Institutional Master Plan
2002-2003

College of the Sequoias

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Letter from Dr. Kamiran Badrkhan:

More than ever, this *Institutional Master Plan* for College of the Sequoias is important as we struggle to chart a course for the College in the years to come. As fiscal challenges emerge at all levels of higher education, community colleges are increasingly being asked to define how they will accomplish their missions given increasing demand and dwindling resources.

During the past year, College of the Sequoias used the Strategic Planning process to focus attention on four specific areas: basic skills and retention; technology; economic development; and future growth. The final report from the Strategic Planning process is included in this *Institutional Master Plan.* The recommendations, which were developed as a result of the process, describe specific steps for action.

In addition to the recommendations from the Strategic Planning process, the College has received recommendations and feedback from a variety of other sources: the annual Self Study and Program Review Updates; the WASC Accrediting Team; and other external evaluations and reviews. Collectively, this information is used to craft this *Institutional Master Plan* and to guide the decision-making process needed for achieving our College's Mission.

I appreciate the assistance of everyone who gave input or served on committees developing this plan. If we are steadfast in focusing on the needs of our students, this *Institutional Master Plan* will help us understand where we are heading; it will provide guidelines to evaluate our progress along the way; and it will allow for flexibility to adapt to the changing demands of our community, state, and nation.

Kamiran Badrkhan, Ph.D.
Superintendent/President
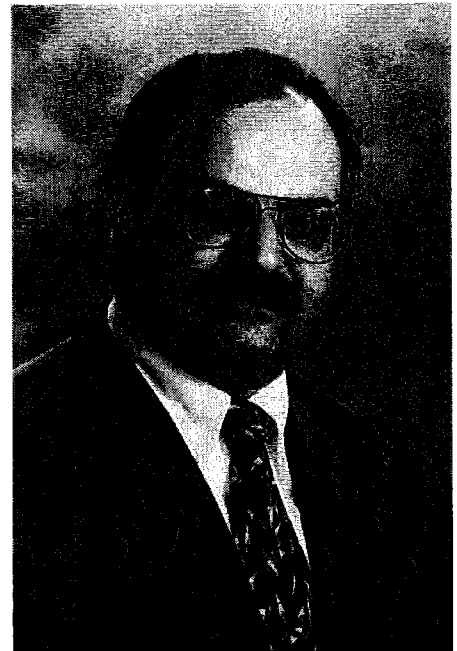
VISION STATEMENT

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

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

PHILOSOPHY

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

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

MISSION

College of the Sequoias: Is a comprehensive, student-centered community college, dedicated to enhancing our diverse educational and cultural campus environment.

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

College of the Sequoias: Is committed to supporting students' development of basic skills and to providing self supporting community education classes, contract education and training, and related student services.

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

(Adopted March 20, 2001, by Board of Trustees.)

INSTITUTIONAL GOALS for 1999-2001 were developed at goal-setting workshops in January and February 1999. INSTITUTIONAL OBJECTIVES for each goal were developed at the Planning Task Force Meeting in January and February 2001.
Representatives from each constituent group participated in the process.

The anticipated outcomes of these workshops were:
- Articulate environmental/legislative/education factors affecting COS
- Adopt a revised mission statement
- Assess mid-year progress on 2000-2001 objectives
- Define "reasonable" number of objectives for 2001-2003
- Develop list of 2001-2003 objectives.
- Recommend process for reviewing institutional goals.

Goal 1: COS will provide a curriculum which meets the lifelong, educational needs of our diverse population.

2002-2003 Objectives:
1. Instructional Council will take the lead in developing guidelines and recommendations for alternative teaching, scheduling, and delivery methods. These guidelines and recommendations will be approved by all constituencies by the end of Fall, 2001.
2. The Instructional Council and all concerned constituencies will implement guidelines and recommendations for alternative teaching, scheduling, and delivery methods by developing policies and procedures by Spring 2002.

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.

2002-2003 Objectives:
1. College Council and Standing Committees will revise and simplify the process for Above Base Budget funding.
2. Administrators and faculty will review the faculty evaluation process, as well as the tenure process, and plan for implementing changes which result from the review by June 2002.

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

2002-2003 Objectives:
1. Academic Services will head up an institutional effort to develop an "Early Alert" system by Spring 2002, and the Academic Senate will develop a list of recommendations for faculty to inform students of their grade standing in class.
2. The Superintendent/President and/or his designee will lead efforts to review issues of staff diversity related to hiring and training and will coordinate campus-wide efforts to address concerns identified during this review, including committing appropriate resources to affect change.
3. Student Services and Academic Services will identify strategies to improve student performance in basic skills utilizing PFE goals by Spring 2002.

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

2002-2003 Objectives:
1. The Director of Facilities will work collaboratively with all concerned constituencies to identify how current facilities can be used more effectively to meet student needs.
2. The Superintendent/President in collaboration with the Board of Trustees will pursue alternative funding sources for expansion of facilities to accommodate needs.
3. College Council, the Technology Committee, and Computer Services will develop a plan for annually funding the replacement and/or upgrades of equipment and computers.

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

2002-2003 Objectives:
1. The District will develop college revenue sources beyond state apportionments by budgeting funds to hire a grant writer to assist and obtain outside grants and develop proposals with industry partners by Spring 2002.

2. Administrative Services, using the collegial governance procedure, will establish line items for maintenance and technology and will revise the base budget process to address the changing needs of divisions/ departments/ programs.
3. The Cabinet, in consultation with various constituent groups, will develop strategies for achieving state identified growth goals.

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

2002-2003 Objectives:
1. Each division/department/program and ASB will develop and maintain partnerships with feeder schools and other community entities by the end of Spring 2002.

The College of the Sequoias' Institutional Master Plan:

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

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

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

Planning Calendar for 2002-2003:

September 20, 2002
Self Studies and Program Review Annual Progress Reports Distributed

December 2002
Distribution of 2001-2002 Institutional Accomplishments

December 12, 2002
Completed Self Studies and Program Review Annual Progress Reports
due to Planning Office

January 10, 2003
Planning Task Force Meeting

February 25, 2003
Follow-Up Planning Task Force Meeting

April 2, 2003
Institutional Goals Progress
Update Due

Strategic Plan

Degrees | Certificates | Community Education | Facilities
Transfers | Basic Skills/Retention | Future Growth
Vocational | Economic Development | Technology | Budget
Faculty/Staff Development | Grants | Enrichment Courses
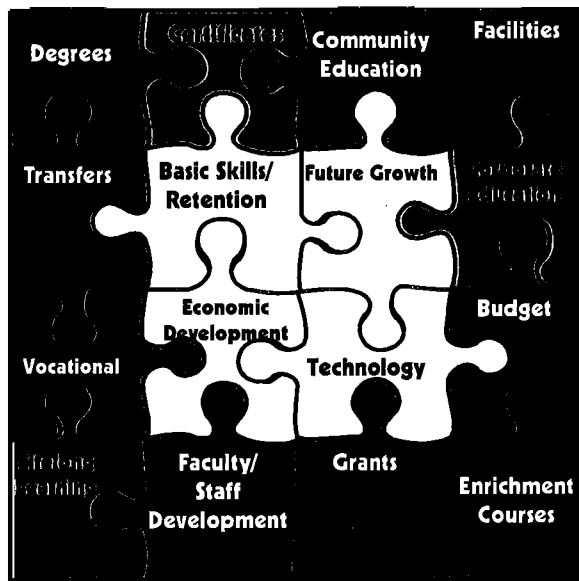
Strategic Plan

ACKNOWLEDGMENTS

The Superintendent/President extends a special thank you to the dedicated staff members who devoted an enormous amount of time and effort, in addition to their regular duties, to develop the Strategic Plan. Your commitment is greatly appreciated.

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Strategic Plan

I. Purpose and Focus

A. Focus/Purpose

This strategic plan's overall purpose is to strengthen the College of the Sequoias (COS) as a dynamic higher learning institution and valuable community economic development resource to its two-county service area (primarily, Tulare and Kings Counties) and the larger surrounding region. The plan focuses on these four central issues:

1. Future growth trends and opportunities.
2. Student basic skills improvement and student retention.
3. COS technology environment.
4. COS economic development role and opportunities.

This plan will improve the College's performance and impact in these four areas, which will continue to command the institution's attention and resources over the next decade (2002-2012).

All strategic plans are evolving in nature. COS intends that this plan will continue to evolve as it is adopted, implemented and updated over time. Annual updates to this plan will ensure that it grows in its specificity, impact and significance. Some of the issues discussed in this plan will take more specific form over time. COS intends that this plan will:

1. Provide a knowledge base and shared understanding for internal and external stakeholders of the issues and factors that are most relevant to tackling the challenges addressed by the plan. To achieve success, understanding must precede action. Many organizations have discovered that their own process of creating new "self-understanding" has been a primary catalyst for positive organizational change. This is the new way in which strategic planning is being understood.

2. Set forth appropriate values and principles that can help guide future actions taken by COS to address these central issues. Businesses, nonprofit organizations and governmental agencies are discovering that their vision and values are primary to organizational success in a complex and rapidly changing environment. Both internal and external stakeholders must have a high level of understanding of COS' vision and values, which will lead to productive future partnerships and collaborations with customers, funding sources, and various co-actors important to this plan's success.

3. Provide relevant contextual information and knowledge that will facilitate future "solution-finding." Organizations are complex "learning systems," which suggests that people within them must be well-equipped with the necessary knowledge, information and learning relationships that are fundamental to the discovery of creative and effective solutions to problems.

4. Where possible at this time, define specific goals and strategies that the institution should adopt and implement in addressing key challenges. (COS should not attempt to do everything at once. In some cases, the institution is not ready yet to define a specific action agenda. This explains why the plan is more issue-focused and less action-centered in places.)

B. Planning Process

This plan was formulated with the active participation and leadership of various representatives of the COS academic community and the surrounding external community that COS serves. This involvement was designed to increase stakeholder ownership in the plan's goals and strategies, and thereby increase its chances of implementation success. In addition, Donald Iannone, a consultant with Donald T. Iannone & Associates, worked with the College to provide guidance and feedback throughout the process.

Four strategic planning task forces contributed to the planning process. One focused on each of the four strategic issues listed above. These task forces included College faculty members, administrators, students and various community representatives, who made valuable "content" contributions to the plan by preparing reports and participating in a variety of planning sessions. Copies of these Task Force Reports are available in the Institutional Planning Office.

Many knowledge organizations, which is an appropriate characterization of higher education institutions, have moved to team planning and management models, which allow those with authority and expertise to focus their knowledge and skills on complex organizational challenges. A significant level of teamwork went into this strategic planning process. COS would like to continue to work on strengthening team-based strategy and action in the future.

Each of the COS Academic Divisions responded to strategic planning questions, defining their leading challenges and opportunities as input into the planning process. Copies of Division responses are available in the Institutional Planning Office.

A special day-long Town Hall Meeting, held on May 10, 2002, brought together over 125 community and College representatives to identify possible priorities and strategies that should be considered as the College formulates its new strategic plan. A report summarizing the most important outcomes of this meeting was produced and distributed to Town Hall participants and others interested in the College's future. This document expands upon the previously published summary.

C. Rationale

What reasons constitute the central rationale for this plan? This plan was developed to lay a knowledge foundation, set priorities and identify effective strategies that will help the College better serve its students, employers, and its many community customers in the future. COS has decided that it needs a plan to strengthen its response to the four identified strategic issues. College officials also hope that this plan will enable them to respond to these issues in a more synergistic fashion, where planning and action in one area will help the institution make progress in the others. Planning for synergy is essential.

Competition for students is growing. While traditional colleges and universities have increased their marketing efforts in the COS service territory, for-profit higher education entities such as the University of Phoenix, Sylvan Learning Systems and others have also entered the market. This plan should help the College become more "market-oriented" with its programs and services. Finally, the College believes that it needs a more targeted and effective

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plan to attract new financial resources to the College
to support existing and future programs and
initiatives. COS must become more aggressive in
acquiring new state and Federal grants and private
funding to support to programs. These are the major
reasons for this strategic plan.

