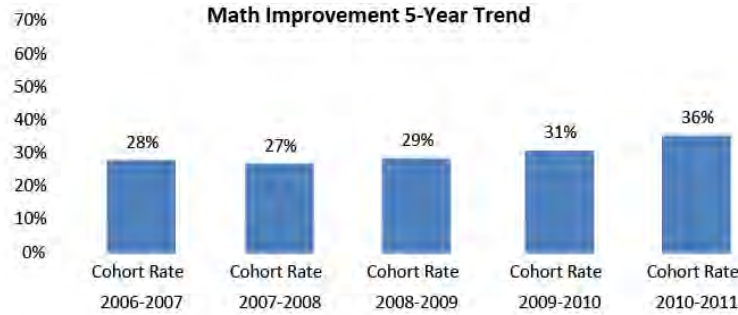
Math Improvement 5-Year Trend

	Cohort Rate 2006-2007	Cohort Rate 2007-2008	Cohort Rate 2008-2009	Cohort Rate 2009-2010	Cohort Rate 2010-2011
	28%	27%	29%	31%	36%

Scorecard Basic Skills Math

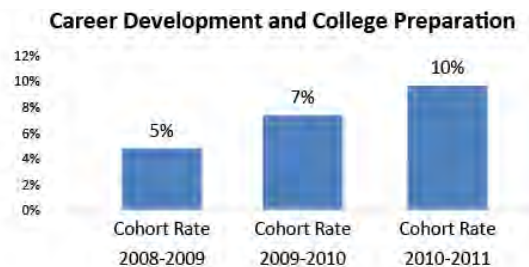|	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		5-Yr Avg	
Group	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Cohort Total	1,629	28%	1,886	27%	2,152	29%	2,314	31%	2,042	36%	2,005	30%
Female	895	31%	1,083	29%	1,250	32%	1,247	34%	1,158	38%	1,127	33%
Male	711	25%	791	25%	887	23%	1,051	28%	870	33%	862	27%
< 20 years old	980	30%	1,103	30%	1,237	29%	1,350	34%	1,209	37%	1,176	32%
20 to 24 years old	320	24%	378	23%	412	25%	460	27%	393	33%	393	27%
25 to 39 years old	249	27%	308	23%	366	31%	383	27%	321	34%	325	28%
40+ years old	80	24%	97	19%	137	28%	121	33%	119	32%	111	27%
African American	84	7%	101	18%	93	25%	74	18%	77	23%	86	18%
American Indian/Alaska Native	19	26%	27	19%	30	20%	14	43%	Suppressed	29%	-	27%
Asian	45	40%	77	38%	64	36%	65	35%	55	51%	61	40%
Filipino	22	32%	29	59%	27	44%	18	28%	21	33%	23	39%
Hispanic	818	27%	963	26%	1,155	26%	1,325	29%	1,223	36%	1,097	29%
Pacific Islander	Suppressed	17%	10	40%	14	43%	Suppressed	0%	Suppressed	33%	-	27%
White	502	31%	542	28%	590	32%	638	35%	564	37%	567	33%

Source: California Community College Chancellor's Office Scorecard

Math Improvement Rate Defined: For a given cohort, the percentage of credit students who attempted a course designated at "levels below transfer" in Math and successfully completed a college-level course in Math within six years.

The cohort is defined as the year the student attempts a course at "levels below transfer" in Math at that college.

Transfer-Level Mathematics (Scorecard Cohort)

The 2014-2015 cohort's transfer-level math completion rate is 15 percent for year one and 26 percent for year two. In year one, most student demographic groups had transfer-level math completion rates comparable to or greater than the five-year cohort average (12 percent). Over the past five years, the following groups had a transfer-level math completion rate less than 12 percent in year one: students aged 20- 24 years old (five percent), students aged 25-39 years old (two percent), students aged 40 years old and above (two percent), Hispanic students (ten percent), and African-American students (five percent). Similarly, the average transfer-level math completion rate in year two was 23 percent, with the same student groups showing a lower-than-average completion rate. The following student groups had the largest increases in transfer-level math completion rates from year one to year two: students younger than 20 years old (11 percent), female students (11 percent), male students (11 percent), Filipino students (17 percent), and White students (12 percent).

Transfer-Level Math Completion: 5-Year Trend
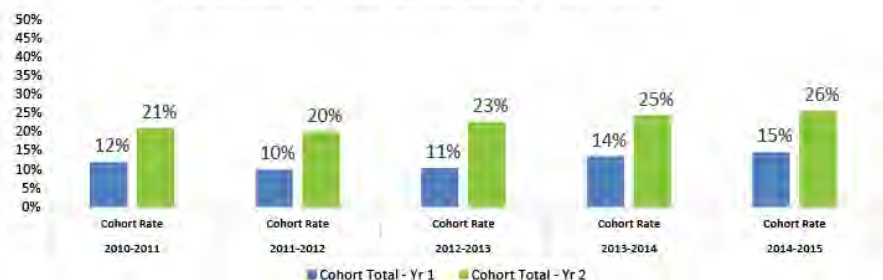
Scorecard Transfer Level Achievement Math - Year 1

Group	2010-2011 Cohort Size	Cohort Rate	2011-2012 Cohort Size	Cohort Rate	2012-2013 Cohort Size	Cohort Rate	2013-2014 Cohort Size	Cohort Rate	2014-2015 Cohort Size	Cohort Rate	5-Yr Avg Cohort Size	Cohort Rate
Cohort Total - Yr 1	1,475	12%	1,352	10%	1,341	11%	1,603	14%	1,680	15%	1,490	12%
Female	800	11%	729	9%	709	12%	886	14%	919	15%	809	12%
Male	662	13%	618	11%	620	10%	704	14%	722	14%	665	12%
< 20 years old	1,229	14%	1,133	11%	1,157	12%	1,346	17%	1,444	17%	1,262	14%
20 to 24 years old	120	5%	125	4%	104	4%	159	9%	133	2%	128	5%
25 to 39 years old	85	4%	76	3%	56	0%	74	1%	78	1%	74	2%
40+ years old	41	0%	18	0%	24	4%	24	0%	25	4%	26	2%
African American	39	5%	44	7%	39	0%	46	2%	48	10%	43	5%
American Indian/Alaska Native	Suppressed	0%	10	20%	Suppressed	33%	Suppressed	0%	Suppressed	0%	10	11%
Asian	61	16%	53	15%	37	24%	38	37%	49	25%	48	23%
Filipino	13	23%	11	0%	14	21%	10	30%	10	30%	12	21%
Hispanic	890	10%	829	8%	859	9%	1,055	12%	1,110	13%	949	10%
Pacific Islander	Suppressed	0%	Suppressed	0%	N/A	0%	Suppressed	0%	Suppressed	0%	-	0%
White	402	16%	341	15%	317	14%	357	18%	382	18%	360	16%

Scorecard Transfer Level Achievement Math - Year 2

Group	2010-2011 Cohort Size	Cohort Rate	2011-2012 Cohort Size	Cohort Rate	2012-2013 Cohort Size	Cohort Rate	2013-2014 Cohort Size	Cohort Rate	2014-2015 Cohort Size	Cohort Rate	5-Yr Avg Cohort Size	Cohort Rate
Cohort Total - Yr 2	1,475	21%	1,352	20%	1,341	23%	1,603	25%	1,680	26%	1,490	23%
Female	800	21%	729	20%	709	22%	886	24%	919	27%	809	23%
Male	662	22%	618	20%	620	23%	704	26%	722	24%	665	23%
< 20 years old	1,229	24%	1,133	23%	1,157	24%	1,346	27%	1,444	29%	1,262	25%
20 to 24 years old	120	12%	125	17%	104	17%	159	15%	133	8%	128	12%
25 to 39 years old	85	6%	76	7%	56	7%	74	5%	78	8%	74	7%
40+ years old	41	2%	18	6%	24	13%	24	0%	25	8%	26	6%
African American	39	5%	44	11%	39	8%	46	9%	48	17%	43	10%
American Indian/Alaska Native	Suppressed	0%	10	20%	Suppressed	33%	Suppressed	13%	Suppressed	22%	-	18%
Asian	61	23%	53	19%	37	43%	38	45%	49	35%	48	33%
Filipino	13	31%	11	18%	14	50%	10	50%	10	40%	12	38%
Hispanic	890	19%	829	19%	859	20%	1,055	22%	1,110	24%	949	21%
Pacific Islander	Suppressed	0%	Suppressed	0%	N/A	0%	Suppressed	0%	Suppressed	0%	-	0%
White	402	27%	341	23%	317	29%	357	31%	382	31%	360	28%

Source: California Community College Chancellor's Office Scorecard

Definition: The percentage of first-time students who achieve transfer level math in their first and second year.

ESL Improvement (Scorecard Cohort)

The 2010-2011 cohort's overall ESL progression rate is 14 percent, which is greater than the five-year cohort average (ten percent) by four percentage points. The rate has ranged between nine percent in 2006-2007 and 14 percent in 2010-2011. The following student groups performed comparable to or better than the 2010-2011 cohort average: female students (17 percent), students younger than 20 years old (16 percent), students 40 years old and older (14 percent), and Asian students (43 percent).

ESL Improvement: 5-Year Trend

	Cohort Rate 2006-2007	Cohort Rate 2007-2008	Cohort Rate 2008-2009	Cohort Rate 2009-2010	Cohort Rate 2010-2011
	9%	6%	8%	12%	14%

Scorecard Basic Skills ESL

Group	2006-2007 Cohort Size	2006-2007 Cohort Rate	2007-2008 Cohort Size	2007-2008 Cohort Rate	2008-2009 Cohort Size	2008-2009 Cohort Rate	2009-2010 Cohort Size	2009-2010 Cohort Rate	2010-2011 Cohort Size	2010-2011 Cohort Rate	5-Yr Avg Cohort Size	5-Yr Avg Cohort Rate
Cohort Total	115	9%	329	6%	148	8%	148	12%	160	14%	180	10%
Female	73	11%	226	6%	98	10%	96	14%	102	17%	119	12%
Male	41	5%	95	5%	49	4%	50	10%	58	9%	59	7%
< 20 years old	17	12%	27	19%	14	29%	27	26%	19	16%	21	20%
20 to 24 years old	16	13%	41	10%	23	17%	22	14%	31	13%	27	13%
25 to 39 years old	52	12%	122	5%	61	7%	47	6%	67	13%	70	9%
40+ years old	30	0%	139	3%	50	0%	52	10%	43	14%	63	5%
African American	Suppressed	0%	Suppressed	0%	N/A	N/A	Suppressed	0%	N/A	N/A	-	0%
American Indian/Alaska Native	Suppressed	50%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	50%
Asian	22	27%	15	40%	18	17%	16	6%	14	43%	17	27%
Filipino	Suppressed	0%	Suppressed	0%	Suppressed	0%	N/A	N/A	Suppressed	0%	-	0%
Hispanic	81	4%	290	3%	116	8%	126	13%	137	11%	150	8%
Pacific Islander	Suppressed	0%	Suppressed	0%	Suppressed	0%	N/A	N/A	N/A	N/A	-	0%
White	Suppressed	0%	Suppressed	0%	Suppressed	0%	Suppressed	50%	Suppressed	17%	-	13%

Source: California Community College Chancellor's Office Scorecard

ESL Improvement Rate Defined: For a given cohort, the percentage of credit students who attempted a course designated at "levels below transfer" in:

• ESL and successfully completed the ESL sequence or a college-level English course within six years.

The cohort is defined as the year the student attempts a course at "levels below transfer" in ESL at that college.

Thirty-plus Units Completed (Scorecard Cohort)

The five-year cohort average 30-plus unit progression rate is 65 percent. The following student groups performed better than the five-year cohort rate (65 percent): female students (66 percent), students younger than 20 years old (66 percent), Asian students (68 percent), Filipino students (73 percent), and White students (67 percent).

30+ Units Rate: 5-Year Trend

	Cohort Rate 2006-2007	Cohort Rate 2007-2008	Cohort Rate 2008-2009	Cohort Rate 2009-2010	Cohort Rate 2010-2011
	65%	65%	65%	63%	66%
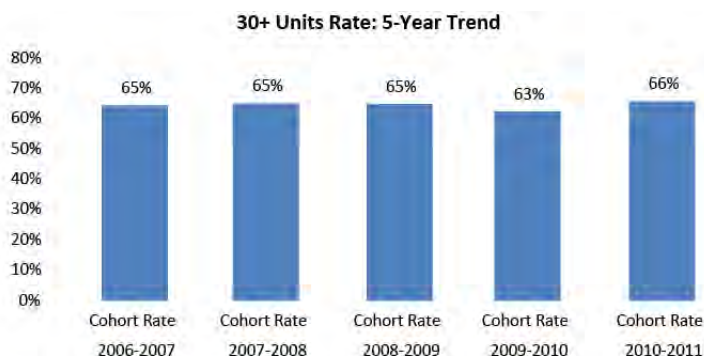
Scorecard 30+ Units Completed

Group	2006-2007 Cohort Size	2006-2007 Cohort Rate	2007-2008 Cohort Size	2007-2008 Cohort Rate	2008-2009 Cohort Size	2008-2009 Cohort Rate	2009-2010 Cohort Size	2009-2010 Cohort Rate	2010-2011 Cohort Size	2010-2011 Cohort Rate	5-Yr Avg Cohort Size	5-Yr Avg Cohort Rate
Cohort Total	2,016	65%	2,073	65%	2,280	65%	2,203	63%	2,044	66%	2,123	65%
Female	1,139	65%	1,185	67%	1,222	66%	1,164	65%	1,117	67%	1,165	66%
Male	851	64%	870	63%	1,040	63%	1,021	60%	906	64%	938	63%
< 20 years old	1,747	65%	1,729	66%	1,904	66%	1,809	65%	1,678	68%	1,773	66%
20 to 24 years old	99	56%	148	54%	171	59%	189	42%	171	53%	156	53%
25 to 39 years old	124	64%	134	66%	138	58%	135	53%	137	66%	134	61%
40+ years old	46	65%	62	71%	67	64%	70	66%	58	55%	61	64%
African American	75	63%	72	67%	76	70%	64	59%	53	60%	68	64%
American Indian/Alaska Native	22	64%	24	58%	24	38%	Suppressed	43%	Suppressed	100%	-	60%
Asian	83	72%	77	62%	85	66%	72	69%	83	70%	80	68%
Filipino	40	73%	37	87%	29	69%	29	69%	16	69%	30	73%
Hispanic	901	63%	1,013	62%	1,080	64%	1,152	59%	1,234	65%	1,076	63%
Pacific Islander	Suppressed	50%	Suppressed	86%	12	50%	Suppressed	100%	Suppressed	33%	-	64%
White	718	64%	675	67%	636	68%	675	66%	555	68%	652	67%

Source: California Community College Chancellor's Office Scorecard

30+Unit Rate Defined: For the 2006-2007 cohort, the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or milestone) within six years of entry:

• Earned at least 30 units in the CCC system.

Persistence (Scorecard Cohort)

The 2010-2011 cohort's overall persistence progression rate is 72 percent. This rate is greater than the five-year cohort average (67 percent) and 2009-2010 cohort total (69 percent) by five percentage points and three percentage points, respectively. The following student groups performed better than the five-year cohort average: male students (68 percent), students aged 25-39 years (69 percent), students aged 40 years old and older (80 percent), African-American students (74 percent), Asian students (70 percent), and Filipino students (71 percent).

Persistence Rate: 5-Year Trend
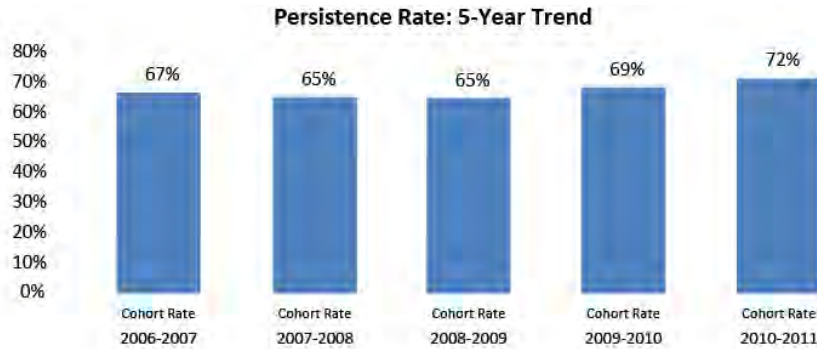
Scorecard Persistence Rate

Group	2006-2007 Cohort Size	Cohort Rate	2007-2008 Cohort Size	Cohort Rate	2008-2009 Cohort Size	Cohort Rate	2009-2010 Cohort Size	Cohort Rate	2010-2011 Cohort Size	Cohort Rate	5-Yr Avg Cohort Size	Cohort Rate
Cohort Total	2,016	67%	2,073	65%	2,280	65%	2,203	69%	2,044	72%	2,123	67%
Female	1,139	68%	1,185	64%	1,222	65%	1,164	68%	1,117	72%	1,165	67%
Male	851	66%	870	68%	1,040	66%	1,021	69%	906	71%	938	68%
< 20 years old	1,747	67%	1,729	65%	1,904	64%	1,809	69%	1,678	72%	1,773	67%
20 to 24 years old	99	58%	148	55%	171	69%	189	58%	171	68%	156	62%
25 to 39 years old	124	67%	134	69%	138	69%	135	67%	137	72%	134	69%
40+ years old	46	74%	62	86%	67	78%	70	81%	58	79%	61	80%
African American	75	65%	72	71%	76	78%	64	80%	53	76%	68	74%
American Indian/Alaska Native	22	64%	24	58%	24	63%	Suppressed	86%	Suppressed	50%	-	64%
Asian	83	60%	77	65%	85	67%	72	78%	83	80%	80	70%
Filipino	40	73%	37	70%	29	66%	29	72%	16	75%	30	71%
Hispanic	901	70%	1,013	65%	1,080	64%	1,152	67%	1,234	71%	1,076	67%
Pacific Islander	Suppressed	88%	Suppressed	71%	12	58%	Suppressed	75%	Suppressed	17%	-	62%
White	718	64%	675	64%	636	64%	675	71%	555	72%	652	67%

Source: California Community College Chancellor's Office Scorecard

Persistence Rate Defined: For a given cohort, the percentage of degree, certificate and/or transfer-seeking students who enrolled in the first three consecutive terms.

Completion (Scorecard Cohort)

The five-year cohort average completion rate is 44 percent. The following student groups performed better than the five-year cohort rate: female students (45 percent), students younger than 20 years (46 percent), Asian students (46 percent), Filipino students (59 percent), and White students (51 percent). The following student groups performed below the cohort average: Hispanics (38 percent), African-American (40 percent), Males (42 percent), and students aged 20 and above.
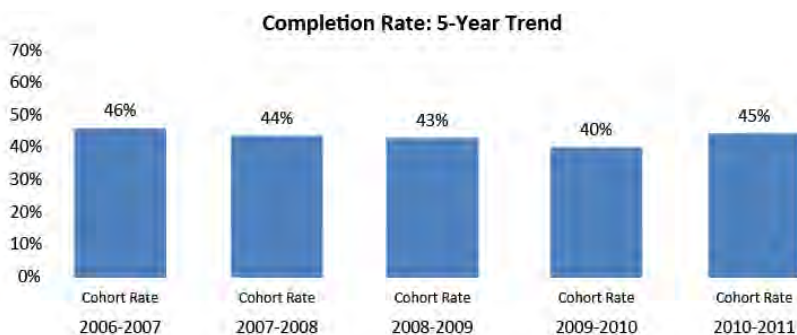
Completion Rate: 5-Year Trend

Cohort Rate 2006-2007	Cohort Rate 2007-2008	Cohort Rate 2008-2009	Cohort Rate 2009-2010	Cohort Rate 2010-2011
46%	44%	43%	40%	45%

Scorecard Completion Rate

Group	2006-2007 Cohort Size	2006-2007 Cohort Rate	2007-2008 Cohort Size	2007-2008 Cohort Rate	2008-2009 Cohort Size	2008-2009 Cohort Rate	2009-2010 Cohort Size	2009-2010 Cohort Rate	2010-2011 Cohort Size	2010-2011 Cohort Rate	5-Yr Avg Cohort Size	5-Yr Avg Cohort Rate
Cohort Total	2,016	46%	2,073	44%	2,280	43%	2,203	40%	2,044	45%	2,123	44%
Female	1,139	49%	1,185	44%	1,222	45%	1,164	43%	1,117	45%	1,165	45%
Male	851	43%	870	44%	1,040	42%	1,021	38%	906	44%	938	42%
< 20 years old	1,747	48%	1,729	46%	1,904	46%	1,809	44%	1,678	47%	1,773	46%
20 to 24 years old	99	36%	148	29%	171	26%	189	21%	171	29%	156	28%
25 to 39 years old	124	32%	134	35%	138	31%	135	31%	137	38%	134	33%
40+ years old	46	44%	62	47%	67	39%	70	29%	58	29%	61	37%
African American	75	44%	72	43%	76	51%	64	22%	53	42%	68	40%
American Indian/Alaska Native	22	64%	24	54%	24	33%	Suppressed	14%	Suppressed	50%	–	43%
Asian	83	57%	77	42%	85	42%	72	49%	83	42%	80	46%
Filipino	40	55%	37	70%	29	59%	29	48%	16	63%	30	59%
Hispanic	901	39%	1,013	37%	1,080	38%	1,152	34%	1,234	41%	1,076	38%
Pacific Islander	Suppressed	63%	Suppressed	29%	12	50%	Suppressed	100%	Suppressed	33%	–	55%
White	718	52%	675	50%	636	50%	675	48%	555	53%	652	51%

Source: California Community College Chancellor's Office Scorecard

Completion Rate Defined: For a given cohort, the percentage of degree, certificate and/or transfer-seeking students who completed a degree, certificate or transfer-related outcomes within six years.

Career Technical Education Completion (Scorecard Cohort)

The five-year cohort rate for CTE completion is 50 percent. Female students (59 percent) had higher completion rates than male students (43 percent). In the age group category, students younger than 20 years old (59 percent) had higher completion rates than the other age groups. Asian (67 percent), Filipino (72 percent), and White (52 percent) students performed better than the five-year rate. African-American (46 percent) and Hispanic (48 percent) students fell below the five-year cohort rate.

CTE Completion: 5-Year Trend
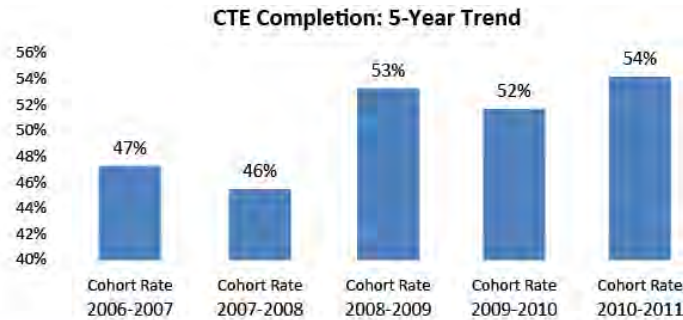
Scorecard Career Technical Education												
	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		5-Yr Avg	
Group	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Cohort Total	1,166	47%	1,280	46%	1,300	53%	1,348	52%	1,213	54%	1,261	50%
Female	476	59%	557	56%	619	64%	643	57%	548	60%	569	59%
Male	678	40%	701	38%	676	44%	697	47%	652	49%	681	43%
< 20 years old	435	57%	499	56%	489	60%	537	58%	533	64%	499	59%
20 to 24 years old	285	42%	282	44%	310	53%	326	50%	275	50%	296	48%
25 to 39 years old	334	44%	354	38%	359	47%	345	47%	285	43%	335	44%
40+ years old	112	33%	145	31%	142	47%	140	44%	120	47%	132	40%
African American	41	63%	36	33%	30	67%	35	29%	28	39%	34	46%
American Indian/Alaska Native	20	40%	19	53%	15	53%	Suppressed	0%	Suppressed	60%	18	41%
Asian	29	62%	36	50%	42	60%	38	87%	40	78%	37	67%
Filipino	17	41%	26	89%	21	76%	20	80%	17	77%	20	72%
Hispanic	487	45%	573	41%	579	50%	674	50%	596	53%	582	48%
Pacific Islander	Suppressed	80%	Suppressed	33%	Suppressed	67%	Suppressed	33%	Suppressed	0%	-	43%
White	465	49%	470	50%	474	56%	485	53%	472	54%	473	52%

Source: California Community College Chancellor's Office Scorecard

CTE Completion Rate Defined: For a given cohort, the percentage of students who completed a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within six years of entry:

• Earned any AA/AS or credit Certificate (Chancellor's Office approved)

• Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)

• Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Career Development and College Preparation (CDCP) (Scorecard Cohort)

The three‑year cohort average CDCP (ESL noncredit certificate) completion rate is seven percent. Data is not available for most of the student groups nor is it available prior to 2008.

Career Development and College Preparation

	Cohort Rate 2008-2009	Cohort Rate 2009-2010	Cohort Rate 2010-2011
	5%	7%	10%

Scorecard Career Development and College Preparation (non-credit)

Group	2006-2007 Cohort Size	2006-2007 Cohort Rate	2007-2008 Cohort Size	2007-2008 Cohort Rate	2008-2009 Cohort Size	2008-2009 Cohort Rate	2009-2010 Cohort Size	2009-2010 Cohort Rate	2010-2011 Cohort Size	2010-2011 Cohort Rate	3-Yr Avg Cohort Size	3-Yr Avg Cohort Rate
Cohort Total	N/A	N/A	N/A	N/A	166	5%	299	7%	195	10%	220	7%
Female	N/A	N/A	N/A	N/A	91	7%	183	7%	130	9%	135	7%
Male	N/A	N/A	N/A	N/A	65	3%	107	8%	44	18%	72	10%
< 20 years old	N/A	N/A	N/A	N/A	Suppressed	0%	19	0%	Suppressed	13%	19	4%
20 to 24 years old	N/A	N/A	N/A	N/A	35	11%	36	6%	22	0%	31	6%
25 to 39 years old	N/A	N/A	N/A	N/A	85	4%	132	8%	75	9%	97	7%
40+ years old	N/A	N/A	N/A	N/A	38	3%	105	9%	65	17%	69	9%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
Asian	N/A	N/A	N/A	N/A	11	27%	Suppressed	38%	Suppressed	0%	11	22%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
Hispanic	N/A	N/A	N/A	N/A	133	3%	266	6%	111	12%	170	7%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
White	N/A	N/A	N/A	N/A	Suppressed	0%	Suppressed	50%	N/A	N/A	-	25%

Source: California Community College Chancellor's Office Scorecard

CDCP Completion Rate Defined: For a given cohort, the percentage of students who attempt two or more CDCP courses, with a minimum of 4 attendance hours in each of those courses, within three years. The following outcomes within six years of entry

• CDCP Certificate(s)

• Earned any AA/AS or credit Certificate (Chancellor's Office approved)

• Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)

• Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Basic Skills Sequence Outcomes

In general, the Basic Skills Tracker indicates that the proportion of students completing transfer English and math decreases with each starting level below transfer. Students complete transfer-level English and math at a higher rate if they begin in one level below transfer rather than two or three levels below transfer. For example, 36 percent of students beginning one level below transfer-level math go on to complete transfer-level math compared to those who start at three levels below transfer (nine percent). Similarly, 43 percent of students beginning in one level below transfer-level English go on to complete transfer-level English, while only 23 percent of those beginning in two levels below go on to complete transfer-level English.

English Basic Skills Tracker: Over 3 Years

- 2-Levels Below (ENGL 360): 307 (Attempted Transfer ENGL), 70 (23%) (Passed Transfer ENGL)
- 1-Level Below (ENGL 251): 766 (Attempted Transfer ENGL), 114 (43%) (Passed Transfer ENGL)

Math Basic Skills Tracker: Over 3 Years

- 3-Levels Below (MATH 360): 613 (Attempted Transfer Math), 54 (9%) (Passed Transfer Math)
- 2-Levels Below (MATH 200): 637 (Attempted Transfer Math), 114 (18%) (Passed Transfer Math)
- 1-Level Below (MATH 230): 371 (Attempted Transfer Math), 132 (36%) (Passed Transfer Math)

Basic Skills Sequence Tracking (over three years)

Starting Level: English 360 (2-Levels Below Level)

Cohort Term	Students in Cohort	Successfully passed 2-levels below English	Successfully passed 1-level below English	Successfully passed transfer English
Fall 2013	307	63%	40%	23%
Fall 2012	258	67%	43%	26%
Fall 2011	248	65%	45%	24%

Starting Level: English 251 (1-Level Below Transfer)

Cohort Term	Students in Cohort	Successfully passed 1-level below English	Successfully passed transfer English
Fall 2013	766	69%	43%
Fall 2012	669	66%	38%
Fall 2011	590	69%	41%

Starting Level: Math 360 (3-Levels Below Transfer)

Cohort Term	Students in Cohort	Successfully passed 3-levels below math	Successfully passed 2-levels below math	Successfully passed 1-level below math	Successfully passed transfer math
Fall 2013	613	63%	34%	21%	9%
Fall 2012	506	66%	30%	17%	7%
Fall 2011	419	54%	27%	18%	7%

Starting Level: Math 200 (2-Levels Below Transfer)

Cohort Term	Students in Cohort	Successfully passed 2-levels below math	Successfully passed 1-level below math	Successfully passed transfer math
Fall 2013	637	63%	39%	18%
Fall 2012	544	66%	40%	21%
Fall 2011	492	64%	41%	20%

Starting Level: Math 230 (1-Level Below Transfer)

Cohort Term	Students in Cohort	Successfully passed 1-level below math	Successfully passed transfer math
Fall 2013	371	67%	36%
Fall 2012	345	66%	34%
Fall 2011	260	76%	34%

Source: Chancellor's Office Datamart Basic Skills Progress Tracker

District Employee Data

Employee Demographics

In fall 2016, 60 percent of District employees were White and 28 percent were Hispanic. The largest gender group is female employees (52 percent). Fifty-three percent of academic, tenured/tenure-track faculty are female and 63 percent of classified staff are female. Forty percent of classified staff are Hispanic compared to 21 percent of full-time faculty.

Fall 2016 Employee Race/Ethnicity Percentage

- African-American
- American Indian/Alaskan Native
- Asian
- Hispanic
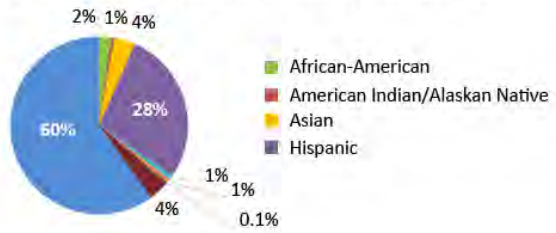
District Employee Demographics

Category	African-American	American Indian/Alaskan Native	Asian	Hispanic	Filipino	Multi-Ethnicity	Pacific Islander	Unknown	White Non-Hispanic
Educational Administrator	5%	0%	2%	27%	0%	0%	0%	2%	64%
Academic, Tenured/Tenure Track	3%	0.0%	4%	21%	1%	0.6%	0.6%	5%	64%
Academic Temporary	2%	1%	5%	23%	0.3%	1.3%	0%	4%	63%
Classified	1%	1%	3%	40%	2%	0%	0%	2%	50%

Fall 2016 Employee Ethnicity/Race Count

Category	African-American	American Indian/Alaskan Native	Asian	Hispanic	Filipino	Multi-Ethnicity	Pacific Islander	Unknown	White Non-Hispanic
Educational Administrator	2	0	1	12	0	0	0	1	28
Academic, Tenured/Tenure Track	5	0	7	35	2	1	1	9	109
Academic Temporary	6	2	14	69	1	4	0	13	189
Classified	3	2	6	84	4	0	0	4	105
District Total Count	16	4	28	200	7	5	1	27	431
District Total Proportion	2%	1%	4%	28%	1%	1%	0.1%	4%	60%

Fall 2016 Employee Gender Distribution

Category	Female Count	Female Percent	Male Count	Male Percent	Total
Educational Administrator	17	39%	27	61%	44
Academic, Tenured/Tenure Track	90	53%	79	47%	169
Academic Temporary	139	47%	159	53%	298
Classified	130	63%	78	38%	208
Total	376	52%	343	48%	719

Source: California Community College Chancellor's Office Data Mart

Employee Staffing Levels

The District's overall staffing levels have increased nine percent over the past six years. The proportion of employee categories have remained relatively stable, varying by only one or two percentage points. In fall 2016, staffing levels noticeably increased in all employee categories. Full-time faculty increased from 152 to 169 from fall 2014 to fall 2016.

Staffing Levels: 6-Year Average

- Educational Administrator
- Academic, Tenured/Tenure Track
- Academic, Temporary
- Classified
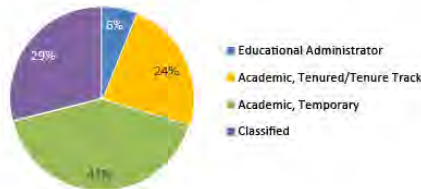
Employee Staffing Levels

Employee Category	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Average		6-Yr Change
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Sequoias CCD Total	659	100%	640	100%	636	100%	633	100%	667	100%	719	100%	659	100%	9%
Educational Administrator	33	5%	33	5%	34	5%	37	6%	36	5%	44	6%	36	6%	33%
Academic, Tenured/Tenure Track	155	24%	155	24%	150	24%	152	24%	156	23%	169	24%	156	24%	9%
Academic, Temporary	272	41%	258	40%	267	42%	259	41%	277	42%	298	41%	272	41%	10%
Classified	199	30%	194	30%	185	29%	185	29%	198	30%	208	29%	195	29%	5%

Source: California Community College Chancellor's Office Data Mart

Institution-set Standards

The District has an established process to continuously review, assess, and reset its institution-set standards through data analysis and District wide feedback. In order to set the level of expectations for educational quality and institutional effectiveness, a set of guiding principals were adopted including that standards should be reasonable, appropriate, and realistic. In addition, a performance range methodology was developed to help with the interpretations of assessment results:

> = > 5% Above Target-Excellent

> + or – 5% On Target-Good

> = < 5% Below Target-Needs Attention

The District has five institution-set standards to measure and assess student outcomes and achievement: Course Completion Rate, Student Retention Rate, Student Degree Completion, Student Transfer to Four-year Colleges/Universities, and Student Certificate Completion. Four of the District's CTE programs have program-level set standards for student licensure exam pass rates and student job placement rates: Electrician Training, Physical Therapist Assistant, Registered Nursing, and Welding. The District has achieved and exceeded its institution- and program-set standards each year.

Institution-set standards are determined and measured by reviewing the most current and historical data per performance indicator, disaggregating data by key demographics where appropriate, and generating multi-year averages for each standard (e.g., five or eight years of data). Along with data analysis, the District takes into consideration its institutional history and context. The process includes protocols in the event that the District falls below the set standard for student achievement. The District uses job placement and employment in LaunchBoard, the CTE Outcomes project, and industry partners to set and analyze job placement and student achievement standards for those programs that require external licensure.

The process for collecting feedback and recommendations on the institution-set standards is accomplished through the District's governance structure, including Academic Senate, District Governance Senate, Student Senate, the Board of Trustees, and various committees and councils. The standards are reviewed regularly for appropriateness and accuracy. Any additional changes or revisions to the standards are vetted through the shared governance structure.

Institution-set Standard Recommendations

Student Achievement Area	Multi-Year District Average	Recommendation*	2013-14	2014-15	2015-16
Course Completion Rate (14b.)	67% (Fall 2005 to Fall 2012)	55%	69%	68%	71%
Student Retention Rate-Fall to Fall (15b.	58% (Fall 2005 -> Fall 2006 to Fall 2012 -> Fall 2013)	50%	65%	64%	63%
Student Degree Completion (16b.)	843 (2005-06 to 2012-13)	700	1,089	1,122	1,206
Student Transfer to 4-year Colleges/universities (17b.)	35% (2002-03 to 2006-07)	30%	34% (2007/2008 Cohort)	33% (2008/2009 Cohort)	34% (2009/2010 Cohort)
Student Certificate Completion (18b.)	409 (2005-06 to 2012-13)	300	756	668	877

*Approved by the COS Board of Trustees in February 2014

Course Completion Rate

Successful course completion is defined as the ratio of successful grade marks (A, B, C, CR, and P) to all grade marks (A, B, C, D, F, W, CR, NC, P, NP, and I) for credit courses. Plus/Minus grades are included in the ratio.

The institution-set standard for course completion is 55 percent as determined by a review of multi-year data (an average of eight years of data) and institutional history and context. The District has consistently exceeded the standard recommendation. From fall 2014 to fall 2016, the District's course completion rate increased from 68 percent to 72 percent. Additionally, all racial/ethnic student groups have performed above the target recommendation.
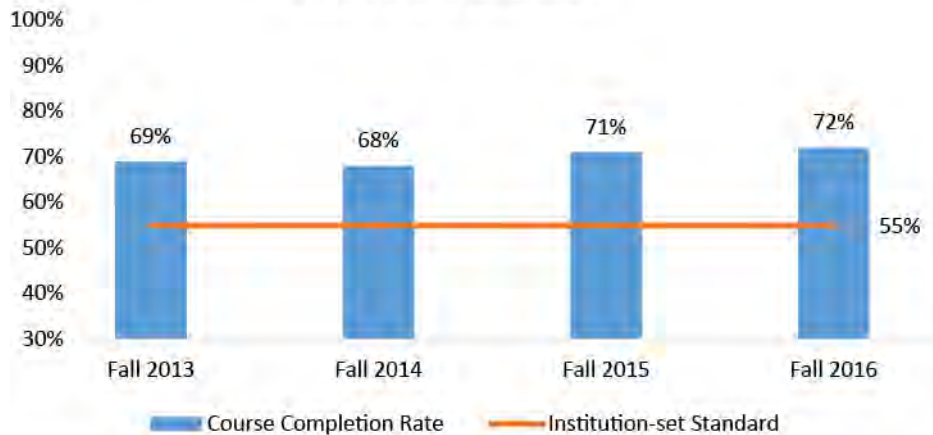
Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Student Retention (fall-to-fall)

Student retention is defined as the ratio of first-time students with a declared goal to transfer, earn an AA/AS, or earn a two-year vocational certificate, who complete a course with any grade (A, B, C, D, F, W, CR, NC, P, NP, and I) in the initial fall term and are registered for a course past census (registration code starts with 'R' or = 'DW') in the subsequent fall term. The institution-set standard for student retention (fall-to-fall) is 50 percent as determined by a review of multi-year data (an average of eight years of data) and institutional history and context. The District's student retention rate exceeded the standard recommendation for the past three years. The District student retention rate for fall 2015 to fall 2016 was 63 percent. Most racial/ethnic student groups met or exceeded the standard recommendation except for African-American students.
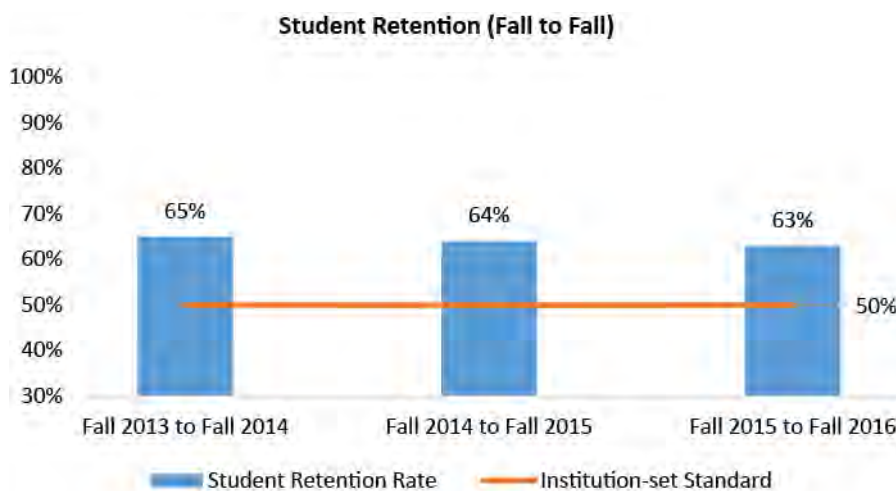
Student Retention (Fall to Fall)

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Student Degree Completion

Degrees awarded are defined by the Chancellor's Office (Data Mart) as a count of all associate degrees awarded in an academic year. Students can earn multiple awards in a given year. Chancellor's Office approved awards are Associate of Arts and Associate of Science.

The institution-set standard for student degree completion is 700 degrees as determined by a review of multi-year data (an average of eight years of data) and institutional history and context. For the past three years, the District exceeded the standard recommendation and the number of degrees awarded has been gradually increasing. The most current data (2015-2016) shows that 1,206 degrees were awarded.
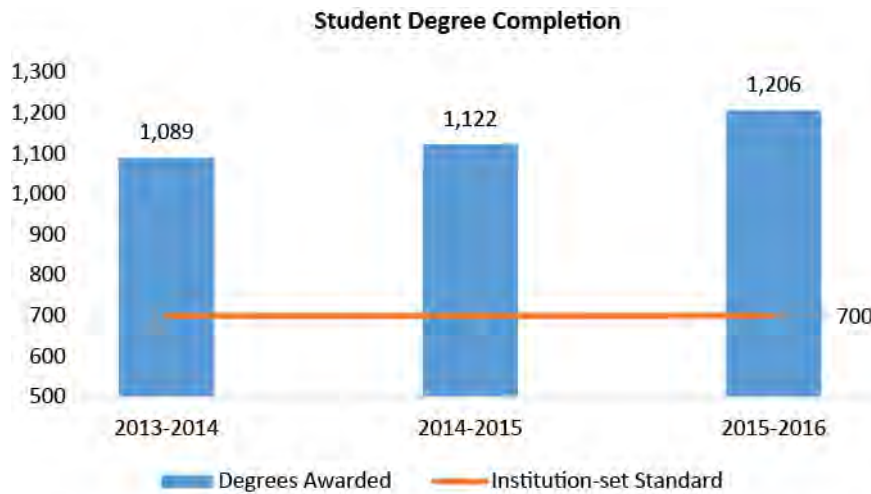
Student Degree Completion

	2013-2014	2014-2015	2015-2016
Degrees Awarded	1,089	1,122	1,206
Institution-set Standard	700	700	700

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Transfer Velocity Cohort

According to the Chancellor's Office (Data Mart), the transfer velocity cohort is calculated by evaluating first-time freshmen six years after their entry. Those students who have completed twelve credit units and attempted a transfer level math or English course are included in the transfer velocity cohort. Transfer rates for years three, four, and five are retrospective and cannot be reported until the cohort is finalized at the completion of the sixth year after initial enrollment. Students with multiple college enrollments are reported as members of the Transfer Velocity Cohort for each college attended.

The institution-set standard for Transfer Velocity Cohort is 30 percent and is determined by an average of five years of data. The transfer velocity rate for the past three cohorts has been relatively the same and exceeding the standard recommendation. The transfer velocity rate for the District's most recent cohort (2009-2010) was 34 percent. Nearly all racial/ethnic student groups met the standard except for African-American and Hispanic cohorts that fell below the standard recommendation but are considered to be "On Target," based on the performance range methodology.
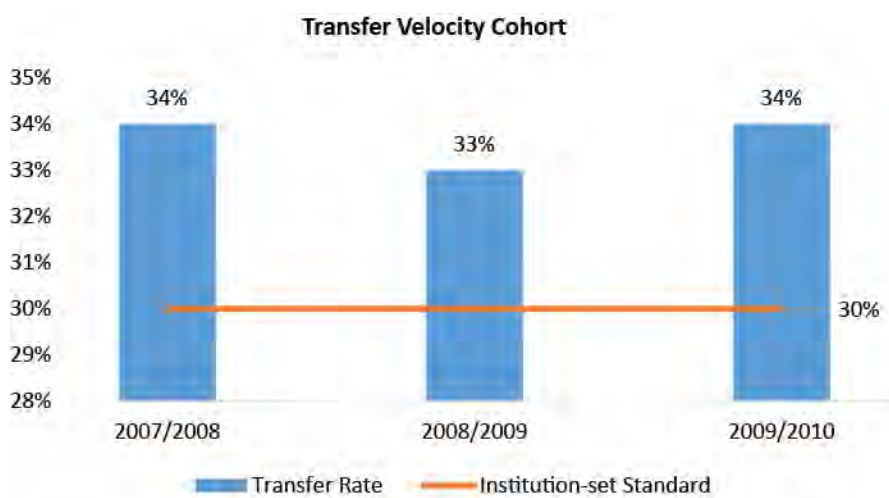
Transfer Velocity Cohort

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

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Student Degree Certificates

Certificates Awarded are defined by the Chancellor's Office (Data Mart) as a count of all certificates awarded in an academic year. Students can earn multiple awards in a given year. Chancellor's Office approved awards are certificates requiring 18 to fewer than 30 semester units, certificates requiring 30 to fewer than 60 semester units, and certificates requiring 60 or more semester units.

The institution-set standard for student degree certificates is 300 certificates as determined by a review of multi-year data (an average of eight years of data) and institutional history and context. For the past three years, the District exceeded the standard recommendation. In 2015-2016, 877 certificates were awarded.
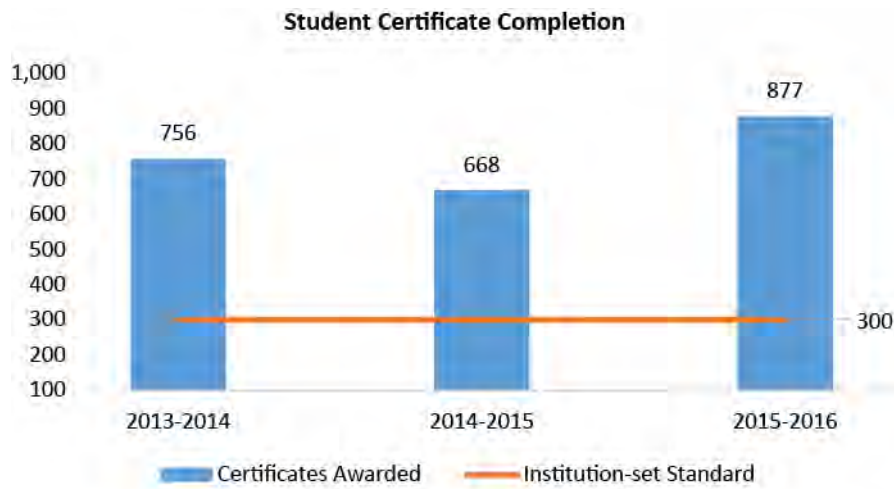
Student Certificate Completion

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

CTE Program-set Standards – Student Pass Rates on Licensure Exams

Student pass rates on licensure exams are defined as examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study. The program-set standards for student pass rates on licensure exams vary by each program and range from 60 percent (Welding) to 85 percent (Physical Therapist Assistant). Between 2012 and 2016, all programs met or exceeded their program-set standards.

Student Pass Rates on Licensure Exams by CTE Programs

Electrician Training: 70%, 85%, 70%, 81%, 88%, 81%

Physical Therapist Assistant: 85%, 96%, 90%, 96%, 90%

RN Nursing: 75%, 90%, 89%, 76%, 89%, 76%

Welding: 60%, 80%, 66%, 76%, 76%, 76%

Legend: Program Set Standard, 2012, 2013, 2014, 2015, 2016
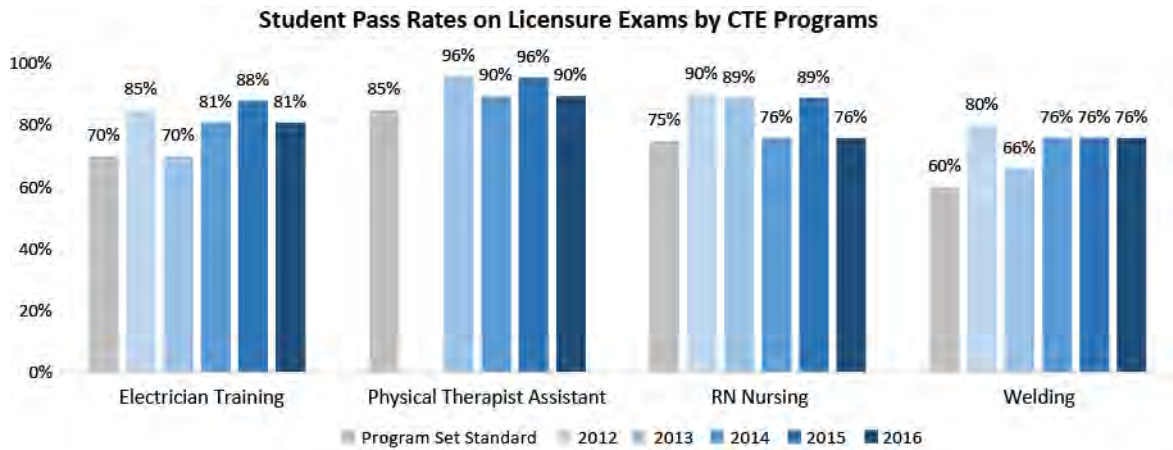
Source: COS Office of Academic Services

CTE Program-set Standards – Student Job Placement Rates

Student job placement rates are defined as job placement rates for students completing certificate programs and CTE degrees.

The program-set standards for student job placement rates vary for each program and range from 50 percent (Welding) to 90 percent (Physical Therapist Assistant). Electrician Training has the same set standard for both student achievement outcomes while the other programs have a different rate for this standard. Between 2012 and 2016, all of the programs met and exceeded their program-set standards and have remained fairly consistent over the past three years. Notably, Physical Therapist Assistant achieved a 100 percent job placement rate in 2013 and 2015.
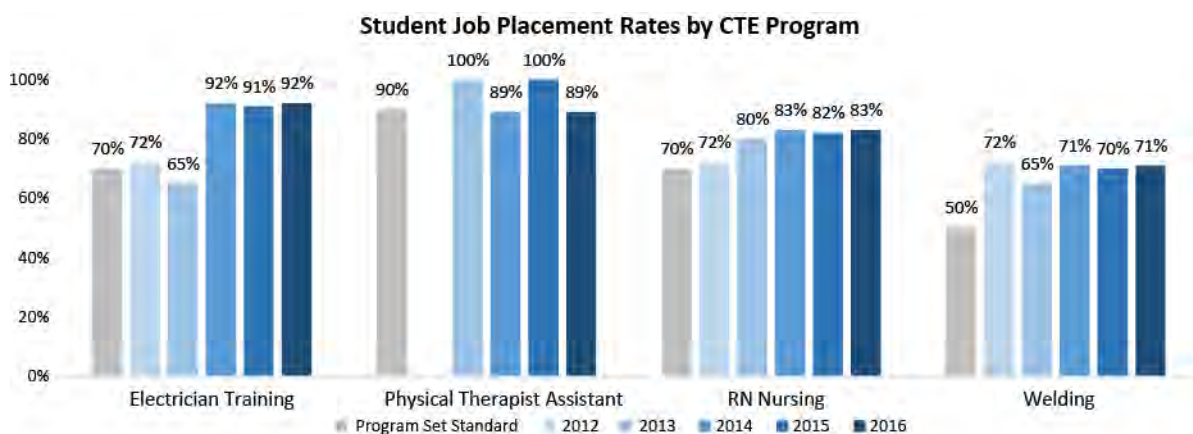
Source: COS Office of Academic Services

Summary

The District exceeded the institution-set and program-set standards. Institution-set standard data for course completion rate, student retention, and transfer velocity cohort were disaggregated by race/ethnicity. The student groups have generally exceeded the institution-set standards except for African-American students in student retention. The African-American and Hispanic cohorts also fell below the standard for transfer velocity cohort but are "on target" to meet the standard recommendation based on the performance range methodology. District wide initiatives and activities are in place to address issues of retention and transfer, including the District's Strategic Plan and Student Equity Plan. For example, the Student Equity Plan has a goal to increase the transfer rates of Hispanic and African-American students, as well as other student groups, by providing comprehensive support from Student Success coordinators and counselors and taking students on field trips to various colleges and universities.

Institutional Effectiveness Partnership Initiative Aspirational Goals

The Institutional Effectiveness Partnership Initiative helps each college develop, adopt, and post a goals framework as mandated by enacted California legislation. The District annually assesses, reviews, revises, and resets these goals as appropriate. For example, after a review of the data, the District recommended to reset the goals for Completion Rate – Unprepared for College and for Successful Course Completion.

Completion Rate (Scorecard) – Unprepared for College

The scorecard defines completion rate as the percentage of first-time degree, certificate, and/or transfer-seeking students tracked for six years who attempted any level of math and/or English in the first three years and who completed a degree, certificate, or transfer-related outcome.

The District's 2016-2017 short-term (one-year) and long-term (six-year) goals for completion rate for students who are unprepared for college are 33 percent and 36 percent, respectively. Between 2011-2012 and 2015-2016, the District's completion rate ranged from 32.5 percent to 38.2 percent, and the five-year average is 36.16 percent. The District's completion rate was highest in 2011-2012 at 38.2 percent and declined for the next three academic years to a low of 32.5 percent in 2014-2015. Based on the data and institutional history and context, it was recommended to increase the 2017-2018 short-term goal from 33 percent to 34 percent and to maintain the long-term goal at 36 percent.

2017 College of the Sequoias Student Success Scorecard

	2011-12 Cohort Rate	2012-13 Cohort Rate	2013-14 Cohort Rate	2014-15 Cohort Rate	2015-16 Cohort Rate	5-Year Average
Completion Unprepared	38.20%	36.80%	36.00%	32.50%	37.30%	36.16%
		-1.40%	-0.80%	-3.50%	4.80%	-0.23%

Source: California Community Colleges Chancellor's Office Scorecard

Successful Course Completion

The Institutional Effectiveness Partnership Initiative defines successful course completion as the percentage of fall term credit course enrollments where students earned a grade of C or better.

The District's 2016-2017 short-term (one-year) and long-term (six-year) goals for course completion were 68 percent and 70 percent, respectively. The District's course success rates have remained consistent. Between fall 2012 and fall 2016, the District's success rate ranged from 67.96 percent to 71.81 percent and the five-year average was 69.66 percent. The largest increase in success rates was between the fall 2014 and fall 2015 semesters (+3.2 percent). Based on the data and institutional history and context, it was recommended to increase both of the District's short-term and long-term goals. The District's 2017-2018 short-term goal was increased from 68 percent to 70 percent, and the 2017-2018 long-term goal was increased from 70 percent to 71 percent.

Credit Course Success Rate Summary Report

	Fall 2012 Credit Success Rate	Fall 2013 Credit Success Rate	Fall 2014 Credit Success Rate	Fall 2015 Credit Success Rate	Fall 2016 Credit Success Rate	5-Year Average Credit Success Rate
Sequoias CCD Total	68.76%	68.59%	67.96%	71.16%	71.81%	69.66%
		-0.16%	-0.64%	3.20%	0.65%	0.76%

Source: California Community Colleges Chancellor's Office

Accreditation Process

Accreditation 2018 Institutional Self-Evaluation Report Process

Sequoias Community College District's participatory governance and decision-making processes and structures enable the development of a District culture that integrates Accreditation requirements, data gathering, and reporting. For the 2018 Institutional Self-Evaluation Report, the District began planning in July 2015 when the Institutional Planning and Effectiveness Committee and the Accreditation Editing Team recommended that their current responsibility for Accreditation be reassigned to an AWG under the direction of the Superintendent/President's office. The Superintendent/President established the AWG and appointed faculty and administrative co-chairs. In addition, four subcommittees were established, one for each Accreditation Standard. The Superintendent/President appointed staff and administrative tri-chairs for each Standard and conferred with the Academic Senate president on selection of faculty tri-chairs. [I1]

The AWG began meeting in September 2015 to establish a timeline and to confirm the charges of the AWG and the standard subcommittees. [I2] The AWG attended the October 2015 Strengthening Student Success Conference post-conference workshop on Accreditation. The AWG was made aware of additional training opportunities and several members attended workshops around the state. The faculty AWG co-chair facilitated training sessions for the newly-hired faculty to help them learn about the Accreditation process, as well as a convocation day training session for online faculty to help them understand what to expect when the visiting team arrives.

In addition to District wide email and survey communication, regular Accreditation updates were provided to District Governance Senate, Academic Senate, and the Board of Trustees. The report included information about ACCJC news, ISER progress, and training opportunities for District employees. [I3]

The subcommittees began reviewing the Standards based on guidelines developed by the AWG. [I4] Starting in spring 2016, subcommittees reviewed the Standards and identified how the District met the Standard, identified apparent gaps, and provided examples of evidence. Identified gaps were distributed to responsible parties for feedback to provide evidence or to recommend how the District could address the gap. The subcommittees then analyzed the gap review input from those responsible parties. Subcommittees incorporated gap review input into Standard reporting forms addressing the Standards and Eligibility Requirements and identifying sources of evidence and appropriate data elements for each Standard.

The inclusive structure of the AWG and sub-committees distributed responsibility and knowledge about Accreditation requirements, data gathering, and reporting throughout the District's administration, faculty, and staff. In addition, the AWG started an information campaign to educate the entire District about the Standards and ISER process. [I5]

Writing Team

The Superintendent/President appointed a writing team selected from AWG members. The team began working in June 2017 to prepare the ISER using the Standard Reporting Forms developed by the Standard subcommittees. The iterative writing process included continued consultation with the AWG and Standard subcommittee tri-chairs before and after gathering District wide feedback on the drafts. [I6] An evidence team was formed to attach identified evidence to the ISER. The evidence team began work on Standard I in October 2017 and continued as the remaining Standards were reviewed by the District.

District Feedback and Approval

Following the Accreditation timeline, Standard drafts were sent to District employees via a feedback survey. [I7] The Writing Team reviewed and incorporated District wide feedback into the ISER as appropriate. Revised Standard drafts were reviewed by the AWG whose feedback was incorporated into the final ISER.

Additionally, in order to demonstrate the District's value of collaboration, the Academic Senate and AWG sponsored a District wide summit in spring 2018 to gather District input on the development of the QFE. [I8] The summit brought together administrators, faculty, staff, students, and board members to discuss proposed QFE topics and approaches to implementation. The Writing Team crafted the QFE based on the feedback.

The complete ISER was distributed to Academic Senate and District Governance Senate in April 2018 for approval and to the Board of Trustees in June 2018.

A strength of the District's ISER process has been the open communication between the AWG, subcommittees, the Writing Team, and District about the ISER development. Email communication and document repositories enabled members of the ISER development groups to be aware of progress and to review document drafts. The District community was invited to review Standard drafts before they were finalized, and feedback received was considered for inclusion in the final drafts. The iterative writing process made the ISER a collaborative product including many District voices.

COS Accreditation Work Group

Accreditation Work Group

Co-chairs: Dr. Nolan/Dr. La Serna
Ex-Officio Stan Carrizosa
- Coordinate subgroup work
  - Meets monthly

ACCJC Standard I
Subgroup
Tri-chairs
Anne Morris,
Ryan Barry-Souza, &
Cindy DeLain

ACCJC Standard II
Subgroup
Tri-chairs
Brent Calvin,
Sarah Harris, &
Nicole Schafer

ACCJC Standard III
Subgroup
Co-Chairs
Christine Statton,
Marla Prochnow, &
Ahsen Baig

ACCJC Standard IV
Subgroup
Co-chairs
John Bratsch,
Steve LaMar, &
Pura Cordero

Evidence: Accreditation Process

Accreditation Process

Accreditation Work Group

First	Last	Title	Department
Subcommittee Members			
Dr. Deborah	Nolan	Co-Chair	Distance Education Coordinator
Dr. Jennifer	Vega La Serna	Co-Chair	Vice President, Academic Services, ALO
Standard I			
Cindy	DeLain	Sub I, Tri-Chair	Dean, Nursing/Allied Health
Anne	Morris	Sub I, Tri-Chair	Nursing
Ryan	Barry-Souza	Sub I, Tri-Chair	Research Analyst
Matt	Bourez	Sub I	Mathematics
Dr. Jonna	Schengel	Sub I	Director, Physical Therapist Assistant Program
Standard II			
Brent	Calvin	Sub II, Tri-Chair	Vice President, Student Services
Dr. Sarah	Harris	Sub II, Tri-Chair	Curriculum Coordinator
Nicole	Schafer	Sub II, Tri-Chair	Administrative Assistant
Stephanie	Collier	Sub IIA	Mathematics
Shannamar	Dewey	Sub IIA	Science
Mary-Catherine	Oxford	Sub IIB	Director, Learning Resource Center
Manila	Xiong	Sub IIB	Librarian
Megan	Baptista-Geist	Sub IIB	Coordinator, Writing Center
Meng	Vang	Sub IIC	Counseling
Jessica	Morrison	Sub IIC	Dean, Student Services
Michele	Brock	Sub IIC	Dean, Student Services
Standard III			
Christine	Statton	Sub III, Tri-Chair	Vice President, Administrative Services
Dr. Marla	Prochnow	Sub III, Tri-Chair	Anthropology
Ahsen	Baig	Sub III, Tri-Chair	Senior Programmer Analyst
Linda	McCauley	Sub III	Manager, Accounts Payable
Tim	Hollabaugh	Sub III	Dean, Technology Services
Byron	Woods	Sub III	Dean, Facilities
Linda	Reis	Sub III	Human Resource Specialist
Stephen	Meier	Sub III	System Administrator
Dr. Deborah	Nolan	Sub III	Distance Education Coordinator
Standard IV			
John	Bratsch	Sub IV, Tri-Chair	Dean, Human Resources
Steve	LaMar	Sub IV, Tri-Chair	Theatre Technician
Pura	Cordero	Sub IV, Tri-Chair	Paralegal
Ken	Nunes	Sub IV	Board President
Jordan	Lamb	Sub IV	Scheduling Coordinator
Ex-Officio			
Stan	Carrizosa	Ex-Officio	President/Superintendent
Writing Team			
Dr. Jennifer	Vega La Serna	Co-Chair	Vice President, Academic Services, ALO
Dr. Deborah	Nolan	Co-Chair	Distance Education Coordinator
Dr. Sarah	Harris	Sub II, Tri-Chair	Curriculum Coordinator
Evidence Team			
Lauren	Fishback	Evidence	Administrative Assistant
Ann	Morris	Evidence	Nursing
Ryan	Barry-Souza	Evidence	Research Analyst
Nicole	Schafer	Evidence	Administrative Assistant
Daniel	Alvarado	Evidence	Academic Resources Specialist

Accreditation Process

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Accreditation Workgroup Three-Year Timeline

2015 -16	2016 -17	2017 -18
Educate and inform faculty/staff district-wide of new Accreditation Standards.	Check with governance groups to determine how previous gaps were addressed. Collect data required for self-study.	District-wide sharing of draft comprehensive Self-Study (Fall 2017) Update data chapter.
Identify data points that reflect evidence of effective and compliant systems/operations from COS 2.0 manuals and toward district objectives.	Finish outlining compliance with standards and simultaneously gather/compile evidence. (Fall 2016)	Convocation presentation and Academic Senate Self-Study Summit (Spring 2018)
Define how we will collect and compile evidence.	Draft comprehensive Self-Study. (Spring 2017)	Final Self-Study presented through governance process. (Spring 2018)
Identify gaps where required evidence may be missing and/or gaps in processes. Notify appropriate entities of gaps for consideration.	Continue training.	COS Board approval of Self-Study (June 2018) Final editing (Spring 2018)
Identify and attend training opportunities. Develop templates for outlines of Standards and evidence collection. Begin to outline compliance with Standards and simultaneously gather/compile evidence. (Spring 2016)	Draft the Eligibility Requirements. Draft the comprehensive essay. Verify data is cited within report.	Final Self-Study submitted to ACCJC. (July 2018)

Accreditation Writing Team Two-Year Timeline

Summer 2016

June	Planning Meeting
July	Planning Meeting

Fall 2016

August	Compile and Review Gaps
September	Governance groups address gaps (continue gap review)
October	Standard I, Drafting ERs
November	Standard II, Drafting ERs
December	Standard III, Drafting ERs

Spring 2017

January	Standard IV, Drafting ERs - report back on gaps from Governance Groups
February	Eligibility Requirements
March	Review Data Elements
April	Review Data Elements
May	Write evidence

Summer 2017

June	Write evidence; data completed
July	Write evidence

Fall 2017

August	Introductions on process, convocation, problem solve data
September	Standard I, Abstract COS eNews - evidence
October	Standard II, Abstract COS eNews - evidence
November	Standard III, Abstract COS eNews - evidence
December	Standard IV, Abstract COS eNews - evidence

Spring 2018

January	Draft completed; present at convocation, summit on quality focus essay
February	Final edits
March	Academic Senate and District Governance Senate
April	Academic Senate and District Governance Senate
May	Board, Final Edits

Summer 2018 (FINAL BETWEEN JUNE 15-JULY 10, 2018)

June	Board, Final Edits (graphics and printing)
July	ACCJC FINAL

Organizational Structure

College of the Sequoias Community College District
2017 – 2018 Organizational Structure

Organizational Structure

Lee McDonald
Applications Manager

Glen Profeta
Dean, Technology Services

Joseph Garcia
Manager, Custodial Services

Ken Lamb
Manager, Maintenance & Operations

Byron Woods
Dean, Facilities & Facilities Planning

Zachary Patterson
Manager, Food Services

Dorianna Mendietta
Manager, Bookstore

Leangela Miller-Hernandez
Director, Budget and Categorical Accounting

Linda McCauley,
Chief Accounting Officer

Christine Statton
Vice President
Administrative Services

Neal Powell
Manager,
Assistive Technology Center

Sandra Calderon
Director, Access & Ability
Resource Center

Ricardo Marmolejo
Director, TRiO (UBMS/SSS)

David Loverin
Director, Financial Aid

Debbie Douglass
Director, Student
Activities & Affairs

Michele Brock
Dean,
Student Services

Kevin Mizner
Chief, Campus Police

Adrian Beltran
Director, EOPS/CARE/WIA

Miriam Sallam
Director, Foster Care &
Independent Living

Juan Vazquez
Director, Student Success

Jessica Morrison
Dean,
Student Services

Brent Calvin
Vice President,
Student Services

Valerie Fisher
Deputy Sector Navigator for
Health Workforce Initiative

Belen Kersten
Director, Nursing

Jonna Schengel
Associate Dean/Director
Allied Health Programs

Jesse Wilcoxson
Dean, Business, Social
Science & CFS

Pha Mouavangsou
Director,
Basic Skills Outcomes
Transformation Grant

Mary Catherine Oxford
Director,
Learning Resource Center

Marshall Fulbright
Dean, Arts & Letter

Brandon Hildreth
Director, Dual Enrollment

Michael Niehoff,
Manager, CTE Grant

Gurminder Sangha
Deputy Sector Navigator for
Advanced Manufacturing

Jorge Zegarra
Director, Business, Industry
& Community Services

Thad Russell
Dean, CTE & Workforce
Development

Brent Davis
Associate Dean
Athletics/PE

Robert Urtecho, Dean
Science, Math, &
Engineering

Jennifer Vega La Serna
Vice President,
Academic Services

Rick Smith
Coordinator, Fire Technology

David Paris
Manager, Extended
Police Academy

Gary Chambers
Interim Director, Police
Academy
& Training Programs

Kristin Robinson
Provost
Hanford Educational Center

Louann Waldner
Provost
Tulare College Center

Tim Foster
Executive Director,
Foundation

Mehmet Ozturk
Dean, Research, Planning &
Institutional Effectiveness

John Bratsch
Dean, Human Resource
Services/Legal Affairs

District Governance Senate
Co-Chairs

Academic Senate
President

Student Senate
President

Stan A. Carrizosa
Superintendent/President

Public Information Office

Board of Trustees

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Academic Services 2017-18

COS — COLLEGE OF THE SEQUOIAS

Stan A. Carrizosa
Superintendent/President

Dr. Louann Waldner
Provost/Dean, Agriculture
Tulare College Center
Admin. Technician:
Jeannie Iriye-Meade

Dr. Jennifer Vega La Serna
Vice President,
Academic Services

Dr. Kristin Robinson
Provost, Hanford Center
Admin. Assistant:
Heather Zantos

Gary Chambers
Director, Police Academy
& Training Programs

Kim Pitigliano
Chair, Agriculture

Rick Smith
Coordinator, Fire
Technology

Academic Services Office Support Staff
Khantee See, Executive Administrative Assistant
Daniel Alvarado, Academic Resources Specialist/Curriculum
Lauren Fishback, Administrative Assistant
Jordan Lamb, Admin. Assistant/Scheduling Coordinator

Dr. Jesse Wilcoxson
Dean, Business & Social
Sciences, Consumer/Family
Studies
Admin. Assistant:
Shelli Giles

Dr. Robert Urtecho
Dean, Math & Science
Admin. Assistant:
Kathryn Torres

Dr. Thad Russell
Dean, Career Technical
Education (CTE) and
Workforce Development
Admin. Technician:
Lacey Henderson

Dr. Jonna Schengel
Assoc. Dean/Director,
Allied Health Programs
Admin. Assistant:
Amelia Sweeney
Program Secy:
Angela Sanchez

Marshall Fulbright
Dean, Arts & Letters,
Learning Resource Ctr.
Admin. Assistant:
Mary Gonzales

Brent Davis
Assoc. Dean/Director,
PE/Athletics
Admin. Assistant:
Marcy Parks

Janell Spencer
Chair, Business

Alicia Crumpler
Chair, Social Sciences

Milli Owens
Chair, Consumer/
Family Studies

Lisa Greer
Coordinator,
Work Experience

Jared Burch
Chair, Math &
Engineering

Julie Rodriguez
Chair, Science

Programs:
SURGE Grant
Duane Goodwin,
Activity Lead

Programs:
REALM Grant
Charles Rush,
Activity Lead

Programs:
MESA Grant

Science Division Techs:
Karen Kirkpatrick,
David Scott,
Andrea Smith,
Yelena Martinez

Jorge Zegarra
Director, COS Training &
Resource Center
Admin. Techn.: Rose Lacey

Laurel Garver
Training Resource
Center Specialist

Gurminder Sangha
Ctrl. Reg. Deputy Sector
Navigator
Adv. Manufacturing for
Central Valley

Michael Niehoff
Career Technical Educ.
Grant Manager

Angela Cloutier
CTE
Grant Specialist

Program:
VTEA

Valerie Fisher
Ctrl. Reg. Deputy Sector
Navigator
Health Workforce
Initiative

Belen Kersten
Director, Nursing

Terri Paden, DNP
Chair, Allied Health &
Nursing

Frank Tebeau
Chair, Industry &
Technology

Margarita Camacho
CTE High School
Liaison

Loren Kelly
CTE Student
Success Coordinator

Emily Jahr
CTE Career
Development Coordinator

Andrew Carter
CTE Research Analyst/
Technician

Mary-Catherine Oxford
Director, Lrng. Res. Ctr.
Admin. Assistant
Nicole Schafer

**Learning Resource
Center
Tutorial Center:**
Sandy Williams
Math Lab

Language Lab:
Kelly Diaz,
Adriana Bustamante

Writing Center:
Megan Baptista,
Stacey Nelson

Theatre Technicians:
Steve Lamar,
Nick Terry
Clerical Assistant, Box Office:
Abigail Briggs

Pha Mouavangsou
Basic Skills Student
Outcomes
Transformation Grant
Manager

Rita Perez
Basic Skills
Transformation Student
Grant Specialist

Josh Geist
Chair, Language Arts

Dr. Tom Weise
Chair, Fine Arts

Program:
Basic Skills -
Essential Learning
Initiative

Rusty Smith
Chair, PE/Athletics

Dr. Sarah Harris
Curriculum & Outcomes
Assessment Coordinator

Dr. Deborah Nolan
Distance Education
Coordinator

Brandon Hildreth
Director, Dual Enrollment
Programs

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COLLEGE OF THE SEQUDIAS

ADMINISTRATIVE SERVICES
2017-2018

Stan A. Carrizosa
Superintendent/President

Christine Statton
Vice President,
Administrative Services

Karen Pauls
Executive Assistant

Organizational Structure

Byron Woods
Dean, Facilities & Facilities Planning

Analisa Martinez
Administrative Assistant

Joseph Garcia
Manager, Custodial Services

Ken Lamb
Manager, Maintenance & Operations

Maintenance & Transportation

Grounds

Glen Profeta
Dean, Technology Services

Beverly Feleciano
Administrative Assistant

Lee McDonald
Manager, Applications

Microcomputer Technicians & Computer Repair

Network, Server Farm & Telecommunication Services

Web Services

Copy & Mail Services

Leangela Miller-Hernandez
Director, Budget and Categorical Accounting

Dorianna Mendietta
Manager, Bookstore

Zachary Patterson
Manager, Food Services

Linda McCauley
Chief Accounting Officer

Accounts Receivable

Accounts Payable

Payroll

COS
COLLEGE OF THE SEQUOIAS

STUDENT SERVICES
2017-2018

Stan A. Carrizosa
Superintendent/President

Brent Calvin
Vice President,
Student Services

Kevin Mizner, Chief
District Police

Karen Pauls
Executive Assistant

Jessica Morrison
Dean, Student Services

Kelly Pankey
Administrative Assistant

Michele Brock
Dean, Student Services

Kelly Pankey
Administrative Assistant

Adrienne Duarte
Chair, General & Transfer/Career Counseling

Adrian Beltran
Director,
EOPS/CARE/WIA

Sarah Todd
Coordinator,
CalWORKS

Greg Keen
Coordinator,
Articulation & Assessment

Mona Freeman
Coordinator,
International Students & Matriculation

Juan Vazquez
Director,
Student Success

Rosalba Mejia
Coordinator,
California Mini-Corps

Ashley Muniz
Coordinator,
Veteran Services

Miriam Sallam
Director,
Foster Care & Independent Living

Ambar Alvarez-Soto
Faculty Coordinator, Puente Project

Debbie Douglass
Director,
Student Activities & Affairs

Sandra Calderon
Director,
Access and Ability Center

Catherine McGuire
Coordinator, Welcome Center/ Outreach

Neal Powell
Manager,
Assistive Technology Center

Student Senate

Patricia Alvarez
Faculty Coordinator,
Student Health Services

Ricardo Marmolejo
Director,
TRiO (UBMS/SSS)

David Loverin
Director,
Financial Aid

Admissions & Records

Elvia Rangel-Lemus
Work Study

Eligibility Requirements and Policies

Certification of Continued Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

College of the Sequoias Community College District (Sequoias Community College District) is a two-year public community college authorized by the California Education Code and the California Community Colleges under the jurisdiction of the Board of Governors to operate as an educational institution and to award degrees. The District is governed by a locally-elected, five-member Board of Trustees. [ER1]

The District has the authority to operate as a degree-granting institution based on its continuous accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the U.S. Department of Education. [ER2]

The District meets Eligibility Requirement 1.