D. Audiences

Who are the main audiences for this plan? This plan
aims to communicate with four key audiences:

1. COS campus community, inclusive of its
   student body, faculty and the administration.
2. The community at large in Kings and Tulare
   Counties.
3. Its local, regional and state educational,
   workforce development and economic
   development partners.
4. The Chancellor's Office, California Community
   Colleges.

COS intends that this communication be two-way
and even multi-directional, allowing the institution to
develop stronger communication and action
"relationships" with organizations in each of these key
audiences. This is a plan about how COS can better
"relate" to its stakeholders and its changing
organizational environment.

II. COS Internal Environment

A. Introduction

As a knowledge organization, COS' most important asset is its people. All other assets comprising the organization's internal environment exist to serve the mission of its faculty and staff as they educate students and prepare them as competent and responsible workers, employees, business owners and citizens of Tulare and Kings Counties.

The COS internal environment is comprised of the following and each component is described below:
- Vision, philosophy, mission, goals, and values
- Students
- Board of Trustees
- Faculty, classified staff and administrative personnel
- Budget and financial resources of the organization
- Facilities and real estate
- Organizational history and legacy, including the sum total of its experiences and actions

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

Philosophy: The philosophy of the College of the Sequoias is based upon a belief that all individuals are innately valuable and entitled to develop their full potential; that a healthy and vigorous society benefits from an informed appreciation of the cultural, racial and socioeconomic variations among its members; that a democracy depends upon a critical, questioning and informed citizenry; and that through its programs the College serves the individual, the community and society.

Mission Statement: With this vision in mind, the College works toward a four-part organizational mission that includes:

1. Being a comprehensive, student-centered community college, dedicated to enhancing a diverse educational and cultural environment.

2. Helping students achieve their transfer and/or occupational objectives and advancing the economic growth and global competitiveness of business and industry within the region.

3. Supporting students' development of basic skills, providing self-supporting community education classes, contract education and training, and related student services.

4. Preparing students for productive work, lifelong learning, and community involvement.

Goals: Within the context of its vision and mission, six overall institutional goals guide COS:

1. Provide a curriculum that meets the lifelong, educational needs of our diverse population.

2. Operate efficiently and equitably to ensure a positive environment and maximum productivity.

3. Through its committed and qualified staff, provide programs and services that will enhance student access, retention, and success.

4. Plan, maintain, improve, and expand the district's facilities, infrastructure, and equipment, and thereby provide a state-of-the-art learning and working environment for students and staff.

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5. Manage the finances of the institution through shared governance in such a way that supports the goals of the College.

6. Encourage district partnerships that advance educational opportunities and encourage staff and student involvement in their communities.

Guiding Principles and Values: This strategic plan is guided by ongoing principles and values, which recognize the College's mission and ongoing commitment to community service.

The College's strategic plan values:
1. People and their human potential
2. Community
3. Quality
4. Diversity and equity
5. Creativity
6. Experiential and participative learning
7. Lifelong learning
8. Flexibility and responsiveness
9. Collaboration and partnerships
10. Dialogue and interaction
11. Economic advancement through innovation
12. Convenient access to COS services and resources
13. Technology
14. Affordability

People and their human potential: These values give meaning and purpose to the strategic plan. The College, in an overall sense, is committed to helping people discover, develop and use their human potential to advance themselves, their families and their communities. This commitment is fundamental to everything that COS does.

Community: COS values the community that it serves in Kings and Tulare Counties. COS, like other California community colleges, exists as a community resource to foster social and economic well-being. This plan recognizes the need for COS to use its resources to make an even greater contribution to local and regional economic development, a top community priority in light of the area's persistently high unemployment and poverty rates. The May 2002 Town Hall Meeting pointed to the need for much greater economic development involvement by COS. This plan identifies new opportunities for the College to contribute in this area.

Quality: Quality is central to this plan's success. COS must offer high quality educational services to compete for new for new students in its current and future markets. A high quality faculty is essential to reaching this goal, along with quality technology resources to support instruction and provide other services to the community.

Diversity and Equity: Diversity and equity are important underlying values shaping the College's learning culture and educational processes. COS must do even more to help the area's Hispanic, Native American, Black, Filipino and Asian populations get ready for the New Economy, which will require them to possess new technical skills and knowledge, productive work values, and a personal commitment to lifelong learning.

Creativity: Creativity and innovation are valued inside and outside the classroom. COS educational processes must become more creative and innovative in their methods and content. New instructional technology can help in this regard. The value of creativity and innovation must be imparted to students studying in all fields, preparing them to succeed in creating their own future.

Experiential and Participative Learning and Lifelong Learning: Future educational processes must become more participative and experiential, allowing students to exercise greater leadership over their own learning. While many COS students need close guidance and ongoing mentoring to foster their intellectual and vocational development, they also must be given more opportunity to learn from their own life and work experiences in their studies. All COS programs should instill the awareness of lifelong learning by students to prepare them for unforeseen challenges and opportunities in the future.

Flexibility and Responsiveness: Community colleges have succeeded in significant part because of their flexibility and responsiveness. These values must continue to influence the College and its programs for students, businesses, and other community groups. A value placed on "what works" guides this new strategic plan.

Collaboration and partnerships and Dialogue and Interaction: According to Town Hall Meeting participants, COS needs to do a better job of: collaborating; partnering; dialoguing and interacting with the community. This plan identifies some effective ways to respond to these important needs.

Economic advancement through innovation: The College must provide more support for local and regional economic advancement to ensure that a steady supply of high quality jobs exist in the area for graduating COS students. It must partner on a regular basis with the economic development corporations, chambers of commerce and local government offices in Kings and Tulare Counties to increase jobs and raise the prosperity level of the local population.

Convenient access to COS services and resources: COS has worked hard to increase community access to its facilities and programs. This need will require continued future attention by the College. The new educational centers in Hanford and Tulare are helping to improve accessibility. Increased future use of the Internet to deliver educational programs is needed. Distance education must become an even greater future priority for the College. While some COS faculty are committed to online teaching methods, many have not moved in this direction yet. The COS Technology Task Force contributing to this plan concluded that COS must increase its Internet-supported instruction to respond to the competition from private for-profit online colleges and universities that are increasing their share of the COS market.

Technology: Technology is important to the College in many ways, as the COS Technology Plan (2.0) states. Town Hall participants echoed that COS needs to do more to advance its technology infrastructure to improve community accessibility and prepare students to become competent technology users in their learning and work.

Affordability: Finally, College values affordability in recognition of the limited financial resources available to many students receiving an education at COS. With shrinking funds from the state, COS must become even more creative in other new funding sources to meet its future growth needs.

Students: Over the past twenty years, enrollments increased by 3,155 students, climbing from 7,625 in the Fall 1981 to 10,780 students in the Fall 2001 term. This is a 41 percent growth over the 20-year period. Projections developed by the State of California suggest that COS enrollments will increase to 12,684 students by the year 2009. Over the ten-year projection period (1999-2009),

this would represent a 27.4 percent increase in enrollments, which is slightly above the 25.2 percent increase expected for all California community colleges during the period.

Students in the under 21 years of age group represent the largest percentage of COS students. This group represented 37.8 percent of total COS enrollments in 1981, 42.1 percent in 1991, and nearly 44 percent in 2001. Students in the under 30 years old age group accounted for 71.5 percent of the College's total enrollment in 2001, indicating that COS is seen as an educational resource for the most part by young and early-career adults, which is fairly consistent with national trends. The most dramatic shift in student demographics relates to student ethnic background. Since 1981, Caucasian students have declined from 64 percent of total enrollments to about 43 percent of the total in 2001. Meanwhile, Hispanic students increased dramatically over the 1981-2001 period, rising from 17 percent in 1981 to an astounding 42 percent of the total in 2001. Female students accounted for almost 60 percent of COS total enrollments in 2001. More women are entering the labor market across the country. To acquire good jobs, these women need strong educational credentials. This is likely to continue to serve as an area of future opportunity for COS. Since 1928, COS has successfully graduated 27,202 students with degrees. In 2001, 742 students graduated from the College, compared to 648 in 1991, and 609 in 1981.

Over the 1996-2001-time period, Liberal Arts degrees accounted for an average of 46 percent of all Associate of Arts/Associate of Science (AA/AS) degrees issued by COS. Other high-demand degrees include: Business; Math/Science; Nursing; Administrative Justice; Agriculture; Child

Development and Paralegal. While certificate education is an important aspect of the COS mission, the number of students earning certificates fluctuated significantly on a yearly basis since the mid-1990s.

Most of COS transfer students enter the California State University (CSU) System. During 1995-2000 COS transferred 2,544 students to the UC/CSU Systems.

Board of Trustees: COS is governed by a five-member Board of Trustees, which is elected through a ward system within the boundaries of Tulare and Kings Counties. Trustees are elected to serve a four-year term.

Faculty, classified staff and administrative personnel: There are 172 fulltime faculty members, 233 adjunct faculty, 27 administrators, and 201 classified employees. The Superintendent or President is the top-ranking administrator of the College.

Budget and financial resources of the organization: The College's total revenues were $44.4 million and total expenses were $45.5 million in 2001-2002. Revenues were $43.4 million and $38.1 million in 2000-2001 and 1999-2000 respectively. Expenses totaled $42.5 million and $38.5 million in 2000-2001 and 1999-2000 respectively. Over the 3-year period, revenues increased by 16.5 percent and expenses grew by 18.2 percent. On the expense side, employee-related expenses accounted for in excess of 80 percent of the total budget. This figures underscores that COS is truly a "human-capital intensive" organization.

Facilities and real estate: In 1993, the District completed a comprehensive Facilities Master Plan, which included the anticipated growth and build out

of the current campus between the years of 1993 and 2015. Each year the plan is reviewed and modified to reflect current growth and future needs as identified by our college community and approved by the Board of Trustees.

The need continues for the District to obtain land at the COS Visalia Campus for additional parking, playing fields, maintenance support facilities and administrative services. Based on studies, it appears that the enrollment limitations of the Visalia campus is 12,000 students—a number that COS is quickly approaching.

A site for the Tulare Center has been identified and acquired. The State Chancellor's Office has given official "Center Status" to the Tulare site and a planning team meets regularly to discuss and design the initial plans. The Hanford Center is currently housed in a rented facility. College of the Sequoias, Hanford Joint Union High School and the City of Hanford, however, have jointly purchased a site and planning meetings are regularly occurring between the parties.

Recent major capital investments include: the College's investment in acquiring new land for future growth, various existing facility improvements, new facility development and the purchase and development of the Banner system to support campus computing and management information system activities. Two recent bond levies failed, suggesting the future need for greater public education to demonstrating the value provided by the College to the community.

Organizational history and legacy, including the sum total of its experiences and actions: An understanding of the College of the Sequoias' history is important in charting a successful course for the

future. This section describes the main highlights of this history. This information is important to ensure that COS stakeholders remain mindful of how the organization has evolved over time and how it has responded to new challenges that have re-shaped the institution and innovated with new solutions to complex organizational challenges and opportunities.

The College of the Sequoias is one of California's oldest community colleges. COS was established in 1926 as Visalia Junior College. Classes were originally housed in the Visalia Union High School until the fall of 1940, when the College moved to its present campus facilities and location. At that time, COS was located in a rural area, southwest of the Town of Visalia. Today, the campus is situated on 62 acres on one of Visalia's busiest streets. From its opening in the fall of 1926 until World War II, the District's sole mission was to provide inexpensive, lower-division college education to local high school graduates who intended to transfer to a traditional four-year college. This "transfer" mission shaped the college during these years in that it provided the theoretical and political basis for its founding, defined its initial curriculum and activities, led to the construction of its campus, and met the needs of the overwhelming majority of its students. Student transfer success remains a high priority for COS and other California community colleges. After the onset of the Great Depression in the 1930s, the College embraced a second mission that shaped its development through the 1950s. The Depression drove many unemployed young people to enroll in classes who were either not prepared for, or not necessarily interested in, transfer education. Confronting this fact, and recognizing that larger enrollments generated greater state financial support, school officials began to develop appropriate courses for these "terminal" students. By the late 1940s they had expanded the vocational curriculum, developed

some "general education" courses, set up a career guidance and counseling office, and established a job placement service. This vocational emphasis helped increase enrollment and community support for the college and ushered it into a period of stable growth that lasted into the 1960s.

During the 1960s and 1970s, a new mission, known as "community education," shaped COS' development and transformed the institution, quite literally, from a "junior" to a "community" college. This mission called on the College to be a "full service" institution that met not only the community's adult educational needs, but also provided it with vocational and recreational activities. Educators generally understood this mission to include adult education, continuing education, community services, and community-based education. In essence, this mission sought to make COS one of the region's leading adult educational, cultural and recreational center.

By the 1980s, however, funding constraints and state mandated reforms led the college to reevaluate this broad community education mission. During the 1990s, it was reaffirmed that transfer and vocational education as primary missions and relegated community education to a secondary position. Ongoing investment has been crucial to COS' ability to reach its strategic goals over the years. In 1986, the College's Board of Trustees made a commitment to modernize COS facilities. Then in 1993, the College completed a comprehensive Facilities Master Plan to guide the College's physical growth to the year 2015. Since then, this plan has been updated on an annual basis.

The College's growth led to the recent establishment of two new centers, one serving Kings County in Hanford and one in Tulare serving Tulare County. Educational accessibility has been a top College

priority for some time, and will continue to be in the future.

In addition to these facilities, COS operates an innovative agricultural program on a 130-acre farm. COS purchased an additional 550 acres for a future farm site. Obviously, agriculture and agribusiness are core industries to Kings and Tulare Counties and the larger surrounding Central Valley Region.

As COS looks to the future, it must become more "market-oriented" in its programs and services. A greater awareness of its competition for students, funding and other resources will be important to the College's success. At the same time, COS must expand its partnerships and other forms of collaboration to achieve its educational, economic development and community service missions.

B. Major Institutional Strengths

Established and effective educational programs: COS is a well-established higher education institution. It is prepared to serve its current and future markets. COS is known to community, employers and other constituencies as a source of quality and effective education and training.

Quality faculty: COS has a quality faculty that is doing an effective job of delivering education and training to students. This talent and expertise is also a valuable source of knowledge to business, industry, agriculture and various community organizations.

Effective administrative leadership: The College is effectively managed and led by a team of highly experienced administrators. This administrative team is capable of providing the proper leadership in achieving the institution's overall goals. This plan will help this team to meet the future challenge of

increasing financial and other resources needed for the College to succeed.

Location in large and growing market: COS is located in a growing region, which will need the educational and training services offered by COS. As the employment and population bases continue to grow, local and regional demand for service will increase.

Track record of educational innovations: COS has willingly accepted the challenge and responded to the needs of an increasingly diverse population, communities experiencing significant economic and social change, and the realities of coping with globalization and technological change. Examples of this type of innovative response are the California Dairy Products Training Institute, the Lab Technician program, and the Medical Lab Technician program.

Established and growing network of relationships and partnerships: COS has been able to innovate and grow because of its many partnerships and networks that connect the institution to opportunities, people, markets and a host of other resources that are important to institutional development.

Current working relations exist between the College and the following economic development organizations in the service area.

1. EDC of Tulare County
2. EDC of Kings County
3. Visalia Chamber of Commerce
4. Tulare Chamber of Commerce
5. Porterville Chamber of Commerce
6. Various local and regional agriculture-related groups/associations
7. Tulare County Workforce Investment Board
8. Kings County Workforce Investment Board
9. California Employment Development Department
10. Chancellor's Office, California Community Colleges

This plan identifies future opportunities to grow these relationships and partnerships.

C. Major Areas Requiring Improvement

Financial resources: COS does not have the financial resources that it needs to tackle many of the challenges and priorities reflected in plan. Progress in each of the four strategic issue areas will require a commitment to securing the funding needed for implementation. The College has attempted on two different occasions to pass a bond issue to fund expansion of facilities in Visalia, Tulare, and Hanford. In addition, the bond measures would have helped build a technology infrastructure to allow for increasing access at remote sites throughout the District. In each case the bond measure failed to gain the needed two-thirds majority for passage.

New, more powerful partnerships: While existing relationships and partnerships are strengths, the institution must work on improving its current partnerships and create new ones with businesses and community organizations; neighboring community colleges and high school districts.

Communications (on and off campus): COS is a complex organization, working to address itself to a wide range of educational, training, community service and economic development needs. Improved communication both on and off campus is needed to ensure that people know what COS is about, what it is accomplished and what help it needs in the future. This improved communication will help the community better use COS resources and it will help

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COS to understand how to can best contribute to major community service and economic development needs.

Economic development strategy: COS plays a major ongoing role in preparing the local workforce for employment, and yet the College has no defined strategy to guide its economic development efforts. This plan identifies how COS can address this need through existing resources and new programs and services. Priorities for improvement include: 1) Strengthening contributions to workforce development; 2) Devising new strategies in increase Contract Education training; 3) Reorganizing high-demand credit and non-credit education and training programs; 4) Strengthening ties with area high schools to jointly sponsor and offer adult education and vocational training services; 5) Strengthening working ties with the Workforce Investment Boards; 6) Developing new jointly offered training programs with four-year institutions; 7) Increasing participation in ongoing economic development activities of local entities; 8) Exploring feasibility of an Economic Development Innovation Center; and 9) Improving COS website to make it a more valuable source of information about economic development.

Technology infrastructure: Information, computing and communications technologies are vital in supporting COS' educational and community service activities. Technology will play a much greater role in instruction and most other College activities. The College does not currently have an investment strategy to ensure that its technology is sufficient to meet future classroom and distance education needs, as well as other parts of the College's mission.

Improvement in students' basic skills performance: Recommended basic skills course placements for students taking the COS Placement Test in Fall semesters (1999-2001) ranged from: 1) 48 to 70% for Math; 2) 48 to 54% for English (writing); and 3) Reading remediation for approximately 60%. Recommended basic skills course placements for students taking the COS Placement Test in Spring semesters (2000-2002) ranged from: 1) 42 to 45% for Math; 2) 30 to 41% for English (writing); and 3) Reading remediation for approximately 52%.

Recommended basic skills course placements for high school students taking the COS Placement Test in Spring 2002 (incoming freshmen for Fall 2002) averaged 53% for Math; 2) 43% for English (writing); and 3) Reading remediation for approximately 60%. High schools with largely minority student populations tended to place more students into the basic skills courses.

Performance in English 360, Math 360, and ALL courses is compared below for Fall 2001:

English 360	All Students		Math 360	All Students		ALL Courses	All Students
Successful (A,B,C,Credit)	65.7%		Successful (A,B,C,Credit)	40.9%		Successful (A,B,C,Credit)	72.6%
Unsuccessful (D,F,No Credit)	28.5%		Unsuccessful (D,F,No Credit)	47.3%		Unsuccessful (D,F,No Credit)	18.2%
Withdrawals	5.8%		Withdrawals	11.8%		Withdrawals	9.2%

The poor performance in basic skills – particularly Math courses – is a statewide concern. The need for students to repeat basic skills courses impacts those new students needing to take these same courses in order to proceed with their educational goals. Based upon Partnership for Excellence statistics presented below, COS performance is comparable to the average of all California community colleges.

Partnership for Excellence – Successful Completion Rates of Basic Skills Courses and Successful Completion of Next Sequential Course in Same Discipline

College	% Improved English	% Improved Math	% Improved Total
COS	28.36	21.50	24.04
ALL CCCs	25.47	23.68	24.75

Improvement in students' successful retention: Retention rates for Fall semesters since 1992 have not varied significantly and range from a low of 79.4% to a high of 86.7%. Retention rates for Spring semesters since Spring 1993 tend to be slightly higher than for Fall semesters and range from a low 82.8% to a high of 87.2%. However, rates vary significantly by academic division.

The statewide attrition (withdrawal) rate has averaged 17.5% (data from the CCC's Center for Student Success) compared with COS' average rate of 12.9% for the past four years. Of significance though is the fact that while the COS attrition rate has decreased from a high of 22% in 1990, the percentage of "F" and "No Credit" grades has increased from 5.8% in 1990 to 13% in Spring 2001. Students are choosing to take a failing grade rather than withdraw from classes. This may well be a function of the need to maintain a minimum unit load to receive financial aid.

Facilities and Centers to accommodate growth: Increasing access to COS' educational programs is a major priority and can be accomplished by: 1) Development of new facilities in Visalia, Tulare and Hanford. 2) Better use of existing facilities. 3) Use of non-traditional sites (shopping malls, high schools, community centers). 4) Use of creative or year-around scheduling and distance learning.

Curriculum: It is important to: 1) Build upon a currently strong Agriculture/Science and Technology program as the signature program at the new Tulare Center. 2) Increase the quality of life for aging citizens by offering courses specific to their interests, care, and health. 3) Respond to the growing demand for teachers, nurses, and other growing occupations. 4) Expand ESL course offerings. 5) Expand infrastructure and courses to provide more offerings online and via distance education. 6) Expand Human Development and life skills course offerings.

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III. COS External Environment

This section discusses major opportunities and threats in COS' service area that relate to the strategic plan. Several variables are used as lead indicators for understanding the demographic character of the area: population; socio-cultural trends; income; racial composition of the population, and educational attainment.

Population: The population of Kings and Tulare Counties will continue to increase dramatically from July 2000 to July 2020 (projected at 53% and 55% respectively). These percentages indicate very significant growth will occur within the COS service territory or market.

Statewide statistics indicate that California's rate of growth during the final decade of the twentieth century was 15.3%. During the same period, Tulare County grew by 18% and Kings County grew by 27.6%, both exceeding statewide averages. Between now and 2020, California's population is projected to grow 34%, while Tulare

and Kings Counties are projected to increase by 55% and 53% respectively.

While numbers have increased, the characteristics of these populations have also shifted. During the past decade the population has become increasingly diverse in California. Both counties have experienced major growth in their Hispanic or Latino populations in the past two decades. COS enrollments reflect this trend. Nearly 51 percent of Tulare County's population was Hispanic in 2000, compared to nearly 44 percent in Kings County. This trend is expected to continue in the future, according to the California Department of Finance's 1998 population projections.

In addition to the changes that have occurred to the ethnic make-up of the population, there are changes in the average age of California's population. The proportion of persons 65 years old and over is growing both numerically and proportionately, demanding access to and development of a greater array of elder services and creating a loss of skills and experience in the workplace.

Service Area Population Growth

Area	Years						
	1980	1990	2000	2010	2020	1980-2000 %	2000-2020 %
Kings	73,738	101,469	129,461	165,300	198,700	75.6	53.4
Tulare	245,738	311,921	368,021	469,800	570,900	49.8	55.1
Total	319,476	413,390	497,482	635,100	769,600	55.7	54.7

Socio-Cultural Trends: Much of California's growth may be attributed to immigration, a factor that has had a multidimensional effect on the state. Both highly skilled and unskilled workers enter the workforce from countries where access to educational opportunities varied greatly. Many of these individuals will need access to the types of services provided by Adult Education programs and

community colleges. A significant number will need language and job training, while others will need retraining to meet the changing demands of the economy.

Social decay; the disappearance or weakening of traditional support systems; unstable families; economic, human, and structural challenges; as well

as the increase in uneducated, unskilled, and illiterate adults are trends which will affect not only which programs community colleges such as COS offer, but how and where services are delivered.

Income Trends

While the number of Californians may be increasing substantially, many of these new residents unfortunately live in poverty. While poverty declined substantially in California in the last few years, it still remained higher in California than in the rest of the United States. The trend in California over the last three decades indicated a faster rate of growth than was found in the rest of the nation.

Personal income is a crucially important measure of the local area's economic success. While the number of jobs retained, expanded and attracted is important, personal income growth is the final test of whether an area is growing more prosperous. Three standard measures of income are examined in Figure 4 below: median household income; median family income and per capita personal income. Each provides valuable insight into the two counties' progress in becoming more prosperous through its economic development efforts.

County Population Income Performance

Income Measure	Kings County		Tulare County	
	1990	2000	1990	2000
Median Household Income	$25,507	$35,749	$24,450	$33,983
Median Family Income	$27,614	$38,111	$26,697	$36,297
Per Capita Personal Income	$13,317	$16,112	$14,841	$20,043

Educational Attainment

The local population's educational attainment level is very important to the overall social and economic well being of both Kings and Tulare Counties. Figure 5 below examines educational attainment for adults 25 years of age and older category in Kings and Tulare Counties in 1990 and 2000.