Evidence: ER 1   Board Policy 2010, Board Membership
             ER 2   ACCJC Letter Affirming Accreditation (2015) (Degree-granting approval statement)

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

The District enrolls more than 16,000 unduplicated students with a Full-Time Equivalent Student of over 9,700. [ER3] Students are actively pursuing transfer, certificate, noncredit, and occupational degree programs. [ER4] The institution is fully operational with fall, spring, and summer semester course offerings designed to meet the educational needs of the diverse student body. [ER5]

The District meets Eligibility Requirement 2.

Evidence: ER 3   Giant Fact Book, 2017, FTES and Headcount Enrollment (enrollment history of the institution)
             ER 4   Giant Fact Book, 2017, Student Goals (enrollments in institutional degree programs by year or cohort)
             ER 5   spring 2018 Course Schedule (current schedule of classes)

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The District offers 158 programs leading to goals consistent with its Mission: 73 associate degree programs, 39 certificate of achievement programs, 43 skill certificate programs, and three certificate of competency programs as delineated in the College Catalog. [ER6] Associate degree requirements include completion of at least 60 semester units. These 60 units include general education, major, and elective courses. [ER7] The District awards more than 1,000 degrees and 600 certificates annually. [ER8, ER9]

The District meets Eligibility Requirement 3.

Evidence: ER 6   College Catalog, 2017-2018 (list of degrees, course requirements, and length of study for each degree program; and catalog designation of college level courses for which degree credit is granted)

                   ER 7   College Catalog, 2017-2018, Associate Degree Requirements (general education courses and requirements for each degree offered)

                   ER 8   Giant Fact Book, 2017, Awards (data describing student enrollment in each degree program)

                   ER 9   Giant Fact Book, 2017, Sections Offered (data describing student enrollment in the institution's non-degree programs)

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The District's Board of Trustees is responsible for selecting and appointing the Superintendent/President. [ER10] Stan A. Carrizosa was appointed chief executive officer by the governing board in July 2012. [ER11, ER12] The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. [ER13] The Superintendent/President has full-time responsibility for the institution and does not serve on the governing board.

The District meets Eligibility Requirement 4.

Evidence: ER 10 Board Policy and Administrative Procedure 2431
             ER 11 Superintendent/President Contract (Certification of the CEO's full
                    time responsibility to the institution)
             ER 12 Stan Carrizosa Biographical Information (name, address and
                    biographical information about the CEO)
             ER 13 Board Policy and Administrative Procedure 2430

5.   Financial Accountability

*The institution annually undergoes and makes available an external financial audit by a
certified public accountant or an audit by an appropriate public agency. Institutions that
are already Title IV eligible must demonstrate compliance with federal requirements.*

The District undergoes an annual outside audit of all funds, books, and accounts in
accordance with the regulations of Title 5. The Superintendent/President assures that the
annual outside audit is completed and recommends a certified public accountancy firm to
the Board. [ER14] The audit includes compliance with federal financial aid requirements.
[ER15, ER16] The independent audit report and District budgets are presented to the
Board of Trustees annually. [ER17, ER18] The District has not received any financial or
compliance external audit findings in the last five years. [ER19]

The District meets Eligibility Requirement 5.

Evidence: ER 14 Board Policy and Administrative Procedure 6400
             ER 15 Financial Aid Program Review Audits
             ER 16 Student Loan Default Rates
             ER 17 Board of Trustees Board Minutes
             ER 18 District Budgets 2016, 2017, 2018 (past, current and proposed
                    budgets)
             ER 19 Certified Independent Audits 2015, 2016, 2017 (certified
                    independent audits, including management letters)

The District meets Eligibility Requirements 1-5. The additional Eligibility Requirements
are embedded in the related Accreditation Standards throughout the Institutional Self-
Evaluation Report.

Evidence: Eligibility Requirements

ERs and Policies

Certification of Continued Institutional Compliance with Commission Policies

The District complies with Commission policies. Where policies are embedded in the Standards, the District provides evidence in the appropriate sections of the ISER. The District has prepared the following section demonstrating compliance with additional policies not covered in the Standards (Appendix K, Manual for Institutional Self-Evaluation).

Public Notification of an Evaluation Visit and Third Party Comment [Regulation citation: 602.23(b)]

- The District has made appropriate and timely effort to solicit third-party comments in advance of the comprehensive evaluation visit through several methods of communication with the public and the campus community. The Accreditation website includes contact information for the ACCJC and explains the process for filing complaints. The Accreditation website is continually updated with new information including official documents, institutional reports, and Accreditation information for the public. The Accreditation Liaison Officer (ALO) provides monthly Accreditation and ISER updates for District Governance Senate and Board of Trustees meetings. These are open public meetings and the minutes are posted and available on the District website. The District also held open public summits regarding Accreditation; additionally, the ISER was shared through the COS eNews communication.
- The District cooperates to resolve concerns associated with third-party comments should any be submitted.
- For more information on the District's continued adherence to Commission Policy on Rights and Responsibilities of Commission and Member Institutions, see Eligibility Requirement 21 in Standard IC.5 and IC.12.

Standards and Performance with Respect to Student Achievement [Regulation Citations: 602.1(a)(1)(i); 602.17(f); 602.19(a-e)]

- The District has established standards of student achievement through Institution-set Standards that include course completion and are connected to the District's Mission. The Standards were established through and approved by District Governance Senate as part of the participatory governance process. These standards set the successful course completion rate, degree completion, certificate completion and transfer to four-year colleges.
- The District has set standards within each instructional program that includes student achievement in the ten-year Master Plan. These standards are analyzed annually through the Institutional Program Review process. The District has also set standards for job placement rates and passage of licensure exams for programs that require licensure for employment.

- The Institution-set Standards are analyzed at least yearly at District Governance Senate and are distributed to all respective constituent groups and other governance bodies throughout the District for consideration in assessing annual planned actions and changes for ongoing and continuous improvement in student achievement.
- The District analyzes performance on the Institution-set Standards and has processes in place to take action if performance falls below the expected levels. These processes are codified in the Integrated Planning Manual.
- For more information, see Eligibility Requirement 11 in Standard I.B.3.

Credits, Program Length, and Tuition [Regulation Citation: 602.16(a)(1)(i); 602.17(f); 602.19(a-e)]

- Credit-hour assignments and degree program lengths are within the range of good practice in higher education. The District designs programs to a commonly-accepted minimum program length of 60 semester credit hours awarded for achievement of an associate degree. Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in its *Program and Course Approval Handbook*.
- The District has written policies (BP 4020) and procedures (AP 4020) for determining a credit hour that meets commonly-accepted academic standards. The COS Curriculum Committee (a subcommittee of Academic Senate) has established a curriculum approval process that includes formulas for determining clock to credit hours. The Curriculum Committee reviews all course and program information before approval.
- Tuition is set by the California legislature, is standardized across all courses and programs, and is based on units.
- The District does not offer courses based on clock hours.
- For more information on the District's continued adherence to Commission Policy on Institutional Degrees and Credits, see Eligibility Requirement 9, 10, 11, and 12 in Standard I.B.2, 1.B.3, II.A.1, II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, and II.A.12.

Transfer Policies [Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

- Transfer policies are documented for students and the public in the District's Catalog and the website.
- The District's policy on articulation (BP and AP 4050) provides accurate information about criteria to accept credits for transfer. The District makes an effort to articulate courses with other institutions through the Common Course Numbering System (C-ID).
- For more information on the District's continued adherence to Commission Policy on Transfer of Credit, see Eligibility Requirement 20 in Standard II.A.1, and II.A.10.

Distance Education and Correspondence Education [Regulation Citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38]

- The District has policies and procedures for defining and classifying courses offered through Distance Education. These policies adhere to the ACCJC definition of Distance Education as follows: *Education that uses the Internet to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor either synchronously or asynchronously.* The District does not offer Correspondence Education (CE). This definition aligns with the U.S. Department of Education.
- The District's policies and procedures for determining instructional method follow the curriculum approval process. Courses offered through Distance Education are reviewed for regular and substantive contact using a Distance Learning Addendum (DLA) addressing this and other components.
- The District has appropriate means and consistently applies those means for verifying the identity of students who participate in Distance Education. District-generated student credentials and secure login or photo identification at proctored examinations are required to verify identity.
- The District's technology infrastructure is sufficient to maintain and sustain Distance Education offerings. The District supports Canvas as the primary Learning Management System (LMS).
- For more information on the District's continued adherence to Commission Policy on Distance Education and Correspondence Education, see Eligibility Requirement 9, 5, and 17 in Standard II.A.1, and II.B1, II.C.1 and the chart below.

Element	Policy	Procedure
Development, implementation, and evaluation of all courses and programs take place within the District's Mission.	BP and AP on Program and Course Curriculum Development (4020)	Curriculum development and review process, including Distance Learning Addendum
The District controls development, implementation, and evaluation of all DE courses and programs.	BP and AP on Program and Course Curriculum Development (4020)	Curriculum development and review process, including Distance Learning Addendum
Courses and programs have learning outcomes	BP on Program Review (3260)	Program Review
Course and program outcomes are assessed	BP on Program Review (3260)	Program Review
The District has engaged in the substantive change process	ACCJC	Curriculum monitoring (Distance Education Coordinator) 2011, 2015 ACCJC substantive change approvals
Student Authentication	AP on Distance Education and Student Authentication (4105)	District-generated student credentials and secure login or photo identification at proctored examinations

Student Complaints [Regulation Citations: 602.1(a)(1)(ix); 668.43]

- The District's student grievance process is articulated in AP 5530 Student Rights and Grievances and is published in the Online Catalog and the District website.
- The District maintains records on student complaints for the previous six years and these records are available for the site team to review.
- The student complaint files do not indicate noncompliance with any Accreditation Standards.
- Contact information for the ACCJC is available on the District website. Programmatic accreditation information can be found in the Catalog and on the website.
- For more information on the District's continued adherence to Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints against Institutions, see Eligibility Requirement 21, I.B.3, I.B.2, and II.A.1

Institutional Disclosure and Advertising and Recruitment Materials [Regulation citations: 602.16(a)(1)(vii); 668.6]

- The District provides accurate and current information to the public through the Catalog and the website. Program and course information is provided to the public primarily through the Catalog. The Catalog is updated annually to ensure accuracy of information. The District website is also an important method of communicating with the public. The website is updated as programs and services change. The District's accreditation status is published on the District website.
- For more information on the District's continued adherence to Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status, see Eligibility Requirement 11, 21, I.B.2, I.C.1, and II.A.1.

Title IV Compliance [Regulation Citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15;668.16; 668.17 et seq]

- The District participates in an annual financial audit that includes financial and regulatory compliance for the District's Title IV programs. The audit findings are sent to the United States Department of Education (USDE).
- The District takes action to resolve any findings. Section III.D.4. of the Self-Evaluation provides further details on financial responsibility. The District has experienced no negative actions by the USDE regarding compliance of the District with the requirements of Title IV.
- The District's student loan default rates are within the acceptable range defined by the USDE.
- When the District contracts for programs and services such as recruitment, student support, online support or instructional curriculum materials, the District follows ACCJC guidelines. Contracts are executed by duly designated officers of the District. Contracts are placed on the Board of Trustee agenda for approval. Contracts describe the work to be performed, the period of the agreement, and the conditions of possible renewal or renegotiation.
- For more information on the District's continued adherence to Commission Policy on Contractual Relationship with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV, see Eligibility Requirement ER 5, III.D.10.

Standard I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A.1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*

ER 6 Mission. *The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement.*

Evidence of Meeting the Standard

The District's Mission describes the intended student population and the services that the District promises to provide to the community. As such, all District planning processes begin with the Mission, as shown in the District's Model for Integrated Planning. [IA1]

The District reviews its Mission every three years and either reaffirms or revises the Mission. The review process solicits feedback District wide, and the District Governance Senate considers all comments before preparing the final recommendation to the Superintendent/President. [IA2]

The current District Mission adopted by the Board of Trustees in January 2015 follows:

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

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

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

The Mission describes the District's broad educational purposes as: "…student learning that leads to productive work, lifelong learning and community involvement." The District offers open access to the community for basic skills education to help students develop foundational skills; general education leading to identified learning outcomes in key areas such as communication, problem solving and critical thinking, global perspective and social responsibility, and self-awareness; career technical education leading to employment and addressing regional workforce needs; transfer to baccalaureate degree programs; and lifelong learning through community and noncredit education. [IA3]

The Mission references the District's diverse student population, which is further described in the District's 2015-2025 Master Plan using demographic data and regional characteristics. [IA4]

The District is a Hispanic-serving Institution with high populations of part-time, First Generation, low-income, and underprepared students. According to the 2015-2025 Master Plan, the proportion of the District's students enrolled in a full-time load of 12 or more credit units is slightly higher than the statewide proportion: 35 percent and 31 percent respectively in fall 2013. The District's students are relatively youthful: 66 percent below 24 years of age, which is higher than the statewide 55 percent. A little over 70 percent of first-time students are the first in their families to attend post-secondary education, 38 percent of first-time students were ready for college-level English in 2012-2013, and 12 percent were ready for college-level mathematics courses.

To help students achieve "transfer and/or occupational objectives," as described in the Mission, the District offers several types of degrees and certificates. They include a variety of transfer degrees, career technical education, community and contract education programs that may culminate in one of 73 associate degree programs, 39 certificate of achievement programs, 43 skills certificate programs, and three certificate of competency programs. Twenty-eight of the District's associate degree programs are ADTs articulated with CSU system. [IA5]

The District Mission describes commitment to student learning and student achievement as follows: "committed to supporting students' mastery of basic skills and to providing programs and services that foster student success." The District's Institutional Learning Outcomes provide the framework for expected student learning in five areas: critical thinking, problem solving and analysis; life and interpersonal skills; communication; research and decision-making; and civic engagement. [IA6] These Institutional Learning Outcomes are mapped to, General Education Learning Outcomes, and Student Learning

Outcomes to ensure that student learning is integrated into all levels of instruction. Institutional Learning Outcomes are assessed on a five-year cycle and assessment results inform curriculum, program development, and student support services. [IA7] (See Standard II.A.11.)

The District regularly measures student achievement through the integrated planning process that links the Mission to the Strategic Plan and to Institutional Program Review. [IA8] Data are reported in the California Community College Chancellor's Office (CCCCO) Student Success Scorecard, Student Equity Plan, the Institutional Effectiveness Partnership Initiative, and the District's institution-set standards. [IA9] Data measures include basic skills success, degree completion, transfer rates, equity measures, career technical education completion, and job placement.

Analysis and Evaluation

The District meets the Standard and the Eligibility Requirement. The Mission identifies the purposes of the District, its intended student population, the types of degrees and credentials that are offered, and its commitment to student learning and achievement. The District's integrated planning process ensures that the Mission is central to decision making in all areas including program development, policy development and review, data collection and analysis, and resource allocation.

Plans for Future Action

None.

Standard I.A.2. *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard

The District's Mission is the foundation for all planning processes, as depicted in the Model for Integrated Planning. [IA10] The District analyzes data to determine how effectively it accomplishes its Mission. This analysis is completed through several processes, such as the Annual Report on the Master Plan, Institutional Program Review, resource allocation process, faculty growth/replacement, student equity efforts, and the institutional set-standard analysis. Additionally, surveys are conducted with students and staff to gauge the quality of education and services provided by the institution. [IA11]

Data analysis is central to planning processes in the District. The first step in preparing the District's Master Plan (educational and facilities) is an analysis of effectiveness in which the District compares its current status to its Mission (internal scans) and an analysis of projected demographics, legislative, and economic changes (external scans). [IA12] These data, along with other relevant College documents, are used to identify challenges and opportunities; based on these data, the District develops a long-term Master Plan. Through the process of developing the comprehensive Master Plan, the District develops District Goals that describe how it intends to address the identified current and anticipated challenges. The District Goals are the foundation for the District's short-term plan called the Strategic Plan. This three-year plan identifies District Objectives that describe specific activities intended to move the District toward achievement of the District Goals, which serve to accomplish the Mission. [IA13]

The annual program review captures unit-level planning for instructional, student service, and administrative units. These program reviews include an analysis of unit-specific data describing how each unit contributes to achievement of the District Objectives, which serve as explicit efforts to accomplish the Mission. [IA14] The Office of Research, Planning and Institutional Effectiveness provides efficiency, student success, and other requested data for each unit. [IA15]

The resource allocation process aligns with the District Mission and links District Goals and Objectives to the resources needed to accomplish these institutional goals and objectives. Unrestricted general funds are allocated to pay for costs related to fulfilling the District Mission through the resource allocation process. The above-base resource allocation process links financial planning to the District Mission and integrates resource allocation with other processes in the District's cycle of integrated planning. Funding requests in program reviews are required to be related to the measurement of Student Learning Outcomes, Service Area Outcomes, or to District Objectives. The District Objectives in the Strategic Plan are derived from the District Goals, which in turn are based on the District Mission. [IA16] The resource allocation process also uses data to

direct institutional priorities that meet the needs of students. The rubric for above-base funding process seeks data that supports the rationale for the resource request.

For example, in the 2016-2017 program review cycle, the Mathematics Department requested 45 Microsoft Surface Tablets as an action item related to District Objectives to increase enrollment and course completion and success rates. Instructional Council ranked the request in priority order, with other requests from Academic Services, and the request was then submitted to the Technology Committee for feasibility review. Following a determination of feasibility, the Budget Committee used their rubric to rank the request against 37 other items; and the request was ranked first, using rubric categories including significant links to District Objectives. [IA17] Budget Committee rankings were approved by District Governance Senate and presented to the Board of Trustees in March; and the Math Department was notified of their resource allocation. New tablets were purchased by the department and available for use in fall 2017. The Math Department will assess the effectiveness of the resource allocation in meeting the District Objectives as part of their 2018 program review. [IA18]

The Student Equity Plan is designed to close the achievement gap between our local disproportionately-impacted groups and the other District populations; this supports the Mission statement's aim to help our diverse student population achieve its transfer and/or occupational objectives. In addition, based on disproportionate impact analysis, equity goals were adopted to address the identified needs while simultaneously aligning with the District's 2015-2025 Master Plan. [IA19]

The institution-set standards were initially established in fall 2013 through an analysis of achievement indicators disaggregated by ethnicity, gender, and age. Performance indicators are shared annually throughout the participatory governance structure to engage the District in discussion on student equity and to develop strategies to address any gaps in student achievement.

The District administers the Student Support Services Survey every other year to students to assess the quality of education and services provided by the District. The survey collects information regarding student satisfaction with Student Services programs, the quality of education provided, and demonstration of institutional learning outcomes. The results are shared through the District's governance process and incorporated in unit-level planning for program and service improvement. [IA20]

Program review, which captures unit-level planning for programs, includes an analysis of unit-specific data for identifying strengths and weaknesses of the program, as well as the development of actions for improvement.

The District collects data on enrollment trends, demographics, student achievement, and learning. Student and staff feedback is collected via surveys and disseminated to appropriate parties for improvement purposes. These data are also used to assess how well the District is meeting its Mission. For example, the Curious Giant COS eNews series is used to share feedback from the Giant Questionnaire Survey. [IA21]

Analysis and Evaluation

The District meets the Standard. The District's Integrated Planning Model illustrates the extent to which the Mission directs institutional priorities, including program review, resource allocation and the development of District Goals and District Objectives. These processes are codified in the Integrated Planning Manual, Resource Allocation Manual, and the Governance and Decision-Making Manual.

Plans for Future Action

None.

Standard I.A.3. *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Evidence of Meeting the Standard

The District's Mission is the foundation for all planning processes, including program review for academic and service areas, as depicted in the Model for Integrated Planning. [IA22] Program review captures unit-level planning for instructional, student service, and administrative units. These program reviews describe how each unit will contribute to achievement of the District Objectives, which support the District's Mission. Described in the Board Policy on Program Review (BP 3260), "the main purpose of program review is to give each program or service area a critical viewpoint from which to judge its long-term effectiveness in relation to the college's vision and mission." [IA23] The program review process includes an analysis of unit-specific data, the identification of strengths and weaknesses, a report on prior year Actions, a link to the assessment of student learning, the development of Actions for the coming year, and the identification of resources, if any, that are needed to support the initiatives. If a District Objective or Action requires funding, a unit may request those resources by demonstrating alignment with the District Objectives, which in turn support the District's Mission. The program review process is inclusive of all program and service areas at the District, and District personnel provide feedback and input on an annual basis. [IA24]

For example, in their 2015-2016 Program Review, the Math Department developed an action to hire a Mathematics faculty member. The action was linked to the following 2015-2018 District Objectives:

- Increase overall enrollment by 1.75 percent annually;
- Increase the number of students who are transfer-prepared annually;
- Increase the number of students who earn an associate degree or certificate annually;
- Increase course success and completion rates in pre-transfer English, Math, and ESL courses annually;
- Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

In their rationale, the Math Department presented evidence from the faculty growth template that identified student demand for additional mathematics courses and provided evidence to support the link between a need for Math faculty members and the identified District Objectives.

The Math Department hired a full-time faculty member in 2016-2017 and was able to better meet student demand by offering additional classes. This result was reported in the Program Review update, and linked to the District Objective on increasing enrollment. [IA25]

The District's Mission describes the intended student population and the services that the District promises to provide to the community. As such, District planning processes begin with the Mission, as shown in the Model for Integrated Planning. [IA26] Guided by the Mission, the Institutional Planning and Effectiveness Committee is charged with developing a Master Plan and Strategic Plan. Through an analysis of effectiveness, in which the District compares its current status to its Mission, District Goals and Objectives are created and implemented to support student learning and achievement. Each year Institutional Planning and Effectiveness Committee collects information from responsible parties and produces the Annual Report on the Master Plan, which tracks progress on each of the District's objectives. [IA27]

In the District's cycle of integrated planning, resources are allocated based on rationales that tie the request to either a Program Review or to District Objectives. Funding requests in Program Reviews are required to be related to the measurement of a student learning outcome, a service area outcome, or a District Objective. The District Objectives in the Strategic Plan are derived from the District Goals, which in turn are based on the District Mission. [IA28] For example, the District's Budget Committee ranks above-base funding requests using a rubric which prioritizes clear links to multiple District Objectives. [IA29] The Budget Committee is charged with overseeing the resource allocation process. The Administrative Procedure on Requests for Personnel, Budget Augmentations, Facilities and/or Equipment (AP 3261) specifies that the District Mission is the foundation of all planning processes, and that District Goals and Objectives are central to resource allocation. [IA30]

Measures of student learning and achievement as described in the Mission are incorporated into the Integrated Planning Process through direct links to student success metrics and student learning outcomes in the District Objectives and program review processes. For example, District Objective 2.3 is to "Increase course success and completion rates in pre-transfer English, math, and ESL courses annually." The 2016 Annual Report on the Strategic Plan notes increases in student success in related courses; course acceleration and resource support for these courses was funded through the District's resource allocation process, supported by program review in the math, English, and ESL programs. As noted in the Integrated Planning Manual, "the purpose of the resource allocation process is to fund the programs and services that both directly and indirectly promote student success." [IA31] District Objective 2.3 aligns with the District's Mission to "[support] students' mastery of basic skills." [IA32]

Analysis and Evaluation

The District exceeds the Standard. The District's Integrated Planning Model illustrates the extent to which the Mission directs institutional priorities, including program review, resource allocation and the development of District Goals and District Objectives. These processes are codified in the Integrated Planning Manual. Through meaningful program review and resource allocation processes, academic programs and service-area units align requests with the District's Mission and support those requests with student learning and achievement data. As reflected in annual reports on the Master Plan, District Goals and

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Objectives are developed and monitored in response to an analysis of how effectively the District accomplishes its Mission.

Plans for Future Action

None.

Standard I.A.4. *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

ER 6 Mission. *The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement.*

Evidence of Meeting the Standard

The District's Mission describes the intended student population and the services that the District promises to provide to the community, including student learning and achievement. All District planning processes begin with the Mission as exemplified in the Model for Integrated Planning. [IA33] The District Governance Senate, as noted in the Governance and Decision-Making Manual, is responsible for reviewing and updating the Mission statement. [IA34] The review process is outlined in District policy, which mandates the District solicit District wide feedback, review data, consider other factors in higher education, and recommend any changes to District Governance Senate. [IA35] The District reviews the Mission every three years, soliciting input from all constituents. [IA36] The review process requests feedback on the clarity and appropriateness of the Mission, as well as any elements that are important to retain, missing, or can be improved upon. The review process was conducted in fall 2014 and in fall 2017. The process for reviewing and updating the Mission is also detailed in the Integrated Planning Manual. [IA37]

The Mission is published on the District's website, in the COS Online Catalog, and in numerous other District publications. The Mission is approved by the Board through the governance and decision-making process and published in Board policy. [IA38]

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The Integrated Planning Model promotes regular and collaborative review of the Mission, and District policy ensures Board approval and publication of the Mission Statement.

Plans for Future Action

None.

Evidence: Standard IA

IA1	Integrated Planning Model, Planning Manual 2017
IA2	Admin Procedure 1200
IA3	General Education Outcomes, COS Catalog 2017
IA4	Internal and External Scans, Master Plan 2015-2025
IA5	Transfer Requirements and Academic Programs, COS Catalog 2017
IA6	Institutional Learning Outcomes Assessment Cycle, 2016-2020
IA7	Institutional Learning Outcomes Assessment Reports 2016 and 2017
IA8	Strategic Plan 2015-2018 and Planning Process, Planning Manual 2017
IA9	Scorecard 2017, Institutional Effectiveness Partnership Initiative Indicators 2017, Institutional Standards, Equity Plan 2015
IA10	Integrated Planning Model, Planning Manual 2017
IA11	Student Support Services Survey 2017
IA12	Internal and External Scans, Master Plan 2015-2025
IA13	Strategic Plan 2015-2018
IA14	Math Program Review 2017
IA15	Board Policy 3260 and Program Review Data Set 2017
IA16	Above-Base Resource Allocation Process and Math Program Review 2017
IA17	Resource Allocation Process, Resource Allocation Manual 2017
IA18	Math Program Review 2017
IA19	Student Equity Plan Goals
IA20	Student Support Services Survey 2017
IA21	Giant Questionnaire COS eNews, Dec. 2017
IA22	Integrated Planning Model, Planning Manual 2017
IA23	Board Policy 3260
IA24	Program Review Manual
IA25	Faculty Growth Data Set 2017
IA26	Integrated Planning Model, Planning Manual 2017
IA27	Institutional Planning and Effectiveness Committee End-of-Year Report and Annual Report on the Master Plan 2017
IA28	Resource Allocation Process, Resource Allocation Manual 2017
IA29	Resource Allocation Rubric, Resource Allocation Manual 2017
IA30	Administrative Procedure 3261
IA31	Resource Allocation Process and Objective 2.3
IA32	Mission Statement
IA33	Integrated Planning Model, Planning Manual 2017
IA34	Mission Statement Process, Governance Manual 2017
IA35	Administrative Procedure and Board Policy 1200
IA36	Mission Statement Survey Instrument, 2017
IA37	Mission Statement Process, Planning Manual 2017
IA38	Administrative Procedure and Board Policy 1200

Standard I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Sustained collegial dialog about student learning and achievement at the District is enabled by the participatory governance structure. As noted in the Governance and Decision-Making Manual, members of District governance groups represent specific constituencies and, as such, serve as liaisons to bring information from the constituent groups into the dialog and from the governance group back to their constituents. [IB1] Recommendations related to student outcomes, student equity, academic quality, institutional effectiveness, and improvement of student learning and achievement are generated through these governance groups. The District's participatory governance process ensures robust opportunities for review and discussion of the District's planning and decision-making documents, including the Student Equity Plan and institution-set standards.

In addition to the regular dialog that takes place in the District's governance groups, the District provides semi-annual opportunities for collegial dialog at meetings and events, including convocation week and Dialogue Days. Convocation week events provide opportunities for faculty dialog and professional development related to distance education, outcomes assessment, and other topics, while convocation day itself is an opportunity for the District's Superintendent/President to provide updates on key District initiatives. [IB2]

The District engages in sustained dialog about student outcomes through regular observance of Dialogue Days. Dialogue Days are a semi-annual event where academic divisions come together to discuss assessment methods and results. Dialogue Days are an opportunity for faculty to use assessment constructively, as a tool to support and improve instruction. For example, in spring 2017, the Chemistry Department reviewed and updated Student Learning Outcomes for two chemistry courses (CHEM 001 and CHEM 020) and discussed how the new outcomes mapped to program outcomes. [IB3] Results of the division events are summarized by the Outcomes and Assessment Committee and posted online for reference. [IB4] In addition to individual division meetings, the Outcomes Assessment coordinator, in collaboration with the Outcomes and Assessment Committee, plans and leads a general Dialogue Days session, during which faculty from across divisions participate in dialog related to the District's institutional learning outcomes assessment, share updates related to student learning outcomes assessment in their divisions, and plan instructional improvements. These conversations support the continuous improvement of instruction and student learning at the District. The District supports these conversations by providing FLEX time to faculty who participate in these events and by permitting faculty who teach during Dialogue Days to re-assign instructional time in order to participate. For example, the English Department has

sustained a robust assessment process for English 251 that consists of regular portfolio reviews and norming sessions with full-time and part-time faculty. [IB5]

In addition to Dialogue Day and convocation events, several of the District's governance groups regularly discuss student learning outcomes, including the Outcomes and Assessment Committee, Curriculum Committee, Academic Senate, Instructional Council, and the Data Disaggregation Task Force. [IB6]

The District's Student Equity Plan is developed and reviewed following the District's participatory governance processes. Reducing the achievement gap of disproportionately-impacted student groups annually, as identified in the Student Equity Plan, is District Objective 3.1 in the Strategic Plan 2015-2018. [IB7] The Annual Report on the Master Plan includes assessment of progress on this District Objective, and Actions for the following year are developed based on progress toward achieving the objective. The Student Equity Plan is regularly updated by the District's Student Equity Planning Committee, which is composed of a variety of members that represent the District including Academic Services, Student Services, faculty, and students. [IB8] The committee is responsible for the ongoing development, implementation, and evaluation of the Student Equity Plan. The plan is reviewed annually and approved by the Board of Trustees through the District's governance process. [IB9] Additionally, the Student Equity Plan is shared at faculty workshops, Student Services Summit, and posted on the District's website. [IB10]

The production and review of campus-based research is critical to the success of the Student Equity Plan. As evidenced in the District's Student Equity Policy, the Student Equity Plan focuses on the goals for access, retention, degree and certificate completion, ESL and basic skills completion, and transfer for each historically under-represented group identified in the plan. [IB11] District administrators present annual updates to governance groups on progress toward the goals of the Equity Plan. [IB12]

One product of the Student Equity Plan was the creation of the Student Success Program. The Student Success Program promotes access, success and retention through equitable resources and support, ensuring students are prepared with the necessary tools to complete their educational goal. [IB13] The Student Success Program enrolls students who represent the disproportionately-impacted student groups identified in the District's Equity Plan. Achievement measures for students participating in the Student Success Program are shared District wide. [IB14] Initial assessment results indicate that students enrolled in the Student Success Program who complete the required benchmarks have higher average grade point averages (GPAs) than their peers. [IB15]

Student Success Program Fall 2016 Term GPA Summary

Group	Overall		Full-Time		Part-Time	
	Avg Term GPA	Student Count	Avg Term GPA	Student Count	Avg Term GPA	Student Count
All COS Students	2.37	12,165	2.47	5,114	2.22	7,051
All SSP Students	2.60	900	2.64	650	2.43	250
SSP Completers	2.79	705	2.79	527	2.82	178

Source: Office of Research, Planning and Institutional Effectiveness

Table Summary:

- Students completing the SSP activity earned a higher average GPA during the fall 2016 term than all COS students.
- Students completing the SSP activity earned a higher average GPA during the fall 2016 term than SSP non-completers.
- Part-time students completing the SSP activity earned a higher average GPA during the fall 2016 term than any other group.

The District ensures a collegial and sustained dialog related to academic quality and institutional effectiveness through its planning and shared governance processes. An Accreditation Work Group, comprising representation from across the District, and tri-chairs for each Accreditation Standard, representing faculty, staff, and administration, ensure that dialog related to academic quality is an ongoing conversation throughout the District. [IB16] Accreditation Work Group members present standing updates on Accreditation to governance groups to ensure sustained and collegial discussion related to academic quality, and COS eNews updates are made to the entire District. [IB17]

The Office of Research, Planning and Institutional Effectiveness shares institution-set standards for effectiveness annually with governance groups. [IB18] To encourage dialog about student achievement, the Office of Research, Planning and Institutional Effectiveness maintains a Fact Book that is published on the District's website. The Fact Book contains service area data, enrollment data, and student achievement data; it is updated annually as data becomes available. Metrics are disaggregated into subpopulations, instructional method, and campus locations where appropriate. [IB19]

The District surveys all governance groups annually to ensure opportunities for feedback and continuous improvement in the ongoing work and communication in these groups. Survey results are referenced in annual reports for these groups and survey results from the prior academic year are discussed in each group's annual organizational meeting in order to help set initiatives. [IB20] For example, the 2015 governance survey results from the Outcomes Assessment Committee included feedback that the committee should expand its membership to better support assessment work across the District. Survey results were presented and reviewed at the committee's first meeting and used to help set initiatives, which included an initiative to "review and revise committee bylaws to increase membership and participation." The committee revised its bylaws to create a

representation model for membership, and new committee members were recruited from each division for 2017-2018.

The Giant Questionnaire was most recently distributed to all District faculty and staff in spring 2017. This survey asked District employees to evaluate their level of satisfaction with communication in the District. The 2017 survey found that 92 percent (n=400) of respondents felt that they had opportunities to contribute to participatory governance, which indicates that employees are satisfied with the level of communication and dialog within the District. Responses from District surveys are distributed to departments and are also posted online for reference. [IB21] An email campaign spotlights important findings of the survey and details subsequent changes made as a result. [IB22]

Analysis and Evaluation

The District meets the Standard. The District's shared governance processes ensure sustained and collegial dialog with strong representation of faculty, staff, students, and administration across governance groups. District wide events, such as Dialogue Days and convocation week, clearly show that the District has prioritized time for discussion of student learning, academic quality and continuous improvement. Data related to student equity and institutional effectiveness are regularly presented District wide, with opportunities for dialog through the District's planning and governance processes. District wide surveys show that overall employees of the District are satisfied with communication.

Plans for Future Action

None.

Standard I.B.2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

ER 11 Student Learning and Student Achievement. *The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.*

Evidence of Meeting the Standard

The District has a well-established process for defining and assessing student learning outcomes in both academic and student service areas. Outcomes assessment is ongoing, systematic, and used for continuous improvement.

Outcomes are defined for courses, programs, general education patterns, the institution, and service areas. Learning outcomes are composed and updated as necessary by faculty who are content-area experts during the regular process for curriculum review. Courses and programs are reviewed and updated, at minimum, once every five years. [IB23] Student Learning Outcomes are part of the official course outlines of record for each course, available online on the District's Outcomes Assessment website, listed on course syllabi, and available to view when students search for courses in the online course schedule. [IB24] Program Level Outcomes are published in the COS Online Catalog as part of program descriptions and are also available on the District's Outcomes Assessment website. [IB25] General Education Learning Outcomes and Institutional Learning Outcomes are created and reviewed by the General Education and Outcomes Assessment committees, are published in the Online Catalog, and are available on the District's Outcomes Assessment webpage. [IB26] Service Area Outcomes are developed based on specific department needs and analysis in program review, as well as on feedback from student surveys. Service Area Outcomes are recorded in the District's assessment management software (TracDat). Outcomes are designed using the SMART objectives model – to be Specific, Measurable, Achievable, Realistic and Time-bound - and are designed to map from courses, to programs, to institutional-level student learning outcomes. [IB27]

District outcomes are documented in TracDat, which is the District's central hub for outcomes assessment and program review. Student Learning Outcomes, Program Level Outcomes, and Service Area Outcomes are regularly scheduled for assessment on a three-year cycle and are systematically assessed at least once every three years, with cycles and reminders set using the TracDat system. The Outcomes Assessment coordinator assists faculty with assessment training and resources; the coordinator produces an assessment currency report at the beginning of fall and spring semesters and presents this report to the Outcomes and Assessment Committee and Instructional Council as a reminder of which

outcomes are due for assessment each year. [IB28] Reports of learning outcome assessments can be accessed through the assessment report link on the Outcomes Assessment website. [IB29] The District's annual program review process ensures that requests for resources are tied to program assessment or District Objectives, and annual program review requires a report of progress on program assessment. TracDat allows Student Learning Outcome assessment to be mapped up to Program Level Outcomes, and all assessment progress is reported annually as part of program review. [IB30] Prompts within annual program review require an overall assessment of outcome achievement, changes based on outcome achievement, and an evaluation of the outcome cycle itself for all modes of delivery. [IB31] Service area outcomes follow the same structure as student learning outcomes and are also monitored as part of annual program review.

Program Level Outcomes are mapped to the District's Institutional Learning Outcomes. Institutional Learning Outcomes are assessed on a five-year cycle with assessments designed and monitored by the Outcomes and Assessment Committee. [IB32] Institutional Learning Outcomes assessments are triangulated to include multiple measures and use direct and indirect assessment methods. Survey items addressing each Institutional Learning Outcomes were developed by the Outcomes and Assessment Committee and are included in the Student Support Services Survey, last distributed in spring 2017. [IB33] Each Institutional Learning Outcome is also assessed using direct measures; for example, in the assessment of Research and Decision Making, students were asked to submit a sample of research work, which was scored by faculty raters using a rubric developed and tested by the Outcomes and Assessment Committee. A summary of the District's Institutional Learning Outcome assessments are posted on the Outcomes and Assessment website. [IB34] Assessment results are shared annually with faculty as part of convocation week training and during Dialogue Days; Institutional Learning Outcomes assessment reports are also presented to Academic Senate. [IB35] Survey results related to Institutional Learning Outcomes are disaggregated by subpopulation, and direct assessment results are also disaggregated where possible. (see I.B.6.)

As part of the work on assuring academic quality and institutional effectiveness, the Outcomes and Assessment Committee, which is a subcommittee of Academic Senate, monitors the development and assessment of student learning outcomes as well as provides training for faculty, staff, and administrators related to the assessment of learning outcomes. Service area outcomes are reviewed by area managers through the program review process.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. Outcomes assessment is deeply embedded in the work of the District and is a key part of both curriculum and program review processes. Program outcomes are published in the Catalog and online; service area outcomes are reported in the District's tracking system and are regularly reviewed and updated. The District uses a robust outcomes mapping system to scale learning outcomes from courses, to programs, to the institutional level; and faculty content

area experts design and conduct meaningful assessments at all levels. Learning assessment results are front-facing and publically available on the District's website.

Plans for Future Action

None.

Standard I.B.3. *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.*

ER 11 Student Learning and Student Achievement. *The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.*

Evidence of Meeting the Standard

The District has established institution-set standards and continuously reviews and assesses student achievement for these standards along with achievement metrics in the California Community College Chancellor's Office Student Success Scorecard, measures for disproportionately-impacted student groups, local student learning outcomes, as well as other measures.

The District's approach to setting institution-set standards includes District wide discussions, input, and feedback. In order to set the level of expectations for educational quality and institutional effectiveness, a set of guiding principles was adopted including that standards should be reasonable, appropriate, and realistic. To set and measure the standards, the District reviewed the most current and historical student achievement data using multi-year/longitudinal data disaggregated by ethnicity and other demographic characteristics as appropriate, then determined performance indicators based on data analysis, institutional history, and context. Recommendations regarding the institution-set standards were determined based on District wide feedback from the Board of Trustees, District Governance Senate, Academic Senate, Student Senate, and numerous other committees. [IB36]

District wide discussions were facilitated in order to make the content and process of developing the institution-set standards relevant for employees and interested parties. [IB37] The process includes protocols in the event that the District falls below the set standard for student achievement. The District has achieved or exceeded these standards every year. Institution-set standards are published on the District's Research website and Accreditation website. [IB38]

College of the Sequoias Institution-set Standards

Institution-set Standard Recommendations

Student Achievement Area	Multi-Year District Average	Recommendation*	2013-14	2014-15	2015-16
Course Completion Rate (14b.)	67% (Fall 2005 to Fall 2012)	55%	69%	68%	71%
Student Retention Rate-Fall to Fall (15b.	58% (Fall 2005 -> Fall 2006 to Fall 2012 -> Fall 2013)	50%	65%	64%	63%
Student Degree Completion (16b.)	843 (2005-06 to 2012-13)	700	1,089	1,122	1,206
Student Transfer to 4-year Colleges/universities (17b.)	35% (2002-03 to 2006-07)	30%	34% (2007/2008 Cohort)	33% (2008/2009 Cohort)	34% (2009/2010 Cohort)
Student Certificate Completion (18b.)	409 (2005-06 to 2012-13)	300	756	668	877

Approved by the COS Board of Trustees in February 2014

The standards are reviewed regularly for appropriateness and accuracy. Any additional changes or revisions to the standards are vetted through the shared governance structure. Details regarding reviewing and revising the standards are described on the Office of Research, Planning and Institutional Effectiveness website. [IB39]

The District completes an annual report to the ACCJC that includes institution-set standards on job placement and student achievement for specific programs that require licensure for employment. These standards are determined locally by each program and through external accrediting bodies. The District uses job placement and employment data presented to career programs and to the District through Launchboard, the CTE Outcomes project, and industry partners to set and analyze job placement and student achievement standards for those programs that require external licensure. [IB40]

The District provides Management Information Systems data on student achievement that is reported out in the CCCCO Student Success Scorecard. The District publishes the Scorecard on the website. The student success data is reviewed annually through the governance process and presented to the Board of Trustees. [IB41]

The District undergoes a systematic three-year cycle for student learning outcomes assessment as detailed in I.B.2.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District has institution-set standards focused on student achievement and results/progress are reviewed on an annual basis. The achievement standards are reviewed regularly through the governance and decision-making process to ensure appropriateness and effectiveness. The District completes an annual report to the ACCJC on program specific institution-set standards and regularly reviews and assesses the CCCCO Student Success Scorecard data.

Plans for Future Action

Although the District meets the Standard, the process for developing institution-set standards for job placement is being revised under the District's Strategic Plan for 2018-2021. The Strategic Plan includes an Objective to increase the percentage of CTE students who achieve their employment objectives. This Objective will assist the District in aligning the job placement metrics across multiple CTE programs. The District will collect data in order to assess progress on this Objective including the percentage of CTE students who obtain a job closely related to their field of study and median change in earnings. The District will align this data with the institution-set standards.

Standard I.B.4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Evidence of Meeting the Standard

The District's Model for Integrated Planning and participatory governance structure ensure that data analysis is central to all planning processes at the District. Institutional processes for program review, outcome assessment and budget allocation are based on assessment of student learning and achievement data. [IB43]

The Office of Research, Planning and Institutional Effectiveness assists the District in gathering and analyzing assessment data in support of the District's planning processes. Ongoing planning processes, including development and assessment of learning and service area outcomes, program reviews, and budgeting, are part of annual assessment. Data on student learning and student achievement are central to these analyses. For example, the Office of Research, Planning and Institutional Effectiveness provides annual data to all divisions in support of program review. [IB44] The Office of Research, Planning and Institutional Effectiveness, in collaboration with the Outcomes and Assessment Committee coordinator, regularly provides data to faculty in support of outcomes assessment. Requests for data are processed online using the data request system. [IB45]

The District has developed three manuals that guide the way data is used in planning: Governance and Decision-Making Manual, Integrated Planning Manual, and Resource Allocation Manual. [IB46] The District's Integrated Planning Manual illustrates the spirit of the planning process. Data play a central role in the planning and resource allocation processes; an example of this is the Budget Committee's rubric for assigning points to above-base resource requests. [IB47] One of the criteria in the rubric is that data support the rationale for the action and the need for the resource request.

Institutional Program Review includes analysis of data specific to each unit. Academic units review and analyze data on enrollments and success rates. Additional data may be requested from the Office of Research, Planning and Institutional Effectiveness. Student Services and Administrative Services also use data during their program reviews. Each unit determines what data is most essential. Units evaluate their achievement and assessment of outcomes at relevant levels of course, service area, program, and institutional outcomes and use evaluations to identify potential ways to support student learning and achievement. [IB48]

For example, in spring 2017, the Philosophy Department was awarded a new tenure-track position based upon data and analysis presented in Program Review documents including standard data on enrollments and success rates, as well as the following additional data:

   (1) evidence of high wait lists for required ethics, introductory and critical thinking courses;

(2) decrease in sections offered due to lack of available faculty;
(3) overall District growth in the Hanford and Tulare Centers requiring additional philosophy sections; and
(4) high demand by employers for students with critical thinking skills.

The Philosophy Department identified three District Objectives that supported the addition of a tenure-track philosophy professor including increase in transfer preparedness, increase in degrees awarded, and reduction in the achievement gap of underprepared students. [IB42]

Given the strength of the historical student enrollment data, decreases in sections offered, and alignment with District Objectives, the Instructional Council, Budget Committee and District Governance Senate prioritized the creation of a new tenure-track, philosophy position for fall 2017.

Outcomes assessments are documented in the District's software management system (TracDat) and summarized in Program Review. The District communicates outcomes and related assessment results through the outward-facing website. Instructors also communicate outcome assessment at the District's Dialogue Days. Outcomes and assessment results can be accessed on the Outcomes Assessment page. [IB49]

The process for developing the 2015-2025 Master Plan included an in-depth analysis of the demographic and economic characteristics of the District's service area and its students. Data included measurements of student achievement such as persistence, course completion rates, and number of degrees and certificates awarded. Analysis of the data helped the District identify challenges and develop goals included in the ten-year plan and the objectives for the three-year Strategic Plan. [IB50] The Annual Report on the Master Plan analyzes student achievement data to evaluate the progress the District has made in accomplishing District Objectives. [IB51] For example, the District reviewed annual completion data and data from the CCCCO Student Success Scorecard to develop the District Goal to improve the rate at which students complete degrees, certificates, and transfer objectives. District Objective 2.2 was designed to increase the number of students who earn an associate's degree or certificate annually. One action taken was to invest in the Degree Works web-based academic advising tool to assist students and advisors in navigating pathways to completion. The Degree Works program was fully implemented in fall 2017 and progress will be analyzed in the next Annual Report on the Master Plan.

Analysis and Evaluation

The District meets the Standard. Data analysis is the core of the District's annual planning processes inclusive of those focused on assessment of student learning and achievement. The planning and decision-making process, the governance and decision-making process, the resource allocation process, and program review are codified in the District's planning manuals and ensure that decisions are based on assessment of data. The Goals and Objectives in the Master Plan are data driven and guide planning efforts in support of the District Mission.

Plans for Future Action

None.

Standard I.B.5. *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

Evidence of Meeting the Standard

The District engages in institutional and unit evaluation processes through program review and annual review of the Master Plan which is derived from the Mission.

The District engages in an annual program review process to assess program effectiveness, provide context for resource requests, analyze the assessment of student learning and service area outcomes, and judge its effectiveness in regard to the District's Mission. [IB52] Program review captures unit-level planning for instructional, student service, and administrative units. These program reviews describe how each unit will contribute to the achievement of the District Objectives. They include an analysis of unit-specific data, the identification of strengths and weaknesses report on prior year Actions, a link to the assessment of student learning, the development of Actions for the coming year and the identification of resources, if any, that are needed to support the initiatives. If a District Objective or Action requires funding, the responsible party for that Action includes the funding request through program review and/or through a process which connects to the Strategic Plan. [IB53]

The purpose of the Institutional Program Review Committee includes developing the program review template and ensuring alignment with the District Mission, Accreditation Standards, and District planning. [IB54] For academic units, the Office of Research, Planning and Institutional Effectiveness uploads two standard data elements, FTES and successful course completion rates disaggregated by program type, which mirror the data analyzed in the Master Plan. [IB55] Each department is also provided a faculty growth template which includes Full-time Equivalents Students, Weekly Student Contact Hours (WSCH), and efficiency. [IB56] Faculty and administrators within an academic unit as well as non-academic units may request additional data. Most of the provided data is quantitative and requires analysis and interpretation. Qualitative data are also used, and follow general professional guidelines for data analysis as outlined in the Program Review Manual. [IB57] The following is a sample of data analyzed in a Social Science Division Program Review that specifically resulted in hiring a philosophy faculty member.

2017 Program Review Data Metric					
	2013/14		2014/15		2015/16	
	FTES	Success	FTES	Success	FTES	Success
PHIL 001	14.2	60%	11.3	61%	10.7	59%
PHIL 005	16.7	67%	19.8	72%	14.1	76%
PHIL 012			3.0	56%		
PHIL 013	3.2	55%			3.0	60%
PHIL 014	3.2	28%			3.0	63%
PHIL 020	7.4	54%	7.0	74%	6.4	68%
PHIL 025	6.5	75%	6.2	82%	5.5	71%

2017 Faculty Growth Template - Social Science Division

#	Div.	Dept.	FTES 13-14	FTES 14-15	FTES 15-16	E-WSCH 13-14	E-WSCH 14-15	E-WSCH 15-16	Total FTEF 13-14	Total FTEF 14-15	Total FTEF 15-16	Efficiency (E-WSCH /FTEF) 13-14	14-15	15-16	% of Full-Time FTEF 13-14	14-15	15-16	Fill Rate @ Census 13-14	14-15	15-16	Success Rate 13-14	14-15	15-16
1	SOC	AJ	182	170	189	5,449	5,107	5,672	10.2	9.4	10.3	532	541	552	51%	51%	37%	81%	83%	84%	70%	68%	72%
2	SOC	ANTH	46	39	36	1,380	1,158	1,083	1.8	1.6	1.6	767	724	677	78%	63%	63%	88%	87%	82%	68%	66%	67%
3	SOC	ECON	35	39	42	1,050	1,170	1,254	1.8	2.0	2.0	583	585	627	100%	90%	80%	71%	73%	73%	72%	73%	67%
4	SOC	ETHN	33	32	38	981	972	1,128	2.0	1.8	2.2	491	540	513	40%	33%	27%	72%	80%	86%	67%	63%	59%
5	SOC	GEOG	22	21	17	654	627	504	1.2	1.0	0.8	545	627	630	67%	60%	75%	83%	95%	97%	60%	68%	74%
6	SOC	HIST	266	261	274	7,966	7,815	8,233	13.4	12.4	13.2	594	630	624	49%	53%	48%	80%	84%	85%	62%	62%	63%
7	SOC	HSRV	55	54	43	1,635	1,608	1,303	3.8	3.7	3.5	427	431	370	90%	84%	83%	65%	70%	67%	54%	55%	59%
8	SOC	PHIL	51	47	43	1,536	1,419	1,281	2.8	2.6	2.6	549	546	493	43%	52%	69%	99%	100%	91%	61%	70%	68%
9	SOC	POLS	167	164	190	5,005	4,920	5,700	7.7	7.1	8.1	647	690	701	56%	64%	53%	82%	86%	86%	65%	61%	65%
10	SOC	PSY	205	222	211	6,150	6,645	6,342	10.6	10.6	11.2	580	627	566	72%	60%	61%	82%	88%	80%	73%	73%	77%
11	SOC	SSCI	7	6	9	204	182	257	0.6	0.7	0.7	340	273	350	100%	100%	100%	59%	50%	68%	73%	46%	69%
12	SOC	SOC	122	135	133	3,648	4,041	3,984	7.2	7.2	7.0	507	561	569	53%	42%	46%	85%	86%	84%	71%	73%	78%

The District reports student course completion rates (success) and withdrawal rates disaggregated by campus location and instructional method on the Extended Information System (EIS) for all academic programs. [IB58] The Distance Education data is reported to the Board and to Instructional Council annually in the Annual Distance Education report. [IB59] Distance Education data were used to develop the Distance Education Plan 2017-2020 which was adopted through the governance process in spring 2017. [IB60] The trend data shows that success rates for Distance Education are lower and withdrawal rates higher than corresponding face-to-face sections. The Distance Education Plan addresses the need for District wide dialog on continuous improvement in Distance Education instruction and student support.

Units address overall assessment of student learning outcomes, program learning outcomes, or service area outcomes as part of annual program review. [IB61] Units identify changes made based on the outcome assessment analysis. An evaluation of the outcome cycle is also summarized in program review. [IB62] Distance Education courses are included in outcomes assessment.

The Institutional Planning and Effectiveness Committee prepares the Annual Report on the Master Plan. [IB63] The report summarizes the progress made towards accomplishing

the District Goals, provides a basis for any change in the coming year, and identifies any recommendations to improve policies or procedures. The report is distributed through the participatory governance structure and published on the District's website to sustain a District wide dialog. [IB64]

Analysis and Evaluation

The District meets the Standard. Through structures developed within the participatory governance process, the District engages in annual institutional and unit evaluations to assess District progress toward meeting established goals and objectives, student achievement, and learning outcomes. Qualitative and quantitative data are disaggregated for analysis by program type and mode of delivery.

Plans for Future Action

The District meets the Standard. The District is committed to increasing the use of data for decision making at the District and department/unit level as exemplified in District Objective 4.1. Based on Program Review audit results, the District adopted an Action in the 2018-2021 Strategic Plan to increase the effective use of data in programs reviews.

Standard I.B.6. *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

Evidence of Meeting the Standard

Through all levels of institutional planning (master planning, strategic planning, program review), the District implements strategies which may include allocation or reallocation of human, fiscal, and other resources to mitigate gaps and evaluate the efficacy of strategies.

The District disaggregates and analyzes data for student learning outcomes at the institutional level, under the direction of the Outcomes and Assessment Committee, and in collaboration with the Office of Research, Planning and Institutional Effectiveness. The District's five Institutional Learning Outcomes are assessed on a five-year cycle. [IB65]:

- *Communication (2015-2016):* Students will communicate coherently and effectively, orally and in writing, adjusting to a variety of audiences and purposes, while synthesizing their positions and ideas with the thinking and writing of others.
- *Research and Decision Making (2016-2017):* Students will locate and evaluate information, including diverse perspectives, to make informed and ethical decisions.
- *Civic Engagement (2017-2018):* Students, informed by their academic experience, will assume the responsibilities of citizenship.
- *Critical Thinking/Problem Solving/Analysis (2018-2019):* Students will apply quantitative and qualitative reasoning skills to obtain solutions to problems or equations through the use of creative and analytical methods.
- *Life/Interpersonal Skills (2019-2020):* Students will take responsibility for their own well-being through effective self-management practices, as well as developing respect for diverse practices of others.

The Institutional Learning Outcomes are assessed using both direct and indirect methods, and assessment results are collected at the student level to allow disaggregation of results based on the student subpopulations prioritized in the District's Mission and Student Equity Plan. These metrics include race/ethnicity, gender, age, and enrollment status. Through outcomes mapping, course- and program-level outcomes are mapped to the Institutional Learning Outcomes (see I.B.2). Institutional Learning Outcomes assessments are developed and led by faculty through the work of the Outcomes and Assessment Committee, and results are disaggregated through the Office of Research, Planning and Institutional Effectiveness. The results of the Institutional Learning Outcomes assessments are shared with faculty at convocation, during Dialogue Days general sessions, and in the Institutional Learning Outcomes assessment reports posted on the Outcomes and Assessment website. [IB66]

For example, in 2016-2017 the District assessed the Research and Decision-Making Institutional Learning Outcomes. The Outcomes and Assessment Committee planned and developed an indirect assessment, creating survey items related to each Institutional Learning Outcome, which were then distributed to students as part of the Student Support Services Survey. The Outcomes and Assessment Committee also planned and developed a direct assessment, then selected a representative sample of students to participate in the assessment. The sample population was drawn from students who had completed at least 30 hours of coursework and was representative of the District's subpopulations. [IB67] These students were asked to submit a sample of coursework completed at College of the Sequoias (COS) which demonstrated their ability to do research. Samples were then scored by trained faculty raters using a rubric developed and tested by the Outcomes and Assessment Committee. [IB68]

Direct and indirect assessment results were then disaggregated, with results published in the Institutional Learning Outcomes Assessment Report available on the District's website. [IB69] Assessment results were shared with faculty during convocation week and during Dialogue Days in order to generate discussion about gaps in student learning and to plan possible interventions and improvements. [IB70]

For example, although survey results showed high confidence levels among students related to their ability to complete research tasks and analyze information (greater than 90 percent agreement across all disaggregated metrics), direct assessment results indicated a possible gap in student learning, with Hispanic students overall scoring lower than average on the assessment. Though the sample size was too small to draw larger conclusions relative to this result, it appeared to align with other measures of gaps in student success identified across the District. Faculty discussed these results as part of the review of student success and equity in drafting the next cycle of the Strategic Plan. This gap was addressed through the Strategic Plan Action for District Goal 2, which included an Action to shorten the developmental course sequence in English, and through an Action for District Goal 3 to increase placement rates in transfer-level English and Math for targeted groups.

Research and Decision-Making ILO Survey Responses: Average Item Agreement by Subpopulation

Demographic Group	Characteristics	% Agreement**
By Enrollment Status	Full-Time	97.2
	Non-Credit	*
	Part-Time	96.9
By Student Status	Continuing	97.1
	First-Time	99.2
	First-Time Transfer	96.2
	Returning	95.6
By Gender	Female	97.2
	Male	96.8
	Other/Unknown	96.0
By Age	19 or less	96.9
	20 – 24	96.6
	25 – 29	97.7
	30 – 49	97.6
	50 +	97.6
By Race/Ethnicity	African-American	97.3
	American Native	*
	Asian	96.6
	Filipino	97.8
	Hispanic	96.8
	Multi-Ethnicity	96.5
	Pacific Islander	*
	Unknown	100.0
	White	97.7
By First-Generation Status	First-Generation	97.2
	Not First-Generation	97.4
	Unknown	95.1
By Units Completed	29 or less	96.9
	30 – 59	96.5
	60 – 89	97.2
	90 +	97.8
All Respondents		**97.5**

* N < 10 respondents

** Percentage reflects an average of two survey items related to the indicated ILO. N ~ 1899

In addition to disaggregating outcomes assessment data at the institutional level, the District convened a data disaggregation task force to identify and implement best practices for analyzing learning outcomes of subpopulations of students at the program and/or course level. The District is actively working to determine how to best capture learning outcomes data at a student level, then distribute this disaggregated data for assessment and

improvement purposes. [IB71] The District's current assessment management software system (TracDat) captures assessment data in aggregate; the task force is exploring implementation options that would balance the need to capture student-level data with concerns related to student privacy in smaller programs and consideration for faculty workload. The work of this task force is an ongoing priority for the District.

During the development of the District's Master Plan, student achievement metrics were analyzed for subpopulations of students and disaggregated by campus. These subpopulations included age, gender, ethnicity, first-generation-student status, and placement for first-time students. As a result, District Goals were developed and subsequent District Objectives were created to achieve those Goals. [IB72]

Student achievement data is disaggregated and analyzed for subpopulations of students through the monitoring of the Student Equity Plan and institution-set standards. Annually, proportionality indices are computed for subpopulations of students for all metrics of the CCCCO Student Success Scorecard, and disproportionally-represented groups are identified. Based on gaps found in the Student Equity Plan assessment, the District developed a Student Success Program which aims to close the gaps between student groups.

The Student Success Program provides services to assist students in meeting their educational goals through academic, career, and personal counseling; workshops; individual and group support meetings. Student Success is a District wide program which fosters a learning environment that provides all students with equitable resources necessary to succeed in their academic endeavors. The goal is to ensure that students are prepared with the necessary tools to follow and complete their educational plans.

Assessment of the Student Success Program includes program participant demographics to ensure the program is targeting the appropriate student groups. In addition, student achievement data is analyzed – comparing program participants with those students not participating in the program. The program serves in excess of 700 students in a given term. Initial data and analysis indicate that the gaps in student achievement are being addressed.