Educational Attainment in the COS Service Area
(Age 25 and Older Population)

Educational Level	Kings County		Tulare County	
	1990	2000	1990	2000
< 9th Grade	11.0%	15.7%	23.2%	23.0%
9-12, No Diploma	12.6%	15.4%	16.6%	15.3%
HS Graduate	22.4%	28.9%	23.0%	22.9%
Some College	22.6%	21.7%	18.5%	20.9%
Assoc. Degree	7.9%	7.9%	6.9%	6.3%
Bachelors Degree	15.3%	7.6%	8.3%	7.8%
Grad./Prof. Degree	8.1%	2.7%	3.5%	3.7%

Both counties still have a high percentage of their population with less than a High School Diploma. In Kings County, 31.1 percent of the population has less than a High School Diploma, and in Tulare County over 38 percent of the population falls into this category. Only 14.2 percent of the two counties' combined population in the 25 years and older category holds an Associates Degree. High quality job creation in the area is severely hampered by this low level of educational attainment.

The U.S. Bureau of Labor Statistics data for Winter 2001-2002 indicates that for the fastest growing occupations, 70% of the high-wage positions require an associate's, bachelor's, master's or doctorate degree. Those occupations not requiring a degree pay low wages.

Area Employment Needs: In 1997, COS served as the lead agency in a three county (Kings, Tulare and Southwest Fresno) Business Retention and Economic Advancement Survey of over 800 businesses. In addition to a description of a company and its potential for growth, the survey asked for identification of key workforce skills and workforce training that would benefit the company and employees. Basic skills (reading, writing, and basic math) were identified among the top ten training needs.

In 1999, a COS survey of the employment needs of business and industry in the Central Valley was conducted. Conclusions of these one-on-one interviews with executives from local companies were that: 1) there is definitely a 'disconnect' between the priorities of educational programs and the employment needs of business and industry, and 2) society and educational institutions have placed their emphasis on technical competence with insufficient focus on emphasizing awareness of the importance of basic skills

knowledge, developing a positive attitude, and a having a solid understanding of the basic work ethic.

Industry Employment Share Trends

There are some significant differences in the two counties' job base that are relevant to the College's future plan. Key observations include:

Agriculture and Agribusiness are strategic industries for both counties. These sectors will remain very important to the future growth of each county. Agriculture represents 26.5 percent of total jobs in Tulare County and 20.5 percent of the total in Kings County. The tremendous population growth predicted not only for the state but also for this region will adversely affect the economy of this region as the demand for housing eats away at land currently used or set aside for agricultural production.

Manufacturing represents 9.2 percent of Tulare County's total jobs and it accounts for a similar 8.8 percent of Kings County's total jobs. Manufacturing is important to the economic future of both counties because of favorable wage jobs it provides to area residents. Each county has favorable future growth potential in manufacturing.

Government jobs are nearly 33 percent of Kings County's total employment and only 20.8 percent of Tulare County's total. Prison employment is a major part of Kings County's government employment base. Education is a major source of public sector jobs in the area. Because of the number and quality of jobs it provides, COS is a strategic employer in the area.

Retail trade jobs are slightly more important to Tulare County's employment base with 15. 1 percent of the total, compared to 14 percent of the total in Kings County. Most retail trade activities found in

each county are oriented to serving the local consumer market. Some support tourism, especially visitors to the National Parks, area agricultural resources like the International Ag Expo, and other attractions.

There is relatively little variation in the industry employment shares in other industry sectors in the two counties. Services are important to both counties.

Available employment forecasts for the two counties extend only to the year 2004. Total non-farm employment is expected to increase and service-producing industries of all types are expected to maintain a commanding share for both Counties. According to the Economic Development Corporation of Tulare County, the Economic Development Council of Kings County, and the California Central Valley Economic Development Corporation, the following target industries with favorable economic development potential in the two-County area include: agribusiness, distribution and logistics, tourism and recreation, environmental businesses; small-medium-sized manufacturers; food processing; computer/data processing/call centers; software and hardware development; electronic components and accessories; and, plastic products and advanced materials.

Occupations

Trends throughout the state point to significant growth in several occupational areas: temporary help services, computer program and data processing, tourist-related and motion picture industry, health services, social services, engineering and management services. While agriculture has played a big part in the local economy in the past, the greatest demand in the future seems to focus on the service sector, as well as correctional officers and jailers, and teachers.

A wide variety of occupations are currently represented in both counties. New technology,

increased demands for customer service, new business strategies for the global economy, and a wide variety of other factors are driving changes in the occupational requirements of most industries based in Kings and Tulare Counties. Recent occupational data were just released by the 2000 US Census for working-age (16 years of age or older) residents of both Kings and Tulare Counties. About 26 percent of Kings County's residents worked in Management and Professional Occupations, while just over 25 percent of Tulare County's work-age population held these jobs. Roughly 23 percent of the working-age population in each county held Sales and Office jobs. Service occupations were held by 20 percent and 16 percent of Kings County and Tulare County residents respectively. Only 9 percent of Kings County and 13 percent of Tulare County working-age residents held farming and forestry related occupations. Finally, production types of jobs were held by 14 percent of working-age residents in each county.

Unemployment Trends

In 2001, statewide unemployment rates averaged 5.2%. During the same time, unemployment rates in Tulare and Kings Counties were 16% and 12.9% respectively. These two counties are among the most economically depressed in California.

For at least the past decade, both Kings and Tulare Counties have experienced high rates of unemployment compared to the California average and averages for most other California counties. Historically, Tulare County's annual unemployment rate has run about 1.5 to 2.0 percent higher than Kings County on an annual basis. The seasonal nature of agricultural work is a major reason for the high rates in both Counties.

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IV. Summary of Findings

The findings in this strategic plan are the result of several months of planning by College staff, faculty, students and a wide variety of community stakeholders. These findings focus on four strategically important areas:

A. Future growth
B. Basic skills and student retention
C. Campus technology base
D. Economic development

These are just four aspects of the overall College of the Sequoias' organizational system. Each is important in its own right as well as in relation to other parts of the organization. A number of crosscutting concerns have been identified in this planning process that will be given attention by College officials. These may also be viewed as overall recommendations for the institution as it charts a future strategic course for itself. The major crosscutting concerns are:

1. Funding innovations are essential in all four areas of concern. Funding will be imperative to the successful implementation of all aspects of a new strategic plan; therefore, the College needs to be more innovative in sourcing funds for its growth. COS should examine closely the financial resources it will need to meet its future growth requirements and where these resources will come from. Additional funding sources should include: other state government departments and programs, community and corporate foundations, federal and state grants, industry and professional associations, corporate sponsorships, as well as other sources.

2. Communications must be strengthened in all areas, both on and off-campus. Communication with all stakeholder groups, both on- and off-campus, is needed. Greater information sharing and more clearly defined College performance expectations will encourage collaboration. COS needs to do a better job of "listening to" and responding to community education and training needs.

3. Relationships and partnerships are the basis for future strategy. COS has several on-going partnerships with the local community, other educational institutions, and employer organizations. The College's future success will hinge on strengthening existing partnerships to help the College achieve its future growth goals. Partnerships are needed with other educational service providers, business employers, the economic development community, local and state government, associations and industry groups, and the nonprofit sector.

4. Leadership teams are needed to provide innovative and effective solutions to problems in all four areas. COS needs to give much greater attention to cultivating innovation and excellence in the classroom and other activities that are central to the College's mission. The future growth of the institution will hinge upon its ability to innovate and provide the best value to students and customers. Innovative programs with local high schools, economic development organizations, local government, and businesses should be explored.

5. Opportunity-centered thinking is needed in all areas to ensure COS remains competitive in its marketplace. COS faces growing competition in its service area. The College needs to enhance marketing efforts in general, and

strengthen specific educational programs and opportunities to customers. The process should start with enhancing the marketing of the College's existing successes. Many individuals on campus and in the outside community are not familiar with the College's successes. The College should develop a multi-dimensional marketing strategy that uses relationship marketing, direct mail, Web-based marketing, public relations, and targeted advertising to reach its main target audiences.

A. Future Growth

Background:

Growth is important to the future of the entire College. College of the Sequoias needs to assess the anticipated demand, which will occur over the next ten years for its credit and non-credit programs and other programs and services. This needs assessment must take into consideration the College's values, vision and mission, goals, resources and other relevant environmental factors.

Findings and Recommendations:

Planning for the future will be affected by the following factors:

1. *Rapid Population, Employment, and Business Growth:* The two-county service area, comprised of Tulare and Kings Counties, will experience rapid population, employment, and business growth over the next decade and beyond. This growth will present challenges to the College. From COS' standpoint, this growth means that more people will seek education, training and other services.

   Recommendation: Increasing access to College of the Sequoias' educational programs must be a major College priority. Responding to this

challenge will require COS to work harder at finding the financial, human, technical and other resources needed to continue its mission of high quality, convenient and affordable education.

2. *Competition:* Competition for both students, funding, teaching talent and a host of other resources has grown much stronger. COS is not the only "game in town". Private for-profit education companies, Internet-based education, new roles of four-year colleges and universities, as well as other developments have changed the face of higher education.

   Recommendation: COS must find ways to share resources by increasing the number and variety of partnerships with other organizations to meet the complex and changing demands of its marketplace. A partnership-based strategy will be most effective in responding to these challenges. Moreover, COS must build new "relationships" with its students and other customers that can help the institution keep pace with changing needs and demands.

3. *Entrepreneurial Attitude:* Many possible opportunities exist for COS to grow and develop over the next ten years in response to the community that it serves.

   Recommendation: COS must set clear priorities for itself, ensuring that its resources are focused on those opportunities that contribute the most to the College's ability to achieve its vision, mission and goals. This must be done carefully because opportunities are likely to change more quickly and more often. The best strategic posture for COS in this regard to one that is "opportunistic and entrepreneurial."

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Recommendation: Marketing strategies must be developed to share with the community the many ways in which the College adds to the economic well being of the District by providing direct educational services to students.

4. *Budget:* Financial growth and stability will be major ongoing challenges for COS and the other California community colleges.

Recommendation: COS must become much more aggressive about external grants, contracts and other revenue sources. "Grant chasing" is an unwise strategy for COS because it could cause the College to lose institutional focus. A better approach is to devise clear performance-based investment strategies that link budget to increasing institutional performance.

B. Basic Skills and Retention

Background:

Basic skills and retention are fundamental concerns to the entire College system as a greater number of students coming into the COS system require remedial education to become ready for college-level study. While the College has made good progress in addressing needs in this area, there is considerable room for future improvement.

Student acquisition of basic skills and student retention are major ongoing challenges facing COS. COS needs to give additional attention and resources to this issue through increased staff development, better partnerships with high schools, improved distance education, more mentoring activities, and various other strategies.

Students need to receive more education and guidance on how to become lifelong learners. A new "culture of learning" needs to be created in the community and COS should be a major partner in creating and advancing that culture.

Findings and Recommendations:

1. *Curriculum:* The College must provide a student-driven curriculum, one which embeds basic skills and retention in all academic divisions and departments.

Recommendation: The College needs to examine components of exemplary basic skills/remedial education programs at other community colleges. In addition to basic skills Math, English, and ESL coursework, the College should seek to infuse basic skills in a variety of learning modes and learning strategies in all divisions.

Recommendation: The College should examine a Freshman Experience course, one which provides an extended orientation class for students who have either failed a basic skills course or who have other high-risk characteristics.

Recommendation: A focus on current, relevant research about strategies that enhance student success should be included in faculty staff development opportunities.

2. *Assessment:* Better assessment of student needs and performance are required to pinpoint more effective solutions.

Recommendation: Increase academic advising and intervention services. Define a student's personal, career and academic expectations/goals

and use this information to increase self-awareness leading to personal development.

Recommendation: The College must identify students in academic difficulty early in the semester so that it can provide intervention strategies which increase the chances of the student's success.

Recommendation: Specific strategies for using both formative and summative student evaluations must be identified to improve retention.

3. *Learning Communities:* Building learning communities can help students and faculty as they work toward solving basic skills problems.

   Recommendation: Promote the interdisciplinary teaching approach that encourages students to deeply explore topics in a supportive atmosphere where faculty and students work collaboratively.

4. *K-16 Connections:* Improving connections/relationships with K-12 and adult literacy services can increase results and deal with common problems and issues.

   Recommendation: Increased articulation both with the K-12 system and four-year institutions will increase the College's understanding of efforts which are being made at various levels to improve students' basic skills levels.

   Recommendation: Bridge programs with local high schools are effective in helping students make the transition between high school and college.

5. *Community Partnerships:* New relationships with employers are needed to provide a more seamless transition for students from the academic setting to the workplace.

Recommendation: Expand working relationships with area employers and with forward-thinking regional organizations which understand the needs of their employees and the customers they serve.

C. Campus Technology Base

Background:
Technology is vitally important to the education process. Information technology systems are playing a much greater role both in and outside the classroom in shaping how people learn and how they apply that learning to their life and work experiences. This plan identifies technology improvement as a top priority for COS in the future.

Because technology is one of the basic components used to support instruction and other campus-wide activities, COS needs to develop a plan that assures that sufficient funds are set aside for ongoing technology base enhancement. Instructional technology development and faculty training should be top technology priorities. In addition, the College's website needs to be enhanced and expanded to support both internal and external service needs. Priority should also be given to improved community telecommunications and broadband Internet access capabilities.

Findings and Recommendations:
1. *Planning:* A conscious and systematic effort must be made by COS to evaluate and improve its technology base on an ongoing basis.

   Recommendation: College of the Sequoias investment in technology within the past decade has been significant. Since advancements in the field occur at an amazingly rapid pace, the College must develop a process which calls for

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planning, implementation, and evaluation at a comparable pace.

2. *Instructional Technology:* Initial and greatest attention should be given to the College's computing, information and communications technology system, especially those parts of this system that connect to and support instructional activities.

Recommendation: Teaching and learning requires knowledge and skills in technology integrated in all parts of instruction.

3. *Funding:* COS should adopt an ongoing investment strategy to improve and upgrade its technology resources, in much the same way that it approaches its construction/facility needs.

Recommendation: Consistent sources of funding must be identified. The College should commit to the "total cost of ownership" model for funding technology and should examine partnerships with the private sector to enhance funding opportunities.

4. *Training:* Training of both faculty and students is needed to prepare them to use available and new information technologies tied to learning.

Recommendation: Given the pace of change in technology, the College must provide opportunities for all staff and students to keep current with the latest technology tools used in the workplace and classroom.

5. *Distance Education:* Distance education should be given greater attention by the College to make its services more convenient, more affordable and reach a larger market audience.

Recommendation: College of the Sequoias needs to examine its distance education programming to serve the community better. The College should encourage faculty to explore distance education as an optional delivery mode, and should investigate opportunities to use available online courses from other education and training service providers.

D. Economic Development

Background:
Community improvement is vital for College of the Sequoias and its service area. COS needs to give priority to economic development by creating its own programs and initiatives and by becoming a more active supportive partner with economic development corporations, local governments, chambers of commerce, and other entities concerned about the economic well-being of the area. While COS has played some role in economic development in the past, its commitment has been limited. The plan calls for actions to strengthen COS' economic development contributions.

Findings and Recommendations:
1. *Organizational Structure:* Organizing economic development activities in one office will clarify whom to contact by both stakeholders on- and off-campus. When questions or issues arise, individuals will have a known point of contact.

Recommendation: Create an Economic Development Innovation Center (EDIC) that becomes for focal point for the College's economic development activities and also fosters innovation both on and off-campus in the areas of workforce development and economic development.

2. *Organizational Responsibility:* The development of an economic development plan, as well as the development of marketing plans for economic development, and communications with groups both on- and off-campus, needs to be coordinated.

   Recommendation: Create a full-time Director or Vice President of Workforce and Economic Development to give leadership and coordination to the College's many workforce development activities and its emerging economic development services.

   Recommendation: The College must explore methods of streamlining the process for offering updated curriculum so that it can be more responsive to industry needs.

3. *Partnerships:* Both the Tulare County EDC and the Kings County EDC have identified future growth-oriented target industries. COS should explore how it can create workforce development programs that help foster the growth of these industries.

   Recommendation: Create an Economic Development Advisory Committee that can work with county economic development agencies to address the major workforce and economic development challenges that face Kings and Tulare Counties.

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V. Next Steps

Several action steps will be taken by COS in responding to this strategic plan:

1. Seek and acquire approval of the plan from the Board of Trustees, COS faculty and other key internal groups.

2. Communicate the plan findings, conclusions and recommendations to key internal and external stakeholders. Ensure that they understand the plan and that they are committed to helping COS achieve these priorities. Key actions include:

    a. Publish the final plan and make it available to key stakeholders.
    b. Create a strategic plan section on the COS website to invite a community dialogue about the plan.
    c. Provide briefings and presentations about the plan to state, regional and local officials and groups.
    d. Attract news media coverage of the plan so local citizens know about the plan.

3. Create Implementation Task Forces for each of the four areas to help with further definition, fund-raising and implementation of the main recommendations identified in the plan.

4. Prepare an overall budget estimate of the financial resources that will be needed to successfully implement the final plan recommendations. Then, devise a coordinated strategy to acquire the funding resources needed.

5. Devise a performance monitoring and measurement system to assess the College's success in implementing its plan. This system should include input from:

    a. Each of the implementation task forces.
    b. Board of Trustees.
    c. Administration.
    d. Faculty.
    e. Students.
    f. Key community stakeholders (Business, Government, Agriculture, etc.)

Academic Services

2002-2003
Self Studies/Annual Program Review Progress Reports
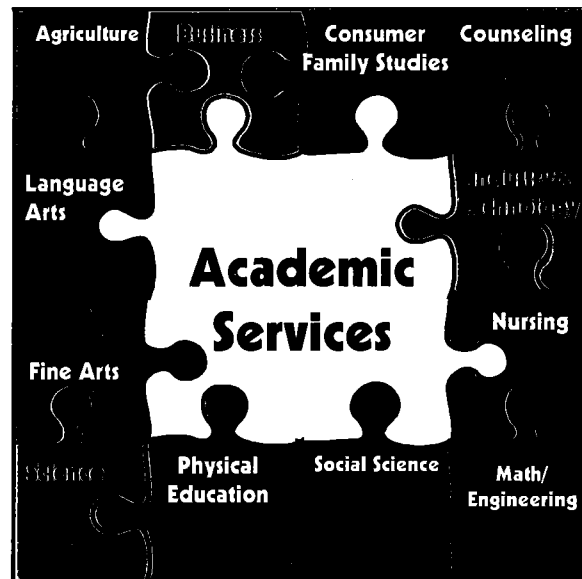
Language/Communication Arts Division

MISSION/FOCUS:

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

STRENGTHS/ACCOMPLISHMENTS:

The Division's principal strength is its faculty, which is made up of a diverse group of extremely hard-working, dedicated teachers. A rich variety of ideas, initiatives, perspectives, and methodologies anchors the work instructors do in the classroom and with colleagues. The Division respects this diversity and nurtures its growth.

As I mentioned last year, one of our strengths is our superb Division Secretary, who manages to perform her duties with grace under enormous pressure.

Below, I list a few of the salient features from the five Language Arts departmental Self Studies to give a brief snapshot of important changes and challenges:

ASL:

- ASL is again requesting a second full-time faculty position. For the 2nd year in a row, the Division has ranked this position as our second most pressing need for additional faculty.
- The Division hired an adjunct ASL instructor to teach the newly approved ASL 110a-d interpreter training course. This course was offered for the first time in Fall 2001.
- Course titles and prefixes have been changed from Sign Language (Sign Lang/SLS) to American Sign Language (ASL). This change will help resolve past problems in articulation with other colleges and universities.
- The student ASL Club has been meeting for the past 2 semesters, providing students with opportunities to

practice their ASL skills and more exposure to the Deaf community.
- ASL is requesting a significant increase in its Base Budget (shared with the Foreign Languages Dept.) to adequately fund Student Workers and supplies.

English:

- After 29 years of service to COS, Woodrow Childs retired in July 2001. Jan Loveless was hired to replace Woodrow Childs. Monica Maudet was hired as a full-time tenure-track English Instructor to replace Candace Byrne.
- Several English Department faculty members continue to participate in either the Puente Project or LISTO. This year, we expanded our LISTO offerings to include both English 360 and English 2.
- One of our instructors, Linda Record, has been asked to mentor faculty members from campus wide in the use of Blackboard during the Fall 2001 semester.
- The Writing Center now operates out of the Tutorial Center. In the Fall 2001 semester we offered the newly approved English 223 course to train a pool of student writing consultants.
- Members of the English Department worked closely with the Articulation/Assessment Coordinator to implement the new computerized English Placement exam as well as to help collect necessary research data from our students to validate the new test and to continue using the old test for off-site testing.
- The English Department will explore changing English 1 and 251 to four unit courses. The Department will also explore changing English 360 and 370 to four unit courses that would be linked with reading courses.

ESL:

- The ESL Department has a disproportionate ratio of full-time to part-time faculty (1 FT to 8 PT). In a number of places in the ESL self study, this is mentioned as the main reason department objectives cannot be met. The last full-time ESL instructor was hired ten years ago. Although Language Arts Division

ranked a full-time ESL position as the number one need for new personnel in our division for several years running, this position has not been approved by the college. Again this year, Language Arts has ranked a full-time ESL position as our top priority—but once again, since the college has decided not to consider any growth positions, we have no opportunity to present a case for our ranking.

- We hired a new adjunct instructor to teach Linguistics, which enabled us to increase the number of Linguistics classes offered to three.
- There continues to be a need for better articulation and coordination between ESL and English. Students who would best be served by the ESL program often inappropriately place themselves into English classes.

Foreign Languages:

- An Interpreter Certificate (Spanish) has been added. Foreign Languages has been cooperating with the Paralegal Program to develop curriculum for this certificate, which will provide qualified court interpreters. New courses for this certificate will be offered starting in Fall 2002.
- Language Arts has hired a Portuguese instructor, and we are now offering Portuguese 1 for the first time. Curriculum for Portuguese 2 and Portuguese 3 are in the process of being written/approved so that next year we will be able to offer a full sequence of classes.
- 2+2 articulation agreements for Spanish 1, 2, and 3 were reached with Tulare Union, Tulare Western, Dinuba, and Woodlake High Schools. Similar articulation agreements remain in place with Visalia schools.

Journalism:

- *The Campus*, the newspaper produced by students, garnered 22 awards (including an award for General Excellence and a Pacesetter award, one of 4 given to California schools) at the 2001 Journalism Association of Community Colleges.
- The Journalism Advisor took 2 students to a national college media convention in November 2001.

- New curriculum has been written and approved for Journalism 120, Society and Culture in Film/TV.
- The Newspaper Production class is now offered as a 4 unit rather than 3 unit class.
- *The Campus* has grown in size—it now typically runs from 8 to 14 pages in length.
- *The Campus* is now published on a modified weekly schedule (approximately 11-12 issues per semester).

SIGNIFICANT CHANGES/CHALLENGES:

Most of the significant Division changes are listed above under the summaries of the Language Arts Departments' Self Studies.

In addition to those changes, I need to report that the Writing Center seems to be dying a slow, painful death. The members of the Writing Center committee have become discouraged with the years of hard work that have not borne fruit, and now feel that this college has not demonstrated that it will support a viable Writing Center that reflects current Writing Center theory. In effect, the committee became defunct at the beginning of the Spring 2002 semester, and the section of English 223 (the Writing Consultant training course) that we offered for this semester was canceled. Currently, there is some Writing Center activity being carried out in the Tutorial Center.

OBJECTIVES FOR 2002-2003:

The Language Arts Division has not developed Division objectives. We did some preliminary work toward doing so during the August FLEX Division meeting, but have not been able to follow up on that work. Among other things, we hope to be able to articulate Division objectives during a retreat sometime during the spring 2002 semester. We will undergo Program Review next year, and we realize that we will need to have such objectives articulated by then.