Student Success Program Success and Withdrawals: Fall 2016

Group	Grade Counts			Rates	
	Success Grades	W-Grades	All Grades	Success Rate	Withdrawal Rate
All Non-SSP Students	24,467	3,890	34,506	71%	11%
All SSP Students	3,134	275	3,967	79%	7%
SSP Completers	2,667	150	3,182	84%	5%

Source: COS Office of Research, Planning and Institutional Effectiveness

Standard I

Summary:

- Students completing the SSP activity achieved the highest success rates and lowest withdrawal rates of all the groups identified in the above table.
- SSP students not completing the SSP activity achieved higher success rates and lower withdrawal rates during the fall 2016 term than students not participating in SSP.

The Distance Education coordinator prepares an annual report on student success in Distance Education courses. This report disaggregates student success rates in Distance Education courses and compares these rates with success rates in face-to-face courses. [IB73] The District does not offer correspondence courses. Student success data from the Distance Education report is presented annually to Academic Senate, Instructional Council, and the Board of Trustees; and gaps in success are analyzed and addressed by faculty. [IB74]

The Office of Research, Planning and Institutional Effectiveness maintains the District's Fact Book, which includes student achievement, enrollment, employee, and service area data. Where appropriate, these data sets are disaggregated by student demographics or other special populations. Staff are encouraged to request additional custom data through a data request form. Fact Book data are shared with faculty annually at the Teaching Boot Camp. [IB75]

Analysis and Evaluation

The District meets the Standard. The District has disaggregated outcomes assessment and achievement data by student subpopulation and, using defined subpopulations in line with the District's Mission, uses this data to inform continuous improvement and to improve student learning.

Plans for Future Action

Although the District meets the Standard, dialog related to data disaggregation is ongoing through the work of the Data Disaggregation Task Force. The task force continues to focus on systems for collecting student level data at the program level where such data would be meaningful and useful.

Standard I.B.7. *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Evidence of Meeting the Standard

The District's integrated planning processes provide for regular evaluation of policies, practices, and strategic goals and objectives to ensure that student learning and support services are effective. As depicted in the Integrated Planning Model, the annual planning processes are directly tied to the District's Mission and assist the District in meeting its institutional goals.

Board policies and administrative procedures are reviewed regularly through the governance and decision-making process to ensure that they are current and comply with both state and federal regulations. The District has a board policy and administrative procedure (BP/AP 2410) that delineate the process for regular review and evaluation of board policies and administrative procedures on a five-year cycle. [IB76] Reviews to board policies or administrative procedures can be initiated by any interested party, are approved for modification by Senior Management Council, and are vetted through the participatory governance structure including all District wide groups for feedback. Approved changes to policies and procedures are forwarded to the Board of Trustees for action. For example, in 2015-2016 the policies and procedures for Academic Services were reviewed and updated according to the five-year schedule. In 2016-2017, the policies and procedures for Student Services were revised through the governance process. The policies and procedures for Administrative Services are scheduled for review in 2017-2018. [IB77]

The cycles and timelines for annual evaluation of program review, resource allocation, and decision-making are detailed in the Governance and Decision-Making Manual, Resource Allocation Manual, and Integrated Planning Manual, respectively. [IB78] All governance groups, specifically all senates, committees, and councils, are required to complete a year-end governance evaluation. Members from each group are sent a survey inquiring about the work of the respective group in regards to governance and decision making. Results are reviewed by each governance group and incorporated into their year-end governance report. [IB79] District Governance Senate and Academic Senate co-chairs consolidate the evaluations to create their respective year-end governance reports. The final reports include recommendations for improvements in the governance process and are subsequently included in the revision of the appropriate manuals. [IB80]

For example, as a result of feedback received from the Institutional Planning and Effectiveness Committee year-end governance evaluation survey, in 2016-2017 the committee revised the timeline for completion of the three-year Strategic Plan. The recommendation to adjust the timeline was vetted through the governance and decision-making process with opportunity for governance groups to provide feedback. The timeline

was then updated in the Integrated Planning Manual. The District will adhere to the new timeline in developing the 2018-2021 Strategic Plan. [IB81]

In addition to the governance process evaluation, the program review process is evaluated annually through a District wide survey, which invites employees to provide feedback about the program review process. [IB82] Samples of completed Program Reviews are audited by members of Institutional Program Review Committee to ensure the program review process is meeting its desired effect.

For example, in 2015-2016, Institutional Program Review Committee found that respondents to the District wide survey requested additional information regarding program review adding that the current training format did not address all of the respondents' needs. In response, Institutional Program Review Committee conducted program review training surveys and the program review audit, which indicated that additional training was needed to make better connections between data and resource requests. In particular, assessment of survey results and the audit found that more specific training was needed on Student Learning Outcome assessment and how to include assessments and data in program review.

Institutional Program Review Committee made three changes to program review based on the audit and training surveys:

- Program review training was divided up into five different topic-specific sessions, instead of one longer session, allowing for participants to attend the training topic they need. For example, Student Learning Outcome assessment is now a program review training topic.
- Training was added for each fall semester (in addition to the previously-offered spring training).
- An online training module was developed with all five sessions so that information can be easily accessed by all administrators, faculty and staff.

By May of each year the Budget Committee evaluates the resource allocation process through a survey mechanism to receive feedback from those participating in resource allocation requests, as well as from the Budget Committee members participating in the ranking process. The results of this annual process review may be the basis for improving the processes for the subsequent year. Results of the survey, and any resulting proposed changes to the processes, are presented to District Governance Senate in May of each year. [IB83]

Two examples of process changes resulting from questionnaire discussion and results follow:

(1) Comments resulting from the April 2014 survey suggested adding regular operational items as ongoing base budget augmentations for facilities vehicles (2016-2017) and emergency furniture and equipment (2015-2016), so that these

regular operational items would not need to be requested each year via above-base funds.

(2) Comments resulting from the April 2014 and April 2015 surveys suggested adding a training early each fall, based upon feedback that more training was needed on the process and on the rubric used for ranking. The Budget Committee now leads an annual training offered to all constituents (and live streamed to other campuses) early each fall.

The District conducts satisfaction surveys distributed to students, faculty, and staff on a regular basis through the Giant Questionnaire and the Student Support Services Survey. [IB84] Students are asked about their experiences at the Institution, ranging from student support services to the quality of education. Results are disseminated to the appropriate governance groups, academic programs, and student support programs to evaluate and make any relevant program improvements. Feedback and responses from the surveys are used to assess service outcomes. District employees also provide feedback about workplace environment, diversity, inclusiveness, services provided, and the quality of education provided.

For example, based on feedback from the 2015 Student Support Services Survey, the Counseling Division used the survey results to enhance its services. The survey results indicated that students need more counseling hours and access to counselors. In response to this finding, the Counseling Division hired three new counselors and made plans to hire five more.

The 2017 administration of the Giant Questionnaire revealed that all employee groups, including administrators, full-time faculty, adjunct faculty, classified, and confidential staff members agree that the District is a great place to work. Responses ranged from 90 percent agreement for full-time faculty to 100 percent for administrators. Classified and confidential staff reported the second highest agreement level (97 percent).

Q10: Please indicate your level of agreement with the following statements about your workplace.

Answered: 433   Skipped: 17

Great Place to Work!

COS is a great place to work.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Q1: Administrator	73%	27%			100%
Q1: Full-Time Faculty	55%	35%	8%	2%	90%
Q1: Adjunct Faculty	55%	40%	5%		95%
Q1: Classified/C...	64%	33%			97%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree
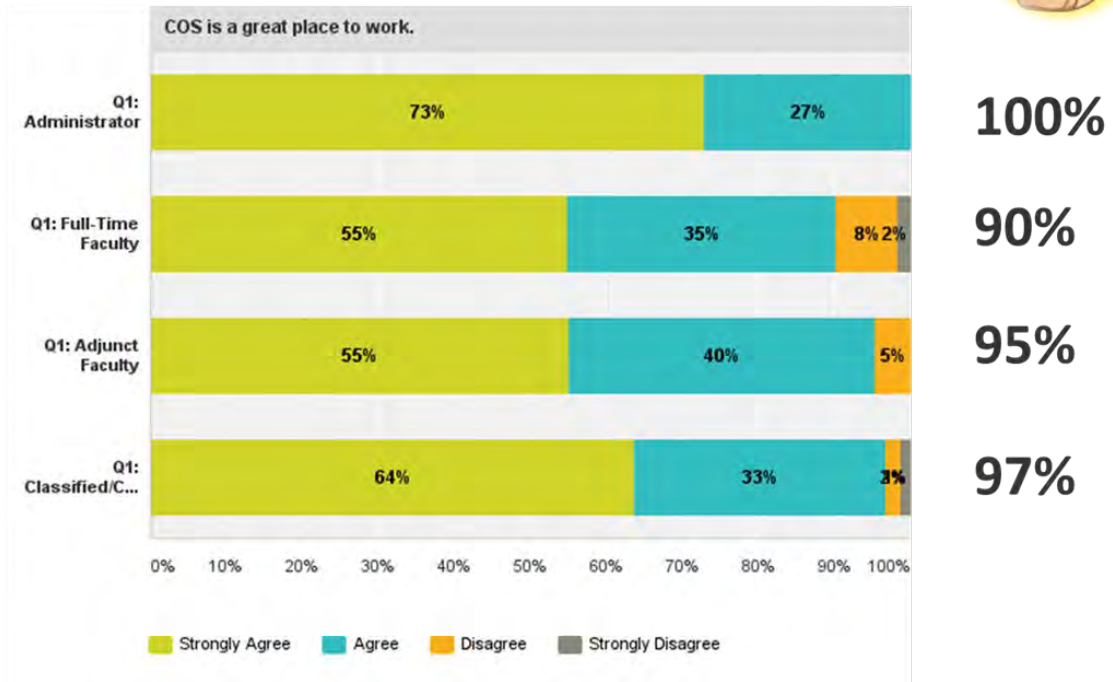
Analysis and Evaluation

The District meets the Standard. The Governance and Decision-Making Manual, the Resource Allocation Manual, the Integrated Planning Manual and board policies and procedures describe in detail the process for regular evaluation of policies and practices to ensure effectiveness of student learning and support services and to develop plans for improvement. Integrated planning, including program review, master planning and strategic planning, is tied to the institutional Mission and assures that programs and processes assist the District in accomplishing the Mission.

Plans for Future Action

None.

Standard I.B.8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

Evidence of Meeting the Standard

The District communicates results of assessment and evaluation activities in myriad ways. Regular communication with external stakeholders occurs through joint district-level Board meetings, presentations to feeder high school districts, and to the Community Advisory Committee, as well as other methods. In addition, results are disseminated to internal and external stakeholders in District wide forums, at Board Meetings, to governance groups, through email, and on the website.

District communication to internal and external stakeholders includes the results of the CCCCO Student Success Scorecard, Annual Report on the Master Plan, Student Equity Plan, Program Review, outcomes assessment, Distance Education Annual Report, Giant Questionnaire, and Student Support Services Survey. The variety of reports describing the District enables all stakeholders to understand the scope and depth of the District's evaluative activities and provides an opportunity for feedback on strengths and weaknesses as well as setting priorities. For example, the Superintendent/President annually attends at least one Board meeting for each of the District's K-12 feeder high school districts and presents an evaluation of the success metrics for students from the respective district. This presentation leads to discussion of how the District can collaborate with feeder high schools to promote the success of their students.

The District dedicates resources for faculty, staff, and students to meet and discuss relevant assessment and evaluation activities. For example, Dialogue Days is an event held each semester to encourage faculty to discuss learning outcomes assessment within their divisions and across the institution.

Convocation provides another venue for District wide discussion of key District initiatives and evaluative reports, such as the Student Equity Plan and the Strategic Plan.

In program review, units discuss their plans and the related resource requests are reviewed and prioritized during division and service area meetings. Program Review summary reports are generated through TracDat and uploaded to the District's website. [IB85] Program Review summaries are referenced by faculty, administrators, and participatory governance groups to set appropriate priorities. For example, Instructional Council uses Program Review summaries to rank and prioritize faculty positions and above-base funding requests. [IB86] Resource allocation and Program Review survey results are transparent and communicated through District wide emails, shared at governance meetings, and with the Board of Trustees. [IB87]

The Annual Report on the Master Plan is prepared each year by Institutional Planning and Effectiveness Committee. The report summarizes the progress made towards

accomplishing the District Goals, provides a basis for any change in the coming year, and identifies recommendations to improve policies or procedures. The report is distributed through the shared governance structure and published on the District's website to sustain a District wide dialog. [IB88] Additionally, the District's Annual Report to the Community is developed from the Annual Report on the Master Plan and distributed to external stakeholders as described above. [IB89]

Results from the Student Support Services Survey and Giant Questionnaire are analyzed by the Office of Research, Planning and Institutional Effectiveness and findings are shared with relevant units. Each unit uses survey results to set priorities and advance the District's Mission. Changes made as a result of these surveys are shared with the District through the "You Speak, We Listen" email campaign. [IB90] "You Speak, We Listen" is a District wide email campaign designed to inform students, faculty, administrators, and board members of the changes made as a result of the analysis of surveys. Students are also notified via email and social media. For example, as mentioned, the Counseling Division used the survey results to enhance its services, increase hours, and hire additional counselors. These hires were shared with constituents through the "You Speak, We Listen" campaign. [IB91]

Analysis and Evaluation

The District meets the Standard. The District broadly communicates results of its assessment and evaluation activities externally and internally through dialog and dissemination of information. Participatory governance structures are in place to provide the opportunity for District stakeholders to discuss assessment and evaluation results and make plans to improve practices.

Plans for Future Action

None.

Standard I.B.9. *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

ER 19 Institutional Planning and Evaluation. *The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress towards achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.*

Evidence of Meeting the Standard

The District's Integrated Planning Manual describes institutional planning in the District and the ways that constituent groups participate in and contribute to planning. The District's Model for Integrated Planning depicts how the components of planning link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation and reevaluation. The District demonstrates institutional effectiveness and practices a cycle of continuous quality improvement through the systematic and routine implementation of specific planning processes including the following: master planning (ten-year plan), strategic planning (three-year plan), institutional program review (annual plan), and the resource allocation process (annual). As evidenced in the Model, the Mission is the driving force for all planning activities and data are central to these processes. To ensure adherence to the planning model, the District maintains several documents which detail the roles and responsibility for these activities. The Governance and Decision-Making Manual, Integrated Planning Manual, and Resource Allocation Manual are crucial to maintaining the structure and systems of the District. [IB92]

College of the Sequoias Model for Integrated Planning

As shown in the graphic, the analysis of data is central to the Model for Integrated Planning and serves as an important tool in each of the District's planning processes. The Master Plan provides an analysis of effectiveness with both internal and external scans. The District uses the data to evaluate whether it meets its Mission and analyzes projected demographics, legislative, and economic changes. These data inform the District Goals that describe how the District will address the identified challenges. The District Goals are the foundation for the Strategic Plan that identifies Objectives to achieving the Goals along with Actions, responsible parties and completion dates for reaching the objectives. [IB93]

Program review is an annual process that captures unit-level planning for instructional, student services, and administrative services units. Program Review describes how each unit contributes to the achievement of District Objectives and contains an analysis of unit-specific data, a description of strengths and weaknesses, a report on prior year actions, a link to assessment of student learning, Actions for the following year, and resources needed to support the initiatives. [IB94]

The resource allocation process is an annual process that ensures the Actions identified in the Strategic Plan and Program Reviews are funded to the extent possible. Resource allocation ensures that funding aligns with the District Mission and links District Goals and Objectives to the resources needed to accomplish the initiatives and Actions. Academic Services, Administrative Services and Student Services provide priority rankings for funding and staffing requests based on Program Reviews. Then, the Budget Committee reviews and ranks the budget requests through the resource allocation rubric to further ensure resources allocated are tied to the District Goals and Objectives. [IB95] This process is described in the Resource Allocation Manual. [IB96]

For example, in spring 2017, the Philosophy Department was awarded a new tenure-track position based upon data and analysis presented in Program Review and linked to District

Objectives. The Philosophy Department identified three District Objectives that would be better met with an additional tenure-track philosophy professor:

1. increase in transfer preparedness (especially critical thinking skills);
2. increase in degrees awarded (e.g. nursing, engineering and general education transfer students); and
3. reduction in the achievement gap of underprepared students.

Given the alignment with District Objectives, the Instructional Council, Budget Committee, and District Governance Senate prioritized the creation of a new tenure-track, philosophy position for fall 2017. [IB97]

Planning processes are further documented in the Board Policy and Administrative Procedure on Institutional Planning (BP/AP 3250). [IB98]

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. Comprehensive institutional planning is designed to accomplish the District's Mission and to improve institutional effectiveness and academic quality. The District's data-driven institutional planning processes occur on a regular basis as outlined in the planning manual and include wide participation throughout the District.

Plans for Future Action

None.

Evidence: Standard IB

IB1   Governance Manual, Roles of Constituents, 2017
IB2   Faculty Enrichment Committee Activities, Convocation August 2017
IB3   Dialogue Days Report, 2017
IB4   Online Reports from Outcomes and Assessment Website
IB5   English Assessment Rubrics
IB6   Outcomes and Assessment Committee and Academic Senate Minutes, 2017
IB7   District Objective 3.1, Strategic Plan 2015-2018
IB8   Student Equity Plan, 2015
IB9   Board Minutes - Equity Plan Review, 2016
IB10   Equity Plan on Website, Student Services Summit 2017
IB11   Administrative Procedure and Board Policy 5300
IB12   Student Equity Update Minutes
IB13   Student Success Program Website
IB14   Student Success Program - Convocation 2017
IB15   Student Success Program Achievement Data
IB16   Accreditation Workgroup Membership
IB17   Accreditation COS eNews Communications
IB18   District Governance Minutes, Standards, Nov. 2017
IB19   Fact Book Website
IB20   Governance Survey, Committee Minutes Reviewing Results, 2017
IB21   Survey Grid, Research Website
IB22   You Speak, We Listen COS eNews, 2015
IB23   Curriculum Currency Policy
IB24   Student Learning Outcomes Locations
IB25   Program Learning Outcomes Locations
IB26   GE Learning Outcomes Locations
IB27   Dialogue Day Presentation Materials, March 2017
IB28   Currency Reports
IB29   Assessment Data Website Screenshot
IB30   Outcome Map Example and AJ Program Review, 2017
IB31   Program Review Manual
IB32   Institutional Learning Outcomes Assessment Cycle, 2016-2020
IB33   Institutional Learning Outcomes Research and Decision Making Survey Results, 2017
IB34   Institutional Learning Outcomes Assessment Reports 2016 and 2017
IB35   Institutional Learning Outcomes Communication Presentation, 2016
IB36   Board Minutes 2014, Academic Senate and District Governance Minutes 2015
IB37   Institutional Standard Presentation Materials
IB38   Institutional Standards on Research Website
IB39   Setting Standards on Research Website
IB40   CTE Outcomes from ACCJC Annual Report, 2018
IB41   Board Minutes and Scorecard Presentation, 2017
IB42   Philosophy Program Review

IB43	Integrated Planning Model and Governance Structure Model
IB44	BIOL Program Review Data Set, 2017
IB45	Sample Data Request Form
IB46	Planning Manual, Governance Manual, and Resource Allocation Manual, 2017
IB47	Resource Allocation Rubric, Resource Allocation Manual 2017
IB48	Extended Opportunity Programs and Services and Engineering Program Review, 2017
IB49	Course Outcomes Website
IB50	Internal and External Scans, Master Plan 2015-2025
IB51	Annual Report on the Master Plan, 2016 and 2017
IB52	Board Policy 3260 and Program Review from Planning Manual, 2017
IB53	Integrated Planning Model, Planning Manual 2017
IB54	Program Review Website
IB55	Program Review Data Set 2017
IB56	Faculty Growth Data Set 2017
IB57	Program Review Manual
IB58	EIS Success Report
IB59	Distance Education Board Report, 2016
IB60	Distance Education Plan, 2017-2020
IB61	SMED Course Outcomes, 2017
IB62	SMED Program Review, 2017
IB63	Annual Report on the Master Plan, 2017
IB64	District Governance Agenda and Minutes, 2017
IB65	Institutional Learning Outcomes Assessment Cycle, Outcomes Assessment Website, 2017
IB66	Institutional Learning Outcomes Assessment Reports 2016 and 2017
IB67	Institutional Learning Outcomes Research and Decision Making Report, 2017
IB68	Institutional Learning Outcomes Research and Decision Making Rubric, 2017
IB69	Institutional Learning Outcomes Assessment Results Disaggregated
IB70	Dialogue Day Presentation Materials, March 2017
IB71	Data Disaggregation Agenda and Minutes, 2016-2017
IB72	Internal and External Scans, Master Plan 2015-2025
IB73	Distance Education Plan, 2017-2020
IB74	Board Minutes, Distance Education Plan 2017
IB75	Fact Book Website
IB76	Administrative Procedure and Board Policy 2410
IB77	Board Policy Website
IB78	Evaluation of Processes, Governance Manual 2017
IB79	Institutional Planning and Effectiveness Committee and Curriculum Committee End-of-Year Report, 2017
IB80	Academic Senate End-of-Year Report
IB81	Minutes Institutional Planning and Effectiveness Committee, 2016 and District Governance, 2017
IB82	Program Review Survey Instrument
IB83	District Governance Standing Report, Budget Committee Survey Results, 2017
IB84	Student Support Services Survey Instrument, 2017

IB85	Program Review Narrative Website and Sample Program Reviews, 2017
IB86	Administrative Procedure and Board Policy 3262
IB87	Board Minutes and District Governance Minutes, 2017
IB88	Minutes District Governance and Academic Senate, 2017
IB89	Annual Report to the Community, 2016-2017
IB90	You Speak We Listen COS eNews, 2015
IB91	You Speak We Listen COS eNews, 2016
IB92	Planning Manual, Governance Manual, and Resource Allocation Manual, 2017
IB93	Master Plan 2015-2025 Chapter 2 and 3, Strategic Plan 2015-2018
IB94	Program Review Manual
IB95	Resource Allocation Rubric, Resource Allocation Manual 2017
IB96	Resource Allocation Process, Resource Allocation Manual 2017
IB97	Philosophy Program Review, 2017
IB98	Administrative Procedure and Board Policy 3250

Standard I

Standard I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

ER 20 Integrity in Communication with the Public. The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*
- *Representation of accredited status with ACCJC and with programmatic accreditors, if any*
- *Course, Program, and Degree Offerings*
- *Student Learning Outcomes for Programs and Degrees*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

Requirements

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

Major Policies Affecting Students

- *Academic Regulations, including Academic History*
- *Nondiscrimination*
- *Acceptance and Transfer of Credits*
- *Transcripts*
- *Grievance and Compliant Procedures*
- *Sexual Harassment*
- *Refund of Fees*

Locations or Publications where Other Policies may be Found

Evidence of Meeting the Standard

The District informs students and prospective students, personnel, the public, and outside organizations about its Mission, educational programs, learning outcomes, Accreditation status, and services through the Catalog, [IC1] COS eNews email, [IC2] and printed materials such as posted committee agendas. The District also publishes reports on the state of the District and about available services through external and internal communication, including press releases, formal reports to the ACCJC, Annual Report on the Master Plan, Annual Report to the Community, and the Student Success Scorecard. [IC3]

The development and maintenance of accuracy of information, as well as quality in the design and navigation of the website, is described in the Board Policy and Administrative Procedures on the Website (BP and AP 3721). [IC4] The Public Information Office collaborates with Senior Management Council and governance committees to develop and maintain the flow of information regarding the District. In spring 2017, in order to improve the District website, the Public Information Officer (PIO) engaged in a process to redesign the public-facing website. The process included gathering information from governance groups such as Academic Senate, Student Senate, and District Governance Senate. The feedback from these groups was used to redesign the website and ensure improved accuracy and readability. [IC5]

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. Guided by District policy and procedures, the District uses electronic and print communication venues to inform students, staff, and the public about the District.

Plans for Future Action

Although the District meets the Standard, following feedback received through the website development process, the Public Information Office (now Marketing and Public Relations) has continued redesign of the District's website. Launch of the updated site is planned for spring 2019. In addition, the District adopted an Action in the 2018-2021 Strategic Plan to ensure that the District website is current and relevant.

Standard I.C.2. *The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."*

ER 20 Integrity in Communication with the Public. *The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:*

General Information

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*
- *Representation of accredited status with ACCJC and with programmatic accreditors, if any*
- *Course, Program, and Degree Offerings*
- *Student Learning Outcomes for Programs and Degrees*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
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- *Names and Degrees of Administrators and Faculty*
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- *Academic Regulations, including Academic History*
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- *Refund of Fees*

Locations or Publications where Other Policies may be Found

Evidence of Meeting the Standard

The District provides a comprehensive Catalog that is published annually. Annual publication ensures that the Catalog provides accurate and current general information, requirements, and policies and procedures, as well as other information allowing students to be well informed about District academic and student support programs, requirements, and services. The Catalog is available in an electronic form which can be downloaded from the District website in Portable Document Format (pdf). [IC6] Print versions of the Catalog are available in the Counseling and Veteran's Affairs Offices or by request.

The Online Catalog includes all of the information listed in the Eligibility Requirement. [IC7] The Academic Services Office coordinates the development and organization of the Catalog with numerous departments on campus. The Catalog Work Group comprises representatives from Academic and Student Services and meets on a regular basis to assure accuracy and currency of the Catalog. [IC8] Counselors, administrators, division chairs, and faculty review drafts of the Catalog for accuracy, completeness, structure, and organization. The District recently adopted the CourseLeaf platform to host the Catalog and streamline the development and review process. [IC9] Implementation of the curriculum approval and review software, CourseLeaf, further supports accurate Catalog information.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District has invested in robust technology and participatory governance to support the development of a comprehensive and current Catalog. Management, faculty, and staff collaborate within the existing governance structure to customize, implement, launch and update the Catalog annually.

Plans for Future Action

None.

Standard I.C.3 *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.*

ER 19 Institutional Planning and Evaluation. *The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of education goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.*

Evidence of Meeting the Standard

The District has a robust assessment process for student learning outcomes. Learning outcomes for the institution, general education, and all programs are published in the Online Catalog. [IC10] Course outcomes are available in the online course schedule, the Outcomes Assessment website, in course syllabi, and in the Course Outlines of Record. [IC11] Program review is used to communicate assessment of student learning and academic quality to appropriate constituencies. [IC12] Assessment reports and results are also available on the Outcomes Assessment website. [IC13] Learning outcomes assessments are discussed among appropriate constituencies during Dialogue Days.

The District evaluates student achievement through annual reports such as the Student Equity Plan, Student Success Card, and Annual Report on the Master Plan. [IC14] The District analyzes data and emerging trends in higher education via the development of goals in the Master Plan. The District's Annual Report on the Master Plan describes progress made toward achieving the Goals and Objectives documented in the Master Plan. The Student Success Scorecard is updated annually, discussed with the Board of Trustees, and displayed publically on the District website. Institutional-set standards are set, assessed, and discussed through the governance process. [IC15]

The District communicates information on student achievement through a variety of methods. In addition to the reports referenced above, the Superintendent/President presents specific high school achievement data to each feeder high school district at their annual board meetings. [IC16]

Analysis and Evaluation

The District meets the Standard and the Eligibility Requirement. The District documents institutional, general education, program and student learning outcomes assessments; those results are communicated through the District's governance process and made readily available to students and the public on the District's website. The District evaluates student achievement through numerous local, state, and national databases; and

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those results are discussed thoroughly with internal stakeholders and made available to the public on the District website.

Plans for Future Action

None.

***Standard I.C.4.** The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard

The District lists and describes degrees and certificates in detail in the COS Online Catalog. [IC17] The overview of each degree and certificate program includes program description, program learning outcomes, and a description of transfer and career opportunities. The Catalog also describes program requirements which may include General Education patterns, required major courses, electives, and total required units as applicable. Students can also access detailed information about programs in Degree Works, which allows them to track progress toward degree completion. [IC18]

Analysis and Evaluation

The District meets the Standard. Certificates and degree programs are accurately and comprehensively described in the Online Catalog.

Plans for Future Action

None.

Standard I.C.5. *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard

The District reviews its Mission and either reaffirms or revises the Mission every three years. The review process solicits feedback District wide, and District Governance Senate considers all comments before preparing the final recommendation to the Superintendent/President. This process is described in the Governance and Decision-Making Manual and the Administrative Procedure on the Mission Statement (AP 1200). [IC19]

Board policies and administrative procedures are regularly reviewed by the Superintendent/President's office and Senior Management Council to remain current and to ensure compliance with state and federal laws. Additionally, the District reviews administrative procedures (APs) and Board Policies (BPs) on a five-year cycle guided by the annual updates from the Community College League of California's (CCLC) board policy and procedure service. [IC20] For example, Academic policies were reviewed in 2015-2016, and Student Services policies were reviewed in 2016-2017. [IC21] Any employee, student, or member of the public may initiate a review of any policy and/or procedure or propose a new policy or procedure by submitting a request or recommendation and a draft document to the Superintendent/President's Office. Policies and procedures begin with Senior Management Council review and then are assigned to the appropriate department. Policies and procedures are reviewed by governance groups in accordance with the process spelled out in the Administrative Procedure on Policy and Administrative Procedures. [IC22]

All governance groups review their bylaws annually at the group's first meeting in adherence to the Organizational Meeting Guide. [IC23]

District Governance Senate conducts a formal assessment of the Governance and Decision-Making, Integrated Planning, and Resource Allocation manuals annually. [IC24] The Online Catalog is also updated annually to ensure accurate representation of programs and services.

Analysis and Evaluation

The District meets the Standard. Structures are in place to ensure regular reviews of institutional policies, procedures, and publications by all governance groups.

Plans for Future Action

None.

Standard I.C.6. *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

Evidence of Meeting the Standard

The cost of education is published in both the Catalog and on the District's website. Cost and fees for specific courses are listed in the Catalog, and the online schedule of classes includes any additional materials fees. [IC25]

The District assembles and publishes a Cost of Attendance Budget each year in December based on budget information provided by California Student Aid Commission. [IC26] The District provides an estimated Annual-Cost-of-Attendance budget for COS so students can use the information to make decisions about financial aid and attendance costs. The District also provides a Net Price Calculator, where prospective students receive an estimate of how much students paid to attend College of the Sequoias in previous years. [IC27] Students can also access the federal shopping sheet in the Student and Financial Aid Information section in their Banner account. [IC28]

Additional information on student fees and expenses are included in the COS Online Catalog, which includes transit and health fees, textbook costs, and other applicable fees. [IC29]

Analysis and Evaluation

The District meets the Standard. Following federal and state regulations and relying on available resources, the District makes cost of education information available to current and prospective students. The information on cost of education is widely available to students and is reviewed on an annual basis to ensure accuracy and reliability.

Plans for Future Action

None.

Standard I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

ER 13 Academic Freedom. The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

Evidence of Meeting the Standard

The Board of Trustees adopted the Board Policy and Administrative Procedure – Academic Freedom (BP/AP 4030) which identify the District's commitment to academic freedom, integrity, and responsibility. [IC30] This policy is regularly reviewed by District constituencies through the participatory governance structure. The District's policy on academic freedom is published in the COS Online Catalog which is available on the COS website. [IC31] The District recognizes that protecting academic freedom is essential to achieving its Mission. The District further recognizes that academic freedom is included within the freedom of expression and is necessary to the pursuit of knowledge within academic disciplines. These freedoms are essential elements of teaching and student learning.

Analysis and Evaluation

The District meets the Standard. The District affirms and supports the principles of Academic Freedom as enumerated in the requirements of the California Education Code, California Community College regulations, and outlined in District BP/AP 4030.

Plans for Future Action

None.

Standard I.C.8. *The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

Evidence of Meeting the Standard

The District has established clear policies and procedures that promote student honesty, integrity, and responsible student behavior. Within these policies and procedures, the District has clearly identified the consequences for not adhering to the established standards of conduct. These policies and procedures are available on the District website and in the Online Catalog, which is published annually. [IC32]

The District's Institutional Code of Ethics delineates employees' general responsibilities to the community. The District is comprised of professionals who are dedicated to promoting a climate that enhances the worth, dignity, potential, and uniqueness of each individual within the District community. [IC33]

The District's Standards of Conduct Policy provides a detailed description of expectations for student conduct and procedures for determining violations of the policy. [IC34] As delineated in the policy, the District believes that all students have the right to be educated in a positive learning environment free from disruptions, harassment, bullying, and/or discrimination. The Student Athlete Code of Conduct describes expectations that apply specifically to student athletes, such as additional academic responsibilities, citizenship, sportsmanship, and adherence to individual sport team rules. [IC35]

The Student Discipline Procedures policy provides a prompt and equitable means to address violations of the Standards of Student Conduct, which provides due process rights guaranteed by state and federal constitutional protections to the student or students involved. [IC36]

The Student Rights and Grievances policy provides a prompt and equitable means of resolving student grievances against the District. This procedure is available to any student who reasonably believes a District decision or action has adversely affected their status, rights, or privileges as a student. [IC37]

The Student Use of Electronic Devices policy describes responsible protocols established regarding the use of electronic devices within the District. The policy is developed to avoid issues with electronic devices that could be disruptive to the District's procedures and education processes, could result in an invasion of both students' and employees' privacy, and could be utilized to facilitate academic dishonesty. [IC38]

Analysis and Evaluation

The District meets the Standard. Board policies and administrative procedures are established and regularly revised to provide a detailed framework for establishing expectations of appropriate employee and student conduct and procedures for determining consequences related to violations of standards of student conduct. These policies and their accompanying procedures are published on the District website and/or in the COS Online Catalog.

Plans for Future Action

None.

Standard I.C.9. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Evidence of Meeting the Standard

District policy, Curriculum Committee procedures, and faculty evaluation processes support appropriate presentation of academic content by faculty.

The District's Institutional Code of Ethics policy supports ethical behavior. [IC39] The Code of Ethics states that the individual should "Avoid forcing personal values, beliefs, and behaviors on others." New faculty are introduced to the policy during orientation activities. [IC40]

The District's policy on Academic Freedom describes the right of faculty to be free to pursue instruction, grading, scholarship, policy discussions, and public discourse free of intimidation and censorship in a manner that promotes the District's Mission and that abides by the Institutional Code of Ethics. [IC41] The District communicates these policies through the District website and Online Catalog.

The Curriculum Committee is responsible for submitting, reviewing, approving, and cataloging the District's curriculum. Courses and programs are regularly reviewed following the Committee's currency policy in accordance with applicable rules and regulations. This review process provides the mechanism to verify that the official course content represents professionally-accepted views in a discipline. [IC42]

Faculty evaluation is another avenue for ensuring that information is presented fairly and objectively. The faculty evaluation criteria and process are a professional responsibility agreed to as part of the master agreements. [IC43] Faculty evaluations include feedback from selected peers, administrators, and students. The evaluation process includes a review of course syllabi to verify that course syllabi reflect the associated course outline of record and include student learning outcomes.

Analysis and Evaluation

The District meets the Standard. Through adherence to the Institutional Code of Ethics, policy on Academic Freedom, established curriculum processes, and regular faculty evaluation which includes review of evidence and procedures for correction, the District ensures that faculty present course content objectively and follow professionally-accepted views in their discipline.

Plans for Future Action

None.

Standard I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The District communicates expectations for behavior for students, faculty, and staff through board policy, the Online Catalog, a management handbook, and the Institutional Code of Ethics.

Students are expected to conduct themselves according to the District's Student Standards of Conduct as communicated through the Catalog and the District Website. [IC44]

Managers are expected to conduct themselves according to the Management Philosophy, Core Values, Commitment to Diversity, and Code of Ethics as documented in the Management Handbook. [IC45]

The Institutional Code of Ethics for all employees is documented on the District website. [IC46]

Analysis and Evaluation

The District meets the Standard. The District does not support or follow any specific belief or world views. The Institutional Code of Ethics, Student Standards of Conduct, and Management Handbook are all publically available and are regularly updated.

Plans for Future Action

None.

Standard I.C.11. *Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

The District does not operate in any foreign locations.

Analysis and Evaluation

The District meets the Standard. The District does not operate in a foreign location.

Plans for Future Action

None.

Standard I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

ER 21 Integrity in Relations with the Accrediting Commission. The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

Evidence of Meeting the Standard

The District provides comprehensive and current information on accreditation on its website (one click away from the main page) to affirm that it participates in the accreditation process through the ACCJC and therefore agrees to comply with the Eligibility Requirements and Accreditation Standards with the purpose of self-evaluation, peer review, and quality improvement. The District adheres to the ACCJC policies and guidelines for public disclosure and institutional reporting as made evident by the accreditation reports available to the public, staff, faculty, and students on the Accreditation website. The District informs staff, faculty, and students about the accreditation process through regular emails, forums, and shared governance work groups. [IC47]

The Board of Trustees ensures that the District adheres to the requirements of the ACCJC per the Accreditation policy which outlines in detail the specific accreditation responsibilities of the District, as follows: Compliance with the ACCJC standards and policies; completion of self-evaluation involving broad and appropriate constituent groups in the preparation and process of self-study; disclosure to ACCJC all information needed to carry out evaluation and accreditation functions; maximum opportunity for communications between all relevant constituencies and the visiting team; responsibility of the Superintendent/President to appoint the self-study chair and the Accreditation Liaison Officer; and documentation that demonstrates prior approval for substantive changes. [IC48]

The District adheres to the ACCJC policy and guidelines for public disclosure and institutional reporting as evidenced by the accreditation reports that are available to the public, staff, faculty, and students on the District website. [IC49] These reports include the Institutional Self-Evaluation Report, Midterm Report, Follow Up reports, Substantive

Change, annual reports, and any other communication between the ACCJC and the District. The District provides a list of specialized program accreditation in the COS Online Catalog. [IC50]

The District complies with the ACCJC policy related to student and public complaints. Policies and procedures for filing complaints are available in the COS Online Catalog and in board policies and administrative procedures. [IC51]

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District publishes accreditation information on its website and meets all required reporting deadlines with the ACCJC. The District's accreditation reports are evidence of the effective, clear, and accurate communication with the public and the ACCJC.

Plans for Future Action

None.

Standard I.C.13. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.*

ER 21 Integrity in Relations with the Accrediting Commission. *The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.*

Evidence of Meeting the Standard

The District communicates openly and honestly with external agencies and complies with applicable regulations and statutes. The District communicates any changes to accreditation with the public through various methods, such as COS eNews, the COS website, press releases through the Public Information Office, community advisory committee meetings, and other public forums. [IC52]

The District communicates accreditation information to faculty, staff, management, the Board of Trustees, and community members through biannual convocation events. [IC53] The Accreditation Liaison Officer provides a standing Accreditation report to District Governance Senate and the Board of Trustees. [IC54]

Specialized program accreditation is documented in the COS Online Catalog, and the District maintains regular and effective contact with external accreditation agencies for the following programs:

- Certified Nursing Assistant Program;
- Cosmetology;
- Emergency Medical Technician;
- Fire Academy;
- POST Certified Basic Police Academy;
- Physical Therapist Assistant Program;
- Registered Nursing Program;
- Certified Welding Program.

The District provides regular required reports to these external accrediting agencies. Reports from external accreditors are shared through the District's governance process which ensures consistency and clarity of information.

Analysis and Evaluation

The District meets the Standard. The District demonstrates honesty and integrity in its relationship with external agencies through open communication with said agencies and consistency of information across multiple reports.

Plans for Future Action

None.

Standard I.C.14. *The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

Evidence of Meeting the Standard

The District Mission Statement asserts the commitment to student achievement and learning. [IC55] Student learning is paramount to planning decisions as evidenced by the work of Institutional Planning and Effectiveness Committee with the Annual Report on the Master Plan as well as the Master Plan. [IC56]

The Goals of the District are outlined in the ten-year Master Plan with more specific District Objectives outlined in the three-year Strategic Plan. Both plans document the balance accomplished by the District to maintain fiscal baselines while promoting the overarching goal of student achievement and student learning. [IC57]

The District engages in an annual process of program review which provides each academic and student service unit the opportunity to make continuous ongoing improvement based on student success data analysis and action plans to improve specific areas of concern. [IC58]

Analysis and Evaluation

The District meets the Standard. The District's Mission and integrated planning processes guide the District in setting goals that are directly related to the Mission and student achievement above all else. The program review process provides a framework for continuous quality improvement. The District is a nonprofit, publicly-funded institution and does not contribute to a parent organization, investors, or support external interests.

Plans for Future Action

None.

Evidence: Standard IC

Standard I

Standard II

Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

ER 9 Educational Programs. The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

ER 11 Student Learning and Student Achievement. The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)

Evidence of Meeting the Standard

The District's instructional programs are offered in fields of study consistent with the District Mission to provide learning that leads to "productive work, lifelong learning and community involvement," the achievement of "transfer and/or occupational objectives," and the "mastery of basic skills." [IIA1] Instructional programs include associate degrees, CTE, noncredit, and community education. The District offers 158 programs leading to goals consistent with its mission: 73 associate degree programs, 39 certificate of achievement programs, 43 skills certificate programs, and 3 certificate of competency programs. Twenty-eight of the District's associate degree programs are ADTs articulated with the CSU system. [IIA2]

Courses and programs are offered at three primary locations: the Visalia campus, the Tulare College Center and the Hanford Educational Center. Courses are also offered through distance education, dual-enrollment, and instructional service agreements. The District does not offer correspondence education.

Regardless of location or mode of delivery, courses and programs offered at the District are appropriate to higher education and culminate in identified Student Learning Outcomes and Program Level Outcomes. Courses and programs, regardless of their location, are subject to the same curriculum approval process, which includes oversight and evaluation from lead faculty members in the appropriate content area in order to ensure currency, academic quality, and rigor. Curriculum proposals are also reviewed by the Curriculum Committee which includes faculty experts, administration, and staff to

ensure rigorous and appropriate content. Program descriptions include statements of transfer and career objectives in alignment with the District's Mission, and these objectives are published in the Catalog. [IIA3] District policies ensure that degree programs and certificates conform to generally-accepted practice in higher education, including standards for General Education, major core or area of emphasis requirements, and the correct calculation of credit hours (units). [IIA4] The District policy on Program Curriculum and Course Development ensures that the Curriculum Committee receives regular training on regulations governing the approval of curriculum. For example, in 2017-2018, the Curriculum Committee received training on the CCCCO *Program and Course Approval Handbook*; the training included changes to calculation formulas for credit hours and local curriculum approval processes. [IIA5]

Courses approved for Distance Education include a Distance Learning Addendum that is reviewed by the Distance Education coordinator and approved by the Curriculum Committee to ensure that methods of instruction align with standards for regular and effective contact, student authentication, last day of attendance, and accessibility. [IIA6] For example, to ensure regular and effective contact, an Information Communications Technology course, recently approved for Distance Education delivery, indicated that both synchronous and asynchronous methods would be used to initiate contact with students, including the use of CCC Confer or other video conferencing methods, to deliver lecture content and office hours. [IIA7]

Student Learning Outcomes for courses are reviewed by the Curriculum Committee as part of the official Course Outline of Record and are published in the course schedule and available on the Outcomes Assessment website; program learning outcomes are reviewed through the curriculum approval process and are listed in the Catalog and published on the Outcomes Assessment website. [IIA8] Learning outcomes are documented in TracDat, which is the District's central hub for Outcomes Assessment and Program Review. Learning outcomes for courses and programs are regularly scheduled for assessment on a three-year cycle and are systematically assessed at least once every three years, with cycles and reminders set using the TracDat system. The Outcomes Assessment coordinator assists faculty with assessment training and resources; the coordinator produces an assessment currency report at the beginning of fall and spring semesters and presents this report to the Outcomes Assessment Committee and Instructional Council as a reminder of which outcomes are due for assessment each year. [IIA9] Reports of learning outcome assessments can be accessed through the Assessment Report link on the Outcomes Assessment website. [IIA10] The District's annual program review process ensures that requests for resources are tied to District Objectives, and annual program review requires a report of progress on program learning outcomes. Student learning outcomes are mapped to program outcomes, and assessment progress is reported annually as part of program review. [IIA11] Annual program review includes an overall assessment of outcome achievement, changes made based on outcome assessment, and an evaluation of the outcome cycle for all modes of delivery, including Distance Education. [IIA12]

The District has established institution-set standards and continuously reviews and assesses student achievement for these standards along with achievement metrics in the

CCCCO Student Success Scorecard, measures for disproportionately-impacted student groups, local student learning outcomes as well as other measures. Institution-set standards include standards for degree and certificate completion and for student transfer; this data is also reported across the District's planning process, in reports on the Strategic and Equity Plans, and in the District's Fact Book and Student Success Scorecard. [IIA13] A key Goal of the District's Master Plan is to improve the rate at which students complete degrees, certificates, and transfer objectives; this Goal drives data collection and reporting across the integrated planning process. [IIA14] For example, the 2016 Annual Report on the Master Plan included data on degree and certificate completion, transfer volume and velocity, and CTE course and program completion, showing an increase in student success in most areas. [IIA15] The Distance Education report is also presented annually to the Board of Trustees and includes student success data for all Distance Education courses disaggregated by ethnicity and age. [IIA16] Data on median wages for CTE graduates are available through the CCCCO Student Success Scorecard, with a median wage increase for students in the ten highest-enrolled occupational areas reported at over 30 percent for the cohort beginning in 2010-2011. [IIA17] Additional employment data for CTE programs are provided by the CTE Launchboard.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirements. Instructional programs at the District, regardless of location or mode of delivery, are rigorously reviewed and assessed to ensure that they are offered consistent with the District's Mission, meet standards for higher education, and that students are able to achieve their goals for learning and success. The District's integrated planning and governance processes ensure that faculty experts are involved at all levels of program planning, review, and assessment.

Plans for Future Action

None.

Standard II.A.2. *Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.*

Evidence of Meeting the Standard

Faculty at the District, including full-time and adjunct faculty, participate in the review, design, and assessment of content and methods of instruction to ensure that they meet generally-accepted academic and professional standards. All programs and courses are regularly reviewed to assure currency in line with the District policy for course and program review. [IIA18] Faculty are regularly evaluated to assist in the continuous improvement of instruction, and FLEX activities are provided for faculty to participate in professional development. [IIA19]

The curriculum review process is the primary method the District uses to ensure that all courses and programs offered meet generally-accepted academic and professional standards, as outlined in the California Code of Regulations Title 5 and the associated CCCCO *Program and Course Approval Handbook*. Courses offered at the District are developed with an official Course Outline of Record, which contains all elements required by Title 5, including course units, contact hours, requisites, methods of instruction, a catalog description, and course content including student learning outcomes. [IIA20] The Curriculum Committee receives annual training on Title 5 requirements in accordance with state guidelines. [IIA21]

Curriculum is reviewed for currency on a continuous cycle, with a five-year review for the majority of programs and courses, and a two-year review process for CTE programs. [IIA22] Faculty and administrators are reminded of the courses and programs scheduled for currency review each year through an annual report produced by the Curriculum Coordinator and distributed to the Curriculum Committee. The report is regularly updated and is a standing agenda item throughout the year. [IIA22]

Per board and administrative policies on Course and Program Development (BP/AP 4020), courses and programs are developed or reviewed by faculty members with expert knowledge in the relevant discipline. [IIA23] Prior to launch for Curriculum Committee review, courses and programs are developed according to each division's established curriculum review and development process. Division processes may include, but are not limited to, the following: needs assessment; department and/or division discussion; identification of existing resources; alignment with the District Mission and strategic plan; and labor market, transfer, and/or distance education analysis, in order to ensure that all curriculum at the District meets generally-accepted academic and professional standards in the relevant discipline. [IIA24] For example, in 2016-2017, faculty in the Consumer

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Family Studies Division began updating the Fashion Design program and the Fashion Merchandising program. Faculty in the division completed a review of similar programs in the region, including an analysis of programs at transfer institutions, and re-designed the program to combine Fashion Design and Merchandising. New courses were developed and launched for curriculum review, and the re-designed program was reviewed the following year. [IIA25]

Courses and programs are reviewed through a regular and systematic curriculum process. Once a course or program has been discussed, drafted, and reviewed according to the division's process, a faculty author composes and launches the course or program in the District's curriculum management system for review by the Curriculum Committee. The Curriculum Committee is composed primarily of faculty members, with each division nominating a curriculum representative to serve on the committee and review curriculum. [IIA26] Curriculum review is completed in the District's curriculum management system, which is in transition from CurricuNet to CourseLeaf CIM. The review process includes the Curriculum Coordinator, Curriculum Specialist, faculty curriculum representative, Articulation Officer, associated division chair and dean, and other advisory members of the committee as appropriate, such as a Financial Aid officer or resource librarian. [IIA27] Errors or recommendations are addressed by the original course author. Following initial technical review, proposals are reviewed by the Curriculum Committee, Vice President of Academic Services, Academic Senate, and the Board of Trustees.

Curriculum is reviewed for currency and alignment with relevant California Code of Regulations Title 5 standards by the Curriculum Committee, using the campus curriculum management system and the review process described in the Administrative Policy on Course and Program Development. [IIA143] Course content is also frequently reviewed for articulation purposes to ensure the content meets accepted academic and professional standards appropriate to transfer. For example, lower division major preparation courses that have been approved by UC and CSU campuses as meeting articulation standards have had their course outlines submitted for matching with an appropriate Course Identification Numbering System (C-ID) supranumber. In order to match with a C-ID, a course description must meet or exceed the minimum course content as determined by C-ID faculty discipline review groups. For example, BIOL 030 Human Anatomy and BIOL 031 Human Physiology match with C-ID's BIOL 110B and BIOL 120B respectively. For these classes, the review process serves as a compliance mechanism to ensure the course content meets "generally-accepted academic and professional standards and expectations." [IIA28] Faculty reviewers and the Articulation Officer review submissions intended for C-ID against the published descriptors and recommend any necessary revisions.

The District's integrated planning processes ensure continuous improvement of courses and programs in alignment with the District's Mission and Goals for student success. Annual program review captures unit-level planning for instructional, student service, and administrative units. These program reviews include an analysis of unit-specific data describing how each unit contributes to achievement of the District Objectives, which serve as explicit efforts to accomplish the Mission. [IIA29] The Office of Research, Planning and Institutional Effectiveness provides efficiency, student success, and other

requested data for each unit, including data on student success measures. [IIA30] Faculty and administrators discuss this success data for their courses and programs annually as part of the program review process. Data is used in annual program review to support related actions, which are also linked to District Objectives in support of integrated planning and continuous improvement. When a unit plans to create a new program, new courses, or significantly update existing curriculum, these plans are included as actions in program review. Through the program review process, faculty review student learning outcomes assessment results and discuss strategies for improving teaching and learning. For example, in their 2016 Program Review, the Chemistry Department reported that though they had completed a full three-year cycle of Student Learning Outcome and Program Level Outcome assessments, they felt that the collected data were not providing useful information about student learning; therefore, they planned to make revisions to their course and program outcomes. [IIA31]

In addition to curriculum and program review, faculty evaluation and professional development contribute to instructional improvement at the District. The purpose of faculty evaluation at the District, as codified in the Master Agreements, is to support faculty members' professional growth and instructional improvement. [IIA32] Faculty evaluations include assessments of teaching methods, materials, and effectiveness; participation in student learning outcome assessment; and faculty-set goals for instructional and professional improvements. The District's Faculty Enrichment Committee (FEC) also provides a variety of professional development opportunities for faculty throughout the year; faculty are encouraged to discuss the relationship between instructional improvement and teaching methods regularly through both the evaluation process and available professional development workshops. [IIA33]

Analysis and Evaluation

The District exceeds the Standard. Through faculty participation in a robust curriculum approval process, as well as professional development activities and the process of program review, the District ensures that all curriculum meets recognized academic and professional standards and that courses and programs are regularly evaluated and improved for currency, improved teaching and learning, and student success.

Plans for Future Action

None.

Standard II.A.3. *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

Evidence of Meeting the Standard

The District has identified learning outcomes at the institution, program, and course level, as well as identified learning outcomes for the local General Education (GE) pattern. [IIA34] Outcomes for programs, certificates and degrees; General Education; and institutional learning are published in the Catalog, and course outcomes appear on the schedule of classes, Outcomes Assessment website, and official course outlines of record. [IIA35]

Course and program outcomes are housed in the District's assessment management system (TracDat) and regularly updated as part of the established curriculum review process, which requires that a linked attachment to current outcomes be submitted as part of the Course Outline of Record, in order to ensure that outcomes align across the District's curriculum and assessment management systems. Improvements to this process are being developed as the District moves from its current curriculum management system (CurricuNet) to CourseLeaf CIM, in order to ensure that course outcomes better align across Course Outline of Records, curriculum management, and assessment management systems.

Assessment of program learning outcomes and student learning outcomes for courses is discussed and summarized annually as part of the District's program review process. [IIA36] Annual Program Review narratives contain sections summarizing overall Program Level Outcome and Student Learning Outcome achievement and changes made based on assessment results. For example, in their 2016 Program Review the Chemistry Department expressed a desire to revise course and program outcomes to collect more meaningful data. In 2016-2017, several faculty members from this department met with the Outcomes Assessment coordinator to discuss outcomes mapping and revisions, and the faculty developed updated outcomes which more closely aligned with institutional and program outcomes. In Chemistry 020, for example, outcomes that focused on particular content (such as density calculations) were replaced with outcomes that focused on processes which might include that content, such as critical thinking and quantitative analysis. [IIA37] Although outcomes assessment is integrated into program review, both the Institutional Program Review Committee and the Outcomes and Assessment Committee feel some additional training would help faculty to connect the assessment sections of program review to District Objectives, resource allocation, and reporting. The Institutional Program Review Committee and Outcomes and Assessment Committee have created committee initiatives to work on increased collaboration to support increased integration for 2017-2018.

Course syllabi are required to match the official Course Outline of Record as approved through the District's curriculum review processes, and contain up-to-date student learning outcomes; syllabi are submitted to the relevant dean's office each semester and are reviewed for currency and correctness. [IIA38] Faculty provide syllabi to students during the first class meeting or online. The College of the Sequoias Teachers Association (COSTA) and College of the Sequoias Adjunct Faculty Association (COSAFA) Master Agreements state that faculty are expected to provide course syllabi on the first day of instruction as one of their professional responsibilities. Faculty evaluation committees review syllabi as part of the faculty evaluation process. [IIA39]

Program Level Outcomes and Student Learning Outcomes are regularly assessed on a three-year cycle with outcomes, assessment plans, and results recorded in TracDat and summarized annually through program review. The Outcomes and Assessment Committee produces an annual assessment currency report listing which Student Learning Outcomes are scheduled for assessment. The District's assessment management system also flags any courses that should be scheduled for assessment or that have missing results. [IIA40] The annual currency report is presented to deans and division chairs once per semester in Instructional Council.

Faculty from each division meet during Dialog Days to discuss outcomes assessment, to update their outcomes as needed, and to make plans for improvement. For example, during Dialog Days in 2016-2017, the Library discussed data collection for the LIBR 103 course outcome focused on evaluating information sources. At the next Dialog Day, faculty discussed results of that data collection in order to improve the course outcome and to make recommendations about delivery of the course. Following these discussions, improvements and follow-ups were added to the assessment reporting for that outcome, including a plan to recommend a longer course term to the Learning Resource Center director and revised language for the outcome. [IIA41]

Institutional Learning Outcomes assessment occurs on a five-year cycle and is managed by the Outcomes and Assessment Committee, with results reported to the Board of Trustees and Academic Senate and posted on the Outcomes Assessment website. [IIA42] General Education Learning Outcomes assessment is managed by the General Education Committee with results reported through TracDat and summarized in reports to the Curriculum Committee and Academic Senate. [IIA43]

Analysis and Evaluation

The District meets the Standard. Learning outcomes are identified, published, and assessed at the course, program, and institutional level using an established assessment cycle. Outcomes for courses and programs are incorporated into the curriculum review process on officially approved course outlines of record and catalog descriptions for certificates and degrees; and course syllabi are regularly reviewed to ensure learning outcomes and other content match the officially approved Course Outline of Record.

Plans for Future Action

Although the District meets the Standard, the District is actively working to improve processes to ensure that Student Learning Outcomes remain current, updated, and accurate across all systems, including Banner (for reporting in the course schedule), TracDat, Curriculum, and the District's website. The District is transitioning to CourseLeaf CIM for curriculum management, which includes researching a method to import outcomes from TracDat to CIM, as a way to ensure that faculty are able to update course outcomes, where necessary, in response to assessment results, and maintain the accuracy of outcomes on official Course Outline of Records. In its current curriculum management system, CurricuNet, this was possible only through a manual work-around where faculty attached TracDat outcomes to Course Outline of Records.

The District is simultaneously working to improve collaboration between the Outcomes and Assessment Committee and Institutional Program Review Committee, with both committees crafting initiatives in 2017-2018 to provide faculty training on the role of outcomes in program review. Although outcomes assessment is integrated in program review, faculty responses to committee surveys and requests for training indicated that more could be done to encourage integration and make outcomes assessment feel more central and meaningful to the process of program review.

Standard II.A.4. *If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

Evidence of Meeting the Standard

The District offers pre-collegiate level curriculum (basic skills and pre-transfer level courses), in English, math, and ESL. The Catalog distinguishes these courses from college-level curriculum through the District's course numbering system. [IIA44] Basic skills courses are reviewed through the regular curriculum approval process to assure compliance with guidelines provided by the CCCCO.

Course Number Legend	
001 – 099	Courses accepted for transfer by the UC and CSU systems
001 - 199	Courses accepted for transfer by the CSU system
200 - 299	Associate-degree applicable courses not intended for transfer
300 - 399	College-credit, non-degree applicable and basic skills courses
400 - 499	Non-credit courses

Determinations of the appropriate level for offered courses are made in accordance with applicable Board Policy and Administrative Procedure for Curriculum Review. [IIA45] Policy related to transfer curriculum, like all curriculum policy, is reviewed by the Curriculum Committee and Academic Senate. As a member of the Curriculum Committee, the District's Articulation Officer works with committee faculty as a resource to create and review policies related to transfer curriculum. [IIA46]

Direct support for students enrolled in pre-transfer level courses (inclusive of basic skills) is a District priority, as evidenced by District Objective 2.3, to "increase course success and completion rates in pre-transfer English, math, and ESL courses annually." [IIA47] On average, 73 percent of students in the District regularly place below transfer-level in math, English and ESL. [IIA48] Students who place at pre-transfer level are supported through a variety of initiatives, which are integrated through the District's strategic planning process.

Best Practices: Course Acceleration

As part of its strategic planning process the District developed District Goal #2 to improve graduation rates; Objective 2.3 specifically addresses completion rates in pre-transfer courses. District Action 2.3.2 is to design and implement proven best practices for increased success and completion in pre-transfer courses, to include acceleration. [IIA49] As part of this action plan, English Department faculty researched accelerated courses, brought a plan to the English Department for presentation and approval, and then developed accelerated course curriculum following the District's rigorous curriculum approval process. The accelerated curriculum was approved and implemented in fall 2015.

The District increased course offerings of the accelerated pre-transfer level English course, ENGL 261, in fall 2016 and notable improvement in student success was reported in the 2017 Annual Report on the Master Plan. [IIA49] Similar improvements in student course success rates occurred in ESL. The Math Department is currently exploring implementation of accelerated courses. Faculty in all three disciplines are participating in professional development training through the California Acceleration Project.

Basic Skills Outcomes Transformation Grant (BSSOT)

The District's BSSOT includes goals for increasing, developing, or improving multiple measures assessment, acceleration in English and math, contextualized learning, and student support services. The District's Academic Center for Excellence (ACE), funded by BSSOT, provides supplemental instruction, augmented instruction, one-on-one tutoring, and other academic support services for students in pre-transfer level courses. Augmented instruction provides additional time with the instructor for students in the accelerated English 261 course.

Student Equity Plan and Student Support Services

The District's Student Equity Plan identifies subgroups that are below equity in a variety of areas, including ESL and Basic Skills completion. Goals for basic skills course completion identified in the Equity Plan align with the District's Master Plan Goals and Strategic Plan Objectives. The Equity Plan identified funding and actions designed to address equity gaps in basic skills course completion and success. One action identified in the Equity Plan was the development of robust Student Success centers, including counselors, Student Success coordinators, and other staff housed in Student Success centers on the three District locations. [IIA50] The Student Success program is further discussed in section II.C.3 of this report. In addition, the Equity Plan provided support for the accelerated English sequence, professional development for English, math and ESL faculty, and general tutorial services (the Writing Center, Math Lab, and ESL Tutorial). Each of these services is discussed in detail in section II.B.1.

Analysis and Evaluation

The District meets the Standard. The District clearly identifies pre-collegiate level curriculum through its Online Catalog and course numbering system. Support for Basic Skills and pre-transfer level curriculum is a priority for the District, as evidenced by its integrated planning process. Student success in pre-transfer level math, English, and ESL courses is supported through a variety of District initiatives, including curriculum design, student support services, and equity planning.

Plans for Future Action

The District meets the Standard. The District is committed to the success of students in pre-collegiate courses as evidenced by the Quality Focus Essay projects. Additionally, to support the District's objective of increasing the percentage of students who complete transfer-level English and math within their first year, the District has adopted three actions in the 2018-2021 Strategic Plan to shorten developmental course sequences in English, math and ESL.

Standard II.A.5. *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

ER 12 General Education. *The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5).*

Evidence of Meeting the Standard

The District's degrees and programs follow practices common to higher education. Board Policies and Administrative Procedures on the Philosophy and Criteria for Associate Degree and General Education and Graduation Requirements for Associate Degrees and Certificates set standards for the length and rigor of all programs in alignment with applicable Title 5 regulations and the District's Mission. [IIA51] Policies related to minimum units for associate degrees and certificates are also detailed in the Catalog. [IIA52] The District does not offer baccalaureate degrees.

The curriculum review process, as described in Board and Administrative Policy for Program and Curriculum Development, ensures that all programs are developed by faculty with disciplinary expertise and reviewed by the Curriculum Committee to ensure that they are of "high quality, relevant to community and student needs, and evaluated regularly to ensure quality, pertinence and currency." [IIA53] Curriculum Committee membership includes representative faculty from each academic division, as well as Counseling and Articulation. Advisory members include academic deans and representatives from Financial Aid, Distance Education, Learning Resources, Police Academy, and other areas, as well as a student representative. [IIA54] Broad representation from across the District ensures that curriculum review is robust and incorporates viewpoints from the District's Mission. The committee receives annual training on Title 5 and CCCCO requirements and regulations related to standards for program and course approval. [IIA55] For example, in 2017-2018 the committee received training on updates to calculations for credit hours and credit hour policy included in the 6th edition of the CCCCO *Program and Course Approval Handbook*, and reviewed local policy on credit hours to ensure compliance with the updated guidelines.

New curriculum proposals begin with faculty in each division and are distributed to faculty peers within each division for review and approval prior to beginning the District curriculum process. [IIA56] New program proposals requiring District resources are discussed by faculty, the division's dean, chair, and curriculum representative prior to a

full discussion by the Curriculum Committee, ensuring that curriculum receives a thorough review for appropriate breadth and rigor prior to any new course approvals. [IIA57] For example, prior to designing courses for a new Industrial Automation program, the Industry and Technology Division discussed plans for the program with the committee and addressed questions related to resources for the program, staffing, and the appropriate department designation for courses. [IIA58]

The Curriculum Committee reviews total units required for each program as part of its regular review process. [IIA59] In addition, in 2015-2016, Instructional Council completed a comprehensive review of time-to-degree, making sure that students are able to complete ADT degrees within two years. [IIA60] Time-to-degree is a key component of the District's Strategic Plan, particularly the District Objective to increase the number of students who earn degrees or certificates annually. As part of this initiative, the District implemented Degree Works, a software package designed to assist students and advisors navigating pathways to completion. [IIA61]

The District's philosophy of General Education is detailed in the related board policy, and includes a commitment to GE breadth requirements that emphasize democratic concepts, the responsibilities of citizenship, and an ability to participate knowledgeably in the varied experience of life. [IIA62] General Education patterns at the District include the CSU and IGETC patterns for transfer and local GE. CSU and IGETC GE patterns are reviewed and maintained by governing bodies at those institutions; local courses are submitted for approval to these GE patterns by the District's Articulation Officer in accordance with relevant guidelines. The District's local GE pattern is reviewed and maintained by the General Education Committee, a subcommittee of Curriculum. Courses included in the local GE pattern meet general education learning outcomes in Communication; Problem Solving/Critical Thinking; Global Perspective/Social Responsibility; and Self-Awareness, Development and Responsibility. Courses included in the GE pattern are reviewed by the GE Committee to ensure that the course description, topic, objectives and student learning outcomes meet rigorous standards for inclusion in one of the GE area descriptors. [IIA63] All courses proposed for GE must be current (updated within two years of submission), and assessment data is submitted with proposals so that the committee may consider evidence of student learning alongside other elements of the course. Following approval and incorporation into the GE pattern, the GE Committee maps courses in the local GE pattern to general education learning outcomes, and regularly reviews course assessments in GE courses to ensure comprehensive student learning in each area. [IIA64] The GE pattern undergoes a comprehensive review every five years to ensure that the GE component meets appropriate requirements for length, breadth, depth, rigor, and time-to-degree completion. [IIA65]

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. District policies and governance processes, including faculty work in the Curriculum and General Education committees, ensures that all degrees and programs at the District follow practices common to higher education in their depth, rigor, and minimum requirements. The District's curriculum policies are aligned with the requirements of Title 5 and California Community Colleges Chancellor's Office guidelines.

Plans for Future Action

The District meets the Standard. The District is committed to the success of students in pre-collegiate courses as evidenced by the Quality Focus Essay projects. In addition, to support the District's objective of increasing the percentage of students who complete transfer-level English and math within their first year, the District has adopted three actions in the 2018-2021 Strategic Plan to shorten developmental course sequences in English, math and ESL.

Standard II.A.6. *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

ER 9 Educational Programs. *The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)*

Evidence of Meeting the Standard

The District's courses and programs offered are subject to a rigorous curriculum approval process, which includes oversight and evaluation from lead faculty members in the appropriate content area in order to ensure academic quality and rigor. Program proposals include statements of transfer and career objectives in alignment with the District's Mission, and these objectives are published with program descriptions in the Catalog. [IIA66] District policies for graduation requirements ensure that degree programs and certificates offered conform to generally-accepted practice in higher education, including standards for General Education and major core or area of emphasis requirements within degrees, and the correct calculation of credit hours (units) for credit courses. [IIA67] District policies for program curriculum and course development ensure that the Curriculum Committee receives regular training on these and other regulations governing the approval of curriculum. For example, in 2017-2018, the Committee received training on updates to the CCCCO *Program and Course Approval Handbook*, including updates to calculation formulas for credit hours and other updates. [IIA68]

The District schedules courses based on data, student need, and program completion pathways. Instructional Council meets regularly to exchange information between administration and faculty divisions regarding effective scheduling of courses, maintenance of quality instruction, appropriate student support services, and equitable allocation of instructional materials and facilities. [IIA69] The District's schedule building timeline ensures that the schedule is built based on input from deans and directors, provosts, counselors, faculty members and division chairs. [IIA70]

Within each division, courses are scheduled to allow completion of degrees within two years. For example, the Math Department regularly works with the Science Department to make sure that math courses are offered at times and days that do not conflict with Science courses that would have shared students. The Math Department works to ensure that Calculus offerings don't coincide with Biology courses, because students who take one of these courses oftentimes will concurrently take the other. [IIA71] This process helps ensure that courses fill appropriately in each department and students are able to enroll in the courses necessary to complete their degrees.