Math/Engineering Division

MISSION/FOCUS:

The mission of the Mathematics Program is to provide a foundation for liberal arts education and a foundation for the study of the sciences. This is accomplished by providing students with a broad range of courses designed to develop basic skills, to meet transfer requirements to colleges and universities, and to meet the needs of occupational training programs. It is hoped that through these courses, students will appreciate the role that mathematics plays throughout the sciences, as well as its historical role in changing the way mankind views its universe. Our primary goal is to offer those courses, within our staffing limitations, which best meet the above mission. Our primary goal is to offer basic skills and non-transfer courses, as well as transfer-level courses to meet the needs of all majors on campus, whether they are vocational or academic majors.

STRENGTHS/ACCOMPLISHMENTS:

The primary strength of the Mathematics department can be found in its energetic and innovative faculty. We are committed to improving student success, as well as student access, without lowering standards.

The biggest source of optimism is still the Math Tutorial Lab, despite the problems that occurred with opening the lab at the beginning of the Fall 2001 semester. The Math Tutorial Lab was proposed as a Partnership for Excellence project by members of the Math Division. Initial results seem to suggest that the Math Tutorial Lab has made a positive impact on student success. Currently the lab is staffed from 8am to 5pm, Monday through Friday, by an instructor and student tutors. Feedback from students is that we have provided a comfortable environment in which students can work on math and receive competent, friendly assistance. Many students have expressed that the site could be improved and many have expressed that they would like to see hours extended on evenings and Saturdays. The Math Department has confidence that these issues will be

worked out through the remodeling of the administration building, potential construction of a learning resource center, and the combined efforts of all tutorial services to develop a plan to adequately provide access to qualified tutoring for all students.

The Math department continues to be a campus leader in incorporating the use of technology into our classes. Our state of the art computer lab (room 204A) will make it possible to provide students with hands-on experience that will increase their understanding of mathematics. The size of the lab is a tremendous improvement, as it holds 40 students. This allows an instructor to bring an entire class to the lab for instruction purposes. Many instructors have taught their classes in the lab on occasion, with subjects ranging from pre-algebra through calculus. We have developed a 4-person committee, who have been assembling materials and assignments that will make it easier for all instructors to incorporate the new computer lab into their courses. This group will also help instructors, with the help of our Division secretary, to post class materials on the Internet.

The new computer lab played a significant role in our selection of a new textbook for Math 200/205 and Math 230. Textbook companies have significantly improved the software that supports their books, and Addison-Wesley's "My Math Lab" is one of the best. We plan to make use of the "My Math Lab" package that comes with our new textbook to help our students study and practice. We will be able to generate practice quizzes that students can come into the lab and take. This will help our students prepare for their exams. The program will help students develop a study plan based upon the results of their practice quiz. The program also offers step-by-step tutorial assistance for topics that students are having difficulty understanding. In addition, there are video clips for students who like to "see" the steps being done. We believe that once this piece of the

puzzle is in place, any student who is looking for help will now be able to get the help that they need.

The computer lab also was used to implement the use of AcademicSystems.com, which is a cross-discipline tutorial program. In addition to helping students with mathematics, it also contains modules on study skills such as note-taking. The program was purchased by LISTO and its success is currently being evaluated.

Student access is very important to our department. We have continued to offer a Saturday class each semester. We have continued to offer short-term courses (Math 360/200, Math 200/230 and Math 230/21). This gives a student the opportunity to pass two consecutive Math classes in the same semester. Initial results are very encouraging in terms of retention and success. John Redden was selected by CVC4 to develop a distance learning section of Math 200. He has also been developing a Math 230 distance learning section as well. The plan is for these courses to go online for the Fall 2002 semester. These will be in addition to the distant learning Math 21 that has grown to 2 sections per semester. We realize that our students, their lives, their responsibilities and their schedules are significantly different of the students of 20 years ago, and we feel that we are obliged to help them attain their educational goals in any way that we can.

In the Spring 2002 semester we will be offering three math classes designed for students in the LISTO program (Math 360, and two sections of Math 205). The Supplementary Instruction model of Spring 2001 has been replaced by a human development component that will focus on study skills required for success in mathematics. If successful, these classes may serve as a model for helping under-prepared students succeed in math. Chris DeFlitch has already been working on a similar model with EOP&S. In February 2001 LISTO selected 3 mathematics instructors to be among the 7

representatives of the college at the Evergreen conference in Seattle, WA that focused on cultural issues in education. We were very honored to be chosen, and continue to work hard at spreading the word about all that we learned. LISTO also sent two of our instructors to the AMATYC conference in Toronto, Canada that focused on issues relating to mathematics instruction

SIGNIFICANT CHANGES/CHALLENGES:

The Math Tutorial Lab, one of the original Partnership for Excellence projects, was fully operational during the Spring 2001 semester. It had a positive effect on success rates in our "big three" classes - Math 360/365, Math 200/205 and Math 230. However it took over three weeks to get the lab opened for Fall 2001. The Math Department is committed to exploring curriculum changes to its courses to prevent such a situation from occurring again. Student response has continued to be positive with the exception of physical location and hours, and we are working to address these concerns. We will continue to look for ways to continue the success of our lab in semesters to come.

We have increased the number of short-term offerings to four courses per semester (two tracks). These classes allow students who need to speed up their transfer the opportunity to complete two successive courses within one semester. Initial results have been strong, and we feel that this format has tremendous potential on campus.

We have begun to offer two courses designed for students in Fresno State's blended liberal studies program. These courses focus on topics that prepare elementary school teachers to teach mathematics. Vineta Harper has done a wonderful job in setting these classes up, and has worked with local elementary school representatives.

Math/Engineering Division

OBJECTIVES FOR 2002-2003:

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

1. Will develop partnerships with local elementary schools and programs to supplement our two new courses designed to help prospective teachers learn how to teach mathematics (Math 110 and Math 111).

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.

1. Will develop and implement distance learning sections of Math 200 and Math 230, and also examine developing hybrid distance learning courses (partially on campus, partially online) in elementary and intermediate algebra.

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

1. Will develop workshops to help our students succeed in their classes, and identify strategies to further increase the use of our Math Tutorial Center.
2. Will write course outlines that will add a tutoring component to developmental mathematics classes.
3. Will assemble a resource manual for incorporating the computer lab into each course that we teach and develop a generalized tutorial for Math 200/205 and Math 230 using MyMathLab.
4. Will develop and implement distance learning sections of Math 200 and Math 230, and also examine developing hybrid distance learning courses (partially on campus, partially online) in elementary and intermediate algebra.

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

1. Requests a new faculty position for which the primary teaching assignment would be to the Hanford Center.
2. Will recruit new qualified adjunct faculty members locally, as well as making outreach efforts to graduate.

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

1. Will continue to attempt to work closely with local school districts by holding semi-annual meetings.

MISSION/FOCUS:

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

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

STRENGTHS/ACCOMPLISHMENTS:

The Science Division is committed to providing all of its students with a quality learning experience. Fulfilling this commitment to our students requires a faculty willing to investigate, learn and implement new educational strategies, new technologies and new curriculum. The Science Division has such a faculty. They continue to assess their effectiveness as educators and they strive to improve the success of their students. Our strengths lie in our faculty and their commitment to professional excellence.

SIGNIFICANT CHANGES/CHALLENGES:

The Biology Department is incorporating computerized exercises into their general education and major courses. These include simulations downloaded from the Internet, CD simulations, and InfoTrac, an on-line periodical library. This provides students with a large number of resources to supplement the text and has allowed instructors to expand the types of contemporary topics presented to students. The Biology Department will be offering an integrated science course for the first

time in Spring 2002. This course is specifically designed for Liberal Studies students who will be transferring to CSU Fresno.

The Chemistry Department received a PFE award to install audio visual/multimedia projection systems in their lecture rooms (6, 9, 11). This will allow the department to increase the utilization of resources to present difficult subject matter in visual formats designed to increase student learning and understanding. The Chemistry Department offered an integrated science course for the first time this Fall. In collaboration with the Biology Department, the Laboratory Technician Certificate was completed and approved. A joint economic development grant was awarded to the Dairy Technician and Laboratory Technician programs. These programs will be able to purchase equipment for use by their students.

The Geology Department modified their curriculum for the field trip courses, (formerly) GEOL 351 and 352. These courses were altered to reflect an AA/AS applicable status: GEOL 251 and 252. The pre/co-requisites were also altered to allow students enrolled in any geology course, not just GEOL 1, to enroll in the class.

The Physical Science Department has obtained a small grant that allowed them to purchase and install a Physics video program. The Physical Science Department also collaborated with the Chemistry Department in offering the integrated physical Science course.

OBJECTIVES FOR 2002-2003:

Goal 1:COS will provide a curriculum which meets the life-long, educational needs of our diverse population.
1. Explore feasibility of on-line biology courses.
2. Continue to review and update course outlines.
3. Continue participation in the IMPAC project.

Science Division

4. Ensure that geography courses are offered at diverse hours.
5. Continue to offer travel programs to encourage life-long learning.
6. Will monitor to curriculum of the transfer institutions to improve student success.

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.
1. Keep room 7 as a study/work room for students.

Goal 3: The College, through its committed and qualified staff, will provide programs and services which will enhance student access, retention, and success.
1. Will evaluate the effectiveness of short term biology courses.
2. Will devise new laboratory exercises, problem sets and writing assignments.
3. Will incorporate the use of computer systems into course assignments and mechanics.
4. Provide field trips to local industries.
5. Provide field trips to Tulare Observatory for astronomy students.
6. Provide teaching experiences for Nat. Sci. 131 students with elementary students.

Goal 4: COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.
1. Participate in planning the new Science building.
2. Participate in the development of science classrooms at the Hanford/Tulare Centers.
3. Complete microscope replacement.
4. Continue to purchase up-to-date wall maps.
5. Oversee move of department to room 333, including the inventory of materials and the remodeling of the new space.

Goal 5: The District will manage the finances through shared governance in such a way that it will support the goals of the College.
1. Request a change in policy to allow carryover of supply and maintenance budgets.
2. Request Base Budget category **and** funding of $4,000 each for equipment replacement.
3. Request budget in either Chemistry or Physical Science to purchase materials for NSCI 131.

Goal 6: COS will encourage those district partnerships designed to advance educational opportunities and will also encourage staff and student involvement in their communities.
1. Increase interaction with High School Biology Departments.
2. Increase interaction with Sierra Los Tulares Land Trust.
3. Support involvement in science in the community via the Science Olympiad.
4. Will speak for service clubs.
5. Will encourage AGS to raise money for two local charities.

MISSION/FOCUS:

Consisting of ten (10), separate, yet associated programs, the Social Science Division is one of the largest divisions at the College of the Sequoias. When we link these programs, they provide a comprehensive, interdisciplinary core curriculum, emphasizing lower division general education transfer courses. Additionally, our many elective courses and classes, which meet graduation requirements, are offered each semester. Therefore, the overall social sciences' curriculum provides each student an opportunity to study human cultures, persons (past and present), social behavior within society, and much more.

The Social Science Division is keenly aware of its place within the Information Revolution where data is practically instantaneous and its scope is global. Therefore it is our wish to maintain and practice those instructional methods that will best prepare our students for the realities of a truly international 21st Century. This not only means infusing critical thinking into the curriculum, but also becoming practitioners of the technologies, which will give our students state-of-the-art status and the ability to successfully compete in a global marketplace. We believe, then, that upon completion of one's course work with us, each student will be able to behave like an informed Social Scientists: able to employ scientific methodologies to understand, describe, explain, and even predict, human behavior. Knowing how people and social institutions function in today's ever changing society, then, will motivate our students to become participants and positive contributors to a world moving inextricably into the future.

STRENGTHS/ACCOMPLISHMENTS:

Broad, diverse, class offerings are at the root of this division's strength. Our subjects range from Administration of Justice classes, to Philosophy, Western Civilization, Sociology, Political Science, and

most recently a series of Ethnic Studies courses: Mexican American studies, Black American Studies, American Indian Studies and, most recently, Asian Studies. Because of these (and much more), it is no wonder that over the years, all of our programs within the division has grown, our retention is high, and our overall FTES steadily rise. The offerings within the Social Science Division are in high demand due to the broad choice of subjects, *and* our diverse and experienced instructors.

It is only proper to recognize that another "division strength" is our outstanding faculty. We offer our student's instructors who are all mastered in their fields. In addition, some in our division hold PhD's, are local lecturers, columnists, and published authors. Others do in-servicing and present "papers" at the state, local, and national level. The division is rich with women and men seasoned and devoted to the craft of education. We augment our full time staff with an adjunct faculty who are professional, experienced, and multi faceted. This strength translates into high enrollment and long term retention across the board.

SIGNIFICANT CHANGES/CHALLENGES:

We are still working on something that brought a major change that has been affecting our division for the last couple of years: a Title V, Hispanic Serving Institution (HSI) grant. The several hundred thousand dollars that the grant brings to our campus directly involves the Social Sciences because it allowed us to write new curriculums and begin teaching Ethnic Studies classes, namely: Mexican American studies, Black American Studies, American Indian Studies and Asian Studies. We have been hiring new adjunct, as well as using some of our 'on-staff' experts to round out the pool of instructors needed to fill the student demand. Since the coordinator of the program is looking to us to provide instructors and more course work, the Chair has been working closely with him. Most recently the HSI

Social Science Division

has need for the creation of a Women's Studies class...with our broad and diverse expertise there is no doubt but that the Social Sciences will adequately respond to, and meet that need.

Further, Dr. Hart (A.J.) has been spearheading the effort of building up a series of classes at the California Department of Corrections Facility at Corcoran. It has thus far yielded an Administration of Justice class, an Intro to Psych. class, and an Abnormal Psychology class. All of these new classes are being taught to, and enthusiastically welcomed by, the uniformed Correctional Officers at that facility. Though the start of this endeavor has been a bit 'shaky,' with issues that relate to the lack of proximity to the main campus, we feel that this move carries with it great potential. It is quite possible that the project may have the most positive, long-range, impact that our Administration of Justice department has had in years. It is expected that all of the Social Sciences can benefit from this undertaking because of the possibility of expanding G.E. courses that may soon be demanded from our division at that facility.

Additionally, the division anticipates a minor overhaul in two departments: Human Services and Administration of Justice. It has been noted for some time now that there are needed updates and modernization for these areas that have simply not been addressed. Whereas these two disciplines had, for years, served a substantial segment of the student population, the instructors within those disciplines anticipate retirement shortly. The chair as well as the dean sees this as an opportunity to revisit the sequence, amount, and kind of offerings that have been scheduled over time. Perhaps there are some things that can be implemented that will lend a more contemporary presentation in these two areas.

OBJECTIVES FOR 2002-2003:

Goal 1: COS will provide a curriculum which

meets the life-long, educational needs of our diverse population.
1. Update, revise, modify the Administrative of Justice curriculum per demands made by the California Department of Corrections Facility at Corcoran. Add or adjust any new classes that reflect adjustments due to upcoming retirements in that discipline.
2. Continue working with the HSI coordinator for ongoing collaboration of course offerings. Though we wrote and implemented Asian Ethnic Studies last year, we are still in the process of doing more. Additionally Dr. Urtecho has rounded out his LISTO program by recruiting his students into our "regularly" offered classes. We have been able to accommodate him with Psychology and Political Science classes by simply altering the time-slot or "hour" of the offering and that has been enough to allow these students access to a transferable class that they would not have had the opportunity to access otherwise.

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.
1. As we are on the cusp of a significant retirement phase, we need to deliberately plan to find the kinds of new instructors who will help the division *and* our student's transition into the new millennium. Special consideration will be given to implementing a more contemporary presentation in the areas of: Human Services, Economics, and Administration of Justice.

Goal 3: The College, through its committed and qualified staff, will provide programs and services which will enhance student access, retention, and success.
1. In anticipation of new, varied, and perhaps, experimental class offerings within Human Services and A.J., we feel that the student population would be greatly served by allowing temporarily

low-enrollment classes to remain open rather than closing them down at less than 20. Certain members of the division have taken the lead in exploring the "University Model" of class offerings, and challenging Board Policy 8000.

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

1. Most of our computers are becoming dated again. Some instructors have a hard time accessing the new campus "Outlook" software and even when they can, they are not always able to open certain messages or use the Internet effectively because of lack of "memory" capacity. We need new replacement computers.

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

1. The Social Sciences has perhaps the largest division on campus. Monetary demands are constantly being made on the budget causing the chair moments of temporary exasperation. Our budget of $2500.00 is a bit woeful in that surely other divisions get the same amount WITHOUT the same NUMBERS of staffed individuals...there are 18 full-timers and 46 adjunct with us. The math is easy: 64 people, most of whom need a plethora of various instructional supplies and non 'ranked' items. I would respectfully request here a modest increase

of at least $500.00 to our budget bringing it to an even $3000.00. If this report is not the correct forum, I will pursue other legitimate avenues of inquiry to increase our inadequate budget.

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

1. Members of our division have been outstanding in their personal and professional growth. Much of it has been to the promotion of COS in that we have published, presented, and given outreach to the community under the auspices of the institution. In that spirit, Mr. Natoli (History), Ms. Hansen (Psychology), and Dr. McGriff (Political Science/Sociology), planned and participated in the first "Teach-In" ever offered here at COS. The issues of September 11, 2001 brought shock and confusion to many students and community members. Some approached the Social Sciences for clarification of the Religious, Historical, and Geo-Political implications of what was going on in the Middle East. Fellow instructors, students, and the community were invited, filling room 350 to beyond capacity. The event was well covered by the Fresno Bee and video taped for archival purposes.

Office of the Vice President, Academic Services

CENTRALITY OF MISSION:

Planning Agenda Item

1. Present to the President's Cabinet the need for strategic, long-range planning activities that involve constituents of the District.

2. Assure that the improvement of programs and curriculum and the provision of identified educational support services that help increase student success is regularly reviewed and analyzed. Additionally, assure that this process remains a high priority for the Academic Services area.

3. Implement a task force to review the possibility of offering courses at alternative off-campus locations.

Description of Progress

1. Instructional Council is currently working with the Vice President of Academic Services in writing an Educational Master Plan.

2. New and modified curriculum and programs are being regularly reviewed by the campus-wide Curriculum Committee. All the Academic Deans and the Vice President serve on this committee. All components of this planning agenda are ongoing functions of the Academic Services area.

3. In progress.

QUALITY OF STAFF:

Planning Agenda Item

1. Assure opportunities for professional and personal development of staff members on a regular basis via workshops and conferences.

Description of Progress

1. Staff members have attended several Banner training sessions in order to learn and use the new campus software training will continue to occur.

QUALITY OF SERVICE:

Planning Agenda Item

1. Delineate specific assignments/tasks in coordination with other offices; i.e. division clerical support, Academic Deans' clerical support, Personnel, Payroll, FTES accounting, streamlining room utilization.

2. Delineate Academic Deans' areas of supervision with regard to full-time faculty, adjunct faculty, curriculum processes and procedures in conjunction with Curriculum Chair.

3. Centralize work/communication to better streamline processes and procedures.

Description of Progress

1. Changes in Adjunct Faculty contracts and payroll have occurred in that HRS hired an additional staff member to take on those responsibilities. This position is open due to an employee's resignation, but the position fills a critical need and needs to be replaced as soon as possible. Other changes have occurred as a result of implementing the Banner soft ware. This is an on-going process.

2. Reassignment of divisions has resulted in a more equal distribution of workload among the Deans.

3. On-going.

Office of the Vice President, Academic Services

QUALITY OF SERVICE:

Planning Agenda Item

4. Increase number of classified staff within Office of Academic Services by adding a full-time Senior Secretary position – ½ time for Academic Services and ½ time to assist the Director of Research and Grants.

5. Secure temporary staff to backfill support staff when they undergo training on the new institutional software.

Description of Progress

4. This position was ranked #5 in the Self Study process; however, funds were not made available to hire the position. Therefore, we are requesting that position again. See justification on the Above-Base Budget Funding Worksheet for Personnel.

5. Money has not been available to do this.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Maintain an open-door policy in order to meet the needs of Academic faculty and staff.

2. Develop a formal process of communicating with Academic Senate and its sub-committees to provide specific services to new faculty and staff who are unfamiliar with COS policies and procedures.

Description of Progress

1. This remains an on-going policy. However, it is important that the Academic Deans are always included in everything involving the divisions for which they are responsible. Therefore, faculty who request appointments with the Vice President are usually asked to see their Dean first.

2. Instructional Council is revising and updating the Faculty Resource Guide. Once it has been finished, it will provide information on all segments of the campus for full-time and adjunct faculty.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Consider an area devoted to Academic Services which would house all Academic Deans, the Vice President, and clerical staff for more efficiency in communication and distribution of workloads

2. Identify a campus-wide committee to conduct an in-depth study of the entire campus regarding classroom and office space availability and make recommendations to the Superintendent/President via College Council or appropriate committee.

Description of Progress

1. Incomplete. Progress on this planning agenda item cannot be made until a facility can be remodeled or built to house the Vice President, all Academic Deans and all staff members. However, we still strongly believe it would enhance the efficiency and effectiveness of Academic Services.

2. Incomplete. Progress has been made through meetings with the Director of Facilities.

Office of the Vice President, Academic Services

OPTIONAL: Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.

QUALITY OF SERVICE:

Planning Agenda Item

1. Senior Secretary for Director of Research and Grants.

Description of Progress or Planned Action

1. This position has been requested in several Self Studies and last year was ranked #5 in approved requests for personnel. However, the position was not filled due to budget constraints. Research and grant efforts indirectly address each of the categories in Program Review. Each and every division/program/department must plan and evaluate what they offer and how well they offer it. Grants allow for creation and funding of new programs and services. Student follow-up research assists in identifying performance outcomes needed to address Student criteria. The Academic Services Office provides direct support services for all faculty, both full-time and adjunct, as well as educational programs through the college curriculum process. This position will provide additional support for the Academic Services Office as well as provide clerical support for the Director, Research and Grants.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Growth enrollment in Agriculture

2. Expansion of CDPTI Program

3. Establishment of Tulare Center

4. Current Farm Laboratory

Description of Progress or Planned Action

1. The Agriculture Division has continued to expand in student enrollment with a student count of over 1100 for Fall-2001.

2. Equipment has been purchased and recruitment activities have started.

3. Initial planning of the facility has started.

4. The COS District is looking at another bond in 2002. The state has lowered the pass rate to 55%.

QUALITY OF STAFF:

Planning Agenda Item

1. Through the self-study process, hire a new Animal Science Instructor for the Agriculture Division by Fall 2000.

2. Through the self-study process increase the Agriculture Technology Instructor to a full-time position.

3. Through the self-study process increase the Agriculture Division Secretary to a full-time position.

4. Adjunct Faculty

5. John Deere Ag-Tech New Faculty

Description of Progress

1. Mr. Bob Britton was hired Fall-2001

2. Will try again in the future.

3. Will try again in the future.

4. The division continues to work with the Academic Senate to ensure quality adjunct faculty to teach in the program.

5. Work with John Deere to establish curriculum and program for John Deere Ag-Tech program.

QUALITY OF SERVICE:

Planning Agenda Item

1. State Leadership

2. Community Leadership

Description of Progress

1. Over $200,000 in grants will be used to develop a website for California Community College Agriculture programs.

2. A strong and active COS Agriculture Advisory Committee meets on an annual basis to provide vision and direction for the program.