Division chairs meet and collaborate during Instructional Council to discuss course scheduling and ensure timely pathways to completion. For example, in 2015-2016, Instructional Council completed a review of time-to-degree to analyze whether students are able to complete ADT degrees within two years. [IIA72] Scheduling worksheets were distributed to each division and completed with faculty input on appropriate course sequencing. [IIA73] For example, the Consumer Family Studies Division met to review their Child Development course schedule. During the meeting, they identified an appropriate course sequence for students to complete in three semesters (the least number of possible semesters, accounting for pre-requisites). Following the course sequence, the division identified two hypothetical students – a day student wishing to complete the AS-T degree and an evening student wishing to complete a certificate. They then developed scheduling templates with the needs of these two students in mind. [IIA74] Review and discussion of time-to-degree is an ongoing focus of Instructional Council. [IIA75]

Time-to-degree is a key component of the District's Strategic Plan, particularly the District Objective to increase the number of students who earn degrees or certificates annually. As part of this initiative, the District implemented Degree Works in Student Services, a software package designed to assist students and advisors navigating pathways to completion. [IIA76]

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. Course scheduling is completed in compliance with the District's Master agreement and includes consideration of factors impacting time-to-degree. The District's implementation of Degree Works allows students and counselors to identify clear pathways for program completion.

Plans for Future Action

Although the District meets the Standard, through Guided Pathways assessment, the District identified best practices that could be implemented to improve student-centered schedule planning. The District has adopted an action in the 2018-2021 Strategic Plan to implement student-centered schedule planning to maximize full-time enrollment. In addition, the Quality Focus Essay projects address course sequencing for developmental courses and time to completion.

Standard II.A.7. *The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

Evidence of Meeting the Standard

The District's Mission to serve the diverse student population of the region drives District planning and objectives related to student equity and success. [IIA77] Instructional delivery modes, including face-to-face and distance education, focus on effective instructional and support methods for students, and the Distance Education Mission statement mirrors the District's overall Mission to support our diverse population of students. [IIA78] The District's Master Plan contains specific Goals related to equity, particularly Goal #3: "College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population." Specific District Objectives tied to this Goal are assessed annually in the District's Strategic Plan and in the Student Equity Plan. [IIA79]

Delivery Modes

The District offers courses and programs through traditional face-to-face instruction, fully online or hybrid distance education, and occasional synchronous interactive television instruction between District locations. Fully online and hybrid courses are delivered using web-based learning management systems and are managed according to the District's Administrative Procedure for Distance Education and Student Authentication. [IIA80] The curriculum approval process supports best practices for online instructional delivery. In 2015, a new Distance Learning Addendum was developed by the Distance Education Committee and implemented in the curriculum approval process to insure that courses offered through distance learning are developed appropriately and contain regular and effective/substantive contact with instructors.

Teaching Methodologies

Faculty training emphasizing the importance of multiple teaching methodologies and course delivery methods is offered annually in support of faculty efforts to diversify instruction and improve student learning. The Faculty Enrichment Committee offers training and workshops on a variety of topics. For example, in 2015, the adjunct brown bag series covered teaching pedagogy and best practices for instructors teaching at multiple locations. [IIA81] Additionally, FEC workshops included a District wide faculty discussion of the book *Redesigning America's Community Colleges*, where faculty discussed topics such as teaching methodologies, student equity, assessment, and curriculum processes, with discussion notes shared District wide through COS eNews. [IIA82] For example, when the group discussed Chapter 4, "Helping Underprepared Students," discussion focused on creating innovative and accelerated pathways for basic skills students, as well as how "basic" skills, such as reading, writing, and arithmetic, could be incorporated into other courses across the District.

In addition to professional development workshops throughout the academic year, the annual Teaching Boot Camp, offered the week of fall convocation, offers an overview of teaching at the community college, and new faculty are particularly encouraged to attend these sessions. Topics covered include building community, understanding the role of faculty at the community college, managing workload, supporting students' success, and accessibility. The Access and Ability Center, Student Success Center, and the Learning Resource Center also hold training sessions for faculty during or immediately following convocation week, in order to introduce faculty to learning support services and encourage collaboration. [IIA83]

Faculty teaching distance education courses must meet a certification requirement. The District offers an Online Teaching Certificate Program each semester facilitated by the Distance Education coordinator. This program covers a variety of topics, including supporting student success in online learning, with data related to success in online courses. The online success data is disaggregated by subpopulation and presented to participants. [IIA84] For example, one module includes a multimedia presentation provided by the California Community Colleges Online Education Initiative on how students can organize their time and materials for success in online learning. Additional topics covered during the program include the context for online teaching; the definition of distance education and its history at the District, annual board reports, technology skills for online teachers; the Online Education Initiative (OEI) standards for course quality, regular and effective (substantive) teacher-initiated contact, accessibility for students with disabilities, assessment, using data to improve teaching, and professional development. The Distance Education coordinator offers additional training throughout the year on effective practices using online modalities, including training focused on regular and effective contact with students. [IIA85]

Faculty across the District are committed to effective and innovative teaching practices, as exemplified in the spring 2017 convocation, when innovative teaching practices were solicited for a District video library and showcased during the convocation presentation. [IIA86]

Learning Support Services

The District offers numerous academic support services aimed at improving student success. Support services include the Learning Resource Center, Math Lab, Writing Center, Language Lab, Math Engineering Science Achievement (MESA) Center, Puente Center, Academic Center for Excellence, and the Tutorial Center. Students can access academic support services at all three District locations and online. These services are further described in Standard II.B1.

The District's Student Equity Plan responds directly to District Goal #3, which is to "reduce the achievement gap of disproportionately impacted student groups annually." [IIA87] In 2015, in response to goals in the Equity Plan, the District hired a director, six coordinators, two counselors, and support staff to create the Student Success Program, which operates from five distinct locations (Student Success Labs) on all three District

locations. [IIA88] Consistent with the integration of statewide initiatives, one of the coordinators within the Student Success Program is funded through Strong Workforce funds to provide support services specific to CTE students on all three District locations. The additional staff within the Student Success Program are funded through a combination of Student Equity, Student Success Support Program, and Basic Skills Initiative funds. [IIA89]

Offered services include matriculation, financial aid, Early Alert and follow up, probation workshops, book vouchers, and many other services which directly support student success. Since program implementation in 2015, the program has steadily increased the number of students served each year. The six Student Success coordinators logged a total of 6,055 student appointments in fall 2016 (compared to 3,590 in fall 2015), and the two Student Success counselors registered 852 appointments (compared to 644 in fall 2015); the number of students who participated in probation workshops offered by the program also saw an increase. [IIA90]

In addition to the Student Success Program, the District offers a variety of support services in support of student equity and the diverse student population. These services are further described in II.B.1. and include the following:

- Access and Ability Center;
- California Mini-Corps;
- CalWorks;
- Cooperative Agencies Resources for Education Program;
- Extended Opportunity Programs and Services;
- Veterans Resource Center.

Analysis and Evaluation

The District meets the Standard. The District's planning processes ensure that equity as a goal is pervasive throughout the District, in both instruction and student services. Through faculty training and professional development, the District ensures that faculty have resources and support for innovative instructional design and are able to meet the changing needs of students in their classrooms. Distance education curriculum and faculty training ensure that instruction in modalities offered at the District are effective and innovative. The District provides student support services designed to improve student success and equity on all three District locations.

Plans for Future Action

None.

Standard II.A.8. *The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

Evidence of Meeting the Standard

The District does not require any department-wide course and/or program evaluations. Some CTE programs require external qualifying exams for the licensure or certification necessary for employment, but these exams do not impact student grades or placement. The Cosmetology Department at the District requires students to take an exam certified by the state prior to the awarding of a certificate. This exam is a state-certified test, which is developed and validated at the state level.

Analysis and Evaluation

The District meets the Standard. There are no required department-wide course or program examinations created or validated by the District.

Plans for Future Action

None.

Standard II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

ER 10 Academic Credit. The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Evidence of Meeting the Standard

The District awards credit based on student attainment of learning outcomes in courses and programs. Faculty members who are content-area experts in their discipline develop learning outcomes for courses to reflect the knowledge, skills, and abilities students should have on successfully completing a course. These outcomes are tied to course objectives and topics through the official course outline of record, and grades are assigned based on a faculty member's assessment of overall classroom performance. [IIA91] For example, English faculty developed a portfolio rubric for use in scoring work in English 1, with categories aligned to each of the learning outcomes for that course; instructors use this rubric to assess submitted work throughout the semester. [IIA92]

The District's Board Policy and Administrative Procedure for Unit-Credit Hour Configuration adhere to state and federal guidelines for the award of credit. [IIA93] Federal guidelines specify that one credit hour be equivalent to one contact hour and a minimum of two hours of outside-of-class work, or three total hours of student work, each week. The California Code of Regulations, Title 5, requires a minimum of 48 hours of lecture, study, activity or lab work per semester for each unit of credit (credit hour) awarded. Applying these guidelines, the District operates using a 17.5 week semester and requires a minimum of 52.5 total student learning hours for each unit of credit awarded. [IIA93] Total contact hours are included on all official course outlines of record, with units awarded subject to the policies for calculation approved by the District. These policies are regularly reviewed and updated to reflect any changes or updates to state and/or federal regulation. For example, the Curriculum Committee was trained in review of course hours using CCCCO-provided materials and reviewed all courses for correct credit hour conversions in 2015. [IIA94] The Curriculum Committee received training on credit hour calculations in 2017-2018, following an update to credit hour calculation guidelines in the sixth addition of the CCCCO *Program and Course Approval Handbook* and in Title 5 regulations. A Curriculum Committee Work Group has been created to review Title 5 changes to credit hour calculations and to make recommendations for necessary policy updates.

The District awards degrees and certificates according to standards common to higher education. Board Policies and Administrative Procedures on the Philosophy and Criteria

for Associate Degree and General Education and on Graduation Requirements for Associate Degrees and Certificates set the standards for the length and rigor of programs in alignment with applicable Title 5 regulations and the District's Mission. [IIA95] Policies related to minimum units for associate degrees and certificates are also detailed in the Catalog. [IIA96] A minimum of 60 units of degree-applicable course work is required for the Associate's Degree, and a minimum of 12 units for the awarding of a Certificate of Achievement. [IIA97]

The District does not have any clock hour programs.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District sets policies for the awarding of course credit, degrees, and certificates in alignment with applicable state and federal regulations, and publishes these polices on its website and in the Catalog. The Curriculum Committee receives regular training in hour-to-unit calculations and reviews curriculum in accordance with District guidelines.

Plans for Future Action

None.

Standard II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

ER 10 Academic Credit. The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Evidence of Meeting the Standard

The District makes clear transfer-of-credit policies available to students through its Catalog. [IIA98] Academic planning and articulation activities are provided in cooperation with Student Services, with faculty, and with four-year institution personnel; they are the responsibility of the Articulation Officer, in collaboration with the Curriculum Committee. [IIA99]

The District's Transfer and External Exam credit policy is available in the Catalog. [IIA100] This policy identifies several ways courses may be accepted at the District for award of transfer credit; they require faculty review of the course outline, including course objectives, topics, hours, requisites, and other relevant content.

The District accepts credit by exam according to the requirements of Title 5, Section 55050, and published policies for award of credit in the Catalog. [IIA101] The Catalog lists clear requirements for the awarding of credit for Advanced Placement (AP) Exams, College Level Exam Program Exams, and military service. These requirements are set in accordance with all applicable state policy. For example, in 2017-2018 the District updated the awarding of AP credit tables in the Catalog to comply with new guidelines set by the CCCCO. [IIA102]

The District also creates articulation agreements with local high schools, according to the Administrative Procedure for Credit by Exam for articulated high school courses. These agreements are reviewed by faculty from feeder high schools and the District. District faculty who are content-area experts review course content submitted by instructors at area high schools for these agreements, including course outlines, objectives, competencies, methods of instruction, and end-of-course exams to ensure that articulated courses are equivalent. [IIA103]

The District's course numbering system clearly identifies which courses are approved for transfer to the UC and CSU systems.

Course Number Legend

001 – 099	Courses accepted for transfer by the UC and CSU systems
001 - 199	Courses accepted for transfer by the CSU system
200 - 299	Associate-degree applicable courses not intended for transfer
300 - 399	College-credit, non-degree applicable and basic skills courses
400 - 499	Non-credit courses

The District has several courses articulated through the statewide Course Identification Numbering System, which is the common course numbering system for articulation within the State of California. Faculty content-area experts review submitted courses for articulation with a C-ID descriptor that includes sample course topics, objectives, and other content, in order to ensure that expected learning outcomes are comparable across C-ID articulated courses.

Articulation agreements are developed to assist students in meeting their transfer goals as a key component of the District's Mission. The District's Articulation officer assists faculty with the coordination and/or development of articulation agreements as detailed in the Administrative Procedures and Board Policies on Articulation. [IIA104] For example, the District currently offers 28 ADTs which are directly articulated with the CSU system. The District's Articulation Officer reviews and updates Transfer Model Curriculum worksheets as part of the curriculum review process. [IIA105] The ADTs provide guaranteed admission to a CSU campus with the opportunity to complete a degree with only 60 additional required units, making them opportunities for students to transfer and meet their goals and to help fulfill a key component of the District's Mission. Other programs with a goal of transfer are developed according to guidelines established by the CCCCO, which require that a majority of major courses articulate to an identified program at a four-year institution. Transferrable courses are identified in the catalog by course number, and specific transfer articulation is available through ASSIST.org.

Analysis and Evaluation

The District meets the Standard. Clear articulation policies are published and available to students in the Catalog; the District maintains a variety of articulation agreements in accordance with its Mission.

Plans for Future Action

None.

Standard II.A.11. *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Evidence of Meeting the Standard

The District includes learning outcomes in programs as part of its regular curriculum review process. Student Learning Outcomes for District programs are published with program descriptions in the Catalog and are also available through the Outcomes Assessment website. [IIA106] Program outcomes are mapped to the Institutional Learning Outcomes, which cover communication, research and decision making (incorporating information competency); civic engagement; critical thinking/problem solving/analysis (including both quantitative and qualitative reasoning and analysis); and life/interpersonal skills (including respect for the diverse practices of others). [IIA107] The outcomes mapping is completed by program faculty and the assessment is summarized in program review.

In addition, associate's degree programs contain a component of General Education, and General Education Learning Outcomes are similarly mapped to Institutional Learning Outcomes. This mapping was completed by the General Education Committee in 2014-2015.

For example, the Administration of Justice AS Degree in Corrections contains both a general education requirement and a major core. The program's faculty have linked program learning outcome #3, Verbal Communication, to the institution's learning outcomes in Life/Interpersonal Skills, Communication, and Research and Decision-Making. The AJ degree requires students to complete the COS GE pattern and attain GE Learning Outcomes that contain required components of communication, information, and quantitative competency; ethical reasoning; and engagement with diverse perspectives.

Institutional Learning Outcomes Mapping: Administration of Justice

Institutional Learning Outcomes	Outcomes			
Institutional Learning Outcomes	**#1: Ethical Dilemmas** At the end of this program, students will demonstrate knowledge/abilit ...	**#2: Corrections umbrella** At the end of this program, students will demonstrate knowledge/abilit ...	**#3: Verbal communication** At the end of this program, students will demonstrate knowledge/abilit ...	**#4: Written Communication** At the end of this program, students will demonstrate ...
ILO 1. Critical Thinking/Problem-Solving/Analysis - Students will apply quantitative and qualitative reasoning skills to obtain solutions to problems or ...				
ILO 2. Life/Interpersonal Skills - Students will take responsibility for their own well-being through effective self-management practices, as well as ...			✔	
ILO 3. Communication - Students will communicate coherently and effectively, orally and in writing, adjusting to a variety of audiences and purposes, ...			✔	
ILO 4. Research and Decision-Making - Students will locate and evaluate information, including diverse perspectives, to make informed and ethical decisions.			✔	
ILO 5. Civic Engagement - Students, informed by their academic experience, will assume the responsibilities of citizenship.				

The Outcomes and Assessment Committee conducts assessment of each Institutional Learning Outcome over a five-year cycle, with results for each assessment published annually on the Outcomes Assessment website and shared across the District in faculty workshops and with governance groups. [IIA108]

Analysis and Evaluation

The District meets the Standard. The District's institutional and general education learning outcomes provide a foundation of learning competencies in communication, information literacy, quantitative reasoning, analysis, ethical decision-making, and the ability to engage with diverse perspectives. Learning outcomes for programs at the District align with these foundational competencies through general education and/or institutional outcomes.

Plans for Future Action

None.

Standard II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

ER 12 General Education. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5).

Evidence of Meeting the Standard

The District includes General Education as a component of associate degree programs, with a minimum of 18 general education units required for graduation as a component of degrees. [IIA109] General Education patterns include the CSU and IGETC patterns for transfer and local GE. CSU and IGETC GE patterns are reviewed and maintained by governing bodies at those institutions; local courses are submitted for approval to the GE patterns by the District's Articulation Officer in accordance with relevant guidelines. The District's local GE pattern is reviewed and maintained by the General Education Committee, a subcommittee of the Curriculum Committee. Courses included in the local GE pattern meet general education learning outcomes in the following: Communication; Problem Solving/Critical Thinking; Global Perspective/Social Responsibility; and Self-Awareness, Development and Responsibility. GE area descriptors are provided in written communication, oral communication/analytic thinking, natural science, humanities, and social/behavioral science.

The GE Committee is charged with drafting and maintaining the District's general education policy and plans. [IIA110] The GE Committee is composed primarily of faculty members appointed by Academic Senate, as well as the campus Articulation Officer, an administrative co-chair, and a student member. This ensures that faculty review and expertise determines the appropriateness of each course included in GE. Courses included in the GE pattern are reviewed by the GE Committee to ensure that the course description, topic, objectives and student learning outcomes meet rigorous standards for inclusion in one of the GE area descriptors. [IIA111] All courses proposed for GE must be current (updated within two years of submission), and assessment data is submitted with proposals so that the Committee may consider evidence of student learning alongside other elements

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of the course. Following approval and incorporation into the GE pattern, the GE Committee maps all courses in the local GE pattern to general education learning outcomes, and regularly reviews course assessments in GE courses to ensure comprehensive student learning in each area. [IIA112] The GE pattern undergoes a comprehensive review every five years to ensure that the GE component meets appropriate requirements for length, breadth, depth, rigor, and time-to-degree completion. [IIA113]

Analysis and Evaluation

The District meets the Standard. Through its governance process, the District ensures that faculty knowledge governs the appropriate selection of courses to GE areas of emphasis in Arts and Humanities, Sciences, Mathematics, and Social Science. Committee assessment of General Education Learning Outcomes verifies that courses in the GE pattern support students' preparation for lifelong learning and responsible participation in civic life.

Plans for Future Action

None.

Standard II.A.13. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Evidence of Meeting the Standard

Degree programs offered at the District contain a major core or areas of specialization within the degree's field of study. The District's policy on graduation requirements for degrees and certificates requires a minimum of 18 units be completed in a major for associate degree programs. [IIA114] Associates degree programs have program goals of transfer, Career Technical Education, or are designed to meet community needs, in accordance with requirements set forth in the CCCCO *Program and Course Approval Handbook.* [IIA115] Program learning outcomes are listed for each program in the Catalog; in addition, each program description contains a list of specific transfer and career opportunities the program is designed to meet in accordance with its goal. [IIA116]

Learning outcomes for each program are published in the COS Online Catalog. [IIA117] Program Level Outcomes are regularly reviewed as part of the curriculum approval process. The District's assessment management system provides tools for mapping mastery of Program Level Outcomes across multiple courses, which faculty may use in completing program assessment. For example, the Physical Therapist Assistant (PTA) AS degree program contains mapping of each PTA course to key program outcomes, with concepts mapped from introduction to achievement. [IIA118] Students are introduced to concepts necessary to pass the PTA licensing exam, for example, in PTA 121 (Fundamentals of the PTA); these concepts are later reinforced, then emphasized, in subsequent coursework (see table below).

Program (NURS-PTA) - Physical Therapist Assistant AS Degree - Mapping: Curriculum Mapping

Legend: (1) - Introduced, (2) - Reinforced, (3) - Emphasized, (4) - Achieved

Outcomes	BIOL 030	BIOL 040	PTA 121	PTA 125	PTA 128	PTA 130	PTA 131	PTA 139	PTA 140	PTA 145	PTA 148	PTA 150	PTA 152	PTA 155	PTA 160	PTA 161	PTA 170
Pass the NPTE/PTA Licensing Exam			1	1	1	1	1	2	2	2	2	2	3	3	3	3	3
Graduation Rate			1	1	1	1	1	2	2	2	2	2	3	3	3	3	3
Professional Behaviors			1	1		2		2	2	3	2	2	3	3	3	3	3
Patient Safety				1	1	2				3	2	3	3	3	4	4	
Employment Transition														3	3		3

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The District currently offers 73 associate degree programs: of these, 28 are Associate Degrees for Transfer, with direct articulation pathways to majors or areas of emphasis available at CSU campuses. [IIA119] Each of these degrees contains major cores or areas of emphasis in alignment with expert faculty guidance provided by teams of faculty experts who provide guidance on the best preparation for particular majors. ADTs assist the District to meet its Mission of helping students to meet their transfer goals or occupational goals. In addition to these degrees, the District offers Career Technical Education programs with core courses designed to lead to employment in targeted industries. Each of these degree programs is regularly updated every two years with input from local career advisory committees, ensuring that core courses remain current and relevant to industry in the District's service area. For example, revisions to the Associate's Degree in Animal Science completed in 2016 included an update to the core courses to include additional classes in livestock handling, husbandry, and management in response to feedback from local industry representatives and workforce data. [IIA120]

The District does not offer baccalaureate degrees.

Analysis and Evaluation

The District meets the Standard. The District has clear policies in place requiring a minimum of 18 units in a major or area of emphasis for the associate's degree, and ensures that each degree meets clear goals leading to employment or transfer, or meets community needs. Lists of required major courses, restricted electives, and areas of emphasis are clearly listed in the Catalog for each degree, along with program outcomes and the transfer and career objectives each degree is designed to meet.

Plans for Future Action

None.

Standard II.A.14. *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

Evidence of Meeting the Standard

The District offers a range of CTE degrees and certificates consistent with its Mission. [IIA121] Graduates completing these programs demonstrate technical and professional competencies through a variety of measures, including student learning outcomes tied to industry standards, pass rates for external licensure certification exams, and employment data.

CTE programs at the District have advisory committees made up of industry professionals who provide input on the skills necessary for success in particular fields. Evidence of input from these groups, in addition to labor market needs assessments and program learning outcomes, are required components of the regular update and review of CTE programs. These programs are updated and reviewed by the Curriculum Committee every two years, ensuring they remain current and address industry needs. For example, an Advanced Industrial Maintenance program is under development at the District as a direct response to requests from local industry partners for more advanced workforce training. [IIA122]

The District tracks and reports annual pass rates and course success rates for CTE programs that require external licensure or certification for employment. [IIA123] Programs requiring these exams for employment meet or exceed institution-set standards for pass rates each year. In addition, for the most recent cohort, CTE program completion increased and course success rates increased simultaneously with an increase in enrollment. [IIA124]

Source: COS Office of Academic Services

Student Pass Rates on Licensure Exams by CTE Programs
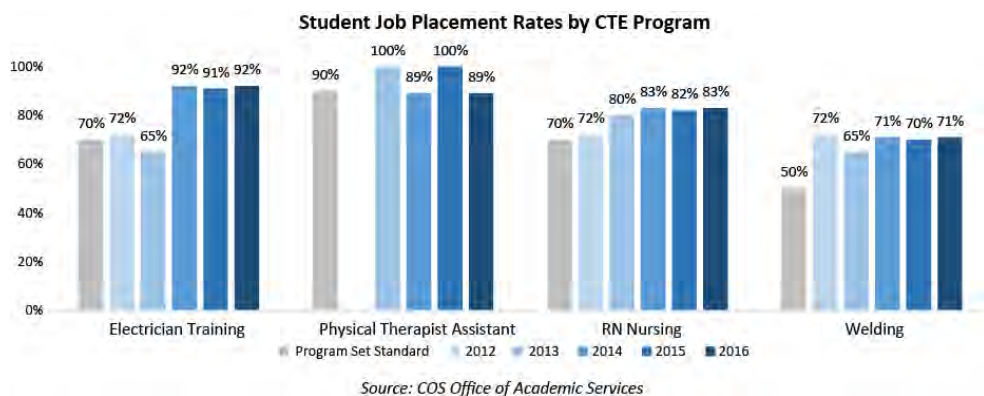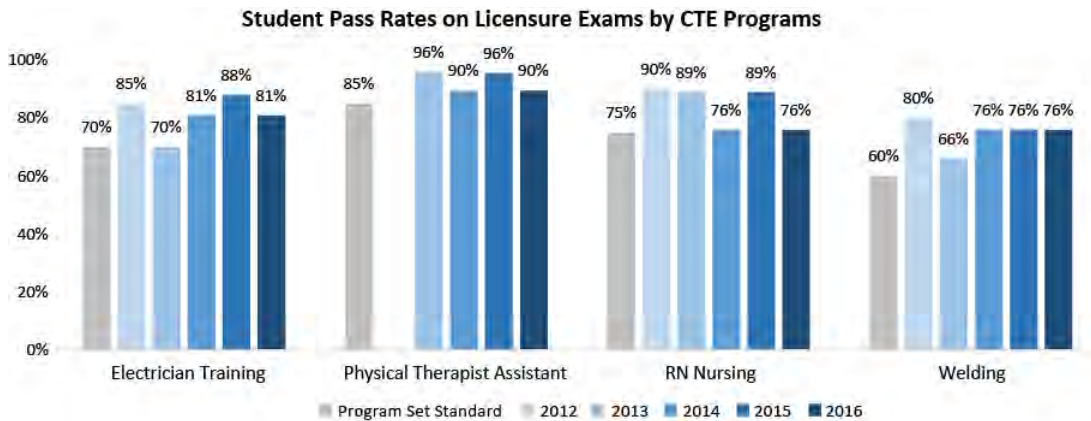
Source: COS Office of Academic Services

Data on median wages for CTE graduates are available through the CCCCO Student Success Scorecard, with a median wage increase for students in the ten highest-enrolled occupational areas reported at over 30 percent for the cohort beginning in 2010-2011. [IIA125] Additional employment data for CTE programs is provided by the CTE Launchboard.

Programs at the District with external accreditation requirements provide additional reporting to these agencies in order to ensure accreditation. [IIA126]

Analysis and Evaluation

The District meets the Standard. Graduates of CTE programs demonstrate professional competencies as determined by expert faculty in each area, consultation with industry partners, and institution-set standards for licensure and certification. The District tracks achievement of CTE graduates through employment and earnings data provided by the CCCCO and meets standards set by specialty accreditors for applicable programs.

Plans for Future Action

None.

Standard II.A.15. *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.)*

Evidence of Meeting the Standard

The District's policy on program discontinuance ensures that students are able to complete programs with a minimum of disruption in the event of program discontinuance or significant change. [IIA127] Students maintain catalog rights to the Catalog published at their point-of enrollment and may complete under the guidelines provided in that Catalog. [IIA128]

When courses or programs are discontinued or substantially updated, the District's regular and systematic review process ensures that the review includes any potential disruption or impact. For example, in fall 2017 the Agriculture Division proposed an update to a course in Agriculture Leadership to increase the course units and align the course with transfer institutions. [IIA129] As part of the curriculum review process, impacted programs were identified by the Curriculum Coordinator, and faculty were notified to review and update these programs, ensuring that the increase in course units would not have undue impacts on time-to-completion. Upon transition to the District's new curriculum management system (CourseLeaf CIM), this notification process will become an automated part of the curriculum approval process.

Analysis and Evaluation

The District meets the Standard. The District's policy ensures that student rights to completion of programs available on point-of-entry are maintained for impacted students, and systematic curriculum review includes an analysis of the impact of substantial changes.

Plans for Future Action

None.

Standard II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The District's integrated planning and governance processes ensure the regular evaluation and systematic improvement of the quality and currency of District programs, regardless of delivery mode or location. Programs are evaluated through a number of District processes, including program review, Student Learning Outcome assessment, and curriculum review. Each of these processes is guided by Goals in the District's Master Plan to improve learning and achievement for all students.

District programs are evaluated annually through the program review process, which is designed to "assess program effectiveness, provide a rationale for resources requests, and document and analyze the assessment of student learning outcomes." [IIA130] The District engages in an annual program review process to assess program effectiveness, provide context for resource requests, analyze the assessment of student learning and service area outcomes, and judge its effectiveness in regard to the District's Mission. [IIA131, IIA132] Program review captures unit-level planning for instructional units and their programs, with each program review describing how the unit will contribute to the achievement of District Objectives. Program reviews include an analysis of unit-specific data, the identification of strengths and weaknesses, a report on prior year actions, a link to the assessment of student learning, the development of actions for the coming year, the identification of resources, if any, that are necessary to support the improvement. Program reviews contain a summary of the prior year's actions on both course level (Student Learning Outcome) learning outcome assessment within the unit and program level (Program Level Outcome) learning outcome assessment. These summaries are incorporated along with student success and other data to support requests or other actions for improvement. For example, in 2016 the Philosophy Department reported in their Program Review that students in Philosophy classes were able to achieve success in critical/philosophical thinking traits, but that Philosophy faculty found a sustained dialog on assessment difficult to maintain due to sporadic scheduling of classes. [IIA133] These assessment results were linked to key data on student demand for Philosophy courses (high wait lists), employer need for critical thinking skills, and other relevant data to support the hiring of a full-time faculty member to expand offerings of courses in Philosophy and to support related programs through General Education. (see II.B.1.) The program will report any related improvements from this hire in subsequent program reviews.

The District strives to improve program outcomes and enhance learning outcome achievement through Student Learning Outcome assessment processes for courses,

programs, and the institution. Courses are assessed on a three-year cycle, with program assessment results summarized as part of program review. Assessment results are regularly tracked and recorded in the District's assessment management system (TracDat). To ensure assessment results are widely discussed and used to support improvement, planning for improvements and follow-up are included in assessment cycle reporting, and units meet regularly during institution-designated Dialog Days to close the assessment loop, discussing assessment results, and planning appropriate action. [IIA135] For example, during fall 2016 Dialog Day, the Business Division discussed outcomes assessment of their Business Law course. As a result of that dialog, the department made a plan to update the course outline to assist students in the Business ADT degree with transfer to CSU institutions. In the Math Division, Dialog Day was used to finalize and distribute questions for the division's assessment tool used in Math 154; following that assessment, the results were discussed at the spring Dialog Day meeting. Students were not able to meet the department's benchmark of 80 percent success on embedded exam questions for outcomes, and the department discussed possible means of improving scores on these measures for the course. [IIA136] Discussions of Student Learning Outcome assessment at both the course and program level are used to assist faculty in program planning and instructional improvement.

Instructional programs offered at the District – including collegiate degrees and certificates offered for transfer, career technical education, and/or community needs – are regularly reviewed and updated through the Curriculum Committee's currency review process. [IIA137] All instructional programs are reviewed on a five-year cycle, with CTE programs reviewed and updated every two years. The curriculum review process ensures the quality and currency of all instructional programs. Curriculum reviews include student learning outcomes for the program, as well as data updates required by the California Community College Chancellor's Office, such as workforce data for CTE programs. In addition to currency review for all programs, the Curriculum Committee sets policy designed to improve curriculum processes and drive overall program improvement. For example, in 2016-2017, the committee enacted a new policy to review initial proposals for new programs prior to course approvals, in order to ensure early, collaborative input from across the District as program proposals take shape. [IIA138]

In addition to its collegiate and pre-collegiate instructional courses and programs, the District meets its Mission to serve the region through community education. Community education not-for-credit courses and programs are offered and evaluated by the District's Training Resource Center in accordance with board and administrative policy. [IIA139] Community education at the District is designed to contribute to the physical, mental, moral, economic or civic development of the region. Courses are developed and maintained by the Training Resource Center and regularly evaluated through surveys distributed to students. [IIA140] The Training Resource Center also offers contract education to employers and other agencies in the region, under the requirements of all applicable state guidelines and in accordance with administrative policy. [IIA141] These programs and courses are similarly evaluated by the Training Resource Center through evaluative surveys. [IIA142]

Standard II

Analysis and Evaluation

The District meets the Standard. District processes and policies ensure that programs are regularly evaluated for currency and improvement. Assessment of student learning is embedded in program and curriculum review, and these processes ensure that programs remain current and tied to District goals for student learning and achievement.

Plans for Future Action

None.

Evidence: Standard IIA

IIA1   COS Mission Statement

IIA2   COS Catalog, 2017-2018

IIA3   Sample Program Description, Accounting

IIA4   Administrative Procedure and Board Policy 4100, Administrative Procedure 4106, Administrative, Board Policy 4090

IIA5   Curriculum Committee Minutes, 2017, Administrative Procedure and Board Policy 4020

IIA6   Distance Learning Addendum Form

IIA7   Distance Learning Addendum Form

IIA8   Course Outline of Record, 2015, Sample Syllabus

IIA9   Curriculum Currency Review Schedule and Report

IIA10   Assessment Report

IIA11   Dialogue Days Sample Outcomes Map

IIA12   Program Review Manual, 2016

IIA13   Strategic Plan Reports, 2016, Equity Plan, Fact Book Scorecard

IIA14   Master Plan 2015-2025

IIA15   Strategic Plan Report

IIA16   Distance Education Board Report Addendum, 2016

IIA17   Fact Book Scorecard

IIA18   Curriculum Committee Currency Policy

IIA19   Faculty Evaluation, Faculty Enrichment Committee

IIA20   Sample Course of Record, 2017

IIA21   Curriculum Committee Workshop, 2016

IIA22   Currency Report, Curriculum Committee, 2016

IIA23   Administrative Procedure and Board Policy 4020

IIA24   Current Division Curriculum Processes

IIA25   Curriculum Committee Policy: New Programs and Program Substantial Changes

IIA26   Curriculum Committee Minutes, 2017, Governance and Decision-Making Manual

IIA27   Curriculum Committee Review Process

IIA28   Assist Report

IIA29   Sample Program Review, Administration of Justice, 2017

IIA30   Research Office Program Review, Board Policy 3260

IIA31   Chemistry Program Review, 2016

IIA32   COSTA and COSAFA Master Agreements

IIA33   Citation Workshop Announcement

IIA34   Outcomes and Assessment Website

IIA35   Course Catalog, 2017-2018, Outcomes Website, Sample Class Schedule

IIA36   Sample Program Review, Chemistry, 2016

Standard II

Standard II

Standard II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

ER 17 Information and Learning Support Services. The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered.

Evidence of Meeting the Standard

The District supports student learning and achievement by providing on-campus and online library and learning support services for basic skills, transfer, and career technical students as well as faculty and staff. Learning support services provide resources for District academic programs and include the Library; Tutorial Center; Writing Center; Math Lab; Mathematics, Engineering, Science Achievement; Academic Center for Excellence; and the Language Center. The Learning Resource Center mission is to provide faculty and students with academic resources and support for transfer, occupational, and basic skills education and to promote information competency for lifelong learning. [IIB1]

The District has three Learning Resource Center locations which include library reference, computer, and tutorial support for face-to-face and distance education. The Visalia campus Learning Resource Center is open six days a week and the Hanford and Tulare Learning Resource Centers are open five days a week. Online Learning Resource Center collections are available 24 hours. [IIB2] In total, the three locations provide 145 student computers, over 50 laptops, and staff to assist students in using the technology. The Learning Resource Center has over 53,000 print book titles and 26,000 eBooks in collection, available to view via Online Computer Library Center Worldshare System, which is the current library management system. Collections between Visalia, Tulare, and Hanford can be shared by request through the Interlibrary Loan system. Online collections are available 24 hours.

Library

Librarians are available to conduct library instructional orientations for any course upon instructor request. These one to three hour orientations are conducted in collaboration with the faculty member and teach students to navigate library resources relating to their course. [IIB3] Library faculty also provide a Canvas module that can be customized and added to any Canvas course shell to enhance face-to-face library instruction or to provide instruction for distance education students. Librarians offer services for faculty and other

personnel through the library's liaison program. Each librarian is assigned a number of departments. Librarians are responsible for collection management of their liaison areas and also serve as a point of contact for personnel within their departments. Subject faculty can meet with librarians to discuss the purchase of materials to support their courses, collaborate on the development of a research assignment, or discuss the creation of research guides designed to help students access and use library materials.

The Learning Resource Center provides tours for special programs and classes on a regular basis. [IIB4] A virtual library tour is available for distance education students. [IIB5] Students or faculty unable to access face-to-face library services can email their inquiry or reference question to Ask a Librarian. This email is monitored by librarians during all open hours and responses are given in less than 48 hours, most within 24 hours. To assist students and faculty in navigating the library services offered for distance education faculty and students, the library has created a LibGuide titled "Library Help for Online Courses." [IIB6]

The library offers one-on-one research consultations for students through the Librarian by Appointment program. Librarian by appointment is offered at all three locations. [IIB63] Students can make an appointment to meet with the librarian for assistance with research, citation, evaluation of sources, and assistance using academic databases and catalogs. Two District librarians currently offer Librarian by Appointment for a total of 40 hours per week available for student appointments.

To support student learning and information competency, students following the District's General Education pattern are required to complete one Library course or pass the Information Competency Exam. [IIB64] Library faculty offer three short-term courses face-to-face and online for students to meet this requirement. The three Library courses cover topics such as research strategies, Internet information resources, and evaluating information sources.

Learning Support

In addition to the library, the District offers learning support services that include the Writing Center, Tutorial Center, Math Lab, Language Lab, MESA, Academic Center for Excellence, Augmented Instruction, and Supplemental Instruction.

District Learning Support Services		
Service	Location	Purpose
Writing Center	LRC*	The purpose of the Writing Center at College of the Sequoias is to provide high-quality peer writing support to all students. The goal of this support is to create empowered, confident writers who feel confident navigating diverse writing tasks.
Tutorial Center	LRC*	The Tutorial Center offers small-group tutoring in a variety of subjects from trained student tutors.
Math Lab	LRC*	The Math Lab is a study space dedicated to mathematics help for students at all levels.
Language Center	Visalia, Kern	The Language Lab offers grammar guidance, help with recognizing and strengthening the use of various sentence structures, and support of English Language mastery across all disciplines during class sessions and in one-on-one and group tutoring hours.
Math Engineering Science Achievement	Visalia, John Muir	The Math Engineering Science Achievement program enables disadvantaged students to prepare for a four-year college with a math-based degree in areas such as Engineering, the Sciences, Computer Science, and Mathematics.
Academic Center for Excellence	Visalia, Alpine	Academic Center for Excellence provides a dedicated space for group and one-on-one tutoring in both pre-transfer level English and math courses. The center provides study space, laptop computers for English students, and tablets for math students.
Augmented Instruction	In the classroom	Augmented Instruction (AI) provides in-class peer tutors to support faculty by assisting them with group activities and providing group and one-on-one tutoring sessions as needed throughout the semester.
Supplemental Instruction	Visalia, Alpine	Supplemental Instruction (SI) provides peer tutors to lead study group sessions in various courses, but primarily pre-transfer level English and math courses. The peer tutors work closely with faculty to provide the additional academic support outside of the classroom that basic skills students require to be successful in achieving their academic goals.

* The Learning Resource Center (LRC) is located in Lodgepole in Visalia, 2nd floor of Building A in Tulare, and Education Building Student Success Center in Hanford.

The Writing Center consists of a part-time faculty director, a full-time staff coordinator, two part-time staff instructional specialists, and between 12 and 19 student tutors. The Writing Center provides 150 student tutor hours, 13 faculty hours, and 40 staff hours per week during the fall and spring semesters, including evening and weekend hours. Writing Center services are available at all three campuses as well as online synchronous

appointments, which can be chat-based or face-to-face via webcam. [IIB7] Writing Center sessions cover a wide range of topics, from early-stage planning activities to focus, critical thinking, and organization as well as citation, formatting, and proofreading strategies, among others.

The Tutorial Center includes a full-time coordinator and tutors in over 20 subjects. The Tutorial Center is open Monday through Saturday. Students, faculty, and staff can check the Learning Resource Center Tutorial website for subject availability or hardcopy schedule available on campus. [IIB8] Face-to-face tutoring is drop-in and provided in small group format. The District offers one-on-one online tutoring through NetTutor, an Online Education Initiative (OEI). [IIB9] Students requesting assistance in a subject not offered or during a time that does not fit their schedule may fill out a referral form and the Tutorial Center coordinator follows up. [IIB10, IIB11, IIB12, IIB13, IIB14]

The Math Lab offers assistance for math courses. The Math Lab includes one full-time staff coordinator, and one full-time instructional assistant. Student tutors and faculty support are available across all three campuses. Math tutoring is also available online through NetTutor.

The Language Center provides support for basic skills English classes and ESL classes and tutoring. The Language Center consists of a full-time Language Center coordinator, two part-time senior instructional specialists, student tutors, and hourly evening support. The Language Center is located on the Visalia campus. Additional Language Center services are provided in the Learning Resource Center on the Hanford and Tulare campuses. ESL learners can also access online learning services provided by the Writing Center.

MESA is open Monday through Friday. The MESA center provides computers, study space, and other Science Technology Engineering and Math (STEM) resources including textbooks and calculators, group and individual tutoring, peer support, and STEM academic counseling.

The Academic Center for Excellence offers assistance for pre-collegiate level English and math students who require additional support to be successful in achieving their academic goals. The lab is staffed by a full-time BSSOT grant coordinator, full-time BSSOT grant specialist, math and English faculty, and student tutors. The lab offers group or one-on-one tutoring in math as well as one-on-one Writing Center appointments.

The District's Supplemental Instruction (SI) Program provides outside-of-the-classroom peer tutoring for both basic skills courses and transfer-level courses. The SI program has a faculty coordinator who is supported by the BSSOT coordinator and grant specialist. Instructors are actively involved in the selection of their SI tutors and act as academic supervisors for the tutors regarding course materials. SI study sessions are scheduled at mutually agreeable times between tutors and students and are conducted in various different locations on the District's three locations.

The District's Augmented Instruction (AI) Program provides in-class peer tutoring and instructional support primarily for pre-transfer level and accelerated English courses. The AI program is coordinated by the BSSOT director and grant specialist with support for English faculty. AI tutors are assigned to an instructor and they meet outside of class weekly with that instructor to prepare for in-class assignments, group work, or one-on-one tutoring with enrolled students. The AI schedule is determined by class schedules and can vary from semester to semester. AI tutors support English classes on all three of the District's locations.

Analysis and Evaluation

The District meets the Standard. This is evidenced by the commitment to providing a variety of effective library and other learning support services in line with the District Mission. Long-term access to Learning Resource Center and learning services is provided in sufficient quantity online or at any of the District face-to-face locations. District staff responsible for Learning Resource Center and learning services assure the quality, currency, depth, and variety.

Plans for Future Action

None.

Standard II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The District allocates a materials and equipment budget to the Learning Resource Center each year in accordance with District budget processes. [IIB16] Funds are drawn from the general fund, the instructional equipment fund, and the Proposition 20 fund for the purchase of circulating print and media sources, periodicals, and electronic databases. A portion of this funding is designated for book and textbook purchases. The library receives additional funding through the Foundation Project. [IIB17, IIB18] The librarians and Learning Resource Center director review the library book budget throughout the year to ensure that the funds are allocated to subject disciplines based on student need and curriculum.

The library maintains a relevant print collection of over 50,000 titles, more than 80 academic databases and three eBook databases containing thousands of full text books, magazines, journals, newspapers, and other scholarly publications. [IIB19] Working within the adopted Collection Management Policy Guidelines, the librarians and Learning Resource Center director are assigned selection and weeding responsibilities to develop and maintain a collection suitable for the curriculum. The educational materials in the library collection are selected to meet the needs of the diverse student population as well as to provide the opportunity for lifelong learning for the campus community in alignment with the District Mission. [IIB20]

The Librarian Liaison Program pairs library faculty with division chairs and instructional faculty for guidance and expertise on appropriate purchases in their areas. [IIB21] The Librarian Liaison Program ensures that funds are spent appropriately. Liaisons serve as a department's first point of contact for information about library resources and services. Instructional faculty submit requests for individual titles directly to the Learning Resource Center. [IIB22] Faculty members also provide recommendations for textbook purchases to Library Liaisons. In 2016-2017, over 50 outreach meetings occurred between liaisons and faculty members and 177 reserve textbook orders were placed for use in designated courses as a result of these meetings.

District governance processes are designed to include librarians on several campus committees to ensure that library resources continue to support curriculum. [IIB23] There is a Library representative on Academic Senate, Budget Committee, Faculty Enrichment Committee, Distance Education Committee, General Education Committee, Technology Committee, and Curriculum Committee. In addition to collaborative work with division chairs, instructional faculty, and District committees, librarians use credible and professional publications such as *Choice, Library Journal*, and *Resources for College Libraries* to help identify potential purchases for collection management. Librarians

actively pursue relevant professional development opportunities including attendance at California Conference on Library Instruction (CCLI) workshops, Internet Librarian conferences and ACCJC conferences. The Learning Resource Center director also serves on the Council of Chief Librarians executive board as the East Central representative.

The library uses reports from Online Computer Library Center WorldCat Management System and its Integrated Library System to assess the effectiveness of its collection. For example, the library uses reports indicating counts of item types, number of acquisitions, discards, and year-to-year growth of the collection. Librarians and library staff track areas where additions or other maintenance may be needed. ILS reports are helpful for gathering some sense of depth and variety of the collection over time. In addition, librarians and library staff systematically review usage data by call number range as part of the decision making for the collection.

A Service Area Outcome was established for the library through the Learning Resource Center program review to decrease the average age of the collection. [IIB24] Age of collection is an indication of quality. A report generated through the ILS shows a breakdown of the age of the collection. The library strives to have up-to-date materials available to the students. However, in some disciplines, there are older materials that are considered historical or worth retaining. Usage data from library databases allows librarians to evaluate the use and quality of the databases.

Librarians, Math Lab, and tutorial staff participate in the selection of equipment and materials through the Learning Resource Center program review process. The Math Lab is also included in the Mathematics program review. The Writing Center coordinator and Writing Center director coordinate to complete the Writing Center program review. The Writing Center has a separate budget which is overseen by the Writing Center coordinator. The Language Center is included in both English program review and ESL program review. Learning support services can also request funding through the Foundation process.

For example, through the program review process, the Writing Center purchased ten iPads for use in 2017-2018 based on feedback from tutors and students. Also through program review, the Learning Resource Center purchased anatomy models for use in 2017-2018 for both Tutorial Center and Circulation Desk after compiling requests from faculty, tutors, students and Circulation statistics.

Standard II

Analysis and Evaluation

The District meets the Standard. This is evidenced by its financial commitment and the reliance on the expertise of faculty, including librarians, to select, maintain, and evaluate Learning Resource Center resources. Librarians collaborate with key institutional stakeholders, including faculty through the Librarian Liaison Program, and the District's governance process to ensure that equipment and materials in the Learning Resource Center effectively support student learning.

Plans for Future Action

None.

Standard II.B.3. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

The District evaluates learning support services, including the library, in a variety of ways, including student satisfaction surveys, usage reports, and student learning outcome assessment. These evaluations are a part of each area's program review or grant reporting and are used to support changes in scheduling, staffing, offered services, and staff training as well as to support funding requests. Usage data regularly include number of student sign-ons, time spent with tutors, and other related data. [IIB65]

Library

The District measures student need for library services through several methods, including monitoring the daily door count at all three locations, usage statistics from the Reference Desk and Student Helpdesk, and reports generated by the Online Computer Library Center Worldshare and electronic databases. [IIB25] [IIB26] [IIB27] [IIB28] In addition, the library is included in the Student Support Services Survey, which measures student preferences for library service times and locations, and the Giant Questionnaire, which solicits feedback on library services from faculty and staff. The library uses this data to make scheduling and staffing decisions every semester. For example, the 2015 Student Support Services Survey and the Student Senate each separately identified a student need for weekend access to the Learning Resource Center. [IIB29] [IIB30] Following evaluation of this data, the Learning Resource Center piloted Saturday hours in 2016-2017, funded through the Student Success and Support Program. The pilot will continue through 2017-2018. Data collected will be included in the base budget augmentation requests to institutionalize Learning Resource Center weekend hours per District established planning and resource allocation processes. [IIB31]

The Library Liaison Program tracks instructor-librarian contact hours every semester. This data is included in the annual Learning Resource Center program review and informs decisions regarding outreach, marketing, and book or equipment ordering. Input from faculty through their library liaison is a part of the collection development process. Library faculty regularly review and evaluate circulation statistics during librarian meetings and within Learning Resource Center program review. [IIB32] [IIB33]

Librarians provide students with an instructional evaluation survey following every library instructional session. [IIB34] Librarians review survey results in order to assess the effectiveness of library instructional sessions; survey items include questions related to session content and library instructor effectiveness. Once the data is processed, librarians are able to view responses and self-evaluate for future improvement. Evaluation responses are discussed amongst librarians at Dialogue Days each semester. Dialogue Days is a

District wide day set aside for assessment where faculty assess classes, set new goals and make necessary curriculum adjustments based on data and discussion. [IIB35]

The District offers three short-term courses for students to meet the General Education requirement in Information Competency; courses are available both face-to-face and online. Student Learning Outcomes for each course are developed by librarians and are published online, in the course schedule, and on syllabi. [IIB36] Students also have the option to take an online Information Competency Exam in order to fulfill the GE requirement. The assessment is offered electronically through the District's course management system and includes questions on researching books, eBooks and scholarly journals, plagiarism, information types, and periodical indices.

Library Course Learning Outcomes

LIBR 101	Students will be able to identify information sources from printed books, electronic books and academic databases.
LIBR 102	Given the criteria to evaluate websites, ninety percent of students will be able to judge whether a website is an appropriate source for a research paper.
LIBR 103	Students will identify the appropriate level of scholarship among publication types (scholarly journals, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research needs.

Library faculty teaching the courses collect Student Learning Outcome assessment data for the three Library courses after the completion of each course; Library Information Competency Exam results are collected at the end of the semester. Data from both the courses and exam are used to assess the learning outcomes of the courses and to track and evaluate the effectiveness of the course materials, objectives, and library's educational services as part of the library's Dialogue Day conversations. [IIB37] For example, during Dialogue Day in fall 2016, Library faculty discussed preliminary student achievement in the LIBR 103 course and considered possible course updates to increase student success. During the spring Dialogue Day discussion, Library faculty followed-up by reviewing assessment data for all offered sections of 103, made updates to the course outcome and assessment method, and elected to recommend that 103 be offered over several weeks, rather than in a compressed, two-week session, in order to improve student learning on the measured outcome.

Library services are included in the Learning Resource Center's annual program review, which provides usage data and outcomes assessment to support requests for resources, following the District's planning and resource allocation processes. [IIB38] [IIB39]

The Writing Center

The Writing Center evaluates student need for services and attainment of Student Learning Outcomes in a variety of ways. Student need is evaluated using data collected each semester through the Center's scheduling software, and student input as to preferred times and locations is collected as part of the Student Support Services Survey. [IIB40] The Writing Center coordinator uses data to make hiring and tutor scheduling decisions and to expand services as appropriate. For example, usage data and responses from student surveys in 2015-2016 indicated that increased efficiency in the scheduling of appointments was an unexpected benefit for both face-to-face and online students in the Writing Center's new tutoring software system, which had been purchased primarily to facilitate online tutoring.

The Writing Center engages in a robust assessment program that examines Student Learning Outcomes annually. Writing Center Student Learning Outcome assessment focuses on the success rates, completion rates, and grades of Writing Center users enrolled in English composition courses as compared to nonusers enrolled in the same courses. [IIB41] The data below indicates that students using the Writing Center have higher success rates in English courses than their peers in the same classes who do not access Writing Center services. This assessment data, along with student user survey data and tutor evaluations, is used to plan future training and is included in the Writing Center's annual program review. [IIB42]

Success Rates for Writing Center Users Versus Nonusers, spring 2016
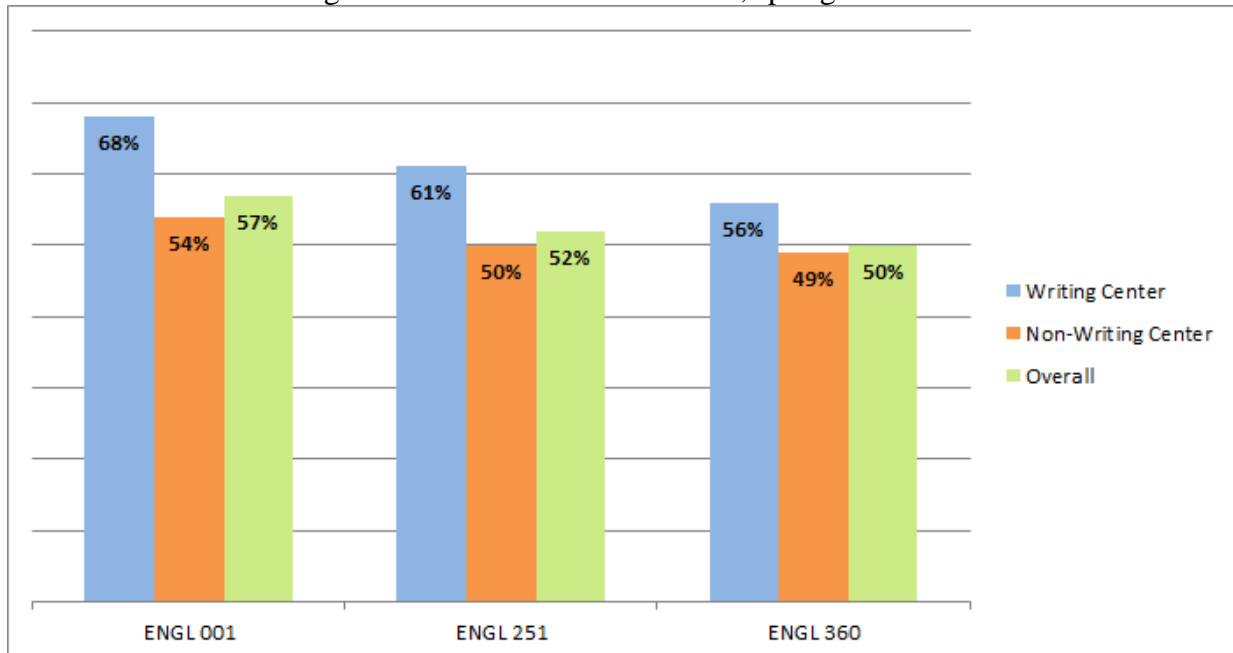
Success is defined as earning an A, B, C, CR or P in the course.

The Language Center

The Language Center evaluates student need and outcomes in a variety of ways. Data on student usage and student and faculty requests are used to identify student need. Language Center staff communicate directly with faculty about student progress, either verbally or in written comments on assignments. The Language Center is part of the program review in the English and ESL units, which each include data on usage and student success as evidence to support Center requests for resources. For example, program review completed in 2016 provided usage data to support the need for a part-time Language Center coordinator position at the Tulare and Hanford centers. [IIB43] The position was funded for the 2017-2018 academic year through the District's planning and resource allocation processes and will be assessed in the following year's program review. [IIB44]

The Math Lab

The Math Lab measures student need by collecting usage data and information from the Student Support Services Survey; this data is used to support scheduling and hiring each semester. [IIB45] The Math Lab is assessed by the math faculty on a three-year cycle; this assessment is based on a satisfaction survey distributed to student users. The Math Lab is included in annual program review for the Math Division and the Learning Resource Center, who work collaboratively to assess student learning. [IIB46] [IIB47]

The Tutorial Center

The Tutorial Center uses an online referral form and data from the Student Support Services Survey to determine student need for tutoring in a variety of subject areas. [IIB48] [IIB49] The Tutorial Center is part of the Learning Resource Center's annual program review. [IIB50] Outcome assessment for Tutorial Services is embedded in related courses. For example, LIBR 425 has this outcome: given provision of tutor assistance, supported with strategies and guidelines for basic academic skills (e.g., time management, problem-solving, note-taking, test-taking, listening), students will be able to understand their own learning style, become independent learners, and will successfully pass the course(s) for which they received tutor support. The Learning Resource Center intends to develop outcomes specific to the Tutorial Center.

The Academic Center for Excellence and Augmented Instruction

The Academic Center for Excellence measures student need through usage data; this data informs hiring and scheduling decisions. ACE's impact on student learning outcomes is measured by comparing users' retention, success, and grade data to nonusers; this assessment is part of the BSSOT reporting and is used to determine whether ACE services should be increased, modified, or discontinued. [IIB51]

The Augmented Instruction program is also part of the BSSOT grant. To assess the impact that embedded tutors have on student learning, the success, retention, and grade data of courses with embedded tutors are compared to courses that did not use embedded tutors.

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The data are used to determine whether the program should be expanded, modified, or discontinued; the data are also used to inform tutor and faculty training. [IIB51]

Supplemental Instruction

The Supplemental Instruction (SI) program is funded through the Student Success and Support Program. Currently, 22 sessions are offered to supplement courses which traditionally have high attrition and low success rates. Attendance, retention, success, and grade data are measured each semester to compare the effectiveness of SI in targeted classes. This data is used to determine which courses are supported by SI in subsequent semesters.

MESA

Students enrolled in MESA must have a current student education plan (SEP). In order to assess the program's impact on student learning outcomes, MESA compares students' current course enrollment to their SEP and monitors student progression, persistence, and success rates. The data are used to inform what services the program offers. [IIB52]

Analysis and Evaluation

The District meets the Standard. The library and other learning support services use data collected from student surveys and support services usage to determine student need and to make scheduling and staffing decisions. Each support service unit regularly reports collected data and uses data used to make annual requests for improvement, including requests for the allocation of funding and resources, through the appropriate program review processes. Library faculty complete Student Learning Outcome assessments for Library courses on a three-year cycle and assessments lead to instructional improvement in these courses. In addition to completing Service Area Outcomes assessment, student learning support services regularly track student achievement in related courses and frequently collaborate with instructional faculty on Student Learning Outcome assessment of courses they support.

Plans for Future Action

Although the District meets the Standard, through the Institutional Self-Evaluation process, the District found that although all learning support services are included in various related program reviews, specific service area outcomes had not been developed for each learning support service. For example, although the Tutorial Center is included in the Learning Resource Center program review it did not have its own set of service area outcomes. The District intends to develop individual service area outcomes for each learning support service and include assessment and evaluation results in the related program review.

Standard II.B.4. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.*

ER 17 Information and Learning Support Services. *The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered.*

Evidence of Meeting the Standard

The District's library and learning support services maintain contractual agreements with a variety of educational technology and service providers. Regular, consistent evaluation of agreements is conducted annually, at minimum. During operational hours, library and tutorial staff and faculty oversee the security, maintenance, and reliability of services in collaboration with Facilities, Information Technology and District Police.

Contracts/Formal Agreements

District contracts are approved through the District's Planning and Governance structure. [IIB53] Contracts are approved by the Board of Trustees and signed by the Vice President of Administrative Services and the appropriate area administrators. Copies of District contracts are kept on file in the Administrative Services office.

As a member of the Community College Library Consortium (CCLC), the Learning Resource Center purchases library databases at a discounted price for use by all students, faculty, and staff. The College of the Sequoias Council Library profile is found on the CCLC website. [IIB54] The Community College League and California Library Consortium have a shared membership form. The membership agreement is kept on file in the Learning Resource Center administrative assistant's office. [IIB55] The Consortium service is a joint project with the Council of Chief Librarians. The program negotiates significant price discounts on more than 100 different databases covering nearly every discipline for purchase by the library. Contracts are managed by the League Consortium with Council of Chief Librarians. The digital Memorandum of Understanding is kept on file by the Learning Resource Center director. [IIB56]

Online Computer Library Center Worldshare Management Services Proposal provides the library's collection management for circulation, patron and vendor management, acquisitions, and reporting. [IIB57] Online Computer Library Center Worldshare is accessible at all three campuses and online. The library technician processes book requests and makes arrangements for the book to be borrowed from one of the three campuses or

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an external college/university. Requests are documented and tracked within Online Computer Library Center Worldshare.

Online Tutorial Services are provided through a contract with NetTutor. This contract was developed through a proposal by the Distance Education Committee and Academic Senate in October 2016. [IIB58] The Tutorial Work Group was developed to assess the online support provided for students which resulted in a recommendation for online tutorial services. [IIB59] This recommendation went through the governance and decision-making processes and NetTutor was adopted initially as an 18-month pilot. NetTutor is a platform through Link-Systems International offered through a partnership with the Online Education Initiative. The contract and receipt of purchase order payment are filed in the administrative assistant's office in the Learning Resource Center. Students and faculty are able to access this service remotely at any time through any Canvas course shell.

Accessibility

The Learning Resource Center is accessible to students during normal operating hours through automatic sliding doors and provides wheelchair accessible restrooms, elevators, and computer stations with adaptive software for vision and hearing impaired users. Online databases are accessible remotely online by students, faculty and staff through MyGiant Universal Login. This allows access to Online Computer Library Center Worldshare along with other educational and learning support services previously listed. These databases can be accessed by students at any time and include accessibility features such as text-to-speech and adjustable font. For example, the Read and Write Gold, a literacy software program, is installed on Learning Resource Center student computers. This program includes text-to-speech features, picture dictionaries, and text highlighters to support English language learners and students with dyslexia or other learning difficulties.

The Inter-Library Loan process occurs via website, email, phone call or a direct in-person request through the library technician at the Circulation Desk. A librarian is available during all Learning Resource Center open hours.

The Learning Resource Center Ask a Librarian tool is available online 24 hours. Ask a Librarian questions are answered during Learning Resource Center open hours, generally within a few hours after they are received. NetTutor is available through any Canvas course for students to utilize at any time.

Utilization

The CCLC website provides librarians with information about all available consortium services as well as reviews on databases, information on how to order and renew subscriptions, usage statistics, and license agreements. [IIB60] Online Computer Library Center Worldshare, EBSCO and Salem Press provide statistics on usage, circulation and inter-library loan. This information is assessed and reviewed with librarians upon time of renewal.

NetTutor usage statistics are accessed by Learning Resource Center staff directly from the platform. This data tracks subject usage, student usage, time, and sessions. It also archives individual sessions with tutors for future referral or review.

Security, Maintenance, Reliability

Care and repair services for print resources are provided by qualified library staff to preserve the collection. Older books and materials are preserved in special casing purchased from DEMCO to add longer shelf life to the items. Ongoing shelf maintenance and weeding the print books by designated library liaisons keeps the collection organized and relevant. The Learning Resource Center director and librarians meet regularly regarding collection maintenance. The lost books report is pulled each semester from Online Computer Library Center Worldshare to determine if missing books should be re-ordered and replaced. [IIB61] Library liaisons place book orders based upon research or request.

Book security is further enforced through 3M magnetic strips inserted into each book. An alarm system at the Learning Resource Center exit alerts the Circulation Desk staff when an item that has not been properly checked out passes through.

The single sign-on through MyGiant Universal Login requires independent user credentials. Login is secured by the requirement that passwords are reset every 180 days at minimum. Technical support issues are referred to the Technology Services Helpdesk. The League Consortium and Council of Chief Librarians both require membership credentials to access institution account information.

Evaluation/Review

Library and learning support services are evaluated and assessed through the Learning Resource Center annual program review. Faculty, staff, and students provide feedback on effectiveness through District surveys. Cost effectiveness, usage, and alignment with the District Mission and Objectives are taken into consideration to determine if resources and services are adequate and effective. Any recommended contractual changes based on evaluations are submitted to the District through the integrated planning process. [IIB62]

Analysis and Evaluation

The District meets the Standard. The District and Learning Resource Center are primarily responsible for library and learning support services and ensure that accessibility, utilization, and reliability are maintained. External contracts for library resources and learning services are evaluated on a regular basis through feedback from students and staff and through the District's integrated planning process. The integrated planning process ensures that resources align with the District Mission and Objectives.

Plans for Future Action

None.

Evidence: Standard IIB

Standard II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

ER 15 Student Support Services. The institution provides for all of its students appropriate support services that foster student learning and development within the context of the institutional mission.

Evidence of Meeting the Standard

The District regularly evaluates the effectiveness of its services and programs in order to continuously improve student learning in support of the Mission. The processes for evaluation and improvement align with the District's Integrated Planning Model. District Goals are set in the ten-year Master Plan (2015-25) with District Objectives set every three years in the Strategic Plan (2015-18). The actions designed to achieve the District Objectives as well as each area's service area outcomes are reviewed and adjusted annually based on data and feedback gathered throughout the year. [IIC1]

Access to student support services is available at all three District campuses as well as online. Student support services are conveniently clustered for ease of access on the Visalia campus. The Welcome Center is the starting place for students to guide them to the appropriate service. Support services include Admissions and Records, Financial Aid, Academic Counseling, Welcome Center, Assessment Center, Access and Ability Center, Veterans Resource Center, Extended Opportunity Programs and Services, CalWorks, the Cooperative Agencies Resources for Education program, Health Center, Transfer and Career Center, TRiO program, ESL, Foster Youth, and the Student Success Program. [IIC2]

At the Tulare and Hanford centers, access to student support services is also convenient for students as each offers a one-stop location. In Tulare and Hanford, the services and programs listed above are also available for students. Distance education students have access to student services online with the exception of the Assessment Center. Services for Distance Education students are discussed in further detail in Standard II.C.3.

In an ongoing effort to continuously evaluate and improve programs and services within Student Services (as well as the District as a whole), each area participates in or utilizes data from five major processes for assessment and improvement. These include Institutional Program Review; the biennial Student Support Services Survey; annual program-specific surveys; annual service area outcome development and assessment; and annual review of the program actions that drive District Objectives within the Annual Report on the Master Plan. In addition, several areas including Extended Opportunity Programs and Services, Access and Ability Center, CalWorks, and the Student Success Program have advisory boards that provide valuable feedback and guidance that is used in the annual evaluation process. [IIC3]

Student Services units participate in the annual Institutional Program Review process, which allows each area to report on their progress with service area outcomes as well as the actions that drive the District Objectives as set forth in the District's Strategic Plan. Each unit uses data and feedback derived from the biennial Student Support Services Survey as well as annual program-specific surveys provided on a program-by-program basis to set outcomes and actions for the subsequent year. The Institutional Program Review process is tied closely to the resource allocation process as set forth in the District's Resource Allocation Manual. When a request for additional resources is granted through the resource allocation process, the unit includes an evaluation of its effectiveness in the subsequent program review, considering how the resource helped their program in pursuit of the District Objective it was designed to support. This final evaluation closes the loop on that particular resource allocation. Annual categorical allocations (i.e. Extended Opportunity Programs and Services, Student Success and Support Program, Student Equity, and federal grants) are also tied to District Objectives in the Strategic Plan and assessed through the resource allocation process. [IIC4]

State-wide initiatives for Student Equity, Basic Skills, and Student Services and Support Program enable the District to plan and implement strategies for helping students achieve success. Beginning in 2017-2018, these initiatives are included and tracked through the Chancellor's Office's required Integrated Plan. The District evaluates the effectiveness of these initiatives and adjusts planned actions and outcomes in response to that assessment. The Student Success and Support Program initiative, focused on student matriculation (orientation, assessment, counseling, and follow-up services), allowed the District to increase and more systematically serve first-time students entering college. Data on the District's disproportionately-impacted student populations was used to start the Student Success Program, funded through Student Equity, Basic Skills, and Student Success and Support programs. Student Success centers are located on all three campuses and services are available to Distance Education students through a designated Student Success coordinator. Initial data from the Student Success Program indicate an increase in student success for the District's diverse student population. [IIC5]

Fall 2016 Term GPA Summary						
	Overall		Full-Time		Part-Time	
Group	Avg Term GPA	Student Count	Avg Term GPA	Student Count	Avg Term GPA	Student Count
All COS Students	2.37	12,165	2.47	5,114	2.22	7,051
All SSP Students	2.60	900	2.64	650	2.43	250
SSP Completers	2.79	705	2.79	527	2.82	178
SSP Non-Completers	1.84	195	1.98	123	1.45	72

Observation:

- Students completing the SSP activity earned a higher average GPA during the Fall 2016 term than all COS students.
- Students completing the SSP activity earned a higher average GPA during the Fall 2016 term than SSP non-completers.
- Part-time students completing the SSP activity earned a higher average GPA during the Fall 2016 term than any other group.