Agriculture Division

QUALITY OF SERVICE:

Planning Agenda Item

3. Scholarship/ Alumni

4. COS Ag Website

5. Equestrian Program

Description of Progress

3. Awarded the first scholarship after the completion of a fundraiser dinner/dance and golf tournament.

4. The COS Ag Website went online in August.

5. Two sections are offered each semester. The PE program is working with the Agriculture Division to establish a Women's Equestrian Team.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Establishment of a John Deere Inc. Training Program

2. Economic Development Funding

3. Expand Pesticide Courses

4. Expand Vet-Tech Certificate To a Major.

5. Expand the Ag Technology Welding program to a Certified Program

6. Expand the Horticulture program to include a retail floral sales program and facility.

7. Construction of the cheese plant.

Description of Progress

1. An agreement was reached with the TCOVE facility to provide a site for the training program.

2. Expand the John Deere Pro-Tech program to also include an Ag-Tech Training Program

3. Courses have been modified from topics courses to regular courses and are being offered on an ongoing basis.

4. Work through the California Community College Chancellor's Office and Regional Consortium for approval of Vet-Tech Major

5. Work with instructors to become certified so that COS can offer a certification program for welding students.

6. The COS Agriculture Division is working on the curriculum and offering a short-term class in Spring-2002.

7. Offer hands-on training in cheese making for CDTI Students.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Establish a Center for Agriculture Science Technology in Tulare by 2004. Additional Resources- $15 Million

2. Establish the California Dairy Technology Center in cooperation with UC Davis by July 1, 1999. Additional Resources-$500,000

3. Start farming the Tulare Center in June-1999. Additional Resources-$20,000

4. Through the self-study process request the expansion of the Welding Shop Facilities to accommodate large construction projects. Additional Resources-$26,000

5. Through the self-study process remodel the OH head house into a classroom. Additional Resources-$35,000

6. Through the self-study process fence the OH unit. Additional Resources-$12,000

7. Build a CDPTI Facility for the dairy-processing program.

8. Through the self-study process update the computer laboratory by the year 2004. Additional Resources-$65,000

9. Through the self-study process update the equipment in the soils and plant science laboratory by 2004. Additional Resources-$36,000

Description of Progress

1. CPEC has approved Center status for the Tulare Center-2001. The President has established a Tulare Center planning committee that will submit a preliminary proposal to the state for funding in May-2002.

2. Nearly $3.7 million dollars has been raised for the project so far. The preliminary project design is nearing completion and the Environmental Impact Report is in the final phases of completion.

3. We are currently farming about 55 acres of the Tulare Center

4. Non-Applicable

5. Through the College Council and Building and Facilities Director the Head House was remodeled.

6. Through Farm Supplemental Budget we were able to put in one section of fence.

7. Construction started in November-2001

8. Working with College Council Technology committee we should be on track for new computers by 2004.

9. Through the above base budget process the soil manifold system was installed.

Business Division

Planning Agenda Item

1. Establish a committee, which will include a representative from Counseling, to review the times and frequency of course offerings to ensure students progress promptly through the recommended sequence of courses.

2. Seek grant funding and establish an advisory board to investigate offering a Spanish Language interpreting training program at COS.

3. Monitor the applied math course for legal careers to determine if it increases student success on the math competency test.

4. Evaluate new software programs and determine the appropriate course offerings based on the needs of the local business community.

5. Increase the number of Business Division instructors who participate in professional and community organizations.

Description of Progress

1. Ms. Ricco reviewed our schedule of classes for the Spring of 2002 and suggested changes which we implemented.

2. Anticipated completion date is August 2002. Four new course outlines have been written and have passed the COS Curriculum Committee as of 11/01/01.

3. Positive feedback from student evaluations. The percentage of students passing the math competency test has continually risen in comparison to previous semesters.

4. We will continue to evaluate software changes as needed. A Business Division Advisory Board meeting will be scheduled during February 2002 to continue our commitment to meeting community needs.

   We are switching to MS Office XP for the Spring 2002 semester. Because of technical problems with the integration of so many software programs, we will not be updating to Windows XP until Fall 2002. The newest version of FrontPage will be adopted for Spring 2002.

   We will be offering two new computer courses in the Fall 2002: COMP 8 Programming Concepts (JAVA) and COMP 230 JAVA Script and HTML.

5. Division members participate in: Academic Senate, Budget Committee of College Council, COSTA, Curriculum Committee, Faculty Enrichment Committee, Scholarship Committee, and Technology Committee.

CENTRALITY OF MISSION:

Planning Agenda Item	**Description of Progress**

An accounting instructor serves on the California Tax Education Council Advisory Committee and belongs to the American Society of Women Accountants. Two paralegal instructors maintain membership in the Tulare County Bar Association and the California State Bar Association. Several instructors are actively involved in youth and church functions.

6. Establish a Business Division Advisory Board.

6. The Business Division Advisory Board meets twice a year in February and September.

7. Devise a strategy for gathering post-graduate, post-transfer, and post-certificate job placement statistics.

7. Research continues. Exit statistics are taken at the Paralegal graduation and a current list of paralegal students and their job placement sites are kept on file.

We have requested that students qualifying for a certificate be automatically flagged when the Banner System is online. We are in the process of designing a post-exit survey.

8. Determine efficiency of augmenting Accounting 1 and 2 with a computer component.

8. Will continue to consult with business and academic colleagues both locally and at conferences

9. Address needs for more beginning computer application offerings as these classes are currently impacted with waiting lists.

9. We continue to evaluate student enrollment, enabling us to modify our course offerings as required. We also continue to look for qualified instructors to teach additional sections of introductory level computer applications.

10. Explore developing a training curriculum for full-charge bookkeepers.

10. Will continue to explore the idea with the business community and accounting firms

11. Explore developing an international business component to the Marketing Management Certificate.

11. It has been determined that an international business component exists in each of the following courses: BUS 82, BUS 174, and BUS 185.

Business Division

QUALITY OF STAFF:

Planning Agenda Item	Description of Progress
1. Increase the number of full-time Business Division faculty members by three positions.	1. We have been advised that because of budget cuts there will be no growth positions this year. We will continue to include personnel requests in our Program Review Annual Progress Reports.
2. Continue to fund and encourage staff to retrain and teach cutting edge computer applications and business theory.	2. Several division members have completed courses through Cerro Coso Community College, enabling them to teach on-line classes. We are currently offering three courses on-line. Two of our instructors (one full-time and on adjunct) have earned the M.O.U.S. Master Instructor Certificate. The campus is a Certified M.O.U.S. Testing Site because a member of the division started the process which was then passed to the Business and Community Education Center.
3. Monitor the Applied Math for Legal Careers classes.	3. Positive feedback has been received through student evaluations and increased enrollment.
4. Support the addition of new faculty to teach in the court interpreting program.	4. Full-time faculty in the COS Spanish Department are on the Advisory Board of the Court Interpreter Certificate and will teach the newly created classes.
5. Add a permanent part-time or full-time Computer Instructional Technician position.	5. No progress has been made as there is no funding available. We have requested funding for the position but have not been granted permission to hire.
6. Increase the part-time secretary position to a full-time, 11-month position.	6. The increase in time for the position was not funded by the Superintendent/President. As a result, the Division no longer processes Travel/Conference claims for the entire faculty; however, there is still more work than one person can do in 20 hours per week.

QUALITY OF SERVICE:

Planning Agenda Item	Description of Progress
1. Hire in-class student tutors. This would allow class participants to receive more one-on-one interaction with a computer literate person.	1. No progress, but continuing.
2. Provide more flexible "lab" hours for students who do not have access to resources outside of COS. Computer labs should be monitored by one or more Lab Aides who are knowledgeable in the various types of application software being used.	2. The Instructional Computer Technician continues to interview students to provide better coverage for the computer labs.
3. Continually upgrade hardware (every third year) and software (approximately every two years, or in accordance with industry standards) so our students will be marketable in the current employment environment.	3. All computer classrooms and the computer lab have adequate computers. We will request new computers on a three year schedule. Laptop computers with docking stations will be requested for all Business Division instructors who want a laptop. Desktop computers will be requested for all other instructors. New versions of software programs will continue to be purchased and updated as they become available. Updated versions of Legal Solutions, Dissomaster and Abbacus have been installed in Room 712A in CalWorks Room 1. Most other software programs are in all classrooms and labs.
4. Develop working relationships with community leaders and organizations (including educational institutions) as well as industry liaisons.	4. Paralegal Instructors work with state and community organizations on a continual basis. The first meeting of the Business Division Advisory Board was held in September and was very successful. Instructors are encouraged to attend high school career activities.
5. Encourage instructors to evaluate their teaching styles and participate in Flex activities and continuing education courses that will lead to improved presentation of classroom material.	5. Division meetings are held twice a month and there is an individual/ team effort to continually improve. Instructors are encouraged to attend leadership conferences.

Business Division

Planning Agenda Item

Description of Progress

Positive feedback and critiques of in-class presentations are used to access teaching techniques. Instructors also participation in continuing education classes.

Two of our instructors have become MOUS Certified Master Instructors. The Staff Development Coordinator is a Business Division instructor and keeps the division apprized of Flex activities. Division instructors share conference information and participate regularly in Division meetings.

6. Increase student satisfaction level with instructor/ student interaction and problem resolution to the 90 percentiles (under the staffing section, we have more specifically addressed the need for extra staff).

6. Completed

Monitor instructor office hours to make sure that they are convenient for the students. Division Chair will review student evaluations when self-evaluations are completed by instructors.

Preparations are in process to distribute Program Review Surveys each semester prior to the final drop date.

7. Continue to evaluate course offerings and course outline topics to ensure that we focus on the most critical information our students need to be successful.

7. Maintain contacts with local business owners and business educators. Review books and periodicals for current events and trends. Update course outlines and develop new courses to meet community needs.

Modifications are made to the syllabi according to student needs and course outlines.

Several instructors attended the MS Office XP seminar. Several instructors have been trained to use the Blackboard software.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Increase student retention and success.

2. Continue to involve faculty in surveying the community, students, colleges, universities and private sector partners.

3. Continue to develop methods that will assist students in maintaining, reaching, and/or surpassing their educational goals.

4. Expand and update Division website for both student communications and marketing purposes.

5. Investigate, design, and develop new courses to meet the changing needs of the community, technology, and transfer institutions in both traditional and non-traditional formats.

Description of Progress

1. We believe progress is good, however no statistics are available at this time. We are in the process of creating a student survey to be administered to all Business Division students at mid-semester to provide this information.

   Faculty members volunteer to staff Lab 712A on weekends when no student worker is available.

2. Continue with advisory boards, student evaluations, consultation with CSUF and conferences. Continue to work on developing feedback strategies.

   All division instructors and staff participate in Tech Prep Expo. Several instructors attend high schools career fairs.

3. Continue to consult with peers on campus and with colleagues at other institutions in an effort to find more effective teaching/learning methods.

   Computer permits have been provided to all Business Division students. Computer labs are open as much as possible and lab aides are available for the maximum number of hours possible.
   Instructors have been making certificate information more readily available to students. Faculty members advise students about course offerings and educational goals.

4. Links to Blackboard have been established on the Division website. A student worker is being utilized to update the website.

5. Continue to consult with the community on specific needs. Additional staff is needed in order to expand course offerings.

Business Division

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

Description of Progress

On-line courses are being offered for the first time this semester.

Financing has been requested from the California State Bar to assist in funding the new Court Interpreting Certificate Program.

6. Continued working relationship with CalWORKs to develop additional programs for Welfare Reform.

6. Attend Advisory Board meetings and assist where possible. The Career Management course is being offered for the first time this semester. We have received positive feedback from the students enrolled in this class.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Replace the cabling and switching hub in the computer rooms to deal with exposed wiring in 718.

2. Because of age and slow processing speed, computers in three of our classrooms (714, 717, 718) and the lab (712A) are out of date and need to be replaced. (Rooms 714 and 717 will be replaced over winter break 2000-2001.) Room 712A and Room 6 at the Hanford campus will also need replacements.

3. Place all equipment on a schedule for review and replacement as needed (i.e. printers, multimedia stations).

4. Replace tables with computer workstations in Rooms 717 and 718 and arrange as needed. This would allow us to add an additional row of computer stations to increase class enrollment.

5. With the age of the multimedia machines, the division needs to place them on a replacement schedule and also think about a multimedia workstation on a cart to be used as a back up when needed.

Description of Progress

1. Completed

2. Completed except Room 712A and the Hanford Center.

3. We are in the process of establishing a replacement schedule for these items.

4. Completed. Rooms 717 and 718 each have 30 workstations which face the front of the room. Room 719, which was not included on the original plan, has 31 new workstations. All computer classrooms now have two handicap accessible workstations.

5. The portable multimedia projector has been received but needs to be mounted on a portable stand. The Division is developing a replacement schedule for all equipment.

Business Division

FACILITIES/EQUIPMENT:

Planning Agenda Item

6. Additional office space and computer/printer. With