Based on data and feedback, the District has invested heavily in student support services for students on all three campuses and Distance Education students including the following:

- the hiring of ten new full-time counselors and two evaluators;
- implementation of Degree Works;
- opening of the Veterans Resource Center computer lab on the Visalia campus;
- opening of the new Transfer and Career Center on the Visalia campus;
- increase of evening, weekend, and online counseling options District wide;
- formation of the Behavioral Intervention Team to provide a resource for faculty with disruptive students;
- increased workshops for students on academic probation;
- development of the Health Center's Giant Food Pantry;
- development of the Counselors' Best Practices Training Manual for New Counselors and Student Success Resources checklist;
- increased training opportunities including those provided by Tulare County 211 with respect to community resources available to students. [IIC6]

The Office of Research, Planning, and Institutional Effectiveness and the Public Information Office raise awareness to students, staff, and the community about the improvements in student support services within the District through the You Speak, We Listen campaign. The campaign reports changes made based on feedback from the Student Support Services survey and Giant Questionnaire. [IIC7]

For example, the Health Center used feedback from surveys and Program Review to improve services and meet an emerging need on the District's campuses. The mental health counselor reviewed the feedback and found that there was high food insecurity and mental illness among its students. The District provided resources to address these issues by increasing personal counseling on all three campuses and opening the Giant Food

Pantries on all three campuses. Additionally, the District partnered with local and county agencies to become a FoodLink distribution site known as Nutrition-On-The-Go! in Visalia and a Mobile Pantry location for the Tulare and Hanford Centers for its students as well as the community at large. The Giant Food Pantry and associated programs have garnered great publicity and were honored during fall 2016 by the Visalia Soroptimists Club for their work combatting hunger. [IIC8]

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District provides appropriate student support services and regularly evaluates these services to demonstrate that, regardless of location or means of delivery, these services support student learning and, ultimately, the District's Mission.

Plans for Future Action

None.

Standard II

Standard II.C.2. *The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

Evidence of Meeting the Standard

The District has processes in place to assess the effectiveness of student support services and uses this evaluation to improve student support programs and services. The primary method for identifying learning support outcomes, known within the District as service area outcomes, is the annual Institutional Program Review. The 14 units in Student Services participate in the program review process to develop, review, analyze, and modify the Service Area Outcomes annually.

To develop Service Area Outcomes, units consider several factors including state requirements like the Student Equity Initiative, Student Success and Support Program, Basic Skills Initiative, Institutional Effectiveness Partnership Initiative, the State Chancellor's Office Scorecard, and the Institution-set Standards. Service Area Outcomes are developed or modified annually to guide daily work in support of the District Objectives.

Student Services units analyze summative data from each year and incorporate any changes in state requirements. Each fall, the Student Services deans provide training on setting Service Area Outcomes and meet individually with each unit to assist in setting new ones or modifying the existing Service Area Outcomes. Student Services units work with the Office of Research, Planning and Institutional Effectiveness to prepare any quantitative data required. To further assess progress, units rely on feedback from at least two other sources: the biennial Student Support Services Survey and, in many cases, annual program-specific surveys developed and administered by the units. Several areas including Extended Opportunity Programs and Services, Veterans Resource Center, Access and Ability Center, and CalWorks have advisory boards that provide valuable feedback and guidance that is used in the annual evaluation process. The assessment of Service Area Outcomes is completed in an effort to hone and improve Service Area Outcomes for inclusion in the following year's Institutional Program Review. Year-end data and progress are also compiled and reported out annually within the Annual Report on the Master Plan. [IIC9]

For example, the District's Health Center set a service area outcome that "Students will increase their utilization of nursing and mental health services through the COS Health Center." Based upon data from the 2015 Student Services Support Survey, Health Center staff developed a series of actions to accomplish the outcome including hosting an open house every fall to educate students on the services available and following up with events on all three District locations to promote healthy living. These actions resulted in an increase of utilization District wide. Those actions are then tracked and updated annually through the program review process, and the service area outcome is assessed and

modified if necessary. As a result of this analysis, the Health Center implemented new actions, such as the annual Open House held at all three District locations. [IIC10]

As a second example, in Extended Opportunity Programs and Services, the Service Area Outcomes was "EOPS students will successfully complete courses and attain degrees and certificates" which directly supported District Objective 2.2 and 3.1. [IIC11] Two actions were proposed to assist in attaining this outcome: increase the use of Early Alert Forms and ensure Extended Opportunity Programs and Services counselors are emphasizing student goal setting and attainment during their required contacts. These actions and the Service Area Outcomes were then assessed with resulting data presented and discussed in the annual program review. The Extended Opportunity Programs and Services program review then analyzed the data after implementing these actions. The following findings were then discussed during a staff meeting in the fall: first-time Extended Opportunity Programs and Services students persisted at 72 percent in comparison to non-Extended Opportunity Programs and Services first-time students who persisted at 60 percent. With this data in mind, the staff (consisting of counselors, classified professionals, and a manager), then decided to continue with these service area outcomes for the following year, but increased and slightly changed their actions with the intent of further increasing future persistence. [IIC12]

As a third example, the Counseling Division set an Service Area Outcomes stating that, "As a result of their counseling session, students will be informed of additional campus and community resources to help achieve their academic goal" and tied this to District Objective 2.1 and 2.2. [IIC13] Through discussion during weekly Counseling meetings, counselors found that students often attended their subsequent counseling sessions without knowledge, but in need, of various campus and community resources. The division chair, in collaboration with other student support services on campus, created a resource guide that is available on the Student Services website and is shared with student support services staff. This service area outcome served to guide the counseling staff's daily work and was assessed within the biennial Student Support Services Survey utilizing student feedback. Data from the survey helped the Counseling Division evaluate progress toward meeting the service area outcomes and to improve training for all counselors. This Service Area Outcomes served to raise awareness of students' non-academic needs and broadened the focus of a traditional counseling session. [IIC14]

Analysis and Evaluation

The District meets the Standard. The District identifies and assesses learning support outcomes (service area outcomes) and uses the resulting data to continually improve student support programs and services. The Service Area Outcomes are developed, analyzed and assessed through the annual program review process. Additional data sets, such as the Student Support Services Survey, the Scorecard, and Institution-set Standards, provide context for evaluating student support services programs. As exemplified above, continuous improvements are made in student support services on all three District locations based on this assessment.

Plans for Future Action

None.

Standard II.C.3. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

ER 15 Student Support Services. *The institution provides for all of its students appropriate support services that foster student learning and development within the context of the institutional mission.*

Evidence of Meeting the Standard

The District provides equitable access to student support services for students on all three District campuses and for distance education students. Recognizing the importance of student services and the emphasis being placed on a strong matriculation process by the CCCCO within initiatives like the Student Success and the Support Program, Student Equity, and the Basic Skills Initiative, the District has focused a considerable amount of attention over the last five years on improving these processes, and has invested heavily in increasing services that support student success for all students. [IIC15]

As detailed in Standard II.C.1., access to student support services is available at all three District campuses as well as online. Students on all three campuses have access to Admissions and Records, Financial Aid, Academic Counseling, Welcome Center, Assessment Center, Access and Ability Center, Veterans Resource Center, Extended Opportunity Programs and Services, CalWorks, Cooperative Agencies Resources for Education, Health Center, Transfer and Career Center, TRiO program, Foster Youth, and the Student Success Program. Distance education students can access student support services programs services online and via email, with the exception of the Assessment Center which administers testing at all three campuses and at each of the District's feeder high schools. [IIC16]

The District's student support services are detailed by location in the following chart:

STUDENT SERVICES BY CAMPUS				
Program/Services	Visalia	Tulare	Hanford	Online
Access & Ability Center	✔	✔	✔	✔
Admissions & Records	✔	✔	✔	✔
Counseling	✔	✔	✔	✔
EOPS/Care/CalWORKSs	✔	✔	✔	✔
Financial Aid	✔	✔	✔	✔
Health Center Services	✔	✔	✔	N/A
Student Success Program	✔	✔	✔	✔
TRIO	✔	✔	✔	✔
Veterans	✔	✔	✔	✔
Welcome Center/Hub/SS Desk	✔	✔	✔	N/A

The standard hours of operation for Student Services at all three District campuses are Monday through Friday, 7:45 a.m. to 4:45 p.m. These hours are extended to 6:00 p.m. during the first two weeks of every semester to accommodate evening students. In addition, the Welcome Center on the Visalia campus stays open until 6:00 p.m. during the fall and spring semesters to serve as a one-stop location to provide student support services for evening students. Evening counseling is offered twice per month in Visalia, and once per month at the Tulare and Hanford centers. Each spring, from February through April, primarily in preparation for the student registration process, Student Transitional Enrollment Process Sessions (STEPS), evening counseling is increased at each campus (three counselors in Visalia and one each at the centers, four days per week from 4:00 p.m. to 6:30 p.m.) and several Saturday options are offered.

For distance education students who cannot visit one of the three campuses, services are available through the District's website, online counseling via Cranium Cafe, or via email. These services include Orientation, Admissions and Records, Financial Aid, Counseling, and Cashier. Students also have access to Banner Web, an online student portal which provides access to transcripts, Early Alerts, financial aid, and registration information at any time, accessible from any computer or mobile device. In fall 2017, the Student Success Program assigned a Student Success coordinator to the population of online-only students in an effort to provide those students with a single point of contact within the District. In addition, the District purchased and implemented the AskCOS system which enables students to ask questions or choose from the top ten most frequently asked

questions at any time. If a student is not satisfied with the answer provided by the system, an email is generated to Student Services personnel who then answer the student via email. That information is then added to the knowledge base of the system for future inquiries. That knowledge base is reviewed monthly with additions, omissions, and modifications occurring as needed. [IIC17]

The following chart indicates the number of requests/activity received for last three years:

Ask COS Timeframe: January 1, 2014 to June 19, 2017

Total Questions Asked	Total Top Ten Questions	Total Unanswered
403,690	180,310	22, 042

While many of the services identified herein are mandated by law and found on most California community colleges, the District has several notable student support programs and student accomplishments to highlight. These include the Student Success Program, Student Transit Program, Giant Food Pantry, Welcome Center, Veterans Resource Center, and the collective success of programs like Extended Opportunity Programs and Services, Puente, and Mathematics Engineering Science Achievement. [IIC18]

The Student Success Program was developed in response to the Chancellor's Office Student Equity Initiative and is funded with a combination of Student Equity, Student Success and Support Program, and Basic Skills Initiative funds. [IIC19] The Student Equity Plan was developed based on institutional data and adopted through the participatory governance process. Based on this evaluation the District designed the Student Success Program. [IIC20]

The Student Success Program consists of a director, seven Student Success coordinators, and two Student Success counselors, and is designed to address achievement gaps between different student populations. The Student Success coordinators are assigned to each campus and to a caseload of disproportionately-impacted student groups, including online students, and charged with monitoring, supporting, and assisting students. Similar to Extended Opportunity Programs and Services, students in the program sign a mutual responsibility contract which requires a minimum number of contacts with the Student Success coordinator and the Student Success counselor. Each summer, the Office of Research, Planning and Institutional Effectiveness provides updated data on the District's Disproportionately-Impacted Student Groups to be used by the Student Success Program team in conjunction with the Student Equity Plan Work Group in updating the Equity Plan and setting actions and outcomes for the following year. [IIC21]

The Student Transit Program was started in 2011-2012 after a COS professor noted that several of his students from surrounding communities were having difficulty getting to and from school. Student surveys revealed that transportation was indeed an issue throughout the District. In response, the District approached the Tulare County Association of Governments (TCAG) with the idea of a District wide student transit program. Transit carriers from Tulare and Kings Counties as well as the cities of Visalia,

Tulare, Hanford, and Porterville agreed to support the new program. For a fee of $10 per semester, students have unlimited access to all routes that these carriers offer. In five years, this program has grown to serve over 1,000 unduplicated students per year, providing additional access to services for students. [IIC22]

Similarly, student surveys administered by the District's Health Center revealed a food-insecurity problem on all three District campuses. [IIC23] In response, Health Center staff worked with the Student Services administration team to start the Giant Food Pantry on all three campuses. The food pantry is stocked primarily through food drives, community and employee donations, and supported by the COS Foundation. [IIC24] The Health Center also teamed up with FoodLink Tulare County to offer the Nutrition-On-The-Go! program (fresh fruits and vegetables) on the Visalia campus and also partners with Community Food Bank to offer Mobile Pantry distributions (fresh fruits and vegetables) on the Hanford and Tulare campuses on rotating months. These programs allow each campus to distribute pallets of free food to its students and surrounding community members on a monthly basis. In addition to the above food resources, the Visalia campus has five snack stations where students can go during the day to receive a free snack. During the 2016-2017 school year, these food distributions have helped a large number of our students and community members as follows:

- Giant Pantry visits: 702;
- Nutrition-on-the-Go!: 2,256 people served;
- Mobile Pantry (Tulare campus): 530 people served;
- Mobile Pantry (Hanford campus): 340 people served;
- Snack stations: 7,481 students served.

The Welcome Center on the Visalia campus is the headquarters for many District wide services including outreach, orientation, success workshops, and campus tours. Welcome Center staff and Student Ambassadors assist with high school visits for application workshops, financial aid workshops, and assessment testing. Highlights for the 2016-2017 year included a chartered bus tour for all high school seniors from the Hanford District to visit all three District sites; over 2,200 sixth graders from Visalia Unified School District visiting the Visalia campus for a day of interactive demonstrations and performances; and assisting over 2,900 high school seniors who applied to COS. [IIC25]

The Welcome Center team is also in charge of the District's Student Transitional Enrollment Process Sessions (STEPS) program. STEPS assists high school students through the enrollment process beginning in the fall of their senior year; it includes application workshops, financial aid workshops, and assessment testing at each of the District's feeder high schools. Students then attend a counseling appointment and the STEPS registration event in late April held on all three District campuses. During the 2016-2017 school year, a total of 1,637 high school seniors went through the STEPS process. In addition, distance education students are able to access admissions application, orientation, and counseling services remotely. [IIC26]

The Veterans Resource Center is located on the Visalia campus, and serves nearly 400 veterans, active duty members and dependents of veterans at all three District sites. The Center is staffed with a full-time veteran's services coordinator, a full-time veteran's academic counselor, and student employees who are veterans. The Center offers a student lounge, a computer lab, and a book and laptop lending program all for veteran students. The Center provides opportunities to increase awareness of veterans' issues through campus-wide emails and hosting Veteran Ally trainings for faculty and staff. The Center is also home to the Veterans Club that participates in club rush, a veteran's appreciation event on all three campuses, community service projects, and supporting community programs such as a Combat Veterans Hope. Representatives from the Veterans Resource Center visit the Tulare and Hanford centers regularly to assist veterans on those campuses. [IIC27]

Finally, even before the state Chancellor's Office began to emphasize equity, the District had a long history of providing opportunities to underrepresented student populations through programs like Extended Opportunity Programs and Services, Puente, TRIO, and MESA. Each of these programs is extremely active within the District. All have produced some of the District's most successful students including several MESA students who have earned internships at NASA's famed Jet Propulsion Laboratory in Pasadena. Additionally, the District has had an astonishing five students awarded the prestigious Jack Kent Cooke scholarship ($40,000 per year for transfer students to continue their education), one of few California Community Colleges to receive such an honor. [IIC28]

These examples illustrate how the District provides comprehensive and integrated student support services in support of the District Objectives and Goals which are aligned with its Mission to all of its students regardless of service location or delivery method. As discussed in Standard II.C.1., all of these services are evaluated annually and revised as needed to ensure the District is continuously improving services to students in support of the Mission.

Analysis and Evaluation

The District meets the Standard. The District provides appropriate support services for all of its students regardless of service location or delivery method in support of its Mission. Students at all three District sites as well as distance education students have access to comprehensive student support services. These student services are assessed on a regular basis and appropriate resources are allocated based on this assessment.

Plans for Future Action

None.

Standard II.C.4. *Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

Evidence of Meeting the Standard

The District provides co-curricular and athletics programs that are aligned with the Mission and designed to improve the educational experience for students. The quality and effectiveness of these programs are assessed and evaluated through the annual program review process. The District has developed policies to ensure that co-curricular and athletic programs are fiscally sound. [IIC29][IIC30]

The District's Mission includes "access to programs and services that foster student success." The District provides student support and learning services programs and offers a wide variety of co-curricular programs, events, and activities that engages participants and keeps students involved on campus, while enhancing the overall student educational experience. Co-curricular programs include student clubs and organizations; intercollegiate athletics; theatre; pep band; jazz band; symphonic band; chamber singers; art exhibits; a guest lecture series; campus newspaper; diversity and heritage celebrations; honors societies such as Alpha Gamma Sigma; and the Agriculture Department and Ag Council which sponsor numerous student competitions. The District has a process for how to start a club, organize the officers and membership, and run meetings. [IIC31] Student clubs are governed by Student Senate's Inter-Club Council under the supervision of the director of Student Activities and Affairs. At the beginning of each semester, the Inter-Club Council organizes and sponsors the Club Rush event to welcome interested students. In spring 2017, 36 clubs participated in Club Rush. Clubs available in Visalia include the College Republicans, Young Democrats, InterVarsity, Pride Club, Black Students Taking Action to Reach Success (BSTARS), Veteran's Society, and Science Engineering and Technology Association (SETA). In Tulare, students can participate in clubs such as Ag Council, Ag Business, Ornamental Horticulture, Livestock, Equine, and Architecture. The Hanford Center has yet to sustain a club, but the president of the Student Senate has been working with the Hanford Center provost and the Hanford student delegate to identify students interested in starting a club in Hanford.

The District's Intercollegiate Athletic Department includes nine women's sports and seven men's sports. The Athletic Department participates in the Central Valley Conference for most sports and the Northern California Football Alliance for football. The department undergoes a comprehensive athletic review process every five years, performed by the Central Valley Conference in accordance with California Community College Athletic Association (CCCAA) guidelines. [IIC32] Giant athletic teams and athletes are successful in state sports competitions as well as in the classroom. The Athletic Department places a heavy emphasis on student athlete academic success and has invested significantly in

strategies for increasing student success. Based on the assessment and evaluation of the Student Equity Plan, the District found that many of the disproportionately-impacted students were also student athletes. In order to increase student success and equity, the District placed a Student Success Center in the Athletic Department. A full-time Student Success coordinator works directly with the cohort of student athletes. In 2017, the District had a record number of student athletes graduate (100 representing nearly 75 percent of the sophomore class). The following chart provides further data on the number of student athlete graduates by academic year:

Student-Athlete Graduates

Academic Year	Student-Athlete Graduates
2014	58
2015	60
2016	94
2017	100

The Athletic Department implemented a mentor program for its students deemed to be educationally at-risk and all student athletes have access to a full-time counselor devoted to understanding CCCAA, National Collegiate Athletic Association (NCAA), and National Association of Intercollegiate Athletics (NAIA) academic requirements for transfer and continued participation. [IIC33] Student athletes have a higher grade point average and graduation rate compared to the general student body. In 2016, student athletes had an overall GPA of 2.64, while the general student body had an overall GPA of 2.40. The Athletic Department and coaches are committed to supporting student athletes' transfer to four-year universities. Over the last three years, 2014-2015 through 2016-2017, 260 student athletes earned their associate degrees and 135 have continued their athletic careers at four-year universities or colleges. [IIC34]

The District's Fine Arts Division has several successful co-curricular programs. The Theatre Department presents several productions featuring a combination of students and community members annually. The Theatre programs and students participate in various regional competitions and have been acknowledged for several awards. [IIC35] The District hired new band and choral professors who have energized the programs by adding new curriculum, starting new co-curricular programs, and entering teams in competitions and performances around the state. [IIC36] The Art Gallery on the Visalia campus serves as the venue for showcasing student art and for hosting community art exhibits. [IIC37]

In addition to events for athletics and the arts, the District offers activities and events throughout the year including a guest speaker series, heritage and diversity celebrations, a Veterans Day celebration, equestrian shows, and a number of campus open house community events. [IIC39]

The District has policies and procedures that govern the requirements for students to participate in co-curricular activities; the District also has information on how to receive co-curricular funding. [IIC40] [IIC41] Funding for co-curricular activities comes from three primary sources: District funds, auxiliary funds distributed by the District's Student Activities and Affairs Office, and proceeds from fundraising events. Strict fiscal controls are in place related to club and team fundraising, expenditures, and travel. The Club Advisor Handbook provides the steps required to spend club funds and advise the groups. [IIC42] The District is committed to offering meaningful opportunities for students to participate in co-curricular activities while ensuring that they are well-organized, funded, and supervised.

Analysis and Evaluation

The District meets the Standard. The District ensures that co-curricular and athletics programs are conducted with sound educational policy and standards of integrity in support of the District Mission while enhancing students' experiences. Policies and procedures are in place to ensure effective operation of programs and adherence to proper fiscal expenditures.

Plans for Future Action

None.

Standard II.C.5. *The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

Evidence of Meeting the Standard

The District provides counseling programs that ensure students have accurate information on programs of study and these counseling services are evaluated on a regular basis. The District is committed to providing timely, useful, and accurate information to students regarding the academic requirements of its programs. For most students, this access starts during the spring of their senior year of high school. The Student Transitional Enrollment Process Sessions (STEPS) program, available at all three District locations, is offered to all local high school seniors and includes outreach, orientation, assessment, and counseling, culminating in priority registration for the summer and or fall semester. [IIC43, IIC44]

In order to receive priority registration, high school seniors are required to complete an initial Student Education Plan in order to participate in the culminating registration event held in April. For those students who do not participate in STEPS, the District requires them to see a counselor to complete a Student Education Plan within their first semester.

Counseling services are offered on all three campuses with daytime, evening and select weekend hours. Counseling for Distance Education students is offered online through Cranium Cafe. The District employs 22 full-time and 12 part-time (adjunct) counselors. There are ten full-time general counselors and 12 full-time, program-specific counselors. These include three for the Access and Ability Center, two for Extended Opportunity Programs and Services, two for the Student Success Center, and one each for the Veteran's Resource Center, Athletics, the Transfer and Career Center, the ESL program, and the Puente program. As with general counseling, adjunct counseling staff also assist in these areas to meet student demand.

The District uses three different pieces of technology to assist staff and students with the counseling and advising function. The Scheduling and Reporting System (SARS) is used to set all counseling appointments throughout the District. This data is used by Student Services Deans, directors and the Counseling Division chair to anticipate and plan for staffing on a week-by-week basis. The data is evaluated in the annual Institutional Program reviews to develop year-to-year adjustments. A second tool is the eSEP, the District's electronic Student Education Plan program, which allows staff and students to access, revise, and save student education plans online. The eSEP allows for notes to be kept within each student's file which is useful when students see more than one counselor or Student Services staff member. Internal reports from eSEP allow the District to gauge course demand which guides short- and long-term planning. In 2017-2018, the District

implemented the third technology system, Degree Works, which allows students to track, predict, and plan for their educational goals with the option to see "what if" scenarios should they decide to change a major or add a certificate. [IIC45, IIC46, IIC47]

While the majority of each counselor's assignment is spent in individual meetings with students developing Student Education plans and reviewing their progress towards a degree or certificate, they are also involved in several annual events on campus to promote student success. As an example, California State University (CSU) and University of California (UC) application workshops are held in October and November for students who are prepared to transfer (at least 45 CSU or UC units completed or in progress). During non-peak times, counselors participate in the Map Your Success campaign where students are encouraged to update their Student Education plans. On the other side of the matriculation process, counselors are also extremely involved in the STEPS process each spring, staffing night and Saturday appointments with high school seniors who are required to see a counselor prior to registering with the District for the first time. [IIC48]

At the beginning of each semester, the Counseling Division launches an awareness campaign with graduation and transfer deadlines. In conjunction with this effort, the Division provides UC/CSU Workshops as well as individual transfer appointments with District counselors as well as with UC and CSU representatives. In addition, students with at least 30 units work with counselors to discuss Transfer Agreement options. [IIC49]

Training is an integral part of the counselors' continuous improvement plan. Initially, new counselors work alongside an experienced full-time counselor, normally the division chair, for several months. Each Thursday during the school year, the counselors meet for updates, guest presenters, and training opportunities. Counselors attend professional development conferences such as the CSU Counselor Conference, UC Counselor Conference, and Ensuring Transfer Success (ETS) Conference. Additionally, counselors attend CTE workshops and conferences to keep informed of current labor market demands when advising students. Counselors are evaluated by their peers and the dean through the faculty evaluation process and routinely use counseling-specific survey data as well as feedback from the biennial Student Support Services Survey to evaluate their performance and make improvements where appropriate. [IIC50]

Like all other units within the Student Services Division, counseling participates in the annual Institutional Program Review process. Counseling staff and the Student Services dean review data and feedback derived from the Student Support Services Survey, as well as counseling-specific surveys that students complete after appointments, to gauge progress on the Service Area Outcomes and related actions from the previous year and to set Service Area Outcomes for the subsequent year. [IIC51]

The annual program review assessment and evaluation have led to several improvements within the Counseling area. [IIC52] These improvements include the hiring of ten new full-time counselors and two transcript evaluators; the implementation of Degree Works; the opening of the new Transfer/Career Center on the Visalia campus; an increase of evening, weekend, and online counseling options District wide; development of the

Counselors' Best Practices Training Manual for New Counselors and Student Success Resources checklist; and increased training opportunities including those provided by Tulare County 211 with respect to community resources available to students. Additionally, four Student Success specialists were hired across all three District locations to facilitate strong partnerships and seamless pathways for our feeder high schools. The specialists facilitate orientations, assessment, scheduling, and follow up services as mandated through Student Success and Support Program.

The District views academic counseling as a cornerstone of success for its students and has invested heavily in hiring adequate personnel; it provides Counseling staff with appropriate training on a regular basis. The Counseling Department staff align their daily work with District Objectives through service area outcomes (in the annual Institutional Program Review process) and evaluate the Service Area Outcomes annually to ensure continuous improvement.

Analysis and Evaluation

The District meets the Standard. The District provides counselors and other support personnel who are trained to provide timely, useful, and accurate information to students regarding the academic requirements of its programs, including graduation and transfer policies. The District evaluates counseling services through the annual program review process and the Student Support Services Survey and makes changes based on this assessment.

Plans for Future Action

None.

Standard II

Standard II.C.6. *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

ER 16 Admissions. *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.*

Evidence of Meeting the Standard

The District has adopted and adheres to admission policies consistent with its Mission that specify the qualifications of students appropriate for its programs. Access to educational programs is available to students regardless of race, religion, culture, economic status, or disability status. [IIC53, IIC54, IIC55]

The District admits students who possess a high school diploma, California High School Proficiency Examination, General Education Development Test, or any individual who is at least 18 years old and capable of benefitting from services offered. The District may admit high school students who meet specific requirements with parental and high school permission. [IIC56] In accordance with the Mission, the three primary educational opportunities offered to students are technical training resulting in a certificate; associate degree programs; and general education and undergraduate offerings designed for transfer to the university level. In addition, the District offers basic skills coursework in the areas of English, math, and ESL as well as community education courses.

The District also has programs such as Nursing, Physical Therapist Assistant, and Police and Fire academies that have additional requirements and pre-requisites that have been established by outside governing bodies and are widely communicated and distributed to students through the Catalog and website. [IIC57, IIC58, IIC59]

The District publishes an annual Catalog to clearly define requirements for all degrees, certificates and transfer information. As discussed in Standard II.C.5., academic counseling is provided at all three District campuses for advisement towards degrees, certificates, and transfer goals completion. Pathway sheets for each major offered within the District are also prominently displayed within the Student Services hallways at all three locations and are also posted online. Additionally, the District developed a student awareness and media campaign around the UC Transfer Admission Guarantee and the CSU ADT programs. This ongoing campaign includes emails to current students, posters on all District campuses, press releases, presentations to high schools, and information in the Superintendent/President's annual report given at the board meetings of each feeder high school district. [IIC60]

In addition, the District has implemented Degree Works, which allows students to track their progress towards degrees and certificates, while also allowing them to view what-if

scenarios for students wishing to explore a change or modification in major. [IIC62] The District began developing the program for use on its campuses during the 2015-2016 school year and introduced it to students during the 2017-2018 year. [IIC61]

Staff training for Admissions and Records personnel and Counseling staff is ongoing including annual conferences and local training sponsored by the District to ensure compliance with state and federal mandates for access, confidentiality, and privacy laws.

Analysis and Evaluation

The District meets the Standard. The District adopts and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs and advising students on clear pathways to complete degrees, certificates, and transfer goals.

Plans for Future Action

None.

Standard II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The District evaluates the effectiveness of the admissions and placement procedures through Institutional Program Review annually. The District uses CCC Apply for student admissions; it is an open access, online application process. Beginning in 2018-2019, CCC Apply will capture information such as self-reported high school grade point average, highest level of math completed, grade in highest level math completed, and grade in the highest English class completed – to be used as multiple measures assessment, in conjunction with the standard placement exams, when placing students in English and math classes. CCC Apply can be accessed remotely online or at the Welcome Center in Visalia, the Hanford Hub, or the Tulare Student Services Counter for one-on-one assistance. The Access and Ability Center assists students requiring further accommodations for the admissions process. [IIC63]

The District administers computerized placement tests at all three campuses. Students are required to have an application for admission on file and verified identification in order to access placement tests. Assessment Center staff assist students in determining the appropriate math test (COS Algebra Readiness, MDTP Elementary Algebra, MDTP Intermediate Algebra, or MDTP Pre-calculus), the appropriate language test (CELSA for ESL or ACCUPLACER for the traditional English test) and math and/or English exemption status, if qualified for exemption. [IIC64]

Students select the math placement test most appropriate for their current skill/knowledge level based on the highest level math class completed in high school with a "C" or better. Students who have not recently completed a math class are provided sample questions to assist in their placement test selection. If a student does not place well on the math placement test, the student is encouraged to take a lower level test before a course placement is determined. [IIC65]

Many students self-identify as ESL students and request the ESL placement test, while others have questions about which test is most appropriate. Assessment Center staff explain the basic differences between the ESL courses and the traditional English courses and help students decide whether the ESL placement test or the traditional English placement test is appropriate. If a student does not do well on the English placement test, that student is encouraged to take the ESL test or consult a counselor. The counselor will assess the student for a possible learning disability, and if appropriate, refer the student to the Access and Ability Center.
 [IIC66]

In some cases, such as for dual enrollment at the local feeder high schools, paper and pencil equivalent tests are administered in large group settings. The Assessment specialist coordinates with high school staff to ensure students have an application for admission on

file and that the high school has an accurate roster with student names, ID numbers, and math tests. Students receive their test results within a week, along with instructions on how to complete orientation, counseling, and the registration process.

Resources for English and math test preparation are available on the COS website. Sample placement test questions are available in the Assessment Center to assist students to prepare for the tests as well as to help students determine which test to take. [IIC67]

New legislation from the state Chancellor's Office, built into the Student Success and Support Program, requires that the District continually evaluate admissions and placement services and instruments to ensure compliance with Senate Bill 1456 and California Education Code, sections 78210-7821 (see validation chart below). The District has been exploring options for implementing multiple measures assessment for adoption in fall 2018. By capturing multiple measures assessment data through CCC Apply, the District has been able to automate the current prerequisite override criteria for English and math courses. The English and Math departments are working toward full implementation of AB 705 by fall 2019. [IIC68, IIC69]

The District currently uses placement tests that are approved by the California Community College Chancellor's Office (see chart on next page) and regularly evaluated to validate effectiveness while reducing bias. The District's admissions and placement practices are in compliance with Title 5 regulations and Board Policy on Admissions and are included in the District Catalog. [IIC70]

College of the Sequoias Placement Test Validation

Assessment Instrument	Semester Consequential Validation	Semester Disproportionate Impact Study	CO Instrument Approval Expiration Date	In Compliance with Six Year Review Cycle
1. ACCUPLACER Reading	S15	S15	Probationary – (7-1-17)	YES
2. ACCUPLACER Sentence Skills	S15	S15	Probationary – (7-1-17)	YES
3. COMPANION Reading - Form F	S15	S15	Probationary – (7-1-17)	YES
4. COMPANION	S15	S15	Probationary – (7-1-17)	YES
5. CELSA (ESL) - Form 1 and 2 (2000)	F12	*	Full – (3-1-19)	YES
6. COS Alg. Readiness Test – Form A (1998)	S12	S12	Full– (3-1-19)	YES
Test - EA50C86	S12	S10	Full – (3-1-19)	YES
8. MDTP Inter Algebra Test - Form IA45C86	S12	S10	Full – (3-1-19)	YES
9. MDTP Precalculus Test - Form PC40C86	S12	S10	Full – (3-1-19)	YES

- # of students in ESL program insufficient to conduct disproportionate impact analysis.

Analysis and Evaluation

The District meets the Standard. The District regularly evaluates its admissions and placement procedures to ensure effectiveness and to reduce bias. The District has established processes in place to evaluate the effectiveness of admissions and placement tests through annual program review and the placement test validation processes.

Plans for Future Action

Although the District meets the Standard, in alignment with new legislation, the District is in the process of developing multiple measures placement to improve student placement into transfer-level English and math. The District has adopted three objectives in the 2018-2021 Strategic Plan to increase the percentage of students who complete transfer-level English and math within their first year. In addition, the Quality Focus Essay includes a project to implement multiple measures assessment to maximize student placement into transfer-level English and math.

Standard II.C.8. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

Evidence of Meeting the Standard

The District maintains student records permanently, securely, and confidentially, with provision for secure backup of all files in full compliance of the California Code of Regulations, the FERPA Act of 1974, and the Educational Code. Student Record Notice/Directory Information is published and follows established policies set forth in Administrative Procedure on Student Records and Directory Information [IIC72] for the release of student records.

The District uses the Banner Document Management Suite to further maintain student records securely and confidentially. In addition, records are backed up on a daily basis through the Technology Department. The District has established multiple firewalls to protect the integrity of security systems. Students may access their student records through their Banner portal with a password.

The District has documented processes in place for receiving, investigating, and storing student complaints. Formal student complaints are generated and housed within Student Activities and Affairs, while all documentation related to student discipline is filed in the Student Services Dean's Office. [IIC73]

Analysis and Evaluation

The District meets the Standard. The District maintains student records permanently, securely, and confidentially and has procedures in place to ensure files are systematically and regularly backed up. The District has published procedures in place for release of student information and ensures that these procedures are followed.

Plans for Future Action

None.

Evidence: Standard IIC

Standard II

Standard II

Standard III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A.1. *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Evidence of Meeting the Standard

The District ensures the quality of its personnel through clear and rigorous standards for hiring. Planning processes for the District ensure that the Mission is central to developing positions. Procedures for selection of personnel are clearly and publicly stated within four hiring procedures documents available through Human Resources: Management Hiring Procedures, Faculty Hiring Procedures, Confidential Employee Hiring Procedures, and Classified Employee Hiring Procedures. These procedures are also codified in the COSTA Master Agreement and in the Academic Senate faculty hiring agreement with the District. [IIIA1] Required qualifications for administrative, faculty, and staff positions are composed by teams of knowledgeable staff and faculty in accordance with these procedures.

Hiring Qualified Personnel

The District's employee hiring procedures and guidelines ensure employment of highly qualified individuals who are knowledgeable in their specific area, who are skilled in performing the essential functions of the job, and who can assist in the effort to foster overall District effectiveness.

In addition, the Board of Trustees, represented by the administration, has the legal and public responsibility for ensuring a fair and effective hiring process. To that end, it is the District's philosophy that the responsibility for selecting well-qualified individuals involves the effective participation of appropriate personnel in the required phases of the hiring process.

To ensure that the District hires employees who are qualified to maintain effective programs, services, and operations, the District follows the hiring procedures for the position. These procedures follow a robust process to recruit, interview and select qualified employees. Job descriptions are reviewed and revised as necessary to ensure that minimum qualifications, job duties, and requirements are clearly stated. Human Resources reviews applications to ensure applicants meet minimum qualifications. Candidates participate in interviews and a job-specific simulation activity, such as a teaching demonstration. Final candidates are forwarded for a second level interview with the Superintendent/President, area administrator, and other hiring committee members as designated by the hiring procedures. [IIIA2]

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Criteria, Qualifications and Procedures

Board Policy and Administrative Procedure on Recruitment and Hiring [IIIA93] provides that the District shall have written hiring procedures for faculty, management, classified and confidential employees. The employee hiring procedures are located on the District's Human Resources website as follows:
- Faculty Hiring Procedures
- Management Hiring Procedures
- Classified Hiring Procedures
- Confidential Employee Hiring Procedures

Additionally, pursuant to Board Policy and Administrative Procedure on Nondiscrimination [IIIA94] the Equal Employment Opportunity Plan guides the District in ensuring hiring processes are compliant with equal employment opportunity laws.

Job Descriptions

Faculty job descriptions are developed by area faculty, Human Resources, and the area Vice-President. Job descriptions include a description of the position; the minimum qualifications required for the position; desirable qualifications for the position; information on courses to be taught if hired; academic responsibilities associated with being a District faculty member; academic and work experience needed for the position; and the requirement that the faculty member, if hired, must have knowledge of and commitment to working with students of diverse backgrounds in accordance with the District Mission. Faculty degrees must be from accredited institutions and applicants claiming equivalency must follow the Board Policy on Equivalency [IIIA95] prior to interviewing.

Pursuant to the classified collective bargaining agreement, representatives from the California School Employees Association (CSEA) and the Human Resources office collaborate to develop classified job descriptions. Job descriptions typically include description of the position, minimum qualifications, duties, conditions of employment, working conditions, screening procedure, and the application procedure. As provided for in CSEA Master Agreement Article I, new classified positions can be established only after agreement is reached between the District and the classified bargaining unit. [IIIA96]

The Management Handbook contains information on the recruitment and selection of management employees. When a management position becomes available, the supervisor responsible for the position works jointly with the Human Resources Office to develop a job description. Job descriptions include basic function, representative duties, required knowledge and abilities, education and experience, and the application procedures. [IIIA97]

The Confidential Employee Handbook contains information on the recruitment and selection of confidential employees. When a confidential employee position becomes available, the supervisor responsible for overseeing the position works jointly with the

Human Resources Office to develop a job description. Job descriptions include basic function, representative duties, required knowledge and abilities, education and experience, and the application procedure. [IIIA98]

Position Descriptions and Publication

Position descriptions are reviewed and updated as necessary by Human Resources staff, Senior Management, the hiring supervisor, unions, and the hiring committee members. The Senior Management team is responsible for determining the position qualifications in accordance with Title 5 requirements and the District Mission for management positions. Human Resources works with faculty hiring committees to draft the job announcement. The faculty hiring committee determines the relevant discipline to define the minimum qualifications as set by the California Community Colleges and any additional qualifications. [IIIA3]

Position descriptions list the appropriate education, training, and experience required to perform the duties of the position. [IIIA4]

Job announcements are created based on the information listed on the job description and are posted on the District's website, posted in Human Resources, and sent to other external sources. [IIIA5]

Analysis and Evaluation

The District meets the Standard. The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution serving the student population. Management hiring procedures, faculty hiring procedures, confidential hiring procedures, and classified employee hiring procedures are published in respective documents located on the Human Resources website. Each job description and job position flyer accurately reflect position duties, responsibilities, and authority.

Plans for Future Action

None.

Standard III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

ER 14 Faculty. The institution has sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

The District ensures that faculty are qualified in relevant subject areas and have the required skills to perform necessary job duties. Faculty hiring processes incorporate review of degrees and experience required for the assignment, including development of curriculum and student learning assessment. The District's faculty hiring processes connect to the Mission through the governance process and ensure the District has a sufficient number of faculty to achieve the District Goals and Objectives.

The District's Integrated Planning Manual, Governance Manual, Resource Allocation Manual and board policies and administrative procedures provide the structure and method for hiring qualified employees and for ensuring that there are sufficient faculty to meet the District's educational objectives. The District Mission is the foundation for all planning processes and District Goals and Objectives are central to resource allocation. In the cycle of integrated planning, resources are allocated based on their connections with District Goals, service area outcomes, student learning outcomes, and/or District Objectives. [IIIA6] Faculty positions are requested through the annual program review process and prioritized through the procedure for ranking tenure-track faculty vacancies by Instructional Council. [IIIA7]

To ensure that faculty are qualified in the respective area, the District adheres to the minimum qualifications for faculty as determined by the Board of Governors of the California Community Colleges. Human Resources staff work with faculty hiring committees in accordance with the District's Faculty Employee Hiring Procedures to determine which discipline list is relevant for defining the minimum qualifications for the position. The faculty hiring committee determines additional required and preferred qualifications including experience, discipline expertise, skills and activities. The District faculty-led Equivalency Committee, a sub-committee of Academic Senate, reviews any challenges for equivalence to the minimum qualifications for the position. [IIIA8]

To ensure qualified faculty are hired, job announcements for full-time and adjunct faculty include minimum qualifications which list the appropriate degree, professional experience,

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and discipline expertise to perform the duties of the position. The job announcement also includes a position description that defines the level of assignment, desirable teaching skills, potential to contribute to the Mission of the Institution, development and review of curriculum, and assessment of learning outcomes. [IIIA9]

The faculty hiring process is a robust and collaborative procedure codified in the Faculty Employee Hiring Procedures, which is a joint agreement between Academic Senate and the District. [IIIA10] Faculty applications are initially screened by Human Resources staff to verify minimum qualifications. The level one faculty hiring committee includes faculty members and administrators who make a final determination as to whether applicants meet the desired qualifications, then review and rate the qualified applications to select candidates to be invited for interview. Selected candidates for faculty positions conduct a teaching demonstration and interview with the hiring committee. The hiring committee then evaluates the candidates based on required criteria which include the following:

- Teaching/counseling ability and potential;
- Communication skills;
- Subject area knowledge and ability;
- Commitment to professional growth;
- Ability to contribute to the District;
- Sensitivity and understanding of diverse student populations;
- Ability to contribute to student retention;
- Interest in serving the larger community.

The level one hiring committee identifies candidates who most closely meet the needs of the District and forwards at least three candidates to the level two hiring committee for a second interview. The level two hiring committee includes the Vice President of the respective area, the Superintendent/President, the area dean, the chair of the level one hiring committee and a second faculty member from the level one committee if desired. The level two committee interviews the finalist candidates and makes a recommendation to the Superintendent/President. The vice president and other level two committee members conduct reference checks of the finalist candidates. The Superintendent/President selects the final candidate to recommend to the Board of Trustees which approves the hiring. [IIIA11]

When a candidate is selected as a finalist, Human Resources staff review transcripts and verify that the required degree is from an institution accredited by a recognized U.S. accrediting agency. Candidates who have degrees from a non-U.S. institution are only recognized if the candidate has submitted a formal evaluation of the degree. In addition, the administrative procedure on faculty equivalency ensures that a foreign degree equivalency will be determined by a credentials evaluation service that is approved by Human Resources. [IIIA12]

To ensure that the District employees a sufficient number of faculty to meet the Mission and educational goals, the District's personnel, budgeting, and selection processes are part of the Integrated Planning processes and codified in the Resource Allocation Manual and

in administrative procedures. In addition, the Faculty Obligation Number is analyzed annually to further determine any unmet need for faculty positions. The District has met the Faculty Obligation Number each year by hiring the appropriate number of faculty to maintain the requirement. [IIIA13]

The District's process for funding and prioritizing faculty hires is codified in the Administrative Procedure for Submitting and Ranking Tenure Track Faculty Vacancies and in the Administrative Procedure for Submitting and Ranking Student Services Instructional and Non-Instructional Faculty. [IIIA13] Faculty positions are part of the Institutional Program Review process where divisions provide data and evidence to determine the need for new or replacement full-time faculty. Divisions participate in a ranking process and prioritized requests are forwarded to Instructional Council (for academic faculty) or to Student Services Council (for Student Services faculty). The Instructional Council and Student Services Council review Program Review data and department-specific data on efficiency and success and, following a robust discussion, vote on a prioritized ranking. These prioritized lists are submitted to the vice presidents of Academic Services and Student Services for review and submission to the Superintendent/President. The Superintendent/President presents the final prioritized list for tenure-track faculty positions to District Governance Senate. [IIIA14]

The number of faculty to be hired each year is based on the data in Program Review and the analysis of the Faculty Obligation Number as determined by the State Chancellor's Office. The vice presidents of Academic Services and Administrative Services review relevant data and develop a recommended number of faculty to be hired each year to maintain effective programs and services. The recommendation is presented to the Budget Committee which makes a recommendation to District Governance Senate on the number of faculty to be hired. [IIIA15]

The District employs adjunct faculty to supplement full-time faculty in most departments. Adjunct faculty are hired based on department needs and availability of class sections, which is determined by the Enrollment Management Committee (EMC) and the division or department during the course scheduling process.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District has consistent processes in place to ensure faculty have knowledge in the subject area and appropriate experience and skills required for the position; degrees are verified by Human Resources staff. Faculty job descriptions include support for the Mission as well as responsibility for curriculum and student learning outcomes assessment.

Plans for Future Action

None.

Standard III.A.3. *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

Evidence of Meeting the Standard

The District ensures that administrators and other employees responsible for educational programs and services meet the minimum and desired qualifications necessary to perform the duties and responsibilities to sustain effectiveness and academic quality. New and replacement administrative positions are vetted through the personnel request process. [IIIA16] Positions are requested through annual program review, the participatory governance process, and ranking by the appropriate area vice-president, with a final prioritized list developed by the Superintendent/President.

The recruitment and selection of administrators is conducted in adherence to the District's Management Employee Hiring Procedures. [IIIA17] The appropriate area administrator and/or Senior Management develop the job description and set minimum and desired qualifications for management positions in accordance with state mandates and local District needs. [IIIA18]

The Human Resources Department leads the hiring process for new and replacement positions and assures that candidates meet the required qualifications for the position. Human Resources staff create administrative job announcements based on the job description to ensure the candidate possesses the necessary qualifications. In accordance with the management hiring procedures, the immediate supervisor serves as the chairperson of the hiring committee. Hiring committee members, which include administrators, staff and faculty, establish criteria and screen eligible applicants for selection of qualified candidates. The interview process consists of a job-specific simulation activity and one or two panel interviews, depending on the level of the position. The panel process and input from various stakeholders allow for further assessment of the administrator's qualifications to successfully perform the duties required for the position and the ability to sustain academic quality.

Following the initial interview process, selected candidates are invited to finalist interviews with the Superintendent/President. At the conclusion of the finalist interviews and reference checks, if an excellent candidate has been identified, the Superintendent/President will make the management appointment and present the candidate for ratification by the Board of Trustees.

Analysis and Evaluation

The District meets the Standard. The District's hiring processes ensure that administrative position descriptions include qualifications that emphasize candidates' ability to sustain academic quality and institutional effectiveness. Management hiring processes are well-

established and provide opportunities for stakeholders to assess the qualifications necessary to perform the duties and sustain academic quality.

Plans for Future Action

None.

Standard III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The District ensures that required degrees held by faculty, administrators, and other employees are from accredited institutions or the equivalent. District job announcements clearly state that required degree(s) must be from an accredited college or university. [IIIA19] Management, confidential and classified employee hiring procedures state the following:

> All degrees and units used to satisfy minimum qualifications shall be from accredited institutions. Foreign degree equivalency will be determined by a credentials evaluation service. A list of accepted services may be obtained from the Office of Human Resources. The expense of this evaluation is the responsibility of the applicant. [IIIA20]

When a candidate is selected as a finalist, Human Resources staff review transcripts and verify that the required degree is from an institution accredited by a recognized U.S. accrediting agency. Candidates who have degrees from a non-U.S. institution are only recognized if the candidate has submitted a formal evaluation of the degree. In addition, the administrative procedure on faculty equivalency ensures that a foreign degree equivalency will be determined by a credentials evaluation service that is approved by Human Resources. [IIIA21]

Analysis and Evaluation

The District meets the Standard. The District verifies the qualifications of applications and newly hired personnel. Degrees from non-U.S. institutions are validated for equivalency; these processes are codified in District policies and hiring procedures.

Plans for Future Action

None.

Standard III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The District ensures that all personnel are evaluated systematically and at stated intervals. The District has established evaluation processes that include performance of duties, participation in appropriate activities, and areas for improvement. When improvement is recommended, the evaluation processes ensure that follow-up is appropriate and timely. The Board of Trustees recognizes that evaluation of employees is an administrative responsibility and authorizes the administration to proceed with conducting regular and timely employee evaluations as prescribed within the applicable employee collective bargaining agreements. The Board further recognizes that a highly successful District must have staff members who are competent in relevant areas. The goal of evaluations is to assist employees to improve in the performance of their duties with appropriate follow-up as needed. [IIIA22]

The administrative procedure on employee evaluations states that evaluation of District employees is conducted using guidelines in the employee's applicable collective bargaining agreement and further defines the criteria and the evaluation process for each of the bargaining units. [IIIA23] The process and criteria for evaluation of managers and confidential staff are established through the personnel policies for managers and codified in the respective handbooks. [IIIA24]

Staff, faculty, and administrators are evaluated on a regular basis at stated intervals which are tracked and reported by the Human Resources Department. Human Resources staff notify the respective administrator when evaluations are due for adjunct faculty, staff, and administrators. The appropriate vice president notifies full-time faculty and deans when faculty evaluations are due based on a schedule maintained by the Office of Academic Services. The schedules for employee evaluations are maintained in the District's management information system (EIS). [IIIA25]

The philosophy and purpose of classified staff evaluation, as codified in the Master Agreement, is to identify and commend effective performance; counsel and assist employees to improve performance; and appropriately document the basis for commendation and/or concerns of job performance. [IIIA26] The criteria for evaluation and assessment of classified staff includes the performance of representative duties, maintenance of professional and effective attitude toward job performance, and observation of the employee's work product. Supervisors meet with staff members to discuss and provide recommendations and directions for improvement for each evaluation. Classified staff are evaluated on or before the sixth month of service. Staff are then

evaluated annually or every two years, dependent on their salary step, or more frequently as necessary.

The purpose of faculty evaluations is to assess the performance of faculty in their respective roles at the District and to acknowledge outstanding performance and document performance that is not meeting expectations. [IIIA27] The faculty evaluation process involves the assessment of performance of faculty in teaching methods, materials and effectiveness; non-classroom methods, materials and effectiveness; and professional responsibility. Faculty develop an evaluation plan addressing each of these areas, which is reviewed by the area dean. The evaluation of instruction focuses on delivering the content in the course outline of record and the syllabus, or for counselors – a student educational plan. The faculty evaluation committee consists of two tenured faculty members and the area administrator, each of whom conducts an observation and addresses the performance criteria as indicated in the evaluation plan. Faculty include student learning outcomes in their syllabi and participate in the Student Learning Outcomes assessment cycle. Probationary faculty are evaluated annually while tenured faculty are evaluated every three years in accordance with California Education Code. [IIIA28] The evaluation process for probationary faculty includes a meeting of the evaluation committee. Based on the feedback and evaluation, the area supervisor provides recommendations for improvement.

The adjunct faculty performance evaluation is designed to improve the quality of instruction, enhance academic growth, promote professionalism, and assess performance. [IIIA29] Evaluations include a classroom observation, student evaluation questionnaire, a self-evaluation, and administrative response. Adjunct faculty are evaluated the first semester of employment and at least once during every six semesters, with more frequent evaluations scheduled by the appropriate administrator if necessary. The area supervisor provides final feedback and improvement plans and timelines as needed.

Management and confidential employee evaluations serve as an opportunity for feedback on work quality, overall work performance, work behavior, strengths and weaknesses, supervisor's perceptions, and how to improve and enhance performance. Managers and confidential employees are evaluated on an annual basis through a three-step process that includes goals development, mid-year self-assessment, and year-end evaluation. [IIIA30] The supervisor provides feedback and critique through the evaluation which culminates with recognizing achievements and accomplishments, measureable progress or improvements in performance, discussion of strengths and weaknesses, and guidance and suggestions for improvement.

Completed evaluations for all employee groups are recorded electronically in the District's integrated software program (Banner) and filed in the employee personnel file.

Analysis and Evaluation

The District meets the Standard. The District has processes in place to ensure that evaluations lead to improvement of job performance. Evaluations for employees are tracked and updated by Human Resources and Academic Services to ensure evaluations are completed on a timely and regular basis. Evaluation criteria are jointly established by the employee group and the District to ensure that evaluations accurately reflect effectiveness of personnel in performance of duties.

Plans for Future Action

None.

Standard III

Standard III.A.7. *The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

ER 14 Faculty. *The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.*

Evidence of Meeting the Standard

The District ensures that the appropriate number of qualified faculty are employed to maintain the quality of its educational programs and services. The District's personnel budgeting and selection processes are part of the Integrated Planning Processes and codified in the Resource Allocation Manual and in administrative procedures. In addition, the Faculty Obligation Number is analyzed annually to further determine any unmet need for faculty positions. [IIIA31]

The District's process for funding and prioritizing faculty hires is codified in the Administrative Procedure for Submitting and Ranking Tenure Track Faculty Vacancies and the Administrative Procedure for Submitting and Ranking Student Services Instructional and Non-Instructional Faculty. [IIIA32] Faculty positions are part of the Institutional Program Review process where divisions provide data and evidence to determine the need for new or replacement full-time faculty. Divisions participate in a ranking process and prioritized requests are forwarded to Instructional Council (for academic faculty) or to Student Services Council (for Student Services faculty). The Instructional Council and Student Services Council review program review data and department specific data on efficiency and success and, following a robust discussion, vote on a prioritized ranking. These prioritized lists are submitted to the vice presidents of Academic Services and Student Services for review and submission to the Superintendent/President. The Superintendent/President presents the final prioritized list for all tenure-track faculty positions to District Governance Senate. [IIIA33] In 2016-2017, 17 new faculty positions were approved for hire through the program review process. Examples include Dance, History, and two Child Development faculty. [IIIA34]

The number of faculty to be hired each year is based on the data in Program Review and the analysis of the Faculty Obligation Number as determined by the State Chancellor's Office. The vice presidents of Academic Services and Administrative Services review relevant data and develop a recommended number of faculty to be hired each year to maintain effective programs and services. The recommendation is presented to the Budget Committee which makes a recommendation to District Governance Senate on the number of faculty to be hired. [IIIA35]

The District employs adjunct faculty to supplement full-time faculty in most departments, many in CTE areas. For example, the Paralegal Program relies on practicing attorneys to provide up-to-date and relevant instruction for students. Adjunct faculty are hired based on department needs and availability of class sections, which is determined by the Enrollment Management Committee and the division or department during the course scheduling process.

To ensure qualified faculty are hired, job announcements for full-time and adjunct faculty include the minimum qualifications which list the appropriate degree, the professional experience, and discipline expertise to perform the duties of the position. The job announcement also includes a position description that defines the level of assignment, desirable teaching skills, potential to contribute to the Mission of the institution, development and review of curriculum, and assessment of learning outcomes. The faculty hiring process is a robust and collaborative procedure codified in the Faculty Employee Hiring Procedures which is a joint agreement between Academic Senate and the District. [IIIA36]

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District has established procedures to determine appropriate staffing levels for faculty to assure effective support for programs and services. Faculty job descriptions include the importance of curriculum work and assessment of student learning outcomes. These processes are established in the integrated planning processes, participatory governance structure and resource allocation processes.

Plans for Future Action

None.

Standard III

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Standard III.A.8. *An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

Evidence of Meeting the Standard

The District's employment policies and practices for adjunct faculty are detailed in the Master Agreement between the District and College of the Sequoias Adjunct Faculty Association/University Professional and Technical Employees (COSAFA/UPTE). The Master Agreement contains provisions for adjunct faculty evaluation, professional development, and participation in District governance. The Faculty Enrichment Committee (FEC) offers support for professional development, including some events specifically for adjunct faculty; additionally, adjunct faculty are included in District evaluations of effectiveness, including District wide employee satisfaction surveys.

The Office of Research, Planning and Institutional Effectiveness conducts a bi-annual survey of District employees (the Giant Questionnaire), and results are disaggregated by employee status, including full- and part-time faculty, administrators and classified staff. [IIIA37] Survey results indicate strong agreement from adjunct faculty that the District is a great place to work (95 percent agreement), that their work and contributions make a difference (97 percent agreement), and that the District has clear policies, processes and protocols that allow them to effectively do their jobs (85 percent agreement). Overall, 97 percent of part-time faculty who completed the survey reported they were satisfied with their work environment.

In an effort to support student success and the integration of adjunct faculty at the institution, the District supports adjunct faculty office hours through the COSAFA Master Agreement. Though not required, adjunct faculty may choose to provide office hours to students for consultation and advising, and adjunct faculty may apply for funding to support these hours. [IIIA38] The District has designated office space on all three campuses for adjunct faculty. [IIIA39] In addition, in 2017, the District made a substantial increase to the budget for adjunct faculty office hours to enable more adjunct faculty members who request office hours to be compensated. The Faculty Enrichment Committee budget was increased in 2017-2018 to provide additional support for adjunct faculty to attend meetings, trainings, and other FEC-approved activities. [IIIA40]

The District's governance and decision-making processes include adjunct faculty representation on several governance committees, including District Governance Senate, Academic Senate, Budget Committee, and Faculty Enrichment Committee among others. [IIIA41] These representatives ensure that part-time faculty are integrated into the institution, with input on District policies and procedures, available professional development activities, and policies impacting instruction. For example, a COSAFA representative is included in the Calendar Work Group, which meets annually to develop the District's academic calendar based on California Community College Chancellor's

Office guidelines. The COSAFA representative provides input and feedback from adjunct faculty on the effectiveness of the calendar and schedule for students and faculty. This recommended calendar developed by the work group is presented to Academic Senate, District Governance Senate, and Board of Trustees for final approval. [IIIA42] The COSAFA Master Agreement provides for compensation for adjunct faculty serving on select governance committees.

Adjunct faculty are also encouraged to participate in program review development and Dialogue Days regarding outcomes assessment. For example, adjunct faculty in the Education Program collaborated to complete the 2017 Program Review and are working together to implement program improvements. The faculty developed an online community for the Education degree students to connect and learn about resources. [IIIA43]

Adjunct faculty are invited and encouraged to attend District professional development and orientation activities such as convocation, departmental meetings, and FLEX workshops. Although not required, the COSAFA Master Agreement indicates that adjunct faculty are encouraged to participate in division meetings, volunteer for District committees, and attend FLEX activities on a voluntary basis. [IIIA44] The agreement makes funds available to compensate adjunct faculty for participation in these activities and the District made a substantial increase to this budget in 2017. For example, the Faculty Enrichment Committee provides an annual teaching boot camp available to both full- and part-time faculty, as well as an orientation specifically designed for new part-time faculty, during the week of fall convocation. [IIIA45] Topics covered during the part-time faculty orientation include syllabus development, accessing District resources, faculty rights and obligations, and tips for the first instructional day. [IIIA46] The Distance Education Committee at COS provides funds for adjunct faculty to attend professional development directly related to improving online instruction. [IIIA47]

Adjunct faculty are regularly evaluated according to the terms set forth in the Master Agreement. [IIIA48] The purpose of evaluation is to improve quality of instruction, enhance academic growth, promote professionalism, and assess faculty performance. [IIIA49] The evaluation process includes review and oversight from the area division chair and dean. [IIIA50]

The District's commitment to support and professional development of adjunct faculty is exemplified by the number of adjunct faculty successfully hired into full-time positions. From 2014 to fall 2018, more than half of the full-time faculty hired were existing adjunct faculty.

Analysis and Evaluation

The District exceeds the Standard. Adjunct faculty are integrated into the life of the District through participation in District governance, availability of office space and scheduling of office hours, and provisions in the COSAFA Master Agreement for oversight and evaluation. Results of District wide surveys show that part-time faculty feel the District has clear policies, processes and protocols that allow them to do their job/s effectively, that their work and contributions make a difference, and that the District is a great place to work.

Plans for Future Action

None.

Standard III.A.9. *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.*

ER 8 Administrative Capacity. *The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)*

Evidence of Meeting the Standard

The District has demonstrated policies and practices in place to ensure that there is a sufficient number of qualified personnel to maintain effective and efficient College operations. The District's Integrated Planning Manual, Governance Manual, Resource Allocation Manual and board policies and administrative procedures provide the structure and method for hiring qualified employees and ensuring that there are sufficient staff to manage operations. The District Mission is the foundation for all planning processes, and District Goals and Objectives are central to resource allocation. In the cycle of integrated planning, resources are allocated based on their connections with District Goals, service area outcomes, student learning outcomes, and/or District Objectives. [IIIA51]

Each year, Senior Management determines the funds available for personnel requests. Personnel requests are part of the annual Institutional Program Review process as identified in the Board Policy "to provide a rationale or context for resource requests." [IIIA52] As established in the administrative procedure on requests for personnel, budget augmentations, facilities and/or equipment, Senior Management conducts a review of classified, management, and confidential staffing requests generated from program review. [IIIA53] Program review includes an analysis of evidence of the need for additional or replacement personnel for each unit and ties the need to District Goals and Objectives. [IIIA54] For units that do not participate in Institutional Program Review, new positions are requested through Senior Management Council when deemed necessary for furthering the District's Master Plan or Strategic Plan, and according to the procedures set forth in the District's Management Handbook. [IIIA55]

Through a participatory governance process including Instructional Council or Student Services General Council, area vice presidents and the Superintendent/President compile a prioritized list of requests within their area and develop a written rationale that is based on criteria and evidence which links to outcomes and/or District Objectives. [IIIA56] For example, the Instructional Council meets in the fall and each division presents their classified staff requests as identified in program review and prioritized by their division. Instructional Council members vote and develop a final prioritized ranking of positions that is submitted to the Vice President of Academic Services. The vice president presents the prioritized list that includes any recommended changes to Senior Management Council in March and ultimately to the Superintendent/President. The Superintendent/President then finalizes the prioritized list after the Governor's May revise budget proposal is available, and the new positions are built into the following year's budget. [IIIA57]

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Once the need for a position is established, the District follows the classified hiring procedures to ensure that staff have the appropriate qualifications for the position and department needs. [IIIA58] Job descriptions are developed by the Human Resources Department and the area supervisor that list minimum qualifications and the related knowledge, skills and abilities required for the position. The area vice president reviews and finalizes the job descriptions. Candidates for positions go through a robust hiring, interview, and selection process as outlined in the Classified Employee Hiring Procedures.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District has policies and practices that determine that the appropriate number of staff is available to support the operations of the District. The established hiring procedures serve to ensure that qualified staff are selected for positions at the District. The participatory governance structure, integrated planning structure and Resource Allocation Manual serve as the basis for ensuring sufficient and qualified staff are in place.

Plans for Future Action

None.

Standard III.A.10. *The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.*

ER 8 Administrative Capacity. *The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)*

Evidence of Meeting the Standard

The District ensures that a sufficient number of qualified administrators are in place to provide leadership and support for programs, services, and operations. The District's planning, governance, and resource allocation processes, along with board policies and administrative procedures, provide the structure and method for hiring qualified employees and ensuring that there are sufficient administrative staff to manage operations. The District Mission is the foundation for all planning processes while District Goals and Objectives are central to resource allocation. In the cycle of integrated planning, resources are allocated based on their connections with District Goals, service area outcomes, student learning outcomes, and/or District Objectives. [IIIA59]

Requests for new management positions are developed annually in Institutional Program Review. As delineated in the administrative procedure for requests for personnel, the Program Review includes data and analysis that describe the need for new or replacement positions. [IIIA60] Through the budget development process, Senior Management conducts an annual review of management staffing requests generated from Program Review. For units that do not participate in program review, new management positions are requested through Senior Management Council when deemed necessary for furthering the District's Master Plan or Strategic Plan, and through the processes set forth in the District's Management Handbook. [IIIA61] Management positions are discussed at Senior Management Council and recommendations are made to the Superintendent/President. The Superintendent/President finalizes the prioritized list after the Governor's May revise budget proposal is available, and the new positions are built into the following year's budget. [IIIA62]

Senior Management and/or designee, which includes the immediate supervisors for all vacant positions, reviews all management vacancies and organizational needs to determine ongoing need for the position. For example, in 2017 the academic Dean of Nursing and Allied Health, Business, and Consumer Family Studies retired. This retirement provided an opportunity for the vice presidents and Superintendent/President to analyze the workload and configuration of the position. They recommended a reorganization of the position to create an associate Dean of Nursing and Allied Health. This allowed the District to fill a vacant position – Dean of Business and Social Sciences – that had been absorbed by other deans for several years. This recommendation went to Deans' Council, Instructional Council, and District Governance Senate for feedback and both positions were filled. [IIIA63]

To ensure that the District hires managers who are qualified to maintain effective programs, services and operations, the District follows the Management Employee Hiring Procedures when selecting new managers. [IIIA64] These procedures follow a robust process to recruit, interview, and select qualified managers. Senior Management and the area supervisor review and revise job descriptions as necessary and ensure that minimum qualifications, job duties, and requirements are clearly stated. Human Resources reviews applications to ensure applicants meet minimum qualifications. Managers undergo a panel interview (two panels for dean level and above) and a job-specific simulation activity. Final candidates are forwarded for a second level interview with the Superintendent/President and area administrator.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District has policies and practices in place to determine the appropriate number, qualifications and organization of administrators to meet the District Mission and to provide efficient support for programs, services, and operations. The District's planning processes, resource allocation processes and participatory governance structure ensure that adequate staffing is provided.

Plans for Future Action

None.

Standard III.A.11. *The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

Evidence of Meeting the Standard

The District adheres to publicly available written personnel policies and procedures. The District composes, reviews, publishes and adheres to the Board Policy and Administrative Procedure on such policies and procedures. [IIIA65] Board Policies and Administrative Procedures are regularly reviewed through the District's governance process to ensure currency and compliance with state and federal laws.

The District's Board Policies and Administrative Procedures related to personnel are available for information and review in Chapter Seven of the Board Policies and Administrative Procedures website. For example, these policies and procedures include discipline and dismissal for academic and classified employees, whistleblower protection, political activity, leaves, sabbaticals, and travel among other personnel matters.

The District publishes a Master Agreement for each bargaining unit and negotiates these agreements in accordance with the Board Policy on Collective Bargaining and with the Educational Employment Relations Act. [IIIA66] In addition to the Master Agreements, the District maintains Management and Confidential Employee handbooks, which are publicly available and published on the Human Resources website. [IIIA67]

The District abides by the Master Agreement of each bargaining unit to ensure that policies and procedures are fair and equitably and consistently administered. The District follows the written procedures and policies within each Master Agreement. For example, the COSTA Master Agreement specifies that the provisions of the Agreement shall not be interpreted or applied in a manner which is arbitrary, capricious or discriminatory; it also specifies that rules which are designed to implement the Agreement shall be uniform in application and effect. [IIIA68]

Analysis and Evaluation

The District meets the Standard. The District establishes, publishes, and adheres to its written personnel policies and procedures, including collective bargaining agreements, administrative policies and procedures, and its Management and Classified Employee handbooks.

Plans for Future Action

None.

Standard III.A.12. *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Evidence of Meeting the Standard

The District develops and maintains policies and practices to support its diverse personnel. The District maintains BPs and APs on Equal Employment Opportunity to codify the District's efforts to build a community in which opportunity is equalized, and to foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. [IIIA69] In support of this goal, the Human Resources Office administers an Equal Employment Opportunity Plan according to the administrative procedure. [IIIA70]

The District's Equal Employment Opportunity (EEO) Plan is the primary document guiding the recruitment and hiring of diverse personnel. The District's EEO plan states that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence. [IIIA71] In order to encourage a diverse candidate pool, the District requires a diversity statement as part of the application process for all positions and includes an equal opportunity statement on all advertised positions. [IIIA72]

The EEO Plan includes regular assessment of the District's workforce and applicant pools. Annual reporting is provided to the District's Superintendent/President, and data related to workforce and applicant pools are regularly updated and reported as part of the EEO Plan. [IIIA73]

The EEO Plan is administered by the District's Dean of Human Resources in conjunction with an EEO Advisory Work Group composed of faculty, classified staff, administrators, and community members. [IIIA74] This work group meets at least twice per year to review and develop policies, programs, practices and services that support equal opportunity and diversity in the District's hiring practices. For example, in spring 2016 the work group discussed and developed an equal opportunity training video designed for managers and administrators. [IIIA75] Additionally, the Human Resources Office provides training on equal opportunity to personnel involved in the hiring process. District personnel serving on selection/screening committees are required to receive this training within 24 months prior to their service. [IIIA76] Opportunities for training are provided regularly. For example, in spring 2017, the Dean of Human Resources and EEO co-chair provided an EEO and diversity training workshop to Instructional Council. [IIIA77] In addition, managers participate in annual EEO training. [IIIA78]

In addition to policies and practices designed to support the recruitment and hiring of a diverse personnel, the District's governance process maintains programs and services to support and address diversity issues. For example, faculty, staff, and administrators

participated in a webinar entitled Legally Compliant Strategies for Diversity Enhancement. [IIIA79]

Analysis and Evaluation

The District meets the Standard. The District develops and maintains hiring policies and practices to ensure employment equity and diversity consistent with its Mission, including regular EEO training for managers and selection/screening committees, hiring materials focused on diversity, and regular analysis of equity in workforce and applicant pools.

Plans for Future Action

None.

Standard III

Standard III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District maintains a written code of professional ethics for personnel through the Institutional Code of Ethics Administrative Procedure, including examples of actions the District may take to seek resolution of conflicts concerning ethical behavior. [IIIA80] Possible actions include the use of existing institutional channels and procedures.

The District maintains board policies and administrative procedures for discipline and dismissal of personnel, including classified and academic employees. [IIIA81] Each of these policies and procedures includes language related to violation of policies, procedures, or other guidelines set by the governing board, which is inclusive of the Institutional Code of Ethics.

In addition, the District's Management and Confidential Employee handbooks contain codes of ethics. The Academic Senate adopted a code of ethics in 2013. [IIIA82]

Analysis and Evaluation

The District meets the Standard. The District maintains an Institutional Code of Ethics, which is published and regularly reviewed as part of the District's governance process. The Institutional Code of Ethics contains consequences for violation of the policy.

Plans for Future Action

None.

Standard III.A.14. *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

The District plans and provides opportunities for the professional development of personnel through its governance and institutional planning processes. The District affirms its commitment to professional development in Goals 3 and 4 of the Master Plan, which state that the District will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development; additionally, the District will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement. The District evaluates and assesses progress toward these goals through related District Objectives. The District plans and provides professional development opportunities primarily through employee groups, such as the Faculty Enrichment Committee, Professional Association of Classified Employees (PACE), and Management and Instructional councils.

The Faculty Enrichment Committee is charged with communicating available professional development activities for faculty and for approving and tracking enrichment activities for faculty FLEX hours. Full-time faculty are required per the Master Agreement to earn 20-hours of FLEX Program activity hours per academic year. Faculty are provided with professional development opportunities through FEC and can earn FLEX through additional activities as approved by FEC. Adjunct faculty and staff are also invited to participate in FEC workshops. FEC offers workshops in response to faculty interest in various topics, as measured in the Giant Questionnaire, a District wide survey of faculty, administration, and classified staff. For example, the 2016 administration of the Giant Questionnaire measured interest in a list of potential training topics, and FEC then developed a faculty enrichment plan for the year based on survey results. [IIIA83] The Questionnaire also measured preference for various training formats, such as online sessions, formal presentations, and book discussions. [IIIA84] In addition, full-time faculty can access a $40,000 conference fund to attend specialized training and conferences for professional development. The adjunct faculty professional development budget was recently increased in response to reported training needs.

Classified staff are provided with professional development opportunities through PACE workshops. These workshops address topics such as job skills, employee health, and morale. [IIIA85] PACE also hosts events that promote unity and support collaborative engagement amongst District employees. Faculty are also invited to participate in PACE workshops; all District employees are invited to PACE events.

Professional Development for managers and other administrators is provided through Management Council, Deans Council, and at the annual Management Institute. [IIIA86] For example, the Management Institute is a multi-day workshop that includes opportunity for leadership development and management planning. Managers are also supported throughout the year via membership and attendance at state-wide meetings including the Community College League of California, the California Community College Chief Instructional Officers, Chief Business Officer, and Chief Student Services Officer conferences, and the Association for Community College Administrators (ACCA). Managers are also supported through attendance at the ACCA summer institute for new administrators.

Professional development programs are evaluated through the District's Institutional Planning Process, with annual reports on the Strategic Plan objectives and actions related to professional development. For example, one action completed under the District Objective to increase training for academic and student services staff and faculty was the creation of an evaluation instrument for training sessions. The Office of Research, Planning, and Institutional Effectiveness developed and tested an evaluation form for District trainings then distributed the form for use in training sessions. This process is used to evaluate and improve professional development programs. [IIIA87] Overall District satisfaction with opportunities for professional development is also measured as part of the Giant Questionnaire. For example, in the 2016 administration of the survey, 85 percent of respondents agreed with the statement "I am provided opportunities for professional development and advancement." [IIIA88]

In addition to the opportunities for professional development provided by employee groups, the Human Resources Office provides training opportunities for professional development using Keenan and Associates SafeSchools On-line Training videos. These online training videos cover topics such as mandatory reporting, sexual misconduct, emergency management, employment practices, supervisory practices, environmental awareness and investigation, back injury and lifting, electrical safety, energy conservation, forklift safety, heat injury and illness prevention, Title IX and gender equity in athletics, workplace bullying, conflict management, copyright infringement, food safety, foodborne illnesses, pandemic flu, arson awareness, dating violence, hazing, and defensive driving. [IIIA89] Human Resources also provides regular training on equity and hiring practices through the Equal Employment Opportunity Advisory Committee. [IIIA90]

Analysis and Evaluation

The District meets the Standard. The district plans, provides, and systematically evaluates professional development for faculty, classified staff, and administrators through its Institutional Planning Process. Professional development workshops and programs are provided through the Human Resources Office, Faculty Enrichment Committee, Professional Association of Classified Employees, and Management Council, with regular and systematic input from District employees on the topics and format for professional development programs.

Plans for Future Action

Although the District meets the Standard, the District's 2018-2021 Strategic Plan includes an objective to increase professional development opportunities for and participation of District employees in support of improving operational effectiveness. By May 2020, the District will implement a professional development plan for the coordination, alignment, and management of professional development activities and new employee orientation. [IIIA91]

Standard III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The District has processes and procedures in place to ensure that personnel records are properly stored and kept confidential. District employees have access to their personnel records as required by law. The District follows procedures for confidentiality of personnel records that are outlined in the Master Agreements with the respective bargaining units. [IIIA92] Information contained in personnel records is only released with proper consent. District employees have access to their personnel records upon request. Human Resources Department personnel who handle personnel records are confidential staff who maintain the integrity and confidentiality of personnel documents.

Analysis and Evaluation

The District meets the Standard. The District has provisions and policies for keeping personnel records secure and confidential. Employees have access to review their records upon request.

Plan for Future Action

None.

Evidence: Standard III A

Standard III

Standard III

Standard III

Standard III.B.1. *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Evidence of Meeting the Standard

The District offers courses, programs, and learning support services at three primary locations: Visalia campus, Hanford Educational Center (built and opened in 2010), and Tulare College Center (built and opened in 2013). The 2006 Hanford Improvement District bond and the 2008 Tulare Improvement District bond afforded the District the ability to construct state-of-the-art, energy-efficient, safe, accessible facilities. The 2008 Visalia Improvement District bond allowed for renovations to the Visalia campus, improving access, safety, security, and providing safe, secure, and accessible facilities on the main campus.

To assure sufficient physical resources at all locations, the District annually analyzes space inventory and facility needs through its Five-Year Construction Plan, submitted to the Board of Trustees for action each year. [IIIB1] The Facilities Department meets regularly to review safety and sufficiency of all physical resources as documented in the Facilities Activity Reports. [IIIB2] At any given time, there are approximately 15 or more projects underway for the Visalia campus, and six or more each for the Tulare and Hanford centers, as seen on the Facilities Activity Reports. Recent construction projects include the following:

- A Quad/Pavilion in the center of the Hanford campus, allowing for a gathering place for student events, and a place for students to eat and study. [IIIB68]
- An educational classroom wing at the Hanford campus. This addition provides three new classrooms and a student success meeting room. [IIIB3]
- A Food Services kitchen and counter to provide food services for the first time to Hanford students and staff (opened February 2018). [IIIB4]

The District's Educational and Facilities Master Plan 2015-2025 is the primary document guiding the District to assure safe and sufficient physical resources at all District locations. [IIIB5] This document identifies available facilities space inventory, enrollment projections on all campuses, and future instructional and facilities' needs.

A second resource is the District's Space Inventory and Condition Index by Facility, found in the California Community College Chancellor's Office Fusion System. [IIIB6] Every three years, the state assesses the conditions of facilities in the inventory and applies an index to rank/rate each building or facility in regard to improvement or renovation needs. The District uses these ratings to prioritize facilities projects in its Master Plan.

The District recently completed an internal Americans with Disabilities Act (ADA) compliance audit for the Visalia campus. This audit was conducted by the Dean of

Facilities and a Division of the State Architect (DSA) inspector who examined the Visalia campus facilities and grounds for compliance with ADA accessibility and health and safety needs. This audit resulted in a "Transition Plan" for improving access, safety, and security which will be presented to the Board of Trustees in fall 2018. [IIIB63]

The Hanford Educational Center and Tulare College Center will be audited for compliance in 2018-2019, but respective needs for ADA improvements are expected to be significantly less due to the very recent construction of both campuses.

The Facilities/Safety Council meets monthly to analyze and systematically evaluate the District's facilities and facility-related safety. The Council's current objectives and projects are as follows: function as a clearinghouse for safety issues; update the safety training requirements for new employees; oversee implementation of the Injury and Illness Prevention Program; revise and update the District Safety Manual; and create and implement an Emergency Incident Response guide. [IIIB7] For example, the following safety upgrades were identified and completed:

- Exterior and interior LED lighting upgrades, including parking lots, on the Visalia and Hanford campuses, which enhances campus safety at night, and includes "auto-on" night lighting
- Fencing added to various Visalia campus buildings to secure the buildings at night to eliminate vagrancy and resulting sanitation issues. The new fencing adds security for the staff and students in these buildings. [IIIB9]

Scheduled maintenance projects are implemented annually based on state funding for physical plant and instructional support. The annual funding provides timely repair and maintenance of facilities: to correct and avoid health and safety hazards, to maintain an environment conducive to learning, to prevent the disruption of programs, and to improve long-term cost effectiveness of facility operations. Additionally, it provides for unusual, non-recurring work to restore a facility to a safe and usable condition. Examples of projects completed through scheduled maintenance include HVAC improvements or replacements, flooring replacements, concrete repairs, chiller repairs, air handler repairs, and security fencing repairs. [IIIB15]

The District conducts regular internal facilities and conditions analysis for all rooms on all three District sites. This analysis includes repairs such as carpet, paint, or door hardware that are prioritized by the Facilities Department. In addition, faculty and staff can submit repair requests through the Maintenance Direct Work Order system. These two processes enable the District to provide consistent timely repairs and maintenance throughout all District facilities. [IIIB16]

District personnel conduct analysis of physical resources through the Institutional Program Review process, which enables departments and programs to request above-base resource allocation for physical resource improvements or upgrades needed. Every year, a number of facilities above-base resource requests are granted. [IIIB8] If projects are not funded through the above-base process, the project has the potential to be funded through

Foundation grants. Projects funded through the above-base process, Foundation grants and other processes include the following:

- Fencing added to various Visalia campus buildings to secure the buildings at night to eliminate vagrancy, and resulting sanitation issues. The new fencing adds excellent security for the staff and students in these buildings; [IIIB9]
- Improvements to Agriculture Facilities at the Tulare campus; [IIIB19]
- Three eye wash stations in the art classroom, awarded in March 2017 and completed by fall 2017; [IIIB11]
- A new outdoor Physical Education training area on the Visalia campus was awarded in March 2017 through a Foundation grant with planned completion for fall 2018; [IIIB20]
- A wall divider to separate the math faculty offices from the math computer classroom to provide privacy for faculty and students; [IIIB12]
- Conversion of existing space into a Transfer and Career Center, funded in March 2016. [IIIB10]

The District's property and liability insurance provider, State Wide Association of Community Colleges (SWACC), performs an annual inspection of buildings and grounds for ADA compliance and safety issues. A report is generated from the inspections; it notes areas of concern or needed improvement. [IIIB21] When areas of needed training are identified, the District provides safety training in cooperation with Keenan and Associates for the proper safety procedures following Occupational Safety and Health Administration (OSHA) guidelines and requirements. The District also implements its own regular online safety training for District staff through Keenan and Associates, as can be seen by the over 400 online trainings completed in 2016 alone. [IIIB22]

The District performs and documents regular safety systems testing, such as fire safety inspections, elevator inspections, and hood fume fire suppression inspections. [IIIB23] Related to these safety inspections, the District hired a part-time safety technician in 2017-2018 to specifically oversee and coordinate all facilities' safety compliance tests and reporting as well as ADA facilities accessibility needs and issues. [IIIB24]

The District's Employee Safety Manual [IIIB25] and Emergency Preparedness Handbook [IIIB26] are readily accessible to all staff and community members on the COS website. The Chief of Police serves as the District Safety Officer, and the Dean of Sciences serves as the District Chemical Safety Officer. New employees are trained on the safety issues relevant to their positions. [IIIB27]

Analysis and Evaluation

The District meets the Standard. The District's planning, inventory maintenance, reporting, and safety testing and training contribute to safe and sufficient physical resources that support and assure the integrity and quality of the District's programs and services. The various resulting projects support completion of the District Objectives,

which support the District Goals in the Strategic Plan, and ultimately support and further the District Mission at all locations.

Plans for Future Action

None.

Standard III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The District's decision-making processes as defined in the Governance and Decision-Making Manual ensure that decisions to expend fiscal resources on construction of facilities as well as modernization of facilities or District equipment and technology are approved and analyzed by the Budget Committee, District Governance Senate, and the Board of Trustees. [IIIB28] Annual Institutional Program Review informs the three-year Strategic Plan, which informs the ten-year Master Plan, which supports the District's Mission. This comprehensive planning process provides a framework for short-term and long-term planning. An integral part of this process is planning for facilities and equipment that support the respective programs and services.

The District uses the Facilities Master Plan, the Five-Year Construction Plan, regular administrative reviews, the Facilities Activity Report, the maintenance work order system, preventative maintenance audits, and the technology equipment refresh schedule to assure effective utilization and continuing quality necessary to support programs and services and to achieve the District Mission.

The foundational planning for building and maintaining facilities and grounds occurs in the development process of the Master Plan which includes preparation of the ten-year Facilities Master Plan. [IIIB29] The master planning process links to the District Mission and establishes District Goals. The process calculates space inventory and utilization, projects future enrollment, and summarizes future facility needs. It also analyzes technology needs and assesses sustainability.

For example, the following needs were identified in the 2015-2025 Facilities Master Plan:

- Solar project in Parking Lot Seven of the Visalia Campus (completed October 2015);
- Basic Skills building on the Visalia campus (funding anticipated in 2018-2019 or 2019-2020 from state Prop 51 funds);
- Phase II Construction for the Tulare College Center, which will include an Industrial Technology Building planned for 2024-2025; [IIIB30]
- Additional educational classroom space on the Hanford Educational Center (scheduled for completion spring 2018); and
- Additional parking for the Hanford Educational Center available by 2025.

The District reviews and assesses the Five-Year Construction Plan annually. This process includes an update on Final Project Proposals (awaiting state funding for specific facilities projects) and Initial Project Proposals (submitted for state consideration). District plans for

building or renovating facilities on a larger scale, or those facility plans that require/request state funding, are documented in this plan by analyzing space inventory, enrollment, and facility needs. [IIIB31]

Similar to the Five-Year Construction Plan, sustained processes for planning, building, and maintaining facilities are housed and evaluated in the California Community Colleges Facilities Utilization Space Inventory Option Net (FUSION) software system. The District relies on FUSION to assess facilities, track facility space inventory, plan scheduled maintenance, and plan capital outlay projects. [IIIB32]

For example, based on the Five-Year Construction Plan, the following projects were approved through the Resource Allocation Process:

- Above-base expenditures for facilities and technology; [IIIB33]
- Expenditure plans of one-time mandated cost reimbursements received in 2015-2016 and 2016-2017 for facilities projects; [IIIB34] and
- One-time facilities and equipment funding designated for the Hanford College Center in spring 2017. [IIIB35]

Senior Management Council and Facilities administration regularly review campus facilities to upgrade and more effectively use facilities to support students and programs. Examples of facility usage that are directed through Senior Management Council include the following: renaming and changing the Alpine Building upon Fresno State's end of use, and repurposing that building for Basic Skills programs, tutoring, and the Academic Center for Excellence (ACE) Program; or re-envisioning the use of the facility space above the student union area, and renovating that space into a Career-Transfer Center utilized by counselors, staff, and especially students.

For example, projects include the following:

- Upgrade of the Live Oak building into the Fresno State Visalia campus (fall 2016) with the first bachelor's degree being offered fall 2017; [IIIB36]
- Transformation of unused space in the Student Union into the COS Transfer and Career Center on the Visalia campus (summer 2016); [IIIB37]
- Renovation of a food-service building to create coffee court area and new coffee shop, "The Grind," on the Visalia campus (spring 2017); [IIIB38]
- Transformation of a photography lab into staff office space in the Kern building (completed summer 2018);
- Upgrading office space in the Cedar building (completed 2018); and
- Creation of a food services kitchen on the Hanford Educational Center (completed January 2018). [IIIB39]

Facilities administrators and staff meet regularly to review sufficiency and maintenance of physical resources, as documented in the Facilities Activity Report. At any given time, there are approximately 15 projects underway for the Visalia campus, and at least six on

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the Tulare and Hanford centers, which are tracked and monitored on the Facilities Activity Report. [IIIB40]

The District is successful in meeting timely facilities maintenance and repair needs, as seen through the work order request and service records data from the District Maintenance Department. [IIIB41] The District utilizes an online maintenance work order system called "MaintenanceDirect" (software created by School Dude). Facility-related work orders are generated online and assigned to specific District staff through a centralized system (directed by the Maintenance and Operations manager). Requestors are notified electronically when the request is received, the status during implementation, and when the project is completed.

The Facilities Department conducts preventative maintenance audits monthly, quarterly, or annually on respective equipment, lighting, and vehicles to sustain the continuing quality of facilities and equipment available for District programs, staff, and students. [IIIB42] Vehicle Replacement schedules are maintained and vehicles are taken out of inventory when over 180,000 miles or when multiple/ongoing repairs are needed. Budgets for vehicle refresh were established through the District's Base Budget Augmentation Process. [IIIB43] For example, four new vehicles were purchased for the fleet (two in 2015 and two in 2017), and two new replacement vehicles will be purchased annually. [IIIB44]

The District maintains Technology Equipment Refresh schedules, which specifically address maintenance, upgrades, and replacements of District technology equipment. The District funds student computer lab replacements every five years and staff desktop and laptop computers every six years. In addition, the District funds timely replacements for smart stations and classroom projectors on the established refresh schedule. [IIIB45]

Analysis and Evaluation

The District meets the Standard. The District has regular processes in place to guide the planning, maintenance, and upgrades of facilities, equipment, and other assets. The governance and decision-making processes and resource allocation processes assure the physical resources are utilized effectively and ensure and evaluate continuing quality of resources. Physical resources support programs and services that achieve the District Mission through the Integrated Planning processes. These sustained processes for planning, building, and maintaining facilities and equipment provide assurance of effective utilization of District resources, and continuing improvement in the quality of facilities and equipment available to support the District's programs and services.

Plans for Future Action

None.

Standard III.B.3. *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Evidence of Meeting the Standard

The District's governance and decision-making processes, resource allocation process, and integrated planning process assure regular evaluation of the feasibility and effectiveness of District facility and equipment. Facility, technology, and equipment needs are evaluated, analyzed, and addressed by departments and units District wide on an annual basis through Institutional Program Review, Five-Year Construction Plan, the FUSION system, the Instructional Equipment Plan, the Facilities Condition Index Study and regular department level reviews.

The Institutional Program Reviews for the Facilities Department and Technology Department include annual planning and evaluation of facilities and equipment. The annual Program Reviews for all units may include facilities and technology project planning and service area outcomes to be accomplished in regards to physical resources and technology equipment. Identified needs are submitted as resource requests through the District's resource allocation process, and data supporting the request is analyzed and included. The funding requests may include simple facility renovations, or upgrade requests, or a broader concept of large-scale facility construction or renovation.

Primary data used for ranking and awarding the resources are scored by Budget Committee members using the Above-Base Resource Allocation Rubric. [IIIB46] In order to score requests according to the rubric, committee members used data, rationale, and links to District Objectives found in each Program Review. For example, Program Review requests funded through the resource allocation process and above-base resource requests included the following:

- Converting a room in student center to the Transfer/Career center; [IIIB47]
- Painting study labs and adding signage to the Learning Resource Center; [IIIB48]
- Upgrading and replacement of maintenance equipment; [IIIB49] and
- Increasing wireless access. [IIIB50]

The Five-Year Construction Plan is submitted for Board of Trustees action annually in June and submitted to the Chancellor's Office. The plan includes Final Project Proposals (awaiting state funding) and Initial Project Proposals (submitted for state consideration). [IIIB51]

The District maintains an Instructional Equipment Plan listing anticipated instructional equipment needs for the next five years. The list is updated annually through a collaborative process with Facilities, Accounting, and Technology staff and administration and submitted to the Chancellor's office. [IIIB52]

The Facilities Condition Index Study provides an in-depth analysis of District facilities and highlights the effectiveness of classroom, lab and office space, and the utilization and sufficiency of these physical resources. This in-house facilities condition index provides a foundational document for the District Facilities Department upon which to build future scheduled maintenance, furniture, and fixture plans. The study complements the condition index housed in FUSION, but reports data at a more detailed level, including the condition of carpets, paint, door hardware, and furniture. The District's physical resources are inventoried and analyzed, including space utilization, in FUSION each year, for each campus. FUSION condition indices are documented for every District facility as a result of the tri-annual state inspections and condition assessments. [IIIB53]

In addition, facilities improvement meetings are held regularly with respective departments when a department becomes aware of a specific facilities need. These requests are funded through the Facility budgets or, if the need is more complex or expensive, it is requested through Above-Base Funding or is added to the District's Capital Improvements List. The Capital Improvements List is reviewed by Budget Committee annually. [IIIB54]

Examples of improvements made through the facilities improvements meetings include the following:

- Renovations to the South Sequoia Student Services wing based on input, discussion and assessment with the Student Services Department; [IIIB55] and
- Request for funding additional air conditioning to Potwisha men's locker room based on evaluation and discussion with the Physical Education Department. [IIIB56]

In addition, the Facilities Department administration and staff meet regularly to discuss and review current projects per the Facilities Activity reports, which allows for evaluating and resolving facilities needs and issues at all campuses on a regular basis. [IIIB57]

An example of evaluation of the feasibility and effectiveness of physical resources was granting of $900,000 in one-time funds available to Academic Services instructional programs for additional equipment and technology needs (2016-2017). Through planning and evaluation of one-time mandate cost reimbursements, the need for a large infusion of instructional equipment resources was defined. The analysis was shared at the Board of Trustees planning retreat (2016) and then approved by the Budget Committee and District Governance Senate. The funding allocation allowed for improved instructional equipment and additional support.

For example, the following items were funded through this process and will be evaluated through annual program review processes:

- $75,200 for a Fire Technology new self-contained breathing apparatus;
- $75,500 for a new outdoor PE training space; and
- $10,000 for an Engineering high speed camera. [IIIB58]

In addition, preventative maintenance audits are completed monthly, quarterly, and annually on equipment, lighting, and vehicles to sustain the continuing quality of facilities and equipment available for District programs, staff, and students. [IIIB59]

Analysis and Evaluation

The District meets the Standard. The District assures the effectiveness and feasibility of physical resources as exemplified in the systematic processes that have allowed for an environment that reflects continuous improvement of District facilities and equipment. The District evaluates the facilities and equipment on a regular basis through the planning process and annual program review process.

Plans for Future Action

None.

Standard III

Standard III.B.4. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Evidence of Meeting the Standard

The District develops long-range capital plans that support institutional improvement; the total cost of ownership is included in the planning processes. The District's Master Plan 2015-2025 includes the ten-year Facilities Master Plan. The Master Plan is linked to the District Mission, sets the District Goals, and serves as the core for planning and resource allocation processes. The District prioritizes, assesses, and improves facilities through the Facilities Master Plan, the Five-Year Construction Plan, the Total Cost of Ownership report, and internal compliance audits.

The Facilities Master Plan calculates space inventory and utilization, projects future enrollment, and summarizes future facility needs with anticipated timing to meet those needs. The plan also analyzes long-range technology needs. The Facilities Master Plan was drafted and vetted along with the District Educational Master Plan by seeking constituent input, drafting initial reports, and revising reports through the District governance process. The final District Master Plan was adopted by the Board of Trustees in February 2015. [IIIB60] Development of the 2025-2035 Facilities Master Plan will begin soon with plans to establish task forces on each campus to discuss and evaluate how District facilities meet the District Mission and District Goals, and to determine what renovations, modernizations, or new buildings are projected or needed for each campus. [IIIB61]

Long-range capital plans are documented in the Five-Year Construction Plan and support institutional improvement goals. [IIIB62] For example, the Five-Year Construction Plan includes the Basic Skills building as the top priority for the District. The new 21,000 square foot facility will provide a "one stop shop" for students to access tutorial services, supplemental instructional, language, math and Writing Center labs, and other necessary support services. The Basic Skills building directly supports the 2015-2025 Master Plan:

- District Goal 1: Increase student enrollment relative to population growth and educational and workforce development needs;
- District Goal 2: Improve the rate at which its students complete degrees, certificates, and transfer objectives;
- District Objective 2.1: Increase the number of students who are transfer-prepared annually;
- District Objective 2.2: Increase the number of students who earn an associate's degree or certificate annually;
- District Objective 2.3: Increase course success and completion rates in pre-transfer English, math, and ESL courses annually;
- District Goal 3: Strategically tailor and implement academic programs and student services that match the unique needs of its student population; and

- District Objective 3.1: Reduce the achievement gap of disproportionately-impacted student groups annually, as identified in the Student Equity Plan.

Additional long-range planning can be seen in the District total-cost-of-ownership projections for all District facilities and equipment. The Total-Cost-of-Ownership Report is foundational for projecting future costs and planning for necessary budgets and funding. The report is updated by the Facilities Department as new facilities are added and as major equipment procurements take place. [IIIB64] For example, the District's annual Proposition 39 Energy Efficiency Projects and the solar energy projects were designed and implemented to lower total cost of ownership. The District has experienced steady reductions in electricity costs as a result. [IIIB65]

An example of long-range capital planning that specifically addresses facility improvement needs via a transition plan is the internal Americans with Disabilities Act compliance audit for the Visalia campus. The ADA compliance audit was conducted by the Dean of Facilities and a Division of the State Architect inspector to evaluate the Visalia campus facilities and grounds for compliance with ADA accessibility and health and safety needs. The assessment and analysis resulted in a transition plan to be presented to the Board of Trustees in fall 2018. [IIIB66] Identified needs and corrections will be prioritized and one-time funds will be allocated to support corrections over the transition planning period. [IIIB67] The Hanford Educational Center and Tulare College Center will be audited for ADA compliance in 2018-2019, but respective needs for ADA improvements are significantly less due to the recent construction of both campuses.

Analysis and Evaluation

The District meets the Standard. The Facilities Master Plan and the Five-Year Construction Plan support the District Mission and District Goals. The total cost of ownership projections and the ADA Transition Plan inform District planning concerning current and future facility-related funding needs. The largest new construction project, the Basic Skills building, is a primary example of long-range capital plans that support District improvement goals.

Plans for Future Action

None.

Evidence: Standard IIIB

IIIB1   Board Agenda Items - Five Year Construction Plans
IIIB2   Facilities Activity Report - April and June 2017
IIIB3   Board Agenda Item - Mandated Cost Reimbursement Funds - Proposed Expenditure Plan - Hanford
IIIB4   Board Agenda Item - One-Time Funds from Hanford Center FTES Expenditure Plan
IIIB5   Master Plan 2015-2025
IIIB6   Fusion Software
IIIB7   Board Agenda Item - Mandated Cost Reimbursement Funds - Proposed Expenditure Plan
IIIB8   Board Agenda Item - Mandated Cost Reimbursement Funds - Approve Proposed Expenditure Plan
IIIB9   Kaweah Fencing
IIIB10   Above Base Funding - Transfer and Career Center
IIIB11   Eye Wash Stations in the Art Classroom
IIIB12   Wall Divider
IIIB13   Annual Report on the Master Plan District Objective 4.2
IIIB14   Signage Map
IIIB15   Scheduled Maintenance Project Lists from 2015-2016 and 2016-2017
IIIB16   Maintenance Direct Work Order Data and Total Cost of Ownership
IIIB17   Board Agenda Item - 2016-2017 Above-Base Resource Allocations
IIIB18   Kaweah Building Security Fencing
IIIB19   Tulare City School Meetings
IIIB20   Board Agenda Item - Permanent Transfer of Funds to Capital Projects (Resolution No. 2014-04)
IIIB21   SWACC - Property and Liability Assessment Audit
IIIB22   SafeColleges Training Assignment Compliance
IIIB23   Fire System Annual Inspection Report and the Fire Sprinkler Five Year Certification Report
IIIB24   Job Description
IIIB25   Employee Safety Manual
IIIB26   Emergency Preparedness Handbook
IIIB27   Employee Safety Manual Pg 58
IIIB28   Governance and Decision Making Manual 2017
IIIB29   Master Plan 2015-2025
IIIB30   Board Agenda Item - 2019-2023 Five Year Capital Outlay Plan
IIIB31   Board Agenda, June 9, 2014
IIIB32   Fusion Documents
IIIB33   Board Agenda Items – Above-Base Resource Allocations

Standard III

Standard III.C.1. *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Evidence of Meeting the Standard

The District's Technology Services Department provides appropriate and adequate support for the District's academic programs, business operations, research, and student support technology systems. In addition, the District's participatory governance structure and model for integrated planning ensure District wide input and review of technology services and resources.

The Technology Committee, as part of the District's participatory governance structure, reports to District Governance Senate on the appropriateness and adequacy of services, professional support, facilities, hardware, and software. The committee comprises representatives from all District constituent groups, including full- and part-time faculty, staff, administrators, and students as prescribed by the District Governance Manual. [IIIC1] The committee makes recommendations to District Governance Senate on policies, planning, and other matters related to technology, prepares and monitors implementation of the Technology Plan, prepares an annual progress report on the Technology Plan, develops instructional technology standards, monitors compliance with policies related to technology, coordinates practices as needed related to technology, and serves as a forum for dialog on ongoing technology projects. [IIIC2]

Technology Services

The Technology Services Department is comprised of a Dean of Technology, an Applications Manager and sixteen programmers and technicians, including two Audiovisual Specialists. In addition, the department includes three copy and mail staff. The Dean of Technology reports directly to the Vice President of Administrative Services. The department's primary areas of responsibility are computer and technology maintenance; network, server and telecommunications services; web services; and copy and mail services. Services provided by the Technology Department include the following:

- Information systems and applications;
- Programming and data reporting;
- User support – helpdesk, technical, and hardware support;
- District website, including web support and portal;
- Email;
- Network systems, wireless access, and network security;
- Telecommunications systems;
- Audio/visual systems;
- Database management;

- Software applications;
- Procuring and deploying technology equipment;

Through the annual program review process, Technology Services addresses and analyzes the District's technology services, support, equipment, infrastructure, and hardware/software for adequacy and needed improvements, reflecting on the needs of the District and its constituents. For example, implementation of Degree Works student degree audit program was included in the planned actions in the annual Program Review. Technology staff have dedicated time to implement the program and to attend weekly meetings with Student Services staff to discuss progress and address issues. [IIIC4]

The Technology Department develops service area outcomes, assesses and analyzes these outcomes annually, and reports progress in Program Review. For example, an outcome designed to increase wireless access on all three campuses was analyzed in the 2014 Program Review. Through an access audit conducted by an outside consultant, the department identified that there was a lack of Wi-Fi service in several areas throughout the District. The department requested funds to increase access to Wi-Fi service through the above-base allocation process and was granted $56,000 in March 2016 and $45,000 in March 2017. The department also received additional one-time funds of $352,000 in 2017-2018 through budget committee analysis and approval, and final approval from the Superintendent/President. This is a continuing project to increase wireless access in all three District locations. [IIIC5] The department continues to analyze wireless access through ongoing program review and through data collected in the Student Support Services Survey and Giant Questionnaire.

Professional Support

The Technology Department provides training and professional support for District employees through one-on-one meetings, informational emails on technology-related updates, and in-person and remote training on content management for the internal website system. The Technology Committee conducts a bi-annual technology summit, available to all employees, that focuses on technology systems and trends in educational technology.

Standard III

The Giant Questionnaire included survey questions on the adequacy and satisfaction with Technology services. Results were disaggregated by campus location:

District-Wide Satisfaction with Techology Services			
	Satisfied	Dissatisfied	
The COS Email System	94%	6%	
Information and Data Security	92%	8%	
Banner Software	91%	9%	
Universal Login	91%	9%	
Campus Satisfaction with Technology Services (percent satisfied)			
	Visalia	Hanford	Tulare
The performance of your office computer	80%	91%	97%
The timeliness of completing a Helpdesk ticket	76%	93%	91%
The wireless access at your campus location	76%	89%	86%
The responsiveness of Technology Services staff	81%	97%	91%
Source: Giant Questionnaire, 2017			

The Technology Services department also uses survey results to evaluate District technology needs. For example, Helpdesk services were redesigned in fall 2017 in response to dissatisfaction with timely response as reflected in the survey results. [IIIC6 (above)]

Facilities

The District provides Technology facilities including computer labs, portable equipment, copy and mail, printing, TV studio, and sound recording. The Technology Department provides access to over 1,600 computers in 94 different computer labs, student success centers, and classrooms. The Copy and Mail Center supports the printing and copying capabilities for the District and provides timely response to repair or assistance requests. The Copy and Mail Center received a 100 percent satisfaction rating in the recent employee survey. [IIIC6]

Hardware and Software

The District's Technology Department provides adequate hardware and software to support the Institution's management and operational functions, academic programs, teaching and learning, and support services. The District provides a standard computer station for each classroom which includes dual monitors if requested. The District also provides projectors, televisions, documents cameras, smart carts, smart boards, iPads, and classroom tablets as necessary for instruction. Equipment requests are processed through program review and the resource allocation process. The Technology Department provides spare computers, wireless microphones, and cameras by request. The District launched Microsoft Office 365 and is updating the District website, including overall architecture, with expected completion and launch in January 2019.

The District regularly reviews the computer refresh cycle and recently updated the cycle from six to five years for student labs. The District has sufficiently funded the computer refresh cycle (every five years for student labs, and every six years for staff computers). The replacement schedule ensures that students and staff members have a current set of technological tools at their disposal. This refresh schedule also ensures that the computer standards which are in the Technology Plan are made available to the student population in a timely fashion. [IIIC7] In addition, Technology Services has similar refresh schedules available online for classroom projectors, and a document camera inventory. [IIIC17]

The District's student-centric academic and support systems are made easily available through a "single sign on" process found on the District's home page, with clearly identified icons leading to important student information. [IIIC9] In addition, some of these systems are made available continuously to ensure equitable access given the time constraints of the adult learner. For example, the Canvas Learning Management system has support available after the District's physical locations are closed. [IIIC10]

To further support the District's management and operational functions, academic programs, teaching and learning, and support services, Technology Services has representatives on several of the Districts Governance committees. This representation is a bi-directional avenue for exchanging ideas and concerns regarding technology between the disparate organizational units. [IIIC11]

Analysis and Evaluation

The District meets the standard. Technology Services provides technical and hardware support, instructional platforms, technology infrastructure, and Internet and telecommunications support. The Technology Committee supports regular analysis of District available technologies, evaluates the District technology standards, and makes recommendations for improvement to hardware, software, and technology systems.

Plans for Future Action

None.

Standard III.C.2 *The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

Evidence of Meeting the Standard

The District has plans in place to ensure that technology infrastructure, quality, and capacity are sufficient and serve the needs of programs and services. The District's integrated planning process ensures that technology needs are aligned to the Mission through the Strategic Plan, Resource Allocation Process, and Institutional Program Review.

Technology Plans

District Goal IV in the Master Plan is to sustain effective operational systems for institutional assessment and continuous improvement, and District Objective 4.2 (2015-18 Strategic Plan) is to improve the efficiency and effectiveness of technological resources. [IIIC12] The Technology Department conducted a needs assessment to identify areas of improvement and developed an Service Area Outcomes in response to that assessment. The Service Area Outcomes focused on expanding wireless capabilities (quality and capacity) throughout the Visalia Campus and to assessing the wireless capabilities at the Hanford and Tulare centers, with possible additional expansion. [IIIC13] A wireless access audit was performed on the three campuses, and infrastructure has been added or is scheduled to be added in all three locations (Hanford Center is complete; Tulare Center has completed cabling, and installation of access points is scheduled; and Visalia Campus is scheduled for fall 2018). [IIIC14]

The District's Resource Allocation Manual requires that requests for technology hardware (computers, laptops, and tablets) include 20 percent additional funding for computer refresh that is added to the Technology budget. The additional funding ensures that technology equipment is reliable and up-to-date with replacements funded every five to six years. [IIIC16] For example, Technology Services maintains a computer refresh schedule for the three District sites that includes employee desktop and laptop computers and student computer labs. The District funds computer replacements every five years for student labs and every six years for employee computers. The replacement schedule ensures continuous updates for District technology equipment and that employees and students have a current set of technological tools at their disposal. Employees can now see when their individual desktop is scheduled for replacement by logging into the EIS report screen. The Technology Department has similar refresh schedules for classroom projectors and a document camera inventory. [IIIC17]

The District provides for technology updates and replacements annually through a capital outlay and new equipment budget. [IIIC18] One-time expenditures for technology hardware, software, and infrastructure are requested through the program review process and prioritized through the above-base resource allocation process. [IIIC19]

In alignment with the District Goals and Objectives, the Technology Services Department's annual Program Review specifically addresses and analyzes the District's technology services, support, equipment, infrastructure, and hardware/software for adequacy and needed improvements. For example, planned projects or improvements in the Technology Department Program Review include the following: [IIIC20]

- Revise Helpdesk system/reduce backlog of Helpdesk tickets: A new helpdesk system (the Web Helpdesk) was launched in fall 2017 to reduce the backlog of tickets and increase efficiency. For example, 95 percent of work orders submitted were completed during 2016-2017. [IIIC21]
- Add wireless access points and related controllers to extend wireless access availability: Wireless access points and controllers were installed at the Hanford Center in fall 2017, installation on the Visalia campus is ongoing, and the Tulare Center has received cabling upgrades and will receive additional points in fall 2018. [IIIC22]
- Update and modernize Banner (District systems software) Enterprise Resource Planning system: The Banner Task Force meets regularly; the updated system rollout is scheduled for fall 2018. [IIIC23]
- Create single sign on system for all staff and students to have a single point of entry for all administrative systems: This project was completed in spring 2016. [IIIC24]

To support adequate technology planning appropriate to the mission and supporting operations, programs, and services, the Technology Committee is part of the District's Participatory Governance Structure and reports to the District Governance Senate. The Technology Committee is responsible for establishing the District's Technology Plan and updating the plan every three years. The Technology Plan enables the District to continuously plan for and update its technology infrastructure, quality, and capacity and is aligned with the following guiding documents: [IIIC25]

- COS Mission;
- ACCJC Standards;
- Master Plan Goals;
- Strategic Plan Objectives;
- Technology Committee Guiding Principles;
- Constituent Surveys;
- Technology Department Program Review

Projects in the Technology Plan were developed based on these guiding documents and separated into three areas: Systems, Educational Technology, and Hardware. Systems projects require the involvement of multiple departments for specifications, development, and testing. Educational technology projects have a direct effect on the teaching and learning environment. Hardware projects are operational tasks that ensure that the District's infrastructure is maintained and kept up to date. These projects are also aligned with District Objectives and/or Operational Objectives. Examples of the three project types in the Technology Plan are as follows:

Systems Projects

- Student Success – implement a degree audit system that will track and monitor student achievement toward degree and certificate completion – District Objective 1. The system was launched for counselor testing in fall 2016. Final rollout to all students will occur in fall 2018. [IIIC26]
- Student Portal – implement a single sign-on system that will enable students/faculty/staff to access all systems through a common single point of entry – District Objective 1. The project was completed in spring 2016. [IIIC28]
- Enhanced Counseling services – implement a real-time distance counseling system that enables student and counselor to connect via an online interface – District Objective 3. This project was implemented in 2016-2017. [IIIC29]
- Mobile Access – Enhance existing systems to allow for mobile device interaction – District Objective 1. The project is anticipated to launch by summer 2019 and will be made possible with the Banner 9 upgrade (scheduled for 2018).
- Converged Communications Platform – Upgrade phone system to all voice over IP (VoIP) across the District while integrating the voice system into other technology services – Operational Objective. The upgrade of the phone system district wide was completed August 2017, and a new phone system is anticipated by 2021. [IIIC30]
- Remote/Distance meeting – implement systems for distance meetings between campuses and external entities – Operational Objective. Live video feed for larger meetings with interactive viewing from remote sites was implemented in 2016-2017.

Educational Technology Projects

- Classroom experience – ensure all classrooms are equipped for current technology systems – District Objective 1. The project is in process and ongoing. [IIIC31]
- Environmental scan – annually research and report on "new" educational technologies – District Objective 1. The scan is completed biannually in the Technology Summit. [IIIC32]

Hardware Projects

- Desktop replacement – ensure all computers are refreshed on a five-to-six-year cycle – Operational Objective. This is completed annually through the computer refresh cycle. [IIIC33]
- Server replacement – ensure all servers are refreshed on a five-year cycle – Operational Objective. The inventory for servers is reviewed annually and servers are updated on a five-year cycle. [IIIC34]
- Network equipment – ensure all switches and routers and other network equipment are refreshed on a seven-year cycle – Operational Objective. The inventory for equipment is reviewed annually and equipment is updated according to the cycle. [IIIC35]

- Classroom projectors – replace all projectors with LED style systems and begin a seven-year refresh cycle – Operational Objective. The inventory is reviewed on an annual basis and projectors are updated on the cycle or more often as needed. [IIIC36]

Desktop computer standards are updated annually by the Technology Committee in order to keep the District current on technology hardware. When units request new technology hardware, those requests must meet these standards. Requests are submitted to the Technology Committee or to the Technology Department for approval prior to procurement. [IIIC27]

In addition to projects in the Technology Plan, the District regularly upgrades software for programs and systems to adequately ensure up-to-date technology capabilities in databases and software systems. For example, in 2016-2017, the District implemented the following new software or upgraded software systems: [IIIC37]

- Canvas – is the District's Learning Management System (replaced Blackboard) used in over half of the classes taught. Canvas is used to share documents and communicate with students.
- Degree Works – is a comprehensive academic advising, transfer articulation, and degree audit system.
- Banner XE/Banner 9 upgrade – is the District's business systems software platform for fiscal, payroll, financial aid, faculty, staff, and student data.
- Argos reporting software – is a format to house data and information that is easily accessible and understandable for end users.
- TracDat 5 – is the reporting and management information system for program review, strategic planning and outcomes assessment.
- Student Lab Collection software – is tracking software for student labs District wide. The software tracks user hours in labs.
- CourseLeaf (replacing CurricuNet) – is a curriculum management system that is utilized for curriculum review, catalog construction, and course scheduling.
- Clockworks – is the scheduling software used for student appointments.
- SharePoint – is the website and document management system that will be upgraded to SharePoint 2016 when the new District website is launched in January 2019.

The District's technology support and infrastructure are evaluated as part of the Giant Questionnaire Staff Survey. In the 2017 survey 97 percent of respondents indicated that they were satisfied with Technology Services.

Analysis and Evaluation

The District meets the Standard. Technology, infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. The District has established a process to ensure that technology infrastructure is reliable and linked to the District's Mission, Goals and Objectives through the participatory governance process and

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model for integrated planning. Technology needs are analyzed and assessed through the Technology Plan, program review process, and strategic planning process; they are prioritized through the resource allocation process.

Plans for Future Action

None.

Standard III.C.3. *The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security*

Evidence of Meeting the Standard

The District provides sufficient technology resources at all three District locations and assures that these resources are reliable, safe and secure.

Reliable Access

The District provides technology services and support on all three campus locations. Full-time microcomputer specialists are located at the Visalia campus, the Hanford Educational Center, and the Tulare College Center. The technology inventory and refresh schedule includes employee computers, student labs, classroom projectors, and document cameras on the three campus sites. The Web Helpdesk system is a mechanism for employees to submit Technology Services requests and provides timely responses and assistance for technology issues arising at any District campus site or instruction location. On the Tulare and Hanford Center campuses, the microcomputer specialists are available to meet urgent technology needs, and other District staff travel as needed to provide additional services. [IIIC38]

The District's annual program review process enables Technology Services to meet the specific needs of various locations where programs and courses are offered. In program review, departments/divisions can request resources to replace, repair, or upgrade technology equipment. This process often results in above-base resource allocations for technology equipment and infrastructure. [IIIC39]

Examples can be seen in spring 2017 allocations:

- $50,878 for 45 Microsoft Surface Tablets and a CDS charging station for Mathematics;
- $5,000 for a 3D Modeling software for Engineering;
- $45,000 for additional wireless access points (used in Hanford for upgrading the controllers to enable the additional wireless);
- $10,000 for a Smart cart and related equipment for the Theatre; and
- $3,915 for computer stations and legal software for Paralegal.

Examples can also be seen in spring 2016 allocations:

- $19,950 for new Elmo Presenters for Business;
- $27,000 for 30 iPads and keypads, plus software, for PTA;
- $12,000 for an Elmo cart and connection infrastructure for IT;
- $56,000 for additional wireless access in four buildings in Visalia;

- $27,125 for wireless microphones, transmitters, receivers, and equipment for Drama; and
- $39,857 for microscopes for Biology at the Hanford Center.

To ensure further support for access to technology for students and employees, the District is implementing electronic- and IT-related accessibility protocols. Through migration to SharePoint 2016 and the work of the District Website Presence Task Force upgrading the District website, the District is in progress toward being fully compliant with accessibility for people with disabilities. [IIIC41] Additionally, a Closed-Captions Task Force was convened in 2017 to address the need to comply with accessibility requirements and make recommendations to Senior Management Council. [IIIC42] Recommendations included a possible revision of a District administrative policy. Senior Management will consider this recommendation in fall 2018 when the new Marketing and Media manager can carry the work forward.

Safety and Security

Technology Services implemented the Universal Login system on February 2016, which is a Single Sign On system. The single sign on allows students and employees to have one set of credentials for logging into various systems (e.g. banner, Canvas, Email). Universal login reduces systems complexity – allowing easier access to the systems, regardless of location. To support security, the system requires complex passwords and password changes every six months. [IIIC43]

There are several physical security measures that the District employs to ensure that network and information systems are secure. These measures include climate-controlled rooms, uninterruptible power provided by batteries, a generator for the main data center, and restricted access for technical staff only. The District's network switches are protected with uninterruptible power supplies.

In order to assure cyber safety and security, the District implemented Social Media internal procedures for management, staff, and faculty in 2016. The new Social Media bulletins (District Social Media Use, and Social Media Account Creation) were distributed to all management on July 21, 2016, and are housed in the Management Handbook. The new faculty Social Media Policy was approved by Academic Senate in 2016 but has not yet been published and is undergoing further faculty review. [IIIC44]

The District's online and email security systems protect against possible data security breaches and are implemented through the District Systems Administrator. The security system response is codified in the Management Bulletin for Data Security Breach Response and communicated with employees through the COS eNews. Additionally, the Technology Department has a written communication plan in the event that the various systems are compromised. [IIIC46]

In the event of an emergency, the District has software, systems and processes in place to ensure safety and rapid notification for students and employees. Emergency notification

technology includes the Alertus Emergency Notification System, which can be immediately deployed to all desktops and text-to-voice loudspeakers with emergency messages. Phone system text message alerts are available for students and employees through the Tulare County Office of Emergency Services AlertTC system. In addition, the District Police Department has access to the Emergency Notification System (ENS) mobile software through Alertus, which allows for mobile-activated emergency alerts, access to the Alertus App for push notices of emergencies, and control of computer speakers in classrooms for text-to-speech functions during an emergency. The District Police Department added outdoor mass broadcast array speakers and additional emergency notification hardware to numerous buildings on all three District locations. [IIIC47]

An example of assuring electronic security can be seen in the District's June 2016 replacement of all its Credit Card machines to use new chip technology, protecting consumers (staff and students) against fraudulent use of their credit card data. [IIIC45] The new machines can now read Chip Cards, which allows for the following heightened security features:

- Designed to prevent fraud, which could occur via a counterfeit card when using magnetic stripes;
- Cannot be cloned as the data is constantly changing, whereas magnetic stripes can be easily cloned to a new card through static data and use of a skimmer;
- Sophisticated encryption built right in to the chip;
- Protection from credit card chargeback liability.

The District also implemented an Administrative Procedure on Cardholder Data and Information Security [IIIC48] to further define the security in place regarding electronic transmission of financial data.

Analysis and Evaluation

The District meets the Standard. Technology resources that support programs and services at the District are provided across all District locations, and provide assurance of access, safety, and security.

Plans for Future Action

None.

Standard III.C.4. *The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Evidence of Meeting the Standard

The District provides adequate and appropriate training and support for students and employees on the use of technology and technology systems. The District assesses the need for training and allocates resources to provide training and support based on the assessment. The District evaluates training through surveys and uses the evaluation to make improvements in support systems.

The District primarily assesses the need for training through the bi-annual staff survey (the Giant Questionnaire), through department or division narratives in Program Review (as reviewed by supervisors), and through the new hires checklist described below. The District allocates resources based on these assessments. For example, the Giant Questionnaire combined with survey results from the 2017 Strategic Plan Summit, highlighted the need for additional staff development resources. The District added a new Objective to the 2018-2021 Strategic Plan addressing the need to increase professional development opportunities for District employees. Training on the use of technology systems will be included in the Actions to support this Objective.

The District has implemented a Supervisor's Checklist for New Hires which assists managers to ensure that new staff and faculty member receive appropriate training on necessary software for their position. The new hire checklist includes the following systems: [IIIC49]

- Financial accounting systems (Extended Information System (EIS)/Banner Financial System);
- Data and information system (EIS);
- Assessment Management System and Program Review (TracDat);
- Student information system (Banner);
- Learning Management System (Canvas);
- Student Progress Tracking System (Degree Works and SARS);
- Curriculum Management System (CurricuNet/CourseLeaf).

In addition to the general training for new employees, the District provides ongoing workshops for general technology support and systems training. Examples follow:

- The Professional Association of Classified Employees (PACE) and Administrative Services departments sponsor trainings in Microsoft office products and in Excel. [IIIC50]
- The Institutional Program Review Committee provides training on the use of the TracDat information management system regularly throughout the year. [IIIC52]

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- The Technology Committee sponsors a Technology Summit twice a year to provide an overview of the District's technology services on those services. [IIIC53]
- The Faculty Enrichment Committee coordinates FLEX workshops which includes technology equipment and software training. [IIIC54]
- The Distance Education Coordinator conducts training for faculty teaching online courses and using Canvas. The Distance Education coordinator teaches an online Teaching Certification that enables instructors to meet the mandatory certification requirement to teach distance education. [IIIC55]
- The Curriculum Coordinator provides faculty training on the District's Curriculum Management System on a one-on-one basis or in relevant governance groups. [IIIC57]
- The Outcomes and Assessment Coordinator provides regular training on assessment management in TracDat on a one-on-one basis or to divisions by request during Dialog Days or division meetings. [IIIC58]

In addition, the Technology Department provides coaching and support for employees on computer use, network, email, phones, and software at all sites through a centralized Web Helpdesk and work order system. Support is available via telephone or email, and appropriate technicians are assigned to resolve the items daily. [IIIC59]

The District also provides instruction and support for students through the Learning Resource Center and the Welcome Center. The Student Helpdesk in the Learning Resource Center offers instruction and support for students in the effective use of technology and software related to courses and programs. [IIIC60] Librarians on all three campus sites are trained to help with general technology questions. The Student Helpdesk offers the following services:

- Reset passwords for student accounts (MyGiant);
- Help accessing COS technology systems;
- Assistance using the learning management system (Canvas);
- Assistance with printing in the Learning Resource Center;
- General questions regarding Canvas, COS email, Banner Web, and document formatting;
- Tutorials on general computer use;
- Access to a computer lab with software and programs for students.

The Welcome Center assists new and prospective students with online navigation of registration and enrollment. The Welcome Center serves approximately 10,000 students per year with registration assistance, application assistance, and assistance filling out financial aid applications. In 2016-2017, the Welcome Center provided students with the following technology assistance: [IIIC63]

- Access to the student account (Banner Web): 2,990;
- Assistance with password resets for student accounts: 958;
- Support for financial aid applications (FAFSA/Dream Act): 1,876;

- Access to career support and job search: 98;
- Support for student email accounts: 432;
- Filling out the COS application and/or registering for courses: 6,395.

The District's process for evaluating training includes a survey following each workshop to assess effectiveness. Departments providing workshops are provided with survey results which are used to adjust content as necessary.

Analysis and Evaluation

The District meets the Standard. The District provides multiple technology and software training opportunities for students and staff through workshops or one-on-one by request. Training is provided for new and continuing students through the Welcome Center and the Student Helpdesk. New faculty and staff are provided technology training as necessary for their positions. In addition, various FLEX (Faculty) and PACE (Classified) workshops are offered providing additional avenues for enhancing technology skills. Regular trainings on the effective use of technology and technology systems related to District programs, services, and Banner operations are available for employees.

Plans for Future Action

None.

Standard III.C.5. *The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

Evidence of Meeting the Standard

The District has established policies and procedures that ensure that use of technology is appropriate to the teaching and learning environment. The District Technology Use policies and procedures include accessibility, acceptable use, website, distance education, social media policy, intellectual property, and copyright.

Processes and Policies for Use of Technology

Accessibility

The District Policy on Accessible Media [IIIC61] provides District employees with guidance on the preparation of materials and informs students and community members with disabilities as to how they may gain access to accessible materials. The administrative procedure includes access to print materials in alternative formats, access to electronic and information technology, website accessibility, and District publications guidelines. The development, procurement, maintenance and use of electronic and information technology requires verification that systems comply with Section 508 of the Rehabilitation Act of 1973.

Acceptable Use

The District Computer and Network Use [IIIC62] policies support the appropriate use of information technology and address privacy, software, security, and use of email. The access to modern information technology systems is essential to the District's Mission of providing students, faculty, and staff with educational services of the highest quality. The pursuit and achievement of the District's Mission and Goals require that the privilege of using computer systems and software, internal and external data networks, and access to the World Wide Web are available to the campus community. The acceptable use guidelines assure that general principals, user rights and responsibilities, and prohibited and inappropriate use of technology are codified and adhered to by employees and students.

Website

The District supports and encourages the use of the Internet for information sharing and collaboration as identified in the board policy and administrative procedure on the Website. [IIIC3] The policy ensures the creation and maintenance of a robust web presence as a part of the District's ongoing effort for institutional improvement and effectiveness. The policy defines terms and delineate requirements for development, use, and review, including accessibility, copyright, and FERPA.

Distance Education

The Distance Education and Student Authentication policy [IIIC8] address course quality standards and determinations, provides guidance for regular and effective contact between instructor and students, and documentation required for an online course. The policy provides guidance on student authentication in online courses and reporting student's last day of attendance. The policy directs instructors to the Distance Education at COS Committee contact audit form, to use as a tool to develop, assess, and maintain course structures and online instructional practices that promote and document regular, effective contact in online courses.

Social Media

The District developed guidance regarding social media use in the classroom, creation of social media accounts, website blocking, and use of electronic messages. The guidance provides direction to faculty using social media for instruction to clearly communicate with students, on the course syllabi, that students should not be required to establish a social media identity, and to adhere to the social media site terms of use, Family Education Rights and Privacy Act (FERPA), Children's Internet Protection Act (CIPA), copyright laws and accessibility for students with disabilities. [IIIC15]

Intellectual property and copyright

The District policy concerning intellectual property [IIIC40] defines terms, ownership, modification, third party rights, preservation of intellectual property rights, and commercialization of intellectual property. The District policy on the use of copyrighted materials [IIIC51] provides guidance for the use of copyrighted materials in the classroom, including single and multiple copies, brevity, spontaneity, cumulative effect, compilations, and online courses. Board policies and administrative procedures address copyright regulations and laws. [IIIC56]

Analysis and Evaluation

The District meets the Standard. The District encourages and promotes the use of technology in teaching, learning, operations, and administration. The District has established processes to make decisions about the appropriate use and distribution of technology resources. Appropriate use policies and procedures provide safeguards for the use of technology and are shared and publicized appropriately.

Plans for Future Action

None.

Evidence: Standard IIIC

Standard III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

ER 18 Financial Resources. The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Evidence of Meeting the Standard

The District ensures that there are sufficient financial resources to support, sustain, and improve student learning programs and services while ensuring on-going fiscal stability. The District's Institutional Planning Process provides the avenue for budget development and resource allocation that ties directly to the Mission, Goals and Objectives that improve institutional effectiveness. The District prioritizes financial resources in adherence to the resource allocation process and is committed to maintaining balanced budgets in the General Fund Budget and other Restricted Budgets to ensure financial stability.

The District's budget development process begins by defining the existing base budget, determining any additional financial resources available, and, through its governance process, enhancing programs and services by allocating additional budgets for faculty, staff, and discretionary needs, all while maintaining a healthy fund balance. The Resource Allocation Manual guides the budget development process and monitoring of financial resources. [IIID1]

For example, District financial resources have been sufficient in the last five years to grow FTES by over 1,000 FTES (over twelve percent), from 8,869 to over 10,000 in the last three years. [IIID2] Along with this growth, course offerings have increased by over 300 in fall and spring. [IIID3] The District scorecard has shown steady growth, and the District Fund balance has grown from $2.74M (six percent) to $14.3M (26 percent) over three years. [IIID4]

The District financial resource allocation cycle begins with Program Review. [IIID5] Annual Program Reviews are completed for academic departments, divisions, and administrative units. [IIID6] Divisions, departments and units have the opportunity each year through annual program review to request one-time above base resources, and/or new staffing positions, in order to improve student learning, improve effectiveness, and further a District goal or objective. [IIID7] Above-base resources and new staff positions are granted through the defined governance processes outlined in the Resource Allocation Manual, Integrated Planning Manual and District Governance Manual. [IIID8]

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The Vice President of Administrative Services and fiscal staff prepare and work with the Budget Committee to refine a Fiscal Solvency Projection. The budget and fiscal solvency projections are shared through the participatory governance structure annually and presented to the District Governance Senate, Instructional Council, Academic Senate, and Budget Committee. In addition, a budget forum is held at each district location allowing for information and feedback from campus constituents. [IIID9] When finalized, the fiscal solvency projection is presented to the Board of Trustees as part of the Tentative and Final Adopted Budget. [IIID10] The fiscal solvency projection includes revenue and expenditure increases and decreases that are expected two years from the current budget year based on the Governor's May revise and final budget assumptions. This projection assumes no growth in future years to create a conservative analysis. This planning enables the District to ensure fiscal solvency and stability in future years. Base budget allocations (proposed department/division budgets) are distributed in February each year, including divisions, departments, grants/categoricals, and service areas, for the unit's input regarding budget account distribution. [IIID11]

Divisions, departments and units request ongoing Base Budget Augmentations for discretionary budgets annually, as defined in the Administrative Procedure on Requests for Personnel, Budget Augmentations, Facilities, and/or Equipment. [IIID12] For example in 2016-2017, the Learning Resource Center requested a base budget augmentation for an additional $9,800 in ongoing budget to cover Learning Resource Center services to Tulare students and faculty in the evenings. The full amount was granted to cover additional evening library and tutorial services. This augmentation allows students to receive tutoring, access to computers, printing, and librarian assistance up until their last class of the day. [IIID13]

The District prepares the Tentative and Final budget annually, starting with establishing budget assumptions following the Governor's proposed January State Budget, with input from the Budget Committee and campus constituents at the spring budget forums. [IIID14]

The following reports are presented quarterly or annually to the Board of Trustees and to the Budget Committee to report fiscal status and budget changes, providing transparency and accountability:

- Quarterly Budget Accountability Reports; [IIID15]
- Quarterly CCFS 311Q Financial Reports; [IIID141]
- Year End Budget versus Actuals Analysis Report (as part of fall Quarterly Budget Accountability); [IIID142]
- Year End Actual Expenditures/Revenues report [IIID143]

Additional transparency and accountability are documented in various communications, such as annual notifications to the bargaining units and regular revenue and expenditure projection presentations to the Budget Committee and the Board of Trustees. [IIID16]

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District has established an Integrated Planning Model that guides all planning, and the Resource Allocation Manual that guides resource allocation planning. The foundation of this planning is the base budget, which is rolled into the following year's budget development. The budget development process involves input from governance groups and constituents, and ensures that financial resources are sufficient to support and sustain instructional programs and services, and to improve institutional effectiveness. The annual allocation of resources supports the development, maintenance, and enhancement of programs and services. Governance participation and constituent input, as well as frequent reporting, allow for managing the District's financial affairs with integrity and in a manner that ensures financial stability.

Plans for Future Action

None.

Standard III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The District's Mission and Goals are foundational to the Master Plan, the Strategic Plan, and to the Annual Budget. The model of integrated planning guides the District in decision making at each level. The Mission serves as the foundation of all planning processes because it describes the intended student population and the services the District provides to the community. [IIID17] The Master Plan relies on data to help identify challenges and opportunities and to describe how the District intends to address these challenges. The Strategic Plan delineates the data from the Master Plan and provides shorter-term objectives that are completed within a three-year cycle. [IIID18]

For example, the Mission states: "Help our diverse student population achieve their transfer and/or occupational objectives; support students' mastery of basic skills, and provide programs and services that foster student success". In the 2016-2017 final budget, the funding of 12 full-time faculty assisted the District in meeting Goals related to student success and completion. [IIID19]

Annual resource allocations follow the District's resource allocation processes depicted in the Resource Allocation Manual (RAM); they are linked to the District Mission, Goals, or Objectives which are presented to the Board of Trustees and the Governance senates through the participatory governance process. [IIID20] According to the RAM, there are different methods by which units can ask for additional resources. The first is via a unit's program review process to request staffing or above-base funds, the second is by requesting ongoing base-budget increases. [IIID21] For units who complete a Program Review, staffing requests are ranked by the respective service area committee (Instructional Council or Student Services Council) or by the area administrator (Vice President of Administrative Services or President). The above-base requests are ranked by the Budget Committee utilizing five criteria as defined in the RAM rubric. [IIID22] The rubric criteria include an analysis of how the funding request links to a District Objective. [IIID23]

Units that are granted resources are required to complete an assessment of how the resource has assisted them in meeting a District Objective or program/unit action plan. For example, the 2014-2015 Psychology Department Program Review requested an above-base resource allocation for additional brain models to be stored and used at the Hanford and Tulare locations. The rationale for the request was that there were only enough brain models to be used at the Visalia campus, requiring instructors using brain models at other campus locations to haul the models back and forth. The request tied to the District Objective to provide effective academic support services as measured by an increase in the

rate at which students successfully complete courses. The Psychology Department was granted the Above-Base resource allocation and reported the results in the subsequent Program Review. The Psychology Department reported that the resource "increases accessibility for students in the Hanford and Tulare campuses and provides equal resources for teaching Psychology classes at different satellite campuses." The granted above-base amount for the brain models was $3,500. [IIID24]

Administrative procedures and board policies provide the processes that ensure sound financial practices (authorizations, fiscal management, bids and contracts, etc.) and financial stability (minimum fund balance, budget management, audits, etc.). The District reviews and revises board polices and administrative procedures every five years through an established governance cycle process. Chapter Six, Business and Fiscal Services Policies, was reviewed, and revised in 2017-2018 through the participatory governance process; it will be completed with the review process and revisions in 2018-2019. [IIID25]

Financial information is disseminated regularly throughout the District using the following methods:

- Budget forums are presented in spring at each campus site. All constituents are invited to review the budget assumptions and resulting anticipated District budget, and to provide input. [IIID26]
- Changes in working budget are presented each month to the Budget Committee as well as to the Board of Trustees. [IIID27]
- Quarterly Finance reports (CCFS 311's) are presented to the Budget Committee and the Board of Trustees. [IIID28]
- Budget Adoption is presented to all senates and Budget Committee each fall, and Budget Development and Assumptions are presented to numerous constituent groups each spring. [IIID29]

Tentative and Final Budgets link new resource allocations with District Goals, Objectives and Strategic Plans. [IIID30]

Analysis and Evaluation

The District meets the Standard. The District's financial planning is integrated with and dependent upon District integrated planning. The District Mission and District Goals are integrated into the resource allocation process via Institutional Program Reviews and District administrative procedures. Other District policies and procedures ensure sound financial practices and financial stability. Pertinent financial information is disseminated throughout the District regularly and in a timely, sustained manner.

Plans for Future Action

None.

Standard III.D.3. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Evidence of Meeting the Standard

The District has clearly defined processes for planning and budget development that allow for constituents to provide input and feedback. The District's processes for financial planning and budget development are defined in the Resource Allocation Manual. The District begins the budget development process following three major principals: 1) balance ongoing expenditures with ongoing revenues, 2) maintain a minimum six percent reserve for economic uncertainties, and 3) fund all expenditures in the nondiscretionary base, such as contractual obligations. As noted in the RAM, there is a timeline and process for base budget development. [IIID31] The District adheres to the following steps: 1) the basic allocation for each service area is based on prior year budget, 2) carry over funds are granted if the need is tied to a District Objective and approved by service area administrator, and 3) the basic allocation may be adjusted based on decisions about requests coming from the four service areas in regard to base budget augmentations and staffing requests. Administrative Procedures on Requests for Personnel, Submitting and Ranking Tenure Track Faculty Vacancies, and Submitting and Ranking Student Services Instructional and Non Instructional Faculty vacancies outline the process for increased staffing requests. [IIID32] The integrated planning processes and participatory governance structure ensure that constituents have appropriate opportunities to participate in the budget planning processes. [IIID33]

For example, the Budget Committee has ongoing responsibility to review the budget assumptions and report the changes and status of the budget to the District Governance Senate. The budget assumptions guide the allocation of resources. The Budget Committee receives the initial draft of budget assumptions based on the Governor's January budget proposal. The committee reviews and revises these budget assumptions through discussion at Budget Committee meetings. [IIID34] As noted in the Integrated Planning Manual, there is a variety of information that is considered when developing the budget assumptions, including District Goals (Master Plan) and District Objectives (Strategic Plan); priorities identified through program review; mandates from external agencies; and status of long-term obligations. These budget assumptions are then used to build the draft budget presented at spring budget forums, and then used to build the Tentative Budget in June.

The basic allocation for each department or division is based on that service area's prior year budget. [IIID35] A department or division can make budget changes by the following:

- Requesting additional staff (Program Review); [IIID36]
- Requesting one-time above base resource allocations (Program Review); [IIID37]

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- Requesting ongoing discretionary base budget augmentations (budget augmentations process). [IIID38]

In addition, units can re-allocate their base budget to more appropriate budget account lines. Managers of each area/unit may complete the Base Budget Adjustment Justification form and request a budget re-allocation. For example, during budget development 2016-2017, the Faculty Enrichment Committee (FEC) requested a budget allocation from the supply and services account to be reallocated to their stipend account. [IIID39]

To support participation in the budget planning processes, the District provides training on Above-Base Resource Request annually. [IIID40] In addition, the District holds budget forums at each campus site. District constituents are invited to review the budget assumptions and resulting anticipated District budget and to provide input. [IIID41]

The Budget Committee reviews and revises budget assumptions that guide budget development, monitor the District's fiscal solvency, and make recommendations to District Governance Senate on policies, planning, and other matters related to fiscal resources. The Committee oversees the budget development process, including making recommendations for Above-Base Funds and the District's Faculty Obligation Number. [IIID42] Final Budgets are presented at District Governance Senate, Academic Senate, Instructional Council, Student Senate, and Board of Trustees, and the following year's January budget proposal is presented to many constituent groups and to the Board of Trustees, allowing for further input and participation. [IIID43] Above-base allocations are presented and discussed annually at District Governance Senate for input and final approval, and at Board of Trustees meetings for information. [IIID44]

Each year, the District analyzes the effectiveness of the budget development and resource allocation process through a survey disseminated to the Budget Committee members and units that received above-base resource allocations, regarding the above-base resource allocation process. [IIID45]

Analysis and Evaluation

The District exceeds the Standard. The District has clearly defined and documented guidelines, timelines, and processes for financial planning and budget development as defined in the Resource Allocation Manual. The over-arching guidelines for resource planning and allocation are published in the Integrated Planning Manual. Budget assumptions and the budget development process are communicated widely to all constituencies, allowing appropriate opportunities for participation and feedback.

Plans for Future Action

None.

Standard III.D.4. *Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Evidence of Meeting the Standard

The District's institutional planning processes ensure funding priorities are established to support the Mission and Goals. The District defines the processes for financial planning and budget development in the Resource Allocation Manual. The RAM makes financial processes accessible and transparent across the District. The RAM includes a general overview of the sources of revenue as well as the appropriate expenditures from each type of revenue. Sound financial planning and budgeting have allowed the District to reach higher reserve percentages, slightly exceeding the state average for community colleges. The District closed 2015-2016 with a 22.94 percent reserve and closed 2016-2017 with a 28 percent reserve. [IIID46]

The process of budget development and financial planning includes realistic assessments of financial resource availability, primarily through assuming zero FTES growth each year for budget development, and utilizing the Governor's proposed state budget for budget assumptions in the budget development process, especially COLA and base. The annual Fiscal Solvency Projection (FSP) is compiled for each Tentative Budget as well as Final Adopted Budget, and assures projected fiscal stability by estimating revenues (assuming zero growth and no more than one percent COLA), and expenditures for the next two fiscal years. [IIID47]

Annual Program Reviews are completed for all departments, divisions, and units and are the foundation for development of financial resources. Divisions, departments and units have the opportunity each year through annual program review to establish and prioritize program outcomes and any related resource requests. [IIID48]

The basic allocation for each service area department or division is based on that department or division's prior year budget. Budget augmentation requests are allowed for additional staff, one-time above-base resource allocations, and/or ongoing discretionary base budget augmentations. Requests for additional resources are prioritized and ranked according to the processes outlined in the RAM, and any requests granted are formalized in spring budget development for the following year. [IIID49]

Quarterly Budget Updates are presented to the Board of Trustees updating expenditures and revenue allocations for each fiscal year, along with quarterly cash balance and fund balance reports. Revenue and Expenditure projections are presented to the Board twice a year as part of these updates (third and fourth quarter), to ensure that the District budget remains fiscally sound. [IIID50]

The primary source of additional resources is through enrollment growth and resulting FTES funding allocations. An Enrollment Management Workgroup, comprised of the

three vice presidents, the two provosts, the Dean of Technology, and the Dean of Research, Planning and Institutional Effectiveness meet monthly to review current enrollment, compare current enrollment to fiscal-year projected enrollment and FTES generation, and to discuss proposals and timing for additional course offerings, summer school offerings at each campus, and to analyze current and historical Lecture Hour Equivalent efficiencies by division. [IIID51]

The District has partnerships with many internal as well as external entities. In recent years, categorical dollars have focused on regional programs and encouraged the District to participate in regional consortia. Examples of internal partnerships include the COS Foundation and the Presidents Scholars. External partnerships include California Career Pathways, STEM/REALM, University Preparatory High School, California State University Fresno, FoodLink Tulare County, and Community Food Bank. Partnership proposals are presented to the area vice president, and are vetted through senior management to ensure alignment with the District Mission and Goals; if beneficial, they are entered into after Administrative Services review. The respective departments proposing the partnerships and benefitting from them are responsible to regularly monitor and manage the partnership activity.

Expenditures, according to Financial Accounting and Reporting Principles, must be "reasonable and necessary" and are monitored by the Fiscal Services Department. All expenditure requisitions require supervisory approval. District credit card (CalCard) expenditures require supervisor authorization and Vice President of Administrative Services authorization for payment. Expenditures from accounts funded by restricted revenue are monitored by the supervising administrator as well as by Fiscal Services personnel to ensure that these expenditures comply with the applicable laws, codes, and regulations. [IIID52] In addition, the District has not had any financial or compliance external audit findings for the last five years. [IIID53]

Analysis and Evaluation

The District meets the Standard. The District has been conservatively realistic in matching budget assumptions with financial resource availability. The District has been successful in its planning of financial resource availability. The District ensures that partnerships with outside entities support the District Mission and Goals. The District closely monitors both its general fund expenditures and its categorical and grant expenditures to ensure compliance with all expenditure requirements, as evidenced by financial and compliance external audits.

Plans for Future Action

None.

Standard III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The District's internal control structure assures the financial integrity and responsible use of financial resources. The District regularly reviews the effectiveness of fiscal planning to ensure goals for student learning are met and to plan for future fiscal needs. The District's general ledger system for accounting, payroll, and purchasing is held in Ellucian (Banner) software, and integrates a hierarchy approval system for requisitions and department budget transfers. In addition, the organizational structure is in place to ensure separation of duties, especially involving position control, input of positions/timesheets, and payroll. An employee is only approved for input or access rights to various screens on the fiscal software system after review by the Chief Accounting Officer and Director of Budgets. [IIID54]

Internal control mechanisms include the following:

- A wet signature from the Vice President of Administrative Services is required for any purchase order of $10,000 or more. [IIID55]
- Only the Chief Accounting Officer, the College Accountant, and the Director of Budgets and Categorical Accounting can add/delete employees for approval in Banner. [IIID144]
- The Chief Accounting Officer or the Director of Budgets and Categorical Accounting must authorize any journal entries under $5,000 before posting to the general ledger. For journal entries over $5,000, both must authorize before posting to the general ledger. [IIID145]

Monthly budget reports are approved by Board of Trustees with all changes to the current budget after being first reviewed by the Budget Committee. [IIID56] Budget Expenditure and Revenue Projections are presented to the Board of Trustees the last two quarters of the year. [IIID57]

Annual audit and findings/recommendations are presented annually to Board of Trustees and the Budget Committee. During the annual audit, any concerns the auditors have pertaining to an internal control or lack thereof are evaluated and discussed with constituent groups that may be affected. For example, in Fiscal Year 2008-2009, the auditors were concerned with the lack of internal controls over Student Senate fundraising. After much discussion with various student groups, a new set of procedures was developed to incorporate internal controls over cash handling by students when fundraising for their clubs. In 2013, the District developed a board policy on cash control and fundraising policies for Student Senate to directly address these internal control

procedures. [IIID58] Each semester a fiscal representative provides training to Student Senate Inter-Club Council members and club advisors explaining all the procedures for cash handling and the required reconciliations. No internal control concerns have been communicated to the District by the Auditors since that time, and the District has had clean audit results for all internal control testing for 2011-2012 through 2016-2017. [IIID59]

To ensure fiscal controls and integrity in purchasing using the District's credit card, CalCard, the District's CalCard Rules and Procedures form documents the requirements for use of the CalCard, and each card holder certifies compliance with the applicable rules. Signed forms are retained in Administrative Services. District managers and authorized staff utilize CalCards for a large number of discretionary budget purchases. All purchase-card expenditures are reviewed and authorized by the direct supervisor and by the Vice President of Administrative Services. [IIID60]

The District evaluates and assesses the resource allocation processes, including established internal controls, through the Budget Committee annual assessment and annual revision of the Resource Allocation Manual. District Governance Senate reviews recommendations made for improvements based on the annual assessment. Additional evaluation and assessment occurs as a result of any audit findings or concerns regarding internal controls, neither of which has occurred in the last five years. [IIID61]

The District reviews and updates the Business and Fiscal Services board policies and administrative procedures every five years. [IIID62]

Analysis and Evaluation

The District meets the Standard. Financial integrity and responsible use of resources are assured through internal control structure and mechanisms, and through the District's policies and procedures. Financial information and processes are widely disseminated, and pertinent timely information is presented to the Board of Trustees regularly to guide the Board's decision making. Regular evaluation occurs through annual evaluation of and revisions to the Resource Allocation Manual, annual financial and compliance audits, and review of the Business and Fiscal Services policies and procedures.

Plans for Future Action

None.

Standard III

Standard III.D.6. *Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

Evidence of Meeting the Standard

The District's financial documents are credible, accurate, and reflect appropriate allocation of resources in support of the District's Mission. The District participates in an annual audit to ensure a high degree of credibility and accuracy in financial documents, including the District budget. The Annual Financial and Compliance Report includes the Report on Internal Control Over Financial Reporting and on Compliance and Other Matters, the Report on Compliance for Each Major Program and Report on Internal Control Over Compliance Required by OMB Circular A-133 87, and the Report on State Compliance. [IIID63] The District has not had any reported findings or questioned costs in its Annual Financial and Compliance Report for over five years.

The District provides a detailed report to the Board of Trustees, including the assumptions upon which the Tentative and Final Budgets are built. The report also includes District Goals and Objectives linked to resource allocations and other account details, such as restricted funds and detailed farm operations funds. The Board also reviews details concerning FTES projections, revenue calculations, and beginning and projected ending fund balances for each fund. [IIID64]

Monthly working budget changes are reported to and approved by the Board of Trustees, and detailed working budget changes are reported in General Fund Unrestricted Budget Increases and Decreases to the Budget Committee quarterly. [IIID65]

Quarterly financial statements, budget development and budget assumptions, projected District Budget, and the final adopted budget are reported to the Budget Committee to allow for assurance of fiscal credibility and accuracy. [IIID66] Budget Forums are held on each campus in spring to present the projected District budget, and to answer questions and receive input, furthering assurance of budget credibility. [IIID67]

The District has high bond ratings from external agencies, including Standard and Poors A+ Long Term rating [IIID68] and Moody's Aa3 (Prime 1) and Moody's Aa. [IIID69] These bond ratings reflect a high degree of fiscal credibility and accuracy, as ratings agencies perform in-depth research and analysis before granting highest ratings.

Allocation and Use to Support Student Learning

The District ensures that funds are allocated to achieve the Mission and Goals specific to student learning through the resource allocation process, as document in the RAM. The budget reflects these expenditures and links to how they support student learning, programs, and services.

The District supports base budget augmentations to support student learning. Examples follow:

- In 2015-2016, a base budget augmentation to support student learning was granted to the Learning Resource Center to staff the reference desk in the evening hours. This additional funding allows evening students access to research assistance. [IIID146]
- In 2015-2016, the budget for instructional aid-student large lecture was increased to assist students with educational needs. [IIID147]
- In 2016-2017, a base budget increase was granted to Learning Resource Center so that hourly librarians could assist students in Tulare in the evening hours. [IIID148]
- In 2016-2017, the PE/Athletics base budget was increased to support student-athlete travel. [IIID149]
- In 2016-2017, the Business Division budget was augmented to fund the annual cost for the Law School Pathway Program, including support for student travel, an hourly counselor, and the annual cost for the Law School Bar Initiative. [IIID150]
- In 2017-2018, the adjunct office hour's budget was increased to support more adjunct faculty holding office hours. [IIID151]

Analysis and Evaluation

The District meets the standard. The District's financial activity is monitored through various means, including annual audits, regular dissemination of information and reporting to the Board of Trustees, and regular review and evaluation by the Budget Committee. The District also meets this standard through effectively using its financial resources to improve student academic programs and student services.

Plans for Future Action

None.

Standard III.D.7. *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Evidence of Meeting the Standard

The District's responses to external audit findings are communicated with appropriate constituencies and responded to in a timely manner. The District provides external auditor reports, the audit opinions, and any findings in the audit report annually to the Board of Trustees. The financial audit is presented and reviewed at Board of Trustees meetings. [IIID70] The District distributes the audit report to constituent groups in a timely manner. [IIID71]

The District has not had any external audit findings in the last five years. However, the District has the staff and processes in place through the Fiscal Department and the Administrative Services Department to timely and effectively communicate any external audit findings and to respond appropriately.

The most recent external audit finding (2010-1201) was the District's need to publish the To Be Announced (TBA) course hours in the official Catalog and in the official schedule of classes for five separate courses. [IIID72] There were no questioned costs from this finding. The auditors recommended that the District enhance internal controls and implement procedures to periodically review and enhance compliance with program laws and regulations. The District responded in the spring 2012 by performing an internal audit to determine that all classes that have TBA hours include appropriate notations in the Catalog and in the class schedule. In addition, a review is performed every year before publishing the Catalog to ensure that the hours are scheduled for TBA courses.

Analysis and Evaluation

The District meets the Standard. The District widely communicates responses to external audit findings and management recommendations in a comprehensive and timely manner.

Plans for Future Action

None.

Standard III.D.8. *The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

Evidence of Meeting the Standard

The District's financial and internal control systems are evaluated regularly to ensure validity, effectiveness, and continuous improvement. Completion of the District's annual program review process allows Fiscal Services to analyze and assess the unit's financial and internal control systems and implement action plans to improve processes. For example, Fiscal Services' 2014 Program Review noted that there were late submittals of invoices to the Accounts Payable Office causing large late penalty fees. [IIID73] An action plan was implemented to provide training to District employees stressing the importance of timely submittals to Accounts Payable. Over the next three program review cycles, Fiscal Services has seen a significant decrease in late penalties. [IIID74]

Additionally, Fiscal Services creates and assesses service area outcomes in the annual program review process and makes plans for actions to improve the outcomes. For example, one service area outcome concerns the cash handling procedures for Student Senate clubs. Numerous overages or shortages in cash reconciliation were noticed during the year and plans were implemented to increase the on-going training available to the Inter-Club Council and club Advisors. Following regular training, cash reconciliations have had far fewer overages and shortages. Continual regular training provides for new students and advisors to also learn proper cash handling procedures. [IIID75]

Fiscal Services staff review the District's written narratives of internal control procedures for each department annually in conjunction with the annual external audit. [IIID76] The District has received no financial or compliance audit findings in the last five years, and no deficiencies or material weaknesses were identified in the District's internal control over financial reporting. [IIID77]

Analysis and Evaluation

The District meets the Standard. The District regularly evaluates financial and internal control systems and processes, as do the external auditors. Any concerns or discrepancies are communicated and corrected.

Plans for Future Action

None.

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Standard III.D.9. *The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

Evidence of Meeting the Standard

The District has sufficient cash flow and reserves and has appropriate risk management strategies in place.

In order to insure sufficient reserves, the District has established policies and procedures to determine minimum reserves, as codified in the Board Policy on Budget Preparation, which requires a six percent minimum reserve. [IIID78] The District regularly meets or exceeds the minimum reserve established in Board Policy. For example, the District closed 2016-2017 with 28 percent General Fund Reserves. [IIID79] The Board of Trustees is working toward continued increases in the General Fund Reserve. At the Board Planning Retreat (2016), the Trustees adopted a 15 percent unrestricted fund balance priority; at the 2017 retreat, the Board adopted a 22 percent reserve balance priority, and at the 2018 retreat, the Board adopted a 21.3 percent reserve balance minimum, which is the average for California Community Colleges. The District's reserve exceeds that Board priority. [IIID80]

Fiscal Services monitors actual and projected cash flows for the purpose of assessing cash and financial resources throughout the year. Cash and fund balance quarterly updates and revenue and expense projections are presented to the Board of Trustees and Budget Committee. [IIID81] Quarterly Budget and Financial Reports (CCFS-311Q) are presented to the Board and show the actual fund balances and cash balances for prior years, and the projected fund balance and projected cash balance for the current year, for the unrestricted General Fund. [IIID82]

The District has the option to use Tax Revenue Anticipation Notes or to borrow from a municipal lease offered by a local bank to meet financial emergencies. In the last five years, the District did not need any Tax Revenue Anticipation Notes or emergency loans. The District is in regular communication with a local bank if short-term loans are needed for emergency purposes.

The District has contracted with Statewide Association of Community Colleges (SWACC Joint Powers Authority) for Property and Liability Insurance and with Tulare County Schools Insurance Group (TCSIG JPA) for Workers Compensation Insurance as a risk management strategy. The District also contracts with Self-Insured Schools of California (SISC III JPA) for health insurance benefits and coverage. All three Joint Powers Authority (JPAs) maintain appropriate reserves as a risk management strategy.

Analysis and Evaluation

The District meets the Standard. The District has adequate reserves, closely monitors and manages its cash flow and employs risk management strategies to meet any financial emergencies or unforeseen circumstances that may arise.

Plans for Future Action

None.

Standard III.D.10. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Evidence of Meeting the Standard

District finances are monitored by the Fiscal Services Department and the Vice President of Administrative Services, and locally by department deans, grant managers, and program managers. Oversight of District finances is provided by the Budget Committee. District administration also closely monitors financial aid, contracts and MOUs, as well as the activity of the COS Foundation. The COS Foundation also procures a separate external audit of its funds and activities. The District has not had any findings or questioned costs in the last five years. The Budget Committee reviews financial reports and fiscal updates monthly; [IIID83] Fiscal Services and the Vice President of Administrative Services present budget and accounting reports to the Board of Trustees monthly, quarterly, and annually. [IIID84]

The District's Fiscal Services Department prepares and reviews the monthly bank reconciliation for the COS Foundation. [IIID85] This internal control provides proper separation of duties as the Accounting Technician in the Foundation cuts the checks and deposits the cash collected. The Foundation also utilizes "donations @ work" a website for donations. [IIID86] The Accounting Technician receives an email notification anytime a donation is made into "donations @ work," which downloads into Donor Perfect software, then Donor Perfect downloads into Quickbooks. From QuickBooks, Fiscal Services reconciles the bank statement which includes deposits and checks cut each month.

Fiscal Services also provides monthly oversight for Food Services accounting and financial reporting. Fiscal Services prepares the monthly bank reconciliation, which provides separation of duties as the Food Service Manager cuts checks and the Cashier's Department deposits the cash collected. [IIID87]

Fiscal Services reconciles monthly bank accounts for all financial aid funds and each financial aid disbursement. [IIID88] The Financial Aid Department in turn tracks Return to Title Four (RTIV) funds and reconciles monthly. [IIID89] The Financial Aid Director and department staff attend continuing education courses that address changes in the Financial Aid industry. [IIID90] In addition, the Financial Aid Office staffs conduct internal reconciliations of the financial aid accounts. [IIID91]

The District utilizes CO-TOP (State of California collections through Franchise Tax Board/state income taxes) and utilizes a third party vendor to collect student debt. With these processes, the District has been successful in minimizing bad debt expense, which is important to the oversight of District finances. [IIID92]

Grant managers oversee day-to-day operations of grant funding, reporting and compliance. The Fiscal Services Director of Budgets and Categorical Accounting oversees all categorical and grant program budgeting, approves all journal entries involving categorical funds or grant funds, and certifies quarterly reports for the majority of categorical programs (online). This provides additional fiscal and compliance oversight for District grants.

Senior Management Council ensures that new grant applications align with District Mission. New grant applications are discussed in Senior Management and vetted in accordance with the Board Policy and Administrative Procedure on Grants to ensure alignment. [IIID93]

Board Policy and Administrative Procedure on Investments [IIID94] describes Investment in County Treasury Investment Pool and LAIF (Local Agency Investment Fund). Five District departments have funds invested in LAIF; they include the Farm, Food Services, Student Senate (ASB), Trust Funds and Loan Funds. The District has minimal funds ($167,000) invested with LAIF. The District withdraws the interest each quarter and distributes it to each entity that has cash invested.

The Vice President of Administrative Services serves on the Board for the CCLC Other Post-Employment Benefits (OPEB) JPA and presents investment status and returns to the Board of Trustees annually. [IIID95] The District has a current investment of almost $9,200,000 as of the March 2018 JPA portfolio report. The most recent contributions to the OPEB JPA were made on May 9, 2016 for $1,000,000 from "one-time" mandated cost claim revenue the District received; $553,000 on June 16, 2017 from excess unrestricted General Fund monies; and $480,000 on January 16, 2018 from the Retiree Health and Welfare Fund (fund 62000). The District's unfunded OPEB liability is now below $1,000,000. The District has a Board-adopted priority and a plan to fully fund its OPEB obligation in the next two years.

The District is involved in numerous externally funded programs and contractual relationships. Some examples include Barnes and Noble bookstore management, California State University Fresno, Local Transit agreements which include Tulare County Associations of Governments (TCAG) and Kings Area Rapid Transit (KART) student bus pass program. All contracts and agreements are reviewed and approved by the Vice President of Administrative Services. In addition, instructional contracts or agreements are reviewed and approved by the Vice President of Academic Services, and Student Services contracts are approved by Student Services Deans. These externally funded programs and contractual relationships have greatly benefited the students and programs of the District. [IIID96]

The annual external audit conducted by an independent firm of certified public accountants provides for accounting and compliance audits of the District's finances, financial aid, grants, externally funded programs, contracts, investments, and assets. State and Federal categorical programs address oversight of categorical and grant funds. [IIID97]

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Analysis and Evaluation

The District meets the Standard. District finances are monitored appropriately by the respective departments. Strong oversight of District finances is provided by the Budget Committee. District administration closely monitors financial aid, contracts and MOUs, and the activity of the COS Foundation. Management of District investments and assets is according to state standards and board policies, and such investments and assets are monitored and audited regularly.

Plans for Future Action

None.

Standard III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District undergoes an annual process to establish fiscal priorities and to address short-term and long-term fiscal planning. These plans include long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance costs. The District allocates resources to pay down long-term obligations such as Other Post-Employment Benefit obligations.

During the annual budget development cycle, the District prepares a multi-year fiscal solvency projection based upon realistic assumptions. The fiscal solvency plan is presented through the participatory governance structure each year to the Budget Committee, District Governance Senate, Student Senate, and the Board of Trustees. The District invites campus constituents to the annual District Budget forums held on each of the three campuses. The District adopts a budget that allows for a balanced budget two years out, using known and realistic cost factor assumptions. [IIID98]

The District budgets for short-term and long-term debt annually and takes a fiscally conservative approach to accumulating general fund debt of any kind. [IIID99] The District analyzes debt instruments each year for repayment opportunities, or refunding/refinancing opportunities. For example, the District paid down $3,828,417 worth of debt early in the last few years, avoiding twenty-three years of debt instrument payments:

1. Certificate of Participation (COP):
    a. Maturity 2020, paid in full 6/22/2015;[IIID100]
    b. Maturity 2020, paid in full 6/30/2014; [IIID152]
    c. Maturity 2027, paid in full 1/14/2014; [IIID153]
    d. State Teachers Retirement System (STRS) Golden Handshake: maturity 2017, paid in full 11/5/2015. [IIID154]
2. Tulare Bond Anticipation Note: paid $5,300,000 timely and in full, July 1, 2016. [IIID101]

The District has issued no new general fund debt in four years, other than a loan from the California Energy Commission for $3,000,000 at zero percent interest for solar projects. The energy cost savings exceed the annual repayment amount on this loan. [IIID102]

The bond refunding for four bond issuances is reflective of the District's conservative outlook on debt and resulted in a savings of over $12,000,000 to taxpayers. [IIID103] The refunding issuances were performed with competitive sales rather than negotiated. The

Board of Trustees adopted a Debt Issuance and Management board policy and administrative procedure that do not allow for issuance of capital appreciation bonds, which reflects a very conservative perspective on bond debt issuance. [IIID104] The District has increased the General Fund Reserves to over 28 percent, in excess of the 2018 Board Priority of 21.3 percent. The average of California Community Colleges general fund reserves across the state is 21.3 percent. [IIID105]

The District budgets for increased Public Employees Retirement System (PERS) and STRS employer contribution costs one or two years in advance, to ensure fiscal stability in the near term. Currently, the District has budgeted for PERS and STRS increased costs two years in advance (through 2020-2021) in an annual/ongoing manner. [IIID106]

Another long-range financial priority for the District is to fully fund its Other Post-Employment Benefits Trust. The District has made great strides, and as of the March 31, 2018 Actuarial report, the District has less than $1,000,000 unfunded liability remaining. With a commitment by the Board of Trustees to fund $553,000 or more per year to OPEB from unspent funds each year-end, the liability will be fully funded by June 30, 2019. [IIID155]

Other long term-financial obligations could arise in building maintenance costs, health insurance costs, and other insurance costs. The District works to meet these obligations as follows:

- Total cost of ownership documentation is prepared and maintained by the Facilities Department. The District frequently allocates one-time funds to facility maintenance, as can be seen by the recent renovation of the District swimming pool. Emergency or unexpected maintenance costs are funded with the Capital Projects fund, which receives annual revenues from development agency pass-through funds, and interest earned. [IIID156]
- Rising health insurance costs have been maintained by establishing a health insurance cap for all employee groups. If budget constraints arise at any time, the District can choose not to increase that cap. [IIID157]
- For property and liability insurance, and workers' compensation insurance, the District widely implements safety training to reduce experience modifiers, which can increase rates. The District maintains average ex-mods for both coverages (1.14 for Liability insurance, .89 for property coverage, and 1.0 for workers' compensation). [IIID158]

Analysis and Evaluation

The District meets the Standard. The established and budgeted level of financial resources provides more than a reasonable expectation of both short-term and long-term financial solvency. The District is fiscally conservative when making short-range financial plans and considers and documents its long-range financial priorities to assure financial stability. Liabilities and future obligations are clearly identified and related necessary resources are allocated or budgeted.

Plans for Future Action

None.

Standard III

Standard III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District has developed fiscal plans to provide appropriate allocation of resources for liabilities and obligations. The District's plans include fully funding the annual Other Post-Employment Benefits Obligation. The District has a Joint Powers Authority Irrevocable Trust established for OPEB liability; plan assets are currently over $9.2 million. [IIID107] The District was one of the first community colleges to perform an OPEB actuarial under Accounting Standards Board (GASB) 74/75, which was completed October 31, 2016. The District procured an actuarial update in July 2017, also under GASB 74/75. The District's net OPEB Liability is now less than $1,000,000. Unfunded Liability (Net OPEB Liability) is less than 30 percent of Total OPEB Liability. [IIID108]

At the January 2017 Board Planning Retreat, the Board of Trustees recommended a plan to make additional contributions to the OPEB trust of $553,000 per year, provided a June year-end analysis showed sufficient unspent General Fund resources each year. The first contribution was approved and executed in June 2017 for $553,000. [IIID109] In addition, the District earmarked $1,000,000 from 2016 One-time Mandated funds to contribute to OPEB trust, and funds were transferred in June 2016. [IIID110] The Board also approved a one-time transfer of $480,000 in January 2018, from the District's Health and Welfare Retiree fund (62000). With this plan and the recent contributions, the District OPEB Trust will be fully funded by June 2019.

The District calculates the liability at year end for compensated absences, vacation liability, and Faculty Banked Leave liabilities; the liability is entered into the General Ledger (adjusts to actual). [IIID111] As a result, appropriate resources for payment of these future obligations are budgeted. As recommended during the external audit in 2015-2016, the District booked the faculty bank time liability instead of keeping the debt in Banked Leave Fund Balance. [IIID112]

The District limits retiree health insurance coverage per collective bargaining agreements, which in turn limits Other Post Employment Benefit liabilities. Currently, the District only offers coverage up to age 65 (or Medicare eligibility age) and will pay limited amounts annually toward a Medicare supplement or health insurance, for the College of the Sequoias Teachers Association (COSTA) or California School Employees Association (CSEA) retirees with over 20 years of full-time equivalent employment at the District (or CSEA retirees can opt for a "cash option"). Managers retiring with a minimum of 20 years' full-time equivalency receive health benefits until reaching the age of Medicare eligibility, after which the District contributes a minimal amount annually toward the

purchase of a Medicare Supplemental Plan, or toward the retiree's annual premium.
[IIID113]

Analysis and Evaluation

The District meets the Standard. The actuarial plan to determine OPEB liability is prepared regularly in compliance with GASB 74/75 guidance. The District has executed plans to fully fund the remaining balance of the OPEB liability balance in the next two years. The District calculates compensated absences, vacation liability, and Faculty Banked Leave liabilities annually, and budgets for those liabilities accordingly.

Plans for Future Action

None.

Standard III

Standard III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District determines the level of locally incurred debt on an annual basis and ensures the debt is met without fiscal impact on the institution. The District budgets annual principal and interest payments and monitors amortization schedules. [IIID114]

The District's general obligation bond debt is managed by the Tulare County Assessor's Office, and local property owners/taxpayers repay the debt. The District analyzes this debt periodically in regard to refunding possibilities with lower interest, and the possibility of lowering the overall cost to the taxpayers. For example, in 2016 this analysis led the District to bond refunding for four bond issuances, which resulted in lowering average interest rates from 5.32 percent to 2.89 percent and resulted in a savings of over $12,000,000 to taxpayers. [IIID115]

The District analyzes general fund debt instruments each year for repayment opportunities or refinancing opportunities. For example, the District paid down $3,828,417 worth of debt early, removing 23 years of debt instrument payments:

3. Certificate of Participation (COP):
    a. maturity 2020, paid in full 6/22/2015; [IIID159]
    b. maturity 2020, paid in full 6/30/2014; [IIID160]
    c. maturity 2027, paid in full 1/14/2014; [IIID161]
4. STRS Golden Handshake: maturity 2017, paid in full 11/5/2015; [IIID116]
5. Tulare Bond Anticipation Note: $5,300,000 paid timely and in full, July 1, 2016. [IIID117]

The District's remaining local debt is the California Energy Commission solar loan, the Hanford Lease Revenue Bond, and the 2004 Student Center/Health Center COP (each approximately $2.7 million). [IIID118] Annual payments have been built into the unrestricted general fund budget and are funded in an ongoing manner. The District budgeted the solar loan repayment using established savings in the utility budget.

Analysis and Evaluation

The District meets the Standard. The District assesses and allocates fiscal resources for the repayment of debt. The District has been successful in retiring many locally incurred debt instruments; the remaining local debt instruments, which are dependent upon the District for repayment, are minimal.

Plans for Future Action
None.

Standard III.D.14. *All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Evidence of Meeting the Standard

The District annually assesses debt repayments and obligations and has processes and procedures in place to ensure that auxiliary funds and activities are appropriately expended and monitored.

The District's Annual External Financial and Compliance audits, Bond audits, and Foundation audits each serve to provide assurance that District and Foundation funds are used with integrity and in a manner consistent with the intended funding of the purpose of the funding source. These audits show no findings for the past five years, which further confirms the integrity of the use of these funding sources. [IIID119]

The District's Bond Oversight Committee meetings are held regularly and are consistent with Prop 39 bond funding requirements. Committee members are actively engaged in the oversight of bond funds; the meetings include review and analysis of the proper use of bond funds. The Bond Committee provides regular updates to the Board of Trustees on bond expenditures. [IIID120] Bond proceeds and interest have been expended as of June 30, 2017, and, as a result, the District's Bond Oversight committees have now been disbanded.

The District's athletic game gate ticket sales and club fundraising are processed by the Cashier's Office and monitored by the appropriate administrator. The Cashier's Office processes receipts in a timely manner. The Board Policy on Cash Control and Fundraising Procedures for student clubs [IIID163] ensures that these groups adhere to clear guidelines for proper handling and accounting of public funds. Club advisors work closely with student leaders to assure that all legal requirements and generally accepted accounting practices are met in the handling of club cash and donations. Fiscal Services provides annual training on the details and steps for successful implementation and adherence to proper internal controls for club advisors and club student leaders. [IIID121]

The activities and fund-raising efforts of the COS Foundation are communicated through its web presence and fundraising/scholarship reporting to ensure integrity and transparency. The Foundation focuses on four major fundraising events per year in addition to ongoing fundraising through employee giving, Giving Tuesday, and external ongoing support. The foundation shares the results of fundraising activities through the website campaign, Donations at Work. The Foundation clearly documents the numerous scholarships and aid funds provided to students, and the project funding allocated to program and department needs. [IIID122]

Foundation funds are accounted for separately from the District. The Foundation prepares its own 501(c)3 compliant general ledger and financial reports. The District provides bank reconciliation services, so as to ensure needed separation of duties in financial transactions. The Foundation follows all Generally Accepted Accounting Procedures and follows the Auxiliary Organizations Manual as established by the CCC Chancellor's Office. The Foundation receives an annual external financial audit and meets reporting requirements each year. The Foundation is governed by the Foundation board and the Foundation charter and bylaws. [IIID164]

The District's grants and categorical funds are funded and expended by separate fund and program account numbers to ensure compliance with grant/categorical accounting specifications. [IIID123] Grants provide additional funding sources and are used in a manner consistent with the intended purpose as reported on annual expenditure reports. Grants and categorical funds are monitored by the assigned administrator who also completes required fiscal reporting to the granting agency. The Fiscal Services Department staff review and monitor grant and categorical budgets and provide regular reports to the Vice President of Administrative Services and the grant manager. Grant proposals are approved by senior management and the Board of Trustees which includes the grant budget, project management and evaluation, and any required matching funds. [IIID124] The District currently administers a total of $3,400,000 annually in grant funds. For example, some of the larger grants acquired are STEM/REALM at $650,000 per year, International Development Research Centre (IDRC) Food Safety at $400,000 per year, and California Career Pathways Trust at almost $600,000 per year. [IIID125]

The District identifies legally restricted funds and Board of Trustees restricted funds and reports expenditures in the Tentative Budget Book and in the Final Budget Book. Final adopted budgets and the budget books are shared through the participatory governance process annually. [IIID126]

Analysis and Evaluation

The District meets the Standard. Processes, safeguards, and internal controls are in place to ensure that the District's financial resources are used with integrity in a manner consistent with the intended purpose of the funding source. The Bond Oversight Committee's annual reports, and annual bond audits, verify that bond funds are used in accordance with their intended purposes. Policies and procedures are in place to ensure that student clubs, the Foundation, and grants are in compliance.

Plans for Future Action

None.

Standard III.D.15. *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

Evidence of Meeting the Standard

The District regularly monitors and manages federal revenue streams and respective assets to ensure compliance with federal requirements. The District also regularly monitors financial aid processes, including Title IV and student loan default rates, to ensure compliance with federal government requirements.

For example, the Vice President of Student Services, the Dean of Student Services, and the Financial Aid Director monitor student loan default rates. Historically, the District has been conservative in its approach to loan disbursement and consequently the District's loan default rates are low:

College of the Sequoias Loan Default Rates					
Cohort Year	COS Year	Default Rate	Count	Default Count	Cohort Years
2010	2013-14	24.0%	108	26	3
2011	2014-15	19.5%	179	35	3
2012	2015-16	17.9%	167	30	3
2013	2016-17	17.0%	182	31	3

The District monitors default rates by utilizing the National Student Loan Data System (NSLDS), which sends a projected default rate notification to the Financial Aid Department each February and annual default rate report in October each year. [IIID127]

Financial Aid Office staff are available to help students who have questions about student loan default issues. Staff inform student borrowers of available payment plans and assist students in communicating with federal loan representatives. Additional loan default counseling assistance is available for students through the Financial Aid Office. Additionally, the Office offers several student loan entrance counseling workshops throughout the semester. [IIID128]

Students who request loans are provided a Student Loan Request Packet with information about student loans. [IIID129] A Direct Loan Request Form (DSLR) is included in the loan packet. The DSLR form lists step-by-step instructions that must be completed prior to receiving a loan. Students must log in to the Federal Student Aid Student Loans website and complete the following in compliance with federal requirements:

- Loan Entrance Counseling;
- Financial Awareness Counseling;

- Repayment Estimator Calculator;
- Master Promissory Note. [IIID130]

The District works with Parker, Pierson and Associates (PP and A) to monitor default rates and to develop strategies for default prevention. PP and A has formed a partnership with the California Community College Chancellor's Office and provides a no-cost service to the District. [IIID131]

First-time borrowers participate in a Loan Entrance Counseling workshop presented by Financial Aid Office staff. In-person workshops give staff an opportunity to have face-to-face conversations with first time borrowers about the responsibilities of student loans. Staff implement strategies to introduce new students to good financial habits as they pursue educational goals. The in-person counseling sessions supplement the federal online sessions.

To remain eligible for student loans while attending COS, students must meet Satisfactory Academic Progress. A student who drops below a 2.0 GPA or 67 percent course completion rate is no longer eligible to receive student loans. [IIID132] Loan Exit Counseling is required when a student graduates, transfers, withdraws from college or drops to less than six units. [IIID133]

The District monitors compliance with the federal and state accounting regulations for grants. To ensure compliance with state and federal regulations and accounting standards, project managers and Fiscal staff follow federal and state guidance for grant implementation. The Director of Budget and Categorical Accounting reviews categorical expenditures and provides assistance to grant and categorical managers to ensure expenditure compliance with categorical guidelines. There have been no federal or state program audit findings in the last six audit years. There have been no external audit findings in CalWorks, Extended Opportunity Programs and Services, Title V Grants, or Student Success and Support Program. [IIID134]

The District maintains an inventory of assets purchased with federal funding. Processes are in place through accounts payable for regular purchase updates. As any asset purchase is made, an account string is used, and that account string reflects whether the item is purchased with unrestricted general funds or restricted funds. If the restricted funds are federal funds, the asset is added to the inventory listing for federal funds by Accounts Payable staff as the purchase order is processed. [IIID135]

In addition, the external auditors Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance has been unmodified, identifying no material weaknesses or significant deficiencies in regard to revenues, expenses, and assets from federal funds

Analysis and Evaluation

The District meets the Standard. The District proactively manages financial aid practices and procedures to ensure default rates are within federal standards. District staff are proactive in engaging students to provide information, guidance or counseling on student loans. The external auditors regularly audit federal programs for compliance, and the District has had no recent findings or questioned costs.

Plans for Future Action

None.

Standard III

Standard III.D.16. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

Evidence of Meeting the Standard

The District ensures that contractual agreements align with the Mission and Goals and that these agreements maintain the quality and appropriateness of the services. The District's contractual agreements are governed by District policies and contain appropriate provisions to maintain the integrity of District programs, services and operations.

Instructional contracts are monitored and reviewed by the appropriate area administrator and the Vice President of Academic Services and are approved by the Board of Trustees. Current instructional contracts include clinical placement agreements with hospitals and clinics, Estes Cosmetology, and dual enrollment MOUs or College and Career Access Pathways partnership agreements (CCAP) with feeder high schools. [IIID162]

Dual Enrollment and College and Career Access Pathway (CCAP) partnership agreements with area high schools are reviewed annually by the appropriate area administrator, director of dual enrollment and Vice President of Academic Services, to ensure the integrity and quality of District academic programs. The agreements are approved by the District Board of Trustees and the High School Board. [IIID136]

The Vice President of Administrative Services monitors, reviews and authorizes non-instructional contracts for alignment with District goals and objectives, appropriate provisions for indemnification and liability clauses (including minimum general insurance liability coverage), and for compliance with state and federal laws. The Vice President of Administrative Services uses legal or insurance agent assistance to vet liability risk for contracts before authorization. The District ensures that contracts include a termination clause within reasonable limits for each party to terminate the contract if needed.

Current external contracts include agreements such as: TracDat and Degree Works software contracts, Ray Morgan copiers/printers contract, Barnes and Noble Bookstore contract, bus transportation contracts (TCAG and KCAPTA/KART), MOU agreement with California State University Fresno for Visalia Campus facility, vendor agreements such as Pepsi, Carl's Jr., Valley Wide Vending, Water Well agreement with City of Tulare, G and R Farms Ag Management agreement, and services such as Community Food Bank. [IIID137]

The District's Board Policy and Administrative Procedure on Bids and Contracts establish dollar thresholds for Board approval of contracts and proper authorizations to enter contracts according to the Education Code and Public Contracts Code. [IIID138] The District also uses an in-house bid limits spreadsheet detailing legal limits, District

recommended limits, and applicable laws for public bid processes and Board of Trustee approval requirements.

The District ensures that federal grant agreements include the required clauses such as employment, Davis Bacon Act, nondiscrimination requirements, and that there are no procurements from debarred or suspended parties. [IIID139]

The District annually analyzes the alignment and success of contracted (instruction-related) outside programs. For example, as a result of monitoring and analysis, the MOU with Estes Cosmetology increased the cohort size for the Cosmetology Certificate in May 2017, providing greater access to a successful CTE program and allowing graduates to enter the workforce in a high-paying job immediately upon completion, in alignment with the District's Mission. [IIID140]

Analysis and Evaluation

The District meets the Standard. Contracting practices and agreements support the District's Mission, Goals, and priorities and are in compliance with board policies, administrative procedures, the Education Code sec 81641 et seq., and Public Contract Code sec 20650 et seq. Instructional contracts and grants are vetted regularly by Senior Management Council before implementation. Administrative and business contracts are vetted by the Administrative Services Department for inclusion of necessary clauses.

Plans for Future Action

None.

Evidence: Standard IIID

IIID1   Resource Allocation Manual, Resource Allocation Diagram, 2017
IIID2   Tentative Budget, FTES Slide, 2016-2017
IIID3   Course Offerings Report, 2014-2015 and 2017-2018
IIID4   Scorecard, 2015-2017, CCFS-311Q2, 2017-2018
IIID5   Sample Program Review, 2017
IIID6   Departments that complete Program Review, 2017
IIID7   Above-Base, 2013-2018, District Governance Minutes, February 2017, COS eNews
IIID8   Above-Base, spring 2018, Resource Allocation, Governance, Integrating Planning, Manual, 2017
IIID9   Fiscal Solvency Projections, 2015-2018
IIID10   Tentative, Adopted Budget, 2014-2018
IIID11   Categorical, Unrestricted, Base Budget Letter, Base Budget Report, 2018
IIID12   Administrative Procedure 3261, COS eNews Base Budget Augmentation April 2016 and May 2017
IIID13   Base Budget Augmentation Learning Resource Center, 2016-2017
IIID14   Tentative, Adopted Budget, 2014-2017
IIID15   Board, Budget Committee, Minutes, Budget Accountability Reports, 2014-2018
IIID16   Revenue/Expenditures Projections, Year End Actuals, Board Minutes, Emails to Union Leaders, 2014 - 2017
IIID17   Master Plan, 2015-2025
IIID18   Strategic Plan, 2015-2018
IIID19   Adopted Budget, 2014-2018
IIID20   Adopted Budget, 2014-2018
IIID21   Administrative Procedure 3261
IIID22   Resource Allocation Manual, Above-Base Rubric, 2017
IIID23   Resource Allocation Manual, 2017
IIID24   Above-Base Request Example, 2014-2015
IIID25   Administrative Procedures, Chapter 6
IIID26   spring Budget Forums, PPT, Sign-ins, COS eNews, 2015-2019
IIID27   Board, Budget Committee, Minutes, 2017-2018
IIID28   Board, Budget Committee, Minutes, CCFS 311Q Reports, 2017-2018
IIID29   Tentative, Adopted Budget, District Governance, Academic Senate, Student Senate, Minutes, 2014-2018
IIID30   Tentative, Adopted Budget, 2014-2018
IIID31   Resource Allocation Manual, 2017
IIID32   Administrative Procedure 3261, 3262, 3263
IIID33   Integrated Planning Manual, 2017
IIID34   Budget Committee, Minutes, 2015-2018

Standard III

Standard III

Standard III

Standard IV

Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

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

Evidence of Meeting the Standard

District leaders promote and encourage innovation leading to institutional excellence. The District has processes and procedures in place that allow individuals, no matter their role, to bring forward ideas for institutional improvement. The District adheres to a participatory governance structure and process that supports effective planning and implementation. The governing board, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices. [IVA1]

The Model for Integrated Planning allows individuals, departments and divisions to bring forward innovative ideas that lead to improvement of student learning and institutional effectiveness through the annual program review process, outcomes and assessment process, and the strategic planning process. The participatory governance structures provide the avenue for faculty, staff, administrators and students to share ideas and improve policies and practices. The District's Governance and Decision-Making Manual, Integrated Planning Manual and Resource Allocation Manual provide the structures for decision making, budget allocation and short-term and long-term planning. [IVA2]

College of the Sequoias
Model for Integrated Planning

The District is committed to broad participation and collaboration in decision making. For example, the board policy and administrative procedure on developing and revising District policies codifies how individuals can bring forth and recommend changes to

policy and practice. [IVA3] The steps allow for any employee, student or member of the public to initiate a review of any policy and/or procedure or propose a new policy or procedure by submitting a request or recommendation and a draft document to the Superintendent/President's office. These revisions are reviewed by Senior Management and drafts are distributed to Academic Senate, District Governance Senate, employee unions, Student Senate, Instructional Council and Management Council for 30-day review and feedback. Once feedback is received, Senior Management makes additional revisions and the drafts are submitted to Academic Senate and District Governance Senate for final review. The Board of Trustees approves board policies following the governance process.

The District's Master Plan Goals and Strategic Plan Objectives include the objective to increase the use of data in decision making and planning. [IVA4] The District's Student Success centers are an example of the use of data to support innovative practice and continuous improvement. The District's Student Equity Plan was developed by faculty, staff and administration to review relevant student equity data. The workgroup was charged with establishing, revising, or creating measurable actions within the Equity Plan. In the spirit of participatory constituent engagement, work group participants solicited feedback from the respective areas that they represented. The Equity Plan draft was submitted and approved through the participatory governance process. [IVA5]

Based on this equity data, the work group designed the Student Success Program which aligns to several District Objectives focused on increasing student achievement and reducing equity gaps. [IVA6] The Student Success Program established Student Success centers on all three District sites. The Student Success Program provides services to assist students in meeting their educational goals through academic, career, and personal counseling; workshops; individual and group support meetings. Student Success is a District wide program which fosters a learning environment that provides all students with equitable resources necessary to succeed in their academic endeavors. The goal is to ensure that students are prepared with the necessary tools to follow and complete their educational plan.

Following analysis of the first year of program success data, program staff and administrators petitioned the Institutional Program Review Committee to be added as a program review unit. The program staff felt that the annual program review process would allow for a continual cycle of data collection, analysis, evaluation, implementation and improvement moving forward. [IVA7]

Standard IV

Analysis and Evaluation

The District meets the Standard. The District recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, resource allocation, and continuous improvement. Governance roles are clearly defined in policy and are designed to facilitate data-based decisions that support student learning programs and services and to improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the Chief Executive Officer.

Plans for Future Action

None.

Standard IV.A.2. *The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

Evidence of Meeting the Standard

The District has established policies and procedures that provide the appropriate roles for administrators, faculty, staff, and students' participation in decision-making processes. The Governance and Decision-Making Manual describes and clarifies each constituent group, their relative role and responsibilities, and appropriate checks and balances in actions required for decision-making. [IVA8] The administrative policy on participation in local decision making describes the roles of faculty, the Board of Trustees, classified and confidential staff, and students. [IVA9]

Students participate in the development of recommendations to the Superintendent/President on issues that have a significant effect on them. The governance process defines specific matters identified as having a significant effect on students as delineated in Title 5 regulations such as grading policies, curriculum development, and Student Services planning and development. [IVA10] The Governance and Decision-Making Manual specifies membership for senates, committees and councils – which includes student representation on the major decision-making bodies. [IVA11] In addition, the Board of Trustees includes a non-voting Student Trustee who is recognized as a full member of the Board and is entitled to participate in discussion of issues and receive all materials presented to Board members with the exception of closed sessions. [IVA12]

The Board of Trustees recognizes the Student Senate as the official voice for students. [IVA13] The Student Senate is given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on them and the recommendations; the positions of Student Senate are given reasonable consideration.

For example, in January 2017, the state mandated that all community colleges provide accommodations for identified homeless students to have an opportunity to access public shower facilities. This mandate required the District to review and discuss how best to comply with this mandate while maintaining all standards for campus and District wide safety for students and staff. The student representatives serving on District Governance Senate shared input and recommendations, approved by Student Senate, with regard to how best to help homeless students. Once each governance body provided input/feedback, District Governance Senate made the decision based on recommendations from Student Senate and District wide input from all constituent groups in the governance process. The District now has designated shower facilities and specific hours during which homeless students may access shower facilities. Appropriate signage and notifications have been

developed and campus safety officers on all three District sites are aware and provide appropriate safety monitoring. [IVA14]

Analysis and Evaluation

The District meets the Standard. The participatory governance process includes student voices through Student Senate and Student Trustee. Board policy and the participatory governance structure codify student, administrator, faculty, and staff participation in decision-making processes.

Plans for Future Action

None.

Standard IV

Standard IV.A.3. *Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibilities and expertise.*

Evidence of Meeting the Standard

The District governance and decision-making processes ensure that administrators and faculty have substantive and clearly defined roles in institutional governance. Senates, committees, councils, task forces and work groups are defined in the District's Governance and Decision-Making Manual and have a substantial voice in District policy, planning and resource allocation processes. [IVA15]

Board policies and administrative procedures clarify administrator and faculty roles in governance. For example, policies addressing faculty purview in decision making include the following:

- Board policies and administrative procedure review; [IVA16]
- Participation in local decision making; [IVA17]
- Requests for personnel, budget augmentation, facilities and/or equipment; [IVA18]
- Institutional planning; [IVA19]
- Program review; [IVA20]
- Program, curriculum and course development; [IVA21]
- Recruitment and hiring. [IVA22]

The District's Governance and Decision-Making Manual indicates that the role of administrators in making decisions is determined by the scope of responsibility and authority delegated to administrative positions through their job descriptions. [IVA23] In general, administrators are expected to provide leadership and overall administration in academic matters, financial planning and policy, and routine operations for their units. The Management Handbook describes the primary role of administration is to serve, support and guide the campuses, divisions, departments, staff, faculty and students. Administrators strive to provide effective, sufficient systems that are aligned with District Goals and Objectives. [IVA24]

Analysis and Evaluation

The District meets the Standard. Institutional policies and procedures describe the roles for faculty and administrators in District governance including planning and budget development. Board policies and administrative procedures are established that guide the participation of faculty and administrators related to their areas of responsibility and expertise.

Plans for Future Action
None.

Standard IV.A.4. *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Evidence of Meeting the Standard

Faculty and academic administrators, through well-defined structures, such as District governance committees, task forces, and work groups, have the responsibility of reviewing and recommending matters related to curriculum in student learning programs as well as services. [IVA25]

The District's Curriculum Committee is charged with reviewing and approving proposed changes and additions to District curriculum, reviewing other District functions related to curriculum, advising the Vice President of Academic Services on curriculum development, reviewing general education requirements, and recommending changes as appropriate. The Curriculum Committee is co-chaired by the faculty Curriculum Coordinator and the Vice President of Academic Services. Committee membership includes one faculty representative from each division appointed by Academic Senate, Academic and Student Services Deans, the Articulation Officer, one librarian, Financial Aid Advisor, Distance Education Coordinator, other academic program directors, and a student. [IVA26]

Board policies and administrative procedures on Program and Curriculum Development, Course Development, Program Discontinuance, Course Approval and Philosophy and Criteria for Associate Degree and General Education codify the role of faculty and administrators in curriculum matters. [IVA27]

For example, in 2016-2017, the Curriculum Committee adopted a new policy on new programs and substantial changes to existing programs. As a result of discussion between administration and faculty, the committee realized a discrepancy in the curriculum approval process for new programs. The system was designed to approve a series of new courses prior to presenting or approving the new program. This resulted in course approval occurring in isolation without the committee having an opportunity to discuss program feasibility, need for resources, or potential barriers to completion. The new policy was vetted with the Curriculum Committee, presented to Academic Senate, and approved. Faculty, staff and administrators had ample input and discussion on the policy prior to final implementation. [IVA28]

Faculty and administrator oversight and input on student support services is designated to Student Services Faculty Council and various committees and work groups. In addressing recommendations for student learning programs and services, the District utilizes data garnered in the Student Support Services Survey, annual program review, and service area outcomes.

For example, in response to data in the 2015 Student Support Services Survey and a resolution by Academic Senate, the District recognized a need for tutorial services for online students. [IVA29] A work group was formed to address the issues and review access to tutorial services for online students. The Tutorial Work Group made a recommendation to District Governance Senate and Institutional Planning and Effectiveness Committee to pilot an online tutoring service in spring 2017. [IVA30] The pilot data will be reviewed by Learning Resource Center staff to inform next steps and develop recommendations for institutionalizing online tutorial services.

Analysis and Evaluation

The District meets the Standard. Participatory governance structures enable the District to convene groups of faculty, staff, administrators, and students to address curriculum and student learning programs and services and to implement recommendations. District policies and procedures describe the role of each constituency in the curriculum and other educational matters.

Plan for Future Actions

None.

Standard IV.A.5. *Through its systems of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

Evidence of Meeting the Standard

The District ensures the appropriate consideration of relevant perspectives aligned with expertise and responsibility by clearly defining where authority lies for decisions and the timelines for approval processes. The District's Governance and Decision-Making Manual describes roles and responsibilities, processes, protocols and authority for decision making. [IVA31]

The District's Board Policy and Administrative Procedure on Participation in Local Decision-Making describes collegial consultation with Academic Senate. [IVA32] The policy states that the Board is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District have the opportunity to participate in developing recommended policies for Board action and administrative procedures. For example, the 10 + 1 mutual agreement process ensures collegial consultation between the Board and Academic Senate.

The board policy and administrative procedure review process states that revisions in policies must be reviewed and acted upon within the scope of two consecutive 30-day periods. Critical decisions that take longer than 60 days must have approval to extend the time needed or will be advanced to the next step in the process. [IVA33] Other major decisions such as district budget adoption, statewide initiative plans, and above-base funding approval are made within timelines prescribed in the Resource Allocation Manual and the Institutional Planning Manual. [IVA34]

Analysis and Evaluation

The District meets the Standard. Board policies and administrative procedures are routinely reviewed/revised with input from all constituent groups, and mutual agreement on recommended change is reached within the established timeline. The District's Governance and Decision-Making Manual, Resource Allocation Manual and Integrated Planning Manual specify the roles of faculty, staff, administrators and students in the governance and decision-making processes.

Plans for Further Actions

None.

Standard IV.A.6. *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

Evidence of Meeting the Standard

The District's processes for decision making and the resulting decisions are widely communicated across the institution, both through written and electronic communication, and posted on the District's website. The District's process for decision making is documented in the Governance and Decision-Making, Integrated Planning, and Resource Allocation manuals. These documents are updated through the governance process annually. [IVA35]

Each manual contains a process and timeline for annual review/update/revision of the document. The process involves specific feedback from constituent groups and includes a timeline for revisions. Governance groups compile input and feedback and propose changes in the manuals to District Governance Senate. Upon approval by District Governance Senate, revisions are made and newly updated manuals are shared in the fall of each year. [IVA36]

As major decisions are completed each year through the governance process, these decisions are sent to all district faculty and staff through COS eNews. Examples of important annual decisions communicated include, but are not limited to, the following: above-base funding approvals, base budget augmentations, approval of new faculty positions, and approval of new hires for classified and management positions. [IVA37]

The District posts documentation of decision-making processes in highly visible locations on campus. Prominent locations of high traffic for staff and students have been identified, and each of these areas houses specific posters and charts designed to illustrate and describe our governance and decision-making process. For example, a standard publication was developed by the District that includes a flow chart of the participatory governance model and a diagram of the Integrated Planning Model. This publication is placed in meeting and conference rooms, main halls, service offices, and classrooms on all three District campuses. [IVA38]

Analysis and evaluation

The District meets the Standard. The District's decision-making processes are well documented, and results from the processes are widely communicated across the institution.

Plans for Further Action

None.

Standard IV.A.7. *Leadership roles and institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.*

Evidence of Meeting the Standard

The District's Governance and Decision-Making, Integrated Planning and Resource Allocation manuals are regularly reviewed, revised and updated in strict accordance with the procedures outlined in the manuals themselves. [IVA39]

Governance groups are required to complete a year-end governance evaluation. Evaluation questions include confirmation that scheduled meetings occurred and include reports of committee members' attendance and committee accomplishments. The District Governance Senate and Academic Senate each create year-end evaluation reports that may include recommendations for improvements in the coming academic year. These reports are posted online for District wide information and are included in the Superintendent/President's information report to the Board of Trustees. [IVA40]

Revisions to the manuals are recommended by the various constituent groups and often described in the year-end evaluations. If the recommended changes are approved by the Superintendent/President, the Integrated Planning Manual, Governance and Decision-Making Manual and/or the Resource Allocation Manual are revised to reflect these changes. For example, the Institutional Planning and Effectiveness Committee found that the timeline for development of the strategic plan was not sufficient to garner feedback and recommended the timeline be extended. The recommendation to revise the timeline went through the governance process and the manuals were updated to reflect the new timeline. [IVA41] The changes to the manuals were communicated via COS eNews to the entire campus community and the new manuals were posted on the website.

Analysis and evaluation

The District meets the Standard. The District completes an annual review and evaluation of governance and decision-making processes to assure the integrity and effectiveness of these processes. The relevant manuals are revised based on these recommended changes and updates are communicated throughout the District. The annual review and evaluation processes are used as the basis for continual improvement.

Plans for Future Action

None.

Evidence: Standard IVA

IVA1   Governance Manual, Participatory Governance, 2017
IVA2   College of the Sequoias Manuals, Participatory Governance, 2017
IVA3   Administrative Procedure and Board Policy 2410
IVA4   Strategic Plan 2015-2018
IVA5   Student Equity Plan, Presentation to the Board, 2016
IVA6   District Objectives, Strategic Plan, 2015-2018
IVA7   Student Success Program Review, 2017
IVA8   Governance Manual, Constituent Roles, 2017
IVA9   Administrative Procedure 2510
IVA10   Governance Manual, Title V, 2017
IVA11   Governance Manual, Participatory Governance, 2017
IVA12   Administrative Procedure 5220
IVA13   Administrative Procedure and Board Policy 5400
IVA14   Board Policy 2015
IVA15   Governance Manual, Participatory Governance, 2017
IVA16   Administrative Procedure and Board Policy 2410
IVA17   Administrative Procedure and Board Policy 2510
IVA18   Administrative Procedure 3261
IVA19   Administrative Procedure and Board Policy 3250
IVA20   Board Policy 3260
IVA21   Board Policy 4020
IVA22   Administrative Procedure and Board Policy 7120
IVA23   Governance Manual, Roles of Constituents, 2017
IVA24   Management Handbook, District Goals, 2017
IVA25   Governance Manual, Participatory Curriculum, 2017
IVA26   Governance Manual, Curriculum Committee Purpose and Members, 2017
IVA27   Administrative Procedure 4021, 4022, 4020, 4025, Board Policy 4020, 4025
IVA28   Curriculum Committee, Agenda, Minutes, Program Policy, 2017
IVA29   Resolution Online Tutoring, Student Support Services Survey, 2016
IVA30   Tutorial Workgroup, Online Tutoring Recommendations, 2016
IVA31   Governance Manual, Governance Roles, 2017
IVA32   Administrative Procedure and Board Policy 2510
IVA33   Administrative Procedure and Board Policy 2410
IVA34   College of the Sequoias Manuals, Timelines, 2017
IVA35   College of the Sequoias Manuals, Roles, Participatory Model, Budget Rubric, 2017
IVA36   College of the Sequoias Manuals, Timelines, 2017
IVA37   COS eNews, Faculty Announcements, 2017
IVA38   Governance Manual, Participatory Model, 2017
IVA39   Review Process for College of the Sequoias Manuals

IVA40   District Governance, Agenda, Minutes, Survey, 2017
IVA41   District Governance, Agenda, Minutes, Standing Institutional Planning and
         Effectiveness Committee Report, 2017

Standard IV.B.1. *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Evidence of Meeting the Standard

The District's Superintendent/President has primary responsibility for the quality of the District. Consistent with the Board Policy on Delegation of Authority, the Superintendent/President reports to the Board; the Board delegates executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. [IVB1] The Governance and Decision-Making Manual describes that the Board of Trustees determines the Superintendent/President's role and authority in governance and decision making. The Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. [IVB2]

The board policy on institutional planning codifies that the Superintendent/President shall ensure that the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research. [IVB3] The board policy on organizational structure gives responsibility to the Superintendent/President to establish organizational charts that delineate the lines of responsibility, authorize employment, fix the job responsibilities, and perform other personnel actions. [IVB4] In the board policy on delegation of authority for business, the Board delegates authority to the Superintendent/President to supervise the general business of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. [IVB5]

The Superintendent/President provides leadership in planning by serving as chair of Senior Management Council, Deans Council, and Management Council as well as serving as an ex-officio member of District Governance Senate. [IVB6] To effectively plan for the year, the Superintendent/President relies heavily on outcomes and assessments identified through the Annual Report on the Master Plan; the program review process; prioritized lists for the hiring and acquisition of faculty, staff, and resources; and the direct input of faculty, staff, students, and administrators through the operational meetings of relevant governance groups. The Superintendent/President receives additional information through recommendations from the operational councils.

Analysis and evaluation

The District meets the Standard. The Superintendent/President has primary responsibility for the quality of the institution as delegated by the Board of Trustees, established policies and procedures, and the participatory governance structure. The Superintendent/President provides leadership in institutional planning, budget development, personnel selection, and assessing institutional effectiveness.

Plans for Future Actions

None.

Standard IV.B.2. *The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Evidence of Meeting the Standard

The Superintendent/President is responsible for planning, overseeing and evaluating the District's administrative structure. The board policy on organizational structure delegates authority to the Superintendent/President to establish organizational charts that delineate the lines of responsibility, authorize employment, fix the job responsibilities, and perform other personnel actions. [IVB7] The District's organizational charts are maintained on the Superintendent/President's website and evaluated on an annual basis during the personnel review process. [IVB8]

The Superintendent/President serves as the Chief Executive Officer for the District, with direct reports from the vice presidents of Academic Services, Student Services, and Administrative Services. The Superintendent/President delegates authority as appropriate to each of the vice presidents. The Superintendent/President and all three vice presidents coordinate their respective District services located on all three District sites. [IVB9]

The vice presidents administer their divisions according to their specific internal administrative processes, requirements, and needs. In addition to the vice presidents, the Public Information coordinator and the Deans of Research and Human Resources report directly to the Superintendent/President. These additional positions with a direct reporting relationship to the Superintendent/President assure that communications, equal employment opportunity, site compliance with diversity and harassment regulations, and research are District wide considerations and not specific to one campus or division.

The Superintendent/President ensures that the administrative team is organized and staffed appropriately for the needs of the District through a senior management level review of vacancies and organizational needs to determine ongoing need for positions. The District's policy on requests for personnel and the management hiring procedures codify the process for determining the budget and justifying the need for administrative positions. [IVB10] The Dean of Human Resources provides an annual report to the Board on personnel that assists the Superintendent/President in evaluating the administrative structure. [IVB11]

Analysis and Evaluation

The District meets the Standard. The Superintendent/President works with the advice of Senior Management and other administrators to assure that the administrative structure of the District is able to support its purpose, size, and complexity. The District has established polices that delineate delegation of authority and procedures to evaluate the effectiveness of organizational structures.

Plans for Future Action

None.

Standard IV.B.3. *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The Superintendent/President guides institutional improvement of the teaching and learning environment by ensuring that the District's Mission drives the comprehensive strategic planning process and serves as the framework for implementing, assessing, and improving the work of the District. The District's integrated planning process, participatory governance structure and resource allocation process are the foundation for institutional improvement. [IVB12] The Superintendent/President guides input and changes to these processes through annual updates to the manuals that are approved through the governance process. [IVB13]

The Superintendent/President provides support and opportunity for the District to review the Mission every three years to more adequately inform strategic planning and to establish and reinforce the District's values. [IVB14] The Superintendent/President requests that the District governance co-chairs initiate review of the District's Mission and considers the District Governance Senate's recommendations for proposed reaffirmation or revisions to the Mission statement. The Superintendent/President presents recommendations to the Board of the Trustees at the conclusion of the review process. [IVB15] The Mission drives the development of the Master Plan, which is completed in ten-year cycles and serves as the umbrella for District planning and decision making. [IVB16] The District sets ten-year Goals through the master planning process; the District's three-year Objectives (priorities) are determined through the strategic planning process.

The Superintendent/President guides the process for setting the District's performance standards for student achievement by overseeing the annual review of institution-set standards through the participatory governance process. [IVB17] The institution-set standards establish benchmarks for performance that are central to the District's Mission. For example, in 2014, the District refined its institution-set standards for several indicators

of student achievement. This process included District wide discussion and dialogue through the participatory governance groups and process.

The Superintendent/President ensures that evaluation and planning are informed by data and analysis of external and internal conditions. For example, the District's ten-year Master Plan includes review and analysis of state and national trends in higher education, internal and external conditions, and ten-year projections of demographic changes. The Superintendent/Presidents approves the final Master Plan and presents the plan to the Board of Trustees. [IVB18] In addition, the Dean of Research, Planning and Institutional Effectiveness reports directly to the Superintendent/President and sits on the Senior Management Council to provide guidance and relevant input on the use of high quality research.

The Superintendent/President ensures that educational planning is integrated with resource planning through the participatory governance structure. The Institutional Program Review Committee reports to District Governance Senate and makes recommendations on policies and procedures related to program review. [IVB19] District programs and services undergo an annual reflection process through program review. As part of this process, each program and service area reviews its annual planned actions and discusses how these support the Strategic Plan Objectives. Based on an analysis of these data, units identify resources needed to attain each unit-level action. The linkages are documented in program review reports and in resource allocation requests. [IVB20]

The Superintendent/President supports the District's improvement of student learning through the District's resource allocation process. Following the process for base budget development, the Superintendent/President, Vice President of Administrative Services, and Fiscal Services director adjust proposed budget assumptions and the tentative budget as needed based on changes to the state budget. The Superintendent/President presents the final budgets to the Board annually, which includes the description of the relationship between resource allocations and the District objectives. [IVB21] The District's Budget Committee is a subcommittee of District Governance Senate and makes recommendations on policies, planning, and other matters related to fiscal resources. [IVB22] The Budget Committee relies on annual program reviews and the Budget Committee rubric to establish priorities for funding that include improvement of learning and achievement. [IVB23]

The Superintendent/President supports and participates in the established procedures to evaluate institutional planning and implementation. The District planning and decision-making processes are evaluated on an annual basis and augmented with a formal assessment. [IVB24] The District's governance groups review the institutional planning process through a year-end assessment and survey. District Governance Senate and Academic Senate post the year-end reports online and the Superintendent/President distributes the reports to the Board of Trustees for information. [IVB25]

The Superintendent/President ensures that decisions, actions, and outcomes from the year are detailed in the Annual Report on the Master Plan, which serves as the basis for

appropriate changes in a system of ongoing improvement. [IVB26] The Institutional Planning and Effectiveness Committee prepares the annual report and submits the report to District Governance Senate. The District Governance Senate incorporates feedback from a District wide review and submits the report to the Superintendent/President for review and approval. The Superintendent/President shares the final report with the Board of Trustees. [IVB27]

Analysis and Evaluation

The District meets the Standard. The Superintendent/President utilizes established policies and procedures to guide institutional improvement of the teaching and learning environment by establishing and supporting collegial processes, setting standards for student achievement, relying on high quality research, and ensuring that resource planning and allocation of resources support improvement of achievement and learning as well as the District Mission.

Plans for Future Action

None.

Standard IV.B.4. *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

Evidence of Meeting the Standard

The Superintendent/President has the primary leadership role for the District in accreditation processes. The Superintendent/President assures the District meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. [IVB28] The District submits an annual report to the Accrediting Commission for Community and Junior Colleges (ACCJC), reporting on its compliance in areas related to instruction. [IVB29]

The Superintendent/President has oversight of the writing of the Institutional Self-Evaluation Report (ISER). The Superintendent/President appoints an ALO who serves as the contact between the District and the ACCJC. The ALO assumes responsibility for oversight, coordination, and required reporting for accreditation. For example, the Vice President of Academic Services serves as the District's ALO and gathers data for and submits the required annual report to the ACCJC. [IVB30]

To ensure that District faculty, staff, and administrative leaders have input in the accreditation process, the Superintendent/President appoints and maintains the President's Accreditation Work Group. The Superintendent/President appoints co-chairs (one faculty and one administrator) and serves as an ex-officio member of the District's Accreditation Work Group. The work group uses a "tri-chairs" model, so that for each standard, administrators, faculty and staff have inclusive leadership roles in the development of the ISER. [IVB31] The work group meets once a month to steer and facilitate the District's accreditation work. [IVB32] The work group is made up of faculty, confidential/classified staff, and managers and provides updates to District Governance Senate and Academic Senate. [IVB33]

In addition, District wide constituency groups have responsibility for assuring compliance with accreditation standards through the District's participatory governance process. Final drafts of each Standard are presented at each level of the District's governance bodies and constituent groups for review. Through District wide forums, surveys, and presentations, District faculty, staff, and administrators have multiple opportunities to comment on the accreditation process and drafts in-progress. For example, beginning in 2016, the Accreditation Work Group held Brown Bag Workshops to collaborate with faculty and administrators who recently served on accreditation site visit teams. Participants shared insights and information from their visits that was used to guide the AWG in their preparation, planning, and facilitation of the accreditation process. [IVB34] In addition, drafts of each Standard were shared via District wide surveys for review. [IVB35] Constituents had the opportunity to provide feedback on the ISER during forums,

governance meetings, department/division meetings, or via the online surveys. Accreditation summits also provide an opportunity for interested faculty, staff, and administrators to shape elements of the ISER. For example, in spring 2018 an Accreditation Summit was held to shape development of the Quality Focus Essay. [IVB36]

Analysis and Evaluation

The District meets the Standard. The Superintendent/President has the primary leadership role for accreditation to ensure that the District meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Faculty, staff, and administrative leaders of the District also have responsibility for assuring compliance with accreditation requirements. District constituencies have multiple opportunities to provide input and review accreditation materials.

Plans for Future Action

None.

Standard IV

Standard IV.B.5. *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

Evidence of Meeting the Standard

The District's Superintendent/President assures that statutes, regulations, and governing board policies are tied to the District's Mission and implemented effectively. The Superintendent/President works with the vice presidents of Academic Services, Student Services, and Administrative Services to assure compliance at every level of the organization. [IVB37] The Superintendent/President ensures that the District complies with all relevant laws and regulations and that required reports are submitted in a timely fashion, as outlined in the Board Policy on Delegation of Authority to the Superintendent/President. [IVB37] Compliance with laws, regulations, and board policies is imbedded in the operational procedures of the District. For example, the District contracts with the Community College League of California (CCLC) Board Policy and Procedures service to ensure that required legal updates to District policies occur in a timely manner. [IVB38]

The Superintendent/President also acts to assure compliance with laws, regulations, and board policies through support and clarification of practices and procedures from appropriate District departments. For example, Facilities administrators and staff advise the Superintendent/President on required ADA compliance, OSHA regulations, and mandatory safety training for employees. [IVB39] The Superintendent/President also remains apprised of issues related to laws, regulations, and board policies through his participation in statewide meetings for Community College CEOs and through meetings with the California Community College Chancellor's Office and CCLC. [IVB40]

The Superintendent/President effectively controls budget and expenditures by adhering to District processes and principles for budget development. This task is accomplished through the participatory governance structure of committees charged with participating in budget development. Resource requests are made through the program review process. [IVB41] The District Budget Committee reviews and discusses the District's budget at regular monthly meetings and advises the Vice President of Administrative Services on matters of the District budget, which are reviewed regularly with the Superintendent/President and Board of Trustees. [IVB42]

The Superintendent/President works with the Vice President of Administrative Services to ensure the budget and expenditures are consistent with the District's mission and policies. The Superintendent/President has the final authority to approve which requests are funded. An approved list of annual funding for above-base requests is presented as an information item to the District's Board of Trustees and public and is shared with the entire District staff through an annual COS eNews announcement. [IVB43] The Superintendent/ President ensures that governance decisions are linked to the District's Mission. For

example, governance committees set annual initiatives which are linked to District objectives and tie to the Mission. [IVB44]

Analysis and Evaluation

The District meets the Standard. The Superintendent/President assures that the District's practices are consistent with its mission and policies. This includes the implementation of statutes, regulations, and governing board policies, with consideration made for the effective control of budget and expenditures.

Plans for Future Action

None.

Standard IV

Standard IV.B.6. *The CEO works and communicates effectively with the communities served by the institution.*

Evidence of Meeting the Standard

The District's Superintendent/President works and communicates effectively with the communities served by the District. The Superintendent/President and designees are active in the local community and participate in organizations including, but not limited to, the following:

- Central Valley Higher Education Consortium (CVHEC);
- Executive Board of Visalia Economic Development Corporation (VEDC);
- Executive Board of Visalia Chamber of Commerce;
- Sequoias Adult Education Consortium (SAEC);
- Central Regional Consortium (CRC);
- Kings County Regional Economic Development Corporation (KEDC);
- Downtown Rotary Club of Visalia;
- Hanford Rotary Club.

The Board of Trustees and the Superintendent/President have annual joint meetings with the City councils from Visalia, Hanford, and Tulare, at which time issues of importance to these three communities are discussed. [IVB45] The Board of Trustees and the Superintendent/President also have regular annual joint meetings with school boards from the three COS campus communities: Hanford Joint Union High School District, Tulare Joint Union High School District and Visalia Unified School District. [IVB46] For example, the District shares a facility with Sierra Pacific High School in Hanford, and the Superintendent/President presents regular updates on facilities and bond expenditures that support these two campuses.

The Superintendent/President maintains an annual schedule of presentations to service clubs throughout the District in addition to numerous business and trade organizations. The Superintendent/President represents the District at Economic Development Corporation (EDC) meetings for Kings County, Tulare County, and the City of Visalia and is a regular participant at Visalia and Tulare Chamber of Commerce meetings. [IVB47]

The Superintendent/President maintains an annual schedule of presentations to the school boards of feeder high schools in the District. These annual presentations include a brief summary report sharing the status of local high school students while attending the District, trend data on local high student achievement and success, and updates of programs and services available throughout the District. [IVB48]

The Superintendent/President maintains the COS Community Advisory Committee (CAC). This is an open opportunity for interested and involved community members and

leaders to meet to learn, discuss, and advise on various aspects of District business. The CAC meets four times a year and each meeting includes quarterly updates on timely and relevant items of major importance to the District. The CAC also functions as an honorary body in the District's participatory governance process. Topics that are addressed through the District's governance and planning processes are shared for feedback and input with the CAC. [IVB49]

The Superintendent/President regularly evaluates community needs based on data and feedback from local constituent groups and initiates projects based on these needs. For example, counties served by the District are underserved and underprepared educationally, and COS is the only public institution of higher education in the county. [IVB50] Based on the needs of the community, the Superintendent/President met with the President of Fresno State University to explore options for extending Fresno State services to Tulare and Kings Counties. These discussions resulted in the opening of a Fresno State Visalia campus located on the College of the Sequoias Visalia campus in 2016. This collaboration meets a critical need for the communities served by the District and has led to additional support from Fresno State in Tulare and Kings Counties. [IVB51]

Analysis and Evaluation

The District exceeds the Standard. The District Superintendent/President works diligently and communicates effectively with the communities served by the District. The Superintendent/President serves on local and regional boards and committees and communicates on behalf of the District with multiple constituent groups. The Superintendent/President's collaboration with constituent groups and community organizations has led to significant additional resources and opportunities for the communities the District serves.

Plans for Future Action

None.

Standard IV

Evidence: Standard IVB

IVB1   Board Policy 2430
IVB2   Superintendent Description, Governance Manual, 2017
IVB3   Board Policy 3250
IVB4   Board Policy 3100
IVB5   Board Policy 6100
IVB6   Operational Groups, Governance Manual, 2017
IVB7   Board Policy 3100
IVB8   Organizational Charts, 2017-2018
IVB9   Board Policy 6100, 7110, and 3100
IVB10   Administrative Procedure 3261
IVB11   Personnel Report, Board, Agenda, Minutes, 2015
IVB12   College of the Sequoias Manuals, 2017
IVB13   District Governance, Minutes, 2016
IVB14   Administrative Procedure 1200
IVB15   Timeline District Mission, Integrated Planning Manual, 2016
IVB16   Integrated Planning Manual,
IVB17   Board, Minutes, District Governance, Minutes, 2014
IVB18   Timeline Master Plan, Integrated Planning Manual, 2016-2017
IVB19   Institutional Program Review Committee, Governance Manual, 2016-2017
IVB20   Sample Program Review, Anthropology, 2016
IVB21   Budget Presentation, Board, 2017
IVB22   Budget Committee, Resource Allocation Manual, 2013
IVB23   Budget Committee, Rubric, Resource Allocation Manual, 2017-2018
IVB24   Annual Report on the Master Plan, Integrated Planning Manual, 2016-2017
IVB25   Board, Minutes, September, 2017
IVB26   Annual Report on the Master Plan, 2017
IVB27   Board, Minutes, September, 2017
IVB28   Administrative Procedure and Board Policy 3200
IVB29   ACCJC Annual Report, 2017
IVB30   ACCJC Annual Report, 2017
IVB31   Accreditation Tri-Chair Model, 2017
IVB32   Accreditation Workgroup, Agenda, March, 2018
IVB33   District Governance, Agenda, Minutes, February-March, 2018
IVB34   Site Visiting Team Feedback, February 2016
IVB35   Accreditation Summit Evaluation Form, 2018
IVB36   Accreditation Summit, Agenda, PowerPoint, 2018
IVB37   Board Policy 2430
IVB38   Administrative Policy 2410
IVB39   Emergency Preparedness Safety Manual, Senior Management Agenda
IVB40   Accreditation Reform Timeline, 2009-2017

Standard IV

Standard IV.C.1. *The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.*

ER 7 Governing Board. *The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.*

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11).

Evidence of Meeting the Standard

The District's Board of Trustees has the authority and responsibility to review and approve policies assuring the quality, integrity, effectiveness, and financial stability of programs and services at the District. The District is governed by a five member locally-elected Board of Trustees and one student member in accordance with the California Education Code. The five trustees are elected to four-year terms in even-numbered years. Trustee candidates are elected from statutory-designated wards and are elected by only those members residing in their ward. The Student Senate Representative Trustee to the Board is appointed by the Executive Board of the Student Senate and represents the student voice at Board meetings. The Student Trustee prepares for matters before the Board that affect students through the Student Senate, comprised of student leaders, which is the designated District governance senate for students. This membership structure ensures that the Board is of sufficient size and composition to fulfill the District's responsibilities to students and to the community. [IVC1]

The Board of Trustees exercises oversight of academic quality and the effectiveness of the District's student learning programs and services in accordance with Board policy. For example, regular reports at Board meetings are provided on various student outcomes and accountability measures such as the review and approval of the Student Equity Plan, the Student Success Plan and Support Program, the Student Success Scorecard, enrollment strategies, changes to policies, accreditation, ongoing review of fiscal matters including updates to state funding, district and department budgets, and update reports on various academic programs and services. [IVC2] The agenda items for the annual Board Planning Retreat also reflect the Board's commitment to academic quality. Agenda items have

included the following: updates on annual District Strategic Plan Objectives, Student Equity, Student Success Plan and Support Program, Dual Enrollment, Basic Skills Initiative, Strong Workforce, and Enrollment Growth/Planning. [IVC3] The Board approves new, revised, or inactivated courses and degree and certificate programs for both the credit and noncredit programs, after comprehensive review and approval by faculty. The Board of Trustees receives annual reports at regular meetings on various student outcomes including student demographic trends, persistence, retention, successful course completion, transfer rate and volume, degrees and certificates awarded annually, and the Student Success Scorecard, to monitor the effectiveness of student learning programs. [IVC4] For example, the Distance Education coordinator presents an annual report on Distance Education enrollments and students' success to the Board. [IVC5]

The Board's commitment to academic quality and institutional effectiveness is also evident in the Board's annual priorities that reflect a focus on quality of programs and institutional effectiveness. Each priority is aligned to the District's Strategic Planning Objectives. [IVC6] Several board policies and procedures require sound fiscal and budget management practices which help to ensure the financial stability of the District. For example, the Board has a standing Budget/Finance Subcommittee, consisting of two Board members. The sub-committee meets with the Vice President of Administrative Services to review in detail the annual proposed, tentative, and final adopted budgets prior to submission for full Board approval at a public Board meeting. [IVC7] The subcommittee may request to meet with the Superintendent/President, the Vice President of Administrative Services, and representatives of the external auditing firm to review the District audits, which have been prepared by the independent external auditors under contract with the District.

The Board adheres to a conflict of interest policy that ensures Board members have no financial interest in any contract made by the Board or in any contract made in their capacity as Board members. Any Board member with a remote interest in a contract under consideration must disclose that interest during the relevant meeting, with that disclosure noted in Board minutes, and may not then vote or debate the contract under discussion. [IVC8]

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The District has a stable, deeply committed locally-elected governing Board that has authority over, and responsibility for, policies and practices that assure academic quality, integrity and effectiveness of student learning programs and services, as well as the financial stability of the institution.

The quality of programs and integrity of institutional actions and effectiveness are a top priority of the Board as demonstrated through the District Mission statement, board policies and actions. The Board of Trustees consistently monitors outcomes and exercises oversight over academic quality and effectiveness of student learning programs and

services. The Board receives regular reports on student outcomes and establishes annual priorities to strengthen institutional effectiveness. The Board's subcommittee on Budget/Finance provides the Board with detailed information on the annual budget and audits as well as regular updates on fiscal matters to ensure effective oversight.

Plans for Future Action

None.

Standard IV.C.2. *The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

Evidence of Meeting the Standard

The District's Board of Trustees abides by a Code of Ethics that ensures high ethical standards of conduct for members, including the exercise of authority "only as a board" and that all Board members support majority decisions, regardless of their individual interests. [IVC9] Board meetings are conducted in accordance with standards codified in the Ralph M. Brown Act, ensuring that meetings are conducted in a manner that ensures Board members have the opportunity to engage in a thorough discussion before taking final action on an item, transparency in agendas and discussion, and that Board members receive all materials well in advance of meetings. [IVC10] Once a decision is made, Board Policies and Standards of Practice ensure the full Board supports the decision. The Board's commitment to high standards and acting as a whole is reflected in the Board Policy Code of Ethics/Standards of Practice. [IVC11] The policy states that Board members recognize that legal and effective functioning is by the Board as a whole. Further the policy states, "When speaking to members of the public, Board members should always clarify whether they are speaking as a member of the Board or as a private citizen." [IVC12]

The governing Board demonstrates support for its own policies and procedures by ensuring they are carefully followed. The Board ensures that board policies and administrative procedures are regularly reviewed so that they are current and align with state and federal laws. [IVC13]

Analysis and Evaluation

The District meets the Standard. The District's governing board is highly stable and effective. Board policies and administrative procedures specify the full support of the Board as a whole in Board decisions and members act collectively in support of those decisions.

Plans for Future Action

None.

Standard IV.C.3. *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

Evidence of Meeting the Standard

The District's Board of Trustees adheres to clearly defined board policies in selecting and evaluating the District's Superintendent/President. These policies align with applicable regulations, including Title 5 of the California Code of Regulation and the California Education Code. [IVC14] The Board takes its responsibility for selecting and evaluating the Superintendent/President very seriously, following a set selection and evaluation process. [IVC15]

The Administrative Procedure on Superintendent/President Selection and the COS Management Handbook outline the process for selection and the base job description for the position. [IVC16] The Board of Trustees may designate an outside consultant to work directly with the Board to oversee the search process to fill the Superintendent/President position in the event of a vacancy. The search committee includes two different panels comprised of members of District governance groups and appropriate representatives from the community. [IVC17] The search committee reviews application materials, conducts initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in closed session, and the final selection is announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations. For example, in fall 2017, following the announcement of the retirement of the Superintendent/President, the Board hired a consultant to assist with the search process. The Dean of Human Resources, in collaboration with the Board and Search Consultant, presented the detailed hiring process and solicited input on the job description from participatory governance groups. [IVC18] The Board adopted a hiring process consistent with what is used for hiring senior level managers and assigned appropriate members to the two hiring committees.

The Superintendent/President's contract includes a provision for annual evaluation to be conducted by the Board of Trustees. The Board Policy on Evaluation of the Superintendent/President outlines the expectations for evaluation. [IVC19]

The evaluation process begins in January of each academic year as the Superintendent/President prepares and submits a Midyear Progress Report for the Board of Trustees. This report includes a status update of the progress being made on each of the annual Board priorities. In addition, each Board member completes a Midyear Review of the Superintendent/President and submits an individual evaluation review to the Board President. The Board engages in a comprehensive discussion/analysis of this progress during their annual Board Planning Retreat held in January of each year. [IVC20] The Board's evaluation of the Superintendent/President's work is measured, in part, on progress in achieving the Board priorities.

The evaluation process continues through February and March as the Board solicits input/feedback from vice presidents and other members of Senior Management Council. Board members meet in Closed Session during the months of February and March to discuss the Superintendent/President's performance in conjunction with the written/verbal feedback being presented. [IVC21]

The Board reaches consensus on commendations and recommendations and prepares a written feedback summary to review with the Superintendent/President to clarify all expectations and information.

The Board President completes the annual evaluation process no later than June 30 by preparing a written summary letter of evaluation and meets personally on behalf of the full Board to present and review this information with the Superintendent/President. Both the Board President and Superintendent/President sign this evaluation letter, and all other Board members provide their initials as evidence of completion of the final evaluation letter. This letter is then placed in the Superintendent/President's personnel file in Human Resources. [IVC75]

Analysis and Evaluation

The District meets the Standard. The Board of Trustees has authority over and responsibility for the selection and evaluation of the Superintendent/President. The Board has established processes for selection, hiring and evaluation of the Superintendent/President.

Plans for Future Action

None.

Standard IV.C.4. *The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.*

ER 7 Governing Board. *The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.*

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11).

Evidence of Meeting the Standard

The District's governing board is an independent policy-making body whose five members are elected to four-year terms by voters of the trustee areas composing the COS district. [IVC22] The Board also has a Student Trustee, appointed by the Executive Board of Student Senate, for a one-year term. The Student Trustee has an advisory vote on actions and has the right to attend all meetings of the Board, with the exception of closed sessions. [IVC23] Policy outlining Board duties and responsibilities includes representing the public interest; establishing polices that define the institutional Mission and that set prudent, ethical and legal standards for college operations; and advocating for and protecting the District. [IVC24] Board members do not have employment, family, ownership, or other personal financial interest in the District.

Board members work together collaboratively to advocate for and defend the interests of the District, execute its Mission and achieve Board priorities. Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. [IVC25] Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations. Specific board policies addressing Public Participation at Board Meetings and Speakers ensure that the Board provides opportunities for members of the general public to participate in the business of the Board and that members of the public may speak to the Board on agenda items or other matters of public interest that fall within the Board's jurisdiction. [IVC26]

Board members engage regularly with local communities across the District. They receive a wide range of input from community and constituent groups by holding annual joint meetings with local city councils and school districts. [IVC27] This practice helps broaden Board members' perspectives on issues affecting individual campuses and the communities they serve.

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. [IVC28] In carrying out its duties, the Board maintains the highest standards of ethics. The Board adopted and complies with an ethics policy applicable to its members. This policy provides guidance on areas such as managing conflicts of interest, monitoring compensation and expense accounts, handling special interest groups, using appropriate channels, maintaining appropriate conduct at Board meetings, exercising authority, and handling of administrative matters. [IVC29] The Board has also adopted and complies with a specific conflict of interest policy to ensure actions in accordance with the public's interest. [IVC74]

The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocacy as members of Community College League of California (CCLC). The Board regularly discusses and takes action, either in support of or against, proposed state and federal legislation with the potential to affect the District, the surrounding community it serves, and its students. For example, in 2014-2015, the Chancellor's Office asked if the Superintendent/President would be willing to serve on a statewide Accreditation Task Force. The District's Board supported the appointment which enabled the District to be actively involved in a review of the current procedures and actions of the ACCJC. The end result was an Accreditation Task Force report that was submitted to the California Community College Board of Governors and approved through formal Board action. This report was the catalyst for significant change in the staffing procedures and policies of the ACCJC.

Analysis and Evaluation

The District meets the Standard and Eligibility Requirement. The Board of Trustees carries out its role and appropriately reflects public interests while adhering to the highest ethical standards. The Board appropriately represents and advocates for the District free from conflict of interest. The composition of the Board reflects the communities it serves.

Plans for Future Action

None.

Standard IV.C.5. *The governing board establishes policies consistent with the college/ district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

Evidence of Meeting the Standard

The District's Board of Trustees establishes policies consistent with the District Mission to ensure the quality, integrity and improvement of student learning programs and services. Board polices are vetted through the respective governance councils – Senior Management Council and the District Governance Senate – comprised of leadership from the various constituencies throughout the District. The Board has ultimate responsibility for monitoring institutional performance and educational quality; setting prudent, ethical, and legal standards for District operations; and assuring the fiscal health and stability of the District. [IVC30]

The Board of Trustees establishes Mission-consistent policies to ensure quality, integrity, and improvement of student learning programs. The guidelines for establishing and reviewing board policies and administrative procedures ensure that policies are consistent with state and Board of Governors regulations and are necessary to the efficient operation of the District. [IVC31] Board policies and administrative procedures are regularly reviewed by the Superintendent/President and Senior Management to remain current and to ensure compliance with state and federal law. Policies and procedures are reviewed on a five-year cycle, guided by annual updates from the Community College League of California's Board Policy and Procedure Service. [IVC76] Board policies and administrative procedures are published on the District website and are chaptered by their area of emphasis. Covered areas include The District, the Board of Trustees, the General Institution, Academic Services, Student Services, Business and Financial Services, and Human Resources. [IVC32]

The Board of Trustees has ultimate responsibility for monitoring institutional performance and educational quality. The District's Board of Trustees reviews and approves educational programs and curriculum that have undergone the required approval processes, which includes the departments, divisions, the Curriculum Committee, and Academic Senate. The Vice President of Academic Services presents new, modified, or deleted curriculum at Board meetings for Board review and approval. [IVC33] Regular reports and presentations at Board of Trustees meetings by Academic Senate, division chairs, and other faculty keep the Board informed on student learning programs and services. For example, the Board receives annual reports on the Student Success Scorecard and institution-set standards and reviews progress on student achievement and learning. [IVC34]

The Board has ultimate responsibility for legal matters; the Board Policy on Board Duties and Responsibilities sets forth the Board's responsibility for the establishment of policies that define the institutional Mission and set prudent, ethical and legal standards for District operations. [IVC35] The Board is regularly briefed by the Superintendent/President regarding ongoing and potential legal matters and, pursuant to the Board Policy on Closed Sessions, the Board also regularly receives advice of counsel on pending and anticipated litigation in closed session, so that the Board may take appropriate action on all legal matters. [IVC36] For general legal matters, the Board of Trustees works with their Joint Powers Authority (JPA), Keenan and Associates. The JPA may assign an attorney to assist the District if needed. When necessary, the Board of Trustees contracts with other attorneys.

The Board of Trustees closely monitors the financial resources of the District. At regular meetings, the Board receives detailed reports on the District's current financial state, progress toward attainment of specified financial goals, and projections concerning the District's ongoing financial viability. [IVC37] The Board's standing Subcommittee on Budget/Finance is charged with carefully reviewing fiscal matters for the District including the annual independently prepared external audits, the District's tentative and adopted annual budgets, and compliance with state and federal regulations. The Board maintains sufficient cash reserves to meet all short-term obligations and to address any unforeseen emergency situations that may occur. In addition, adequate reserves are maintained in order to address long-term obligations to include funding of retiree future health benefits, vacation accruals, insurance deductibles, and the significant increases all districts anticipate to the employer contribution rate expenses for CalSTRS and CalPERS pension obligations. The Board of Trustees is responsible for final payment of all bills. A budget is adopted in June after it has been developed by Administrative Services in consultation with appropriate governance bodies. The preliminary budget is presented to the Budget Committee of District Governance Senate for information and input if necessary. The final budget is adopted by the Board of Trustees in September following passage of the state's final budget. [IVC38]

Analysis and Evaluation

The District meets the Standard. The District's Board of Trustees is committed to educational quality, as well as financial integrity and stability in accordance with state and federal laws and regulations. This is evident in the Board's annual priorities, policies, and procedures. The Board holds the Superintendent/President responsible for the overall operation of the District in accordance with District policy to ensure quality academic programs and services, sound fiscal practices, and prudent ethical and legal standards for operation of the institution. The Board establishes, and regularly updates, policies consistent with the mission of the District to ensure quality, integrity, and improvement of student learning programs and services. A number of board policies address quality and integrity of academic programs as well as financial integrity and stability. All board policies are thoroughly reviewed through the District's participatory governance structures. Board actions and policies reflect the Board's commitment to ensure that resources are provided to support student learning, programs and services.

Plans for Future Action

None.

Standard IV.C.6. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Evidence of Meeting the Standard

The Board of Trustees' policies pertaining to Board composition, responsibilities and operational procedures are published electronically on the District webpage. Print copies are also available upon request. The Board's webpage contains a description of the composition of the Board, guidance for communicating with the Board, board policies, board priorities and vision, and the Board's meeting schedule, agenda, minutes and reports.

Chapter Two of the District's Board Policies and Administrative Procedures addresses membership, responsibilities and operating procedures for the governing board: [IVC39, IVC40]

- BP 2010 *Board Membership* describes the Board membership in accordance with the California Education Code Sections 72023, 72103, 72104.
- BP 2015 *Student Membership(s)* specifies the criteria and responsibilities of the student member(s) of the Board.
- BP 2100 *Board Elections* assigns responsibility for elections to the Board of Trustees, along with the criteria for participation and conduct of the Trustee elections.
- BP 2105 *Election of Student Member(s)* describes the criteria and process for the election of the student member(s) of the Board.
- BP 2110 *Vacancies on the Board* addresses the process for filling a vacancy on the Board.
- BP 2200 *Board Duties and Responsibilities* describes the responsibilities of the Board of Trustees including representing the public interest, establishing policies that define the institutional mission, and setting prudent, ethical and legal standards for College operations, hiring and evaluating the CEO, delegating power and authority to the chief executive to effectively lead the District, assuring fiscal health and stability, monitoring institutional performance and educational quality, and advocating and protecting the District.
- BP 2210 *Officers* describes the process for electing officers of the governing board as well as the term of office. The policy also provides for the process for filling the vacancy of an officer; the succession plan for the presiding officer(s) in his/her absence at a Board meeting; and the role of the Chancellor, as Secretary of the Board of Trustees.
- BP 2220 *Committees of the Board* provides authority for the Board to establish committees, along with the authority of the committees.
- BP 2310 *Regular Meetings of the Board* provides for the structure and operation of Board meetings.

- BP 2315 *Closed Session Meetings* and BP 2320 *Special and Emergency Meetings* establishes the requirements and conditions for closed session and special meetings of the Board. These policies also establish parameters for the conduct of the meetings.

In addition, a number of board policies address the specific conduct of Board meetings:

- BP 2330 *Quorum and Votes;*
- BP 2340 *Agendas;*
- BP 2345 *Public Participation at Board Meetings;*
- BP 2350 *Speakers;*
- BP 2355 *Decorum;*
- BP 2360 *Minutes;*
- BP 2365 *Recording;*
- BP 2710 *Conflict of Interest;*
- BP 2715 *Code of Ethics/Standards of Practice;*
- BP 2716 *Political Activity;*
- BP 2717 *Board of Trustees Personal Use of Public Resources;*
- BP 2720 *Communications among Board Members;*
- BP 2725 *Board Member Compensation;*
- BP 2730 *Board Member Health Benefits;*
- BP 2735 *Board Member Travel;*
- BP 2740 *Board Education;*
- BP 2745 *Board Self-Evaluation.*

Analysis and Evaluation

The District meets the Standard. The District publishes and maintains a Board of Trustees webpage containing a description of the composition of the Board, guidance for communicating with the Board, Board policies, and Board goals, in addition to the Board meeting schedule, agenda, minutes and reports.

Board policies pertaining to the size, responsibilities, structure and operating procedures of the Board are published on the District's webpage and available to the public. The Board consistently adheres to its policies and ensures they remain current through ongoing review.

Plans for Future Action

None.

Standard IV.C.7. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

Evidence of Meeting the Standard

The District's Board of Trustees consistently acts in accordance with its policies and procedures. New Board members participate in a comprehensive orientation, along with attending statewide trustee training to ensure a thorough understanding of their role as trustees, as well as an understanding of the Board's policies and procedures pertaining to Board operations. Board of Trustees meetings are conducted in accordance with board policy.

Regular and closed session meetings as well as special and emergency meetings are conducted in accordance with board policies. [IVC41] Minutes and formal Board reports reflecting all of the actions of the Board are published after each meeting. [IVC42] The conduct of the meetings, meeting minutes, and Board reports demonstrate that the Board's actions are consistent with its policies.

Board policies are established and revised in accordance with specified policy and procedures. [IVC43] The Board actively engages in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's mission. Board policies and administrative procedures undergo a cyclical review every five years to ensure that they align with state and federal law as well as District business processes. Board policies and administrative procedures also are updated periodically based upon changes in state or federal law or organizational needs. The review process includes broad input from governance groups throughout the District including Academic Senate, Student Senate, District committees and District Governance Senate, the District's primary participatory governance body.

The District is a member of the Community College League of California Policy and Procedures services. Through this membership the District receives recommended updates to policies and procedures twice a year based on changes to state and federal regulations. The Superintendent/President and vice presidents are responsible for ensuring that the policies and procedures under their respective areas of responsibility remain current and accurate.

Analysis and Evaluation

The District meets the Standard. As new Board members, trustees participate in a comprehensive orientation as well as attend statewide trustee training to ensure a thorough understanding of their role as trustees. Additionally, training is conducted to provide an understanding of the Board's policies and administrative procedures pertaining to Board operations. Board policies are regularly reviewed and updated in accordance with specified policies and procedures and based upon changes to state and federal law. In

addition, board policies and administrative procedures undergo a cyclical review every five years to ensure their accuracy.

Plans for Future Action

None.

Standard IV

Standard IV.C.8. *To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

Evidence of Meeting the Standard

The District's Governing Board has a long-standing and deep commitment to student success and equity. This commitment is reflected in the District's Mission statement, board policies, and the Board's annual priorities as well as ongoing practices. For example, the District's Vision Statement, which guides Board priorities and action, affirms that the District community works in an environment of mutual respect to ensure that students achieve their full educational potential. [IVC44] The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on matters relating to student outcomes and achievement.

Standing items for updates at Board meetings include the following:

- *Accreditation*: the Vice President of Academic Services presents a standing monthly report. [IVC45]
- *Student Success Scorecard and Institution Set Standards*: Annual report is presented in May. [IVC46]
- *Distance Education*: Annual Report is presented in August. [IVC47]
- *Master Plan*: Annual Report on the Master Plan, including Strategic Planning objectives related to student success, is presented in September. [IVC48]
- *Student Success and Support Program:* Annual report is presented in October. [IVC49]
- *Program Review Summary*: Annual report is presented in March. [IVC50]
- *Student Equity Plan:* Annual report is presented in November. [IVC51]

The Board's commitment to ensuring student success is demonstrated by collaboration with the Boards of Education from the feeder high school districts in the District's service area. The Board holds annual joint board meetings with feeder high school district boards and city councils to review outcomes of first-time high school students transitioning to the District, as well as the various concurrent enrollment partnership programs and support services between the districts. [IVC52] An important outcome of these Board meetings is the establishment of areas of shared interest focused on student outcomes and services. Each year, the boards receive a report on the progress toward accomplishing the prior year's objectives. Examples of joint interests that focused on key indicators of student learning and achievement include assessment and placement data for high school students transitioning to college, retention and success of first time students, Career Technical Program alignment, English and mathematics curriculum alignment between high school and community college, and partnership programs between the colleges and feeder high schools in the District.

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This commitment between the joint districts has resulted in a number of improvements to programs and services. For example, a Master Memorandum of Understanding (MOU) with feeder districts to implement Dual Enrollment increased staffing and services to District locations based on student need and enrollment growth, while subsidized transportation passes for District students allow for unlimited transport on county public transportation between the three District campuses.

In addition, Board members actively participate in District wide planning and governance activities. For example, Board members serve on Strategic Planning task forces, Master Plan task forces, and Accreditation Work Group subcommittees. [IVC53] Their participation assists them in learning more about District efforts and allows for the District community to observe the Board's commitment to student learning and achievement. Board members regularly attend fall and spring convocation and participate in District summits.

Analysis and Evaluation

The District exceeds the Standard. The Board is fully engaged in discussions about student outcomes and institutional effectiveness and is committed to student success and academic quality as evident in its policies, practices, processes, and ongoing collaboration with the boards of its feeder high school districts.

The Board of Trustees establishes clear expectations for student success and equity and regularly reviews key indicators of student learning and achievement with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its objectives for student success.

The Board is informed of student outcomes through regular reports on student outcomes at Board meetings and Board retreats. The Board of Trustees' annual priorities also reflect an expectation for institutional effectiveness and student success, along with the Board's commitment to accreditation.

Plans for Future Action

None.

Standard IV.C.9. *The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Evidence of Meeting the Standard

The District has a clear and ongoing process for Board training, including orientation of Board members. Training includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. [IVC54]

The Superintendent/President, in consultation with the president of the Board, facilitates an annual Board retreat and schedules regular educational presentations to the Board throughout the year. [IVC55] Board members participate in mandated training such as Ethics Training required under AB 1234. Additionally, they engage in training through attendance at conferences such as the Community College League of California and the Association of Community College Trustees where leadership development training is provided. Board members have demonstrated a commitment to fulfilling their policy and oversight role as well as responsibility for ensuring educational quality.

The District has policies in place to ensure continuity in Board membership. Trustees are elected to four-year terms, and elections are staggered to ensure continuity of governance. [IVC56] The Board has followed policy in ensuring continuity of Board membership when vacancies have occurred. [IVC57] The District has an active and stable Board membership, with Trustees serving between 8 and 24 years. [IVC58]

Analysis and Evaluation

The District meets the Standard. In addition to orientation of new trustees, Board members participate in an annual retreat facilitated by the Superintendent/President, in consultation with the President of the Board. The Board of Trustees also participates in ethics training and engages in training through regular presentations at Board meetings and attendance at conferences where leadership development training is provided. The Board follows policy to ensure continuity of Board membership when vacancies occur. The District has an active, engaged Board of Trustees. Many Board members have served the District for many years, and the Board has strong membership continuity.

Plans for Future Action

None.

Standard IV.C.10. *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

Evidence of Meeting the Standard

The District's Board of Trustees has an established board policy for Board self-evaluation and consistently adheres to this policy. [IVC59] Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is conducted as part of their annual Board Planning Retreat, with the agenda and minutes shared publicly on the Board's website. [IVC60] The process includes each Board member completing a self-evaluation form, which is used to document and discuss actions and concerns. The Board's self-evaluation informs their priorities, plans, and training for the upcoming year. [IVC61] The Board also takes action to review and adopt their annual Board priorities at a regularly-scheduled meeting each spring. The Board of Trustees' priorities are shared on the District's website. [IVC62]

The Board's self-evaluation process focuses on appropriate roles and responsibilities in the policy-making and accreditation activities of the District, and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increase their knowledge of appropriate engagement in policy making and oversight of student success and educational quality outcomes. The Board and Superintendent/President are committed to continuous improvement through the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success.

Analysis and Evaluation

The District meets the Standard. The Board of Trustees routinely assesses its practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is conducted in conjunction with their annual Board Planning Retreat each January at an open meeting of the Board of Trustees and noted as part of the published agenda.

Plans for Future Action

None.

Standard IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

ER 7 Governing Board. The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11).

Evidence of Meeting the Standard

The District's Board of Trustees has an established Code of Ethics and Conflict of Interest policy that includes a clearly defined process for dealing with behavior that violates the code. The Board Policy on Code of Ethics/Standards of Practice documents the expected behavior of Board members in terms of the following:

- recognizing their role as a member of the Board and the ramifications of being part of a governing body;
- managing conflicts of interest and not intentionally using their position for personal gain;
- monitoring compensation and expense accounts;
- addressing special interest groups;
- using appropriate channels of communication and supporting District personnel;
- maintaining appropriate conduct at Board meetings;
- exercising their authority as Trustees in a proper manner;
- addressing administrative matters, assuring that they refrain from involving themselves in matters delegated to the Superintendent/President.

The policy further states that possible violations of the Code of Ethics will be addressed by the Board president, who will review the matter with the Board member in question

and may establish a process to review the matter further if warranted. In instances where it is the President of the Board's behavior that is in question, the Board vice president will address the matter. [IVC63]

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, which include Conflict of Interest, Political Activity, Personal Use of Public Resources, and Communications Among Board Members. [IVC64]

The Board also has numerous policies that specify how trustees should conduct themselves in an appropriate and legal manner, as well as policies to assure that trustees understand their duties and responsibilities. Board members complete a Conflict of Interest form each year that ensures there are no conflicts of interest with Board members. The Board members have no employment, family ownership, or other personal financial interest in the District. [IVC65]

Analysis and Evaluation

The District meets the Standard. The Board of Trustees has numerous policies that specify how Trustees are to conduct themselves in an appropriate and legal manner, as well as policies to ensure that Trustees understand their duties and responsibilities. There are numerous policies regarding meetings and practices in compliance with the Brown Act. Trustees annually complete a Conflict of Interest form that ensures there is no conflict of interest of Board members.

Plans for Future Action

None.

Standard IV.C.12. *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the Superintendent/President, who in turn has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per District policy on Delegation of Authority, trustees specifically agree to participate in the development of District policy and strategies. [IVC66] Board duties and responsibilities include the delegation of power and authority to the chief executive to effectively lead the District. [IVC67]

The Board adheres to existing policies when evaluating the performance of the Superintendent/President and appropriately holds him/her, as their sole employee, accountable for all District operations. These practices have effectively empowered the Superintendent/President to manage the operations of the District and provide a structure by which the Board holds the Superintendent/President accountable.

Analysis and Evaluation

The District meets the Standard. Board policy and administrative procedure ensure that the governing Board delegates full responsibility and authority to the Superintendent/President. The Superintendent/President is accountable for the operation of the District.

Plans for Future Action

None.

Standard IV.C.13. *The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

Evidence of Meeting the Standard

The District's Board of Trustees is committed to its role in accreditation and supports the District's improvement efforts. The Board receives regular updates on accreditation including eligibility requirements, accreditation standards, commission policies, accreditation processes, and progress reports on the institution's self-evaluation reports. [IVC68] For example, a comprehensive update on major District wide initiatives and their alignment with accreditation standards was provided to the Board of Trustees at their annual planning retreats in January of 2015, 2016 and 2017. [IVC69]

The governing board participates in the evaluation of the governing board's roles and functions in a number of ways. Each year, the Board conducts a comprehensive self-evaluation which includes items pertaining to accreditation, the District mission, and fiscal oversight. The results are reviewed and discussed in detail by the Board. The Board compares the results with the previous year's evaluation as well as the expectations of Accreditation Standard IV and the District's strategic objectives. Based upon the feedback and expectations of accreditation, the Board establishes the Board of Trustees' priorities for the next academic year. [IVC70]

The results of the annual Board self-evaluation are distributed to each Board member for review. The District's strategic objectives and Accreditation Standard IV both provide an important framework for the Board's planning priorities. The results of the self-evaluation as well as the Board's goals are discussed at a public meeting of the Board and formally adopted by the Board at a public meeting. [IVC71]

The Board of Trustees members have been active participants in the accreditation process. Board members participated in a workshop conducted by the ACCJC focused on the governing board's role in accreditation. [IVC72] Board members serve on the Accreditation Work Group subcommittee for Standard IV and participate in accreditation summits and forums. [IVC73] Board members have also attended statewide conferences on accreditation.

Analysis and Evaluation

The District exceeds the Standard. The Board of Trustees' annual priorities align with District wide objectives and relevant Accreditation Standards. The Board's commitment to its role in accreditation is evidenced by time provided on monthly Board meeting agendas for an update on accreditation progress. Board members are active participants in the

accreditation process and actively support institutional improvement in student learning and achievement based on the accreditation standards.

Plans for Future Action

None.

Evidence: Standard IVC

IVC1   Board Policy 2010, 2015, and 2100
IVC2   Board Policy 2200 and Board Agenda, September 2017
IVC3   Board Policy 2410 and 2430
IVC4   Annual Report, Board, Agenda, September 2016
IVC5   Distance Education, Board, Agenda, August 2016
IVC6   Board Priorities, 2018-2019
IVC7   Budget Committee, Agenda, Minutes, March 2018
IVC8   Administrative Procedure and Board Policy 2710, Board, Minutes, 2018
IVC9   Board Policy 2715
IVC10   Board Policy 2310, Board Agenda, February 2018
IVC11   Board Policy 2715
IVC12   Board Policy 2715
IVC13   Administrative Procedure and Board Policy 2410
IVC14   Board Policy 2431
IVC15   Board Consent Calendar, January 2016, Board, Minutes, December 2015
IVC16   Administrative Procedure and Board Policy 2431, Management Handbook
IVC17   Convocation, spring 2018
IVC18   District Governance, Instructional Council, Academic Senate, Agendas, 2017
IVC19   Board Policy 2435
IVC20   Board Retreat, January 2018
IVC21   Board Priorities, Board Minutes, March 2016
IVC22   Board Policy 2100
IVC23   Board Policy 2015
IVC24   Board Policy 2200
IVC25   Board Policy 2310
IVC26   Board Policy 2345 and 2350
IVC27   Joint Board Meeting, February 2017
IVC28   Board Minutes, March 2018
IVC29   Board Policy 2710
IVC30   Board Policy 2200
IVC31   Board Policy 2410
IVC32   Board Policies Website, 2018
IVC33   Curriculum Board Agendas, Minutes, March 2018
IVC34   Institutional Set Standards, Board Agenda, Minutes, September 2017
IVC35   Board Policy 2200
IVC36   Board Policy 2315
IVC37   Financial Report, Board Agenda, Minutes, November 2017
IVC38   Budget Report, Resource Allocation Manual, 2017
IVC39   Board Policies 2010, 2015, 2100, 2105, 2110, 2200, 2210, 2020, 2310, and 2315

IVC40	Board Policies 2330, 2340, 2345, 2350, 2355, 2360, 2365, 2710, 2715, 2716, 2717, 2720, 2725, 2730, 2735, and 2740
IVC41	Board Policies 2310, 2315, 2320, 2330, 2340, 2345, 2350, 2355, 2360, and 2365
IVC42	College of the Sequoias, Board Webpage, 2018
IVC43	Board Policy and Administrative Policy 2410
IVC44	Mission, Vision, Board Priorities, 2018
IVC45	Accreditation Report, Board Agenda, October 2016
IVC46	Student Success Scorecard, Board Agenda, September 2016
IVC47	Distance Education, Board Agenda, August 2016
IVC48	Annual Report on the Master Plan, Board Agenda, September 2016
IVC49	Annual Student Success Report, Board Agenda, October 2015
IVC50	Program Review Summary, Board Agenda, March 2017
IVC51	Student Education Plan, Board Agenda, November 2017
IVC52	Joint Meeting Agenda, Presentation, 2017
IVC53	Board Member Participation, Strategic Plan Summit, Accreditation Summit, 2017-2018
IVC54	Board Policy 2740
IVC55	Board Annual Retreat, Agenda, Minutes, January 2016
IVC56	Board Policy 2100
IVC57	Board Policy and Administrative Policy 2110
IVC58	Board Members, Webpage, 2018
IVC59	Board Policy 2745
IVC60	Board Retreat, Agenda, Minutes, January 2017
IVC61	Evaluation Process, Board, 2018
IVC62	Board Priorities, 2018-2019
IVC63	Board Policy 2715
IVC64	Administrative Procedure 2710 and Board Policy 2710, 2716, and 2717
IVC65	Board Policy 2200 and Administrative Procedure 2710
IVC66	Board Policy and Administrative Policy 2430
IVC67	Board Policy 2200
IVC68	Accreditation Report, Board, Minutes, August 2017
IVC69	Board Retreat, 2015, 2016, 2017
IVC70	Board Priorities, 2018-2019
IVC71	Board Minutes
IVC72	ACCJC Workshop, 2017
IVC73	Task Force Membership, Accreditation
IVC74	Administrative Procedure 2712
IVC75	Board Policy 2435
IVC76	Administrative Procedure 2410

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Quality Focus Essay

Quality Focus Essay

Introduction

The District's QFE was developed from the Institutional Self-Evaluation Report (ISER) and the District's planning processes. It provides the District with an opportunity to engage more deeply with District-identified areas of focus for improvement in student achievement and success.

Topics for the QFE were discussed and developed during an Accreditation Summit held January 26, 2018. Prior to the summit, a planning team comprised of members of the Accreditation Work Group reviewed possible QFE topics drawn from the self-study and District strategic planning documents. The team identified common areas of emphasis across these documents and narrowed the list to four possible QFE topics to be presented during the summit. Eighty-seven participants attended the summit and provided feedback on the selection and development of essay topics; these participants included faculty, staff, administration, Board members, and students. Summit participants voted to select the two topics identified in this essay, then worked to provide feedback on how those topics would be developed and implemented across the District.

The accreditation writing team, drawing directly from summit feedback, drafted the QFE, which was presented with the full ISER for review to faculty, staff, and students following the District's participatory governance process.

Background

Following the guidelines in the *Guide to Evaluating and Improving Institutions*, the District has identified policies, procedures, and/or practices in need of change that directly relate to the improvement of student learning and student achievement. The District's two quality focus projects are to: 1) streamline the developmental course sequences in English, math and ESL, and 2) implement multiple measures assessment to maximize student placement into transfer-level English and math. These projects are developed in detail below and have emerged from the District's examination of its effectiveness in accomplishing its Mission. Through both the analysis of the ISER and the identification of areas of needed change, development, and improvement as identified through ongoing strategic planning practices, the District selected these two projects. Accreditation Standards and strategic planning goals and actions related to the projects are listed below.

Related Standards

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Related Strategic Plan Actions

District Goal 2: College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

2.3.1. Implement multiple measures to maximize student placement into transfer-level English and math.
2.3.2. Shorten the developmental course sequence in English so that students can complete transfer-level English within one year.
2.3.3. Shorten the developmental course sequence in math so that students can complete transfer-level math within one year.
2.3.4. Shorten the developmental course sequence in ESL so that students can complete transfer-level English within three years.
2.3.5. Train faculty in accelerated instruction.
2.3.6. Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).

District Goal 3: College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.

3.1.1. Determine which groups fall below the District's placement rates into transfer-level English and math.
3.1.2. Implement best practices to increase placement rates for targeted groups

Project I

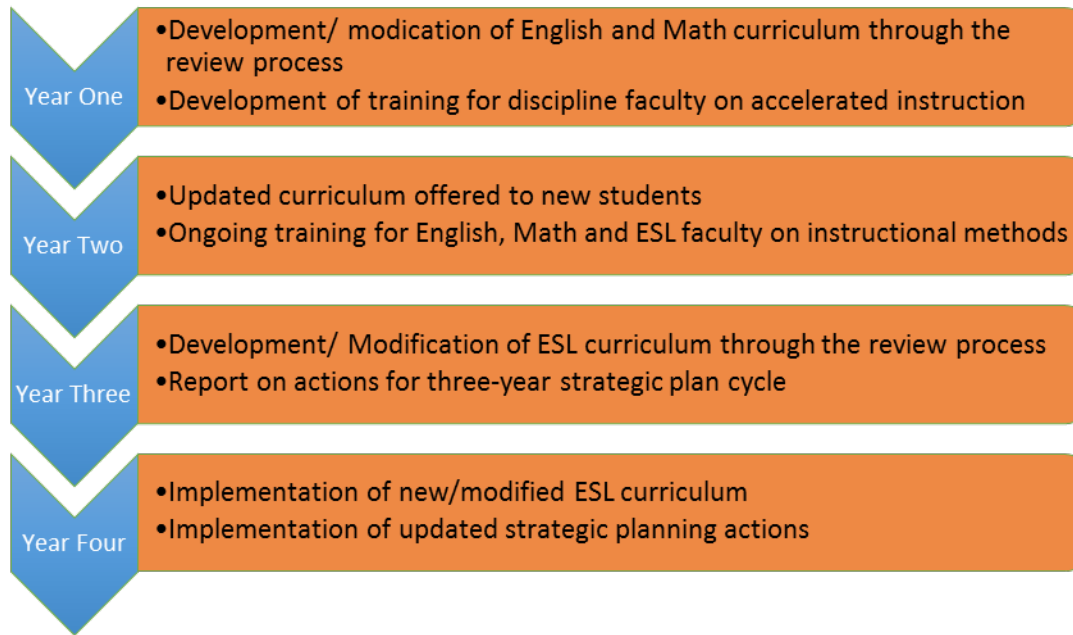*Streamline the developmental course sequences in English, math, and ESL*

Goals/Outcomes

The goal of this project is to re-design developmental curriculum in English, math, and ESL to increase student success in transfer-level coursework. At the conclusion of this project, students should be able to complete transfer level English and math within one year, and the ESL sequence within three years, including the transition to transfer-level English. We expect these updated course sequences to result in the following outcomes:

- *Opportunity/Access:* Increased access to, and enrollments in, courses requiring English and math prerequisites. Opportunities for embedded support in developmental courses, increasing access to support resources for faculty and students. Higher enrollments in transfer-level English and math.
- *Equity:* Decrease in identified equity gaps for student success in English, math, and ESL courses.
- *Time to Completion:* Reduced time to completion for degree-seeking students, and a reduction in the average units to degree.
- *Retention/Attrition/Persistence:* An increase in student morale, motivation, and persistence, with higher course success rates in redesigned courses and higher overall throughout in the developmental sequences.
- *Achievement:* An increase in degrees awarded, transfer volume and velocity.

Responsible Parties

Math, English, and ESL faculty, Language Arts and Math Deans, Curriculum Committee, Student Services (counselors, instructional specialists, tutorial services), Office of Research Planning and Institutional Effectiveness, Learning Resource Center, Vice President of Academic Services.

Actions/Timeline ／ *2018 – 2022*

Year One
- Development/ modication of English and Math curriculum through the review process
- Development of training for discipline faculty on accelerated instruction

Year Two
- Updated curriculum offered to new students
- Ongoing training for English, Math and ESL faculty on instructional methods

Year Three
- Development/ Modification of ESL curriculum through the review process
- Report on actions for three-year strategic plan cycle

Year Four
- Implementation of new/modified ESL curriculum
- Implementation of updated strategic planning actions

Assessment of Action Project

Project I will be assessed and reported on annually as part of the District's strategic planning and reporting cycle. Expected outcomes will be measured annually using metrics established in the Strategic Plan, as follows:

- Review and compare the number of students who transfer to four-year institutions over three years to the baseline data:
  - Number of students transferring to UC System, CSU System, In-State Private, and Out-of-State Private
  - Number of students who are transfer ready
- Review and compare the percentage of students earning an associate degree or certificate (CTE and non-CTE) over the next three years to the baseline data:
  - Number of students earning associate degrees
  - Number of students earning certificates

Project II

Implement multiple measures assessment to maximize student placement into transfer-level English and math

Goals/Outcomes

The goal of this project is to re-design placement procedures and thresholds in English and math to increase student success in and access to transfer-level coursework. At the conclusion of this project, students should have access to a more holistic placement
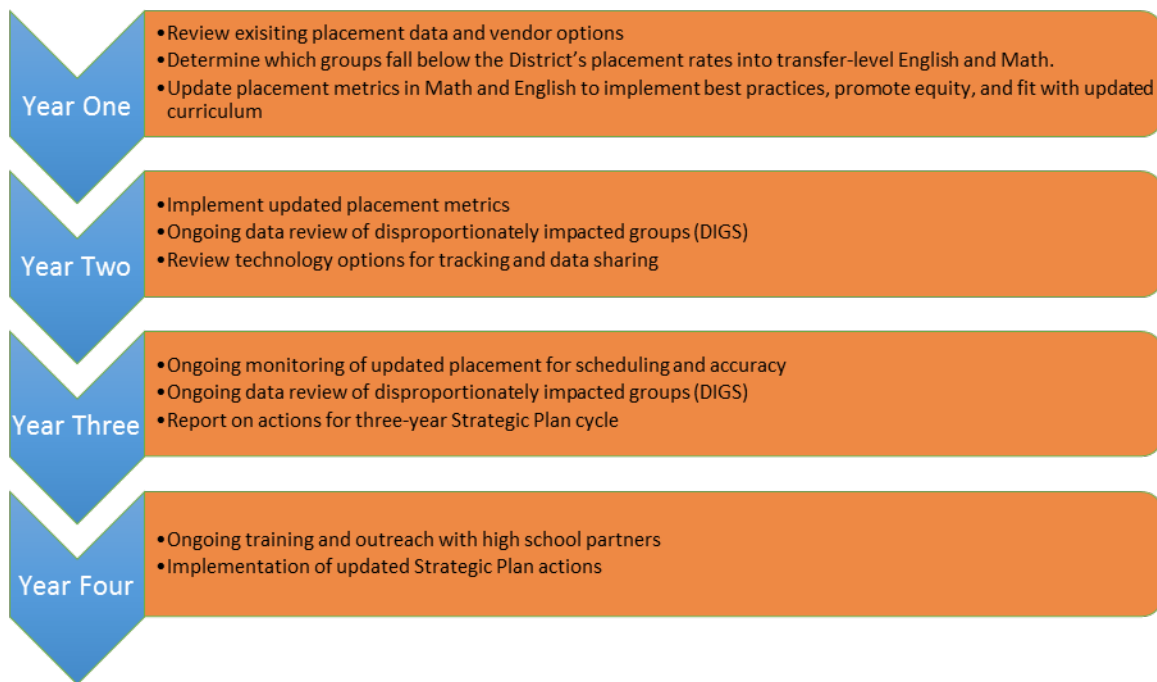
process, one that more accurately represents their true level of ability to complete transfer-level work. We expect these updated placement procedures to result in the following outcomes:

- *Opportunity/Access:* Increased access to, and enrollments in, transfer-level English and math. Increased equity in access to transfer-level course work.
- *Equity:* Decrease in identified equity gaps for student success in English and math. Increased access to transfer-level course work for students from disproportionately impacted groups (DIGS).
- *Time to Completion:* Reduced time to completion for degree-seeking students, and a reduction in the average units to degree.
- *Retention/Attrition/Persistence:* An increase in student morale, motivation and persistence, with higher course success rates in transfer-level courses. An increase in student satisfaction with the placement and enrollment process.
- *Achievement:* An increase in degrees awarded, transfer volume, and velocity.

Responsible Parties

Math and English faculty, Language Arts and Math Deans, Student Services (counselors, Assessment office, Student Success coordinators), Office of Research, Planning and Institutional Effectiveness, Technology Services, Dual-Enrollment coordinator, Vice President of Academic Services, Vice President of Student Services.

Actions/Timeline / 2018 – 2022

Year One
- Review exisiting placement data and vendor options
- Determine which groups fall below the District's placement rates into transfer-level English and Math.
- Update placement metrics in Math and English to implement best practices, promote equity, and fit with updated curriculum

Year Two
- Implement updated placement metrics
- Ongoing data review of disproportionately impacted groups (DIGS)
- Review technology options for tracking and data sharing

Year Three
- Ongoing monitoring of updated placement for scheduling and accuracy
- Ongoing data review of disproportionately impacted groups (DIGS)
- Report on actions for three-year Strategic Plan cycle

Year Four
- Ongoing training and outreach with high school partners
- Implementation of updated Strategic Plan actions

Assessment of Action Project

Project II will be assessed and reported on annually as part of the District's strategic planning and reporting cycle. Expected outcomes will be measured annually using metrics established in the Strategic Plan, as follows:

- Review and compare the percentage of students from targeted groups who place directly into transfer-level English and transfer-level math over the next three years to the baseline data:
    - Percentage of students placing into transfer-level English and transfer-level math (data disaggregated by race/ethnicity)
- Review and compare the percentage of students who complete transfer-level English and transfer-level math requirements within their first year over the next three years to the baseline data:
    - Percentage of students completing transfer-level English and transfer-level math requirements.
- Review and compare the percentage of students from targeted groups who complete transfer-level English and transfer-level math requirements within their first year over the next three years to the baseline data:
    - Percentage of students completing transfer-level English
    - Percentage of students completing transfer-level math

Resources

The District will use and develop existing human, technological, financial and physical resources to meet the goals identified in the action plans. Funding from the state's Student Equity program, Student Success and Support Program, and Basic Skills Initiative will be allocated as appropriate to support reassigned time for faculty development of curriculum and development of training in accelerated instruction. Anticipated resources that may be required to support and sustain these projects include additional technological capacity to identify, track, and intervene with structured support for students from placement through transfer-level coursework using data and/or collaborations with feeder high schools. Additional personnel may be required in tutoring support and instruction in order to increase capacity for transfer-level course offerings. FLEX credit and other resources would be available for faculty to develop and deliver professional development for counselors, instructors, and instructional support personnel to create and sustain a community of practice.

Plans for Future Action

Plans for Future Action Arising Out of the Self-Evaluation Process

Plans for Future Action	Standards	District Leads	Timeline	Anticipated Outcome
Although the District meets the Standard, the process for developing institution-set standards for job placement is being revised under the District's Strategic Plan for 2018-2021. The Strategic Plan includes an objective to increase the percentage of CTE students who achieve their employment objectives. This objective will assist the District in aligning the job placement metrics across multiple CTE programs. The District will collect data in order to assess progress on this objective including the percentage of CTE students who obtain a job closely related to their field of study and median change in earnings. The District will align this data with the institution-set standards.	I.B.3.	Academic Deans; the Office of Research, Planning, and Institutional Effectiveness; CTE Faculty.	2018-2021	The District will have uniform and accurate data for job placement institution-set standards for CTE programs.
The District meets the Standard and is committed to increasing the use of data for decision making at the District and department/unit level as exemplified in District Objective 4.1. Based on program review audit results, the District adopted an action in the 2018-2021 Strategic Plan to increase the effective use of data in program reviews.	I.B.5.	Office of Research, Planning and Institutional Effectiveness; Institutional Program Review Committee; Outcomes and Assessment Committee; and Senior Management	2018-2021	Improvement of the standard data metrics for program review including new or additional data metrics as needed.

Plans for Future Action	Standards	District Leads	Timeline	Anticipated Outcome
Although the District meets the Standard, dialog related to data disaggregation is ongoing through the work of the Data Disaggregation Taskforce. The Taskforce continues to focus on systems for collecting student-level data at the program level where such data would be meaningful and useful.	I.B.6.	Data Disaggregation Taskforce; Office of Research, Planning and Institutional Effectiveness	2018-2019	Improved Student Learning Outcomes assessment data collection and analysis.
Following feedback received through the website development process, the Public Information Office (now Marketing and Public Relations) has continued redesign of the District's website. Launch of the updated site is planned for spring 2019. In addition, the District adopted an action in the 2018-2021 Strategic Plan to ensure that the District website is current and relevant.	I.C.1.	Superintendent/President; Vice President, Administrative Services; Dean, Technology; Manager, Marketing and Public Relations (PIO)	2019	Improved website design, functionality, and accuracy.
The District is actively working to improve processes to ensure that Student Learning Outcomes remain current, updated, and accurate across all systems, including Banner (for reporting in the course schedule), TracDat, Curriculum, and the District's website. The District is transitioning to CourseLeaf CIM for curriculum management, which includes researching a method to import outcomes from TracDat to CIM, as a way to ensure that faculty are able to update course outcomes, where necessary, in response to assessment results, and maintain the accuracy of outcomes on official Course Outlines of Records. In its current	II.A.3.	Outcomes and Assessment Coordinator; CourseLeaf Task force	2018-2020	Student Learning Outcomes will be current, updated, and accurate across all system.

Plans for Future Action	Standards	District Leads	Timeline	Anticipated Outcome
curriculum management system, CurricuNet, this was possible only through a manual work-around where faculty attached TracDat outcomes to Course Outlines of Records.				
The District is simultaneously working to improve collaboration between the Outcomes and Assessment Committee and Institutional Program Review Committee, with both committees crafting initiatives in 2017-2018 to provide faculty training on the role of outcomes in program review. Although outcomes assessment is integrated in program review, faculty responses to committee surveys and requests for training indicated that more could be done to encourage integration and make outcomes assessment feel more central and meaningful to the process of program review.	II.A.3.	Outcomes and Assessment Committee; Institutional Program Review Committee	2018-2020	Develop more meaningful use of Student Learning Outcome assessment in program review.
The District meets the Standard and is committed to the success of students in pre-collegiate courses as evidenced by the Quality Focus Essay projects. In addition, to support the District's objective of increasing the percentage of students who complete transfer-level English and math within their first year, the District has adopted three actions in the 2018-2021 Strategic Plan to shorten developmental course sequences in English, math and ESL.	II.A.4, II.A.5.	Vice President, Academic Services; Deans, Language Arts and Math/Science; Math, English, and ESL Faculty.	2018-2021	Increased support for students to advance to and succeed in college-level curriculum and shortened time to degree.

Plans for Future Action	Standards	District Leads	Timeline	Anticipated Outcome
Although the District meets the Standard, through Guided Pathways assessment, the District identified best practices that could be implemented to improve student-centered schedule planning. The District has adopted an action in the 2018-2021 Strategic Plan to implement student-centered schedule planning to maximize full time enrollment. In addition, the Quality Focus Essay projects address course sequencing for developmental courses and time to completion.	II.A.6.	Vice Presidents, Academic and Student Services; Student Services Deans; Instructional Council; Counseling Department	2018-2021	Increasing the opportunities for students to complete degrees and programs in a timely manner.
Through the Institutional Self-Evaluation process, the District found that although all learning support services are included in various related program reviews, specific service area outcomes had not been developed for each learning support service. For example, although the Tutorial Center is included in the Learning Resource Center program review it did not have its own set of service area outcomes. The District intends to develop individual service area outcomes for each learning support service and include assessment and evaluation results in the related program review.	II.B.3.	Management Council	2018-2020	Ongoing assessment for learning support services through service area outcomes.

Plans for Future Action	Standards	District Leads	Timeline	Anticipated Outcome
Although the District meets the Standard, in alignment with new legislation the District is in the process of developing multiple measures placement to improve student placement into transfer-level English and math. The District has adopted three objectives in the 2018-2021 Strategic Plan to increase the percentage of students who complete transfer-level English and math within their first year. In addition, the Quality Focus Essay includes a project to implement multiple measures assessment to maximize student placement into transfer-level English and math.	II.C.7.	Vice Presidents, Student Services and Academic Services; Dean, Student Services; Deans and Division Chairs, Language Arts and Math/Science/ Assessment Office.	fall 2019	Students will have access to a more holistic placement process, one that more accurately represents their true level of ability to complete transfer-level work.
The District's 2018-2021 Strategic Plan includes an objective to increase professional development opportunities for and participation of District employees in support of improving operational effectiveness. By May 2020, the District will implement a professional development plan for the coordination, alignment, and management of professional development activities and new employee orientation.	III.A.14.	Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees	2018-2021	Coordinated, consistent, and timely professional development opportunities for District employees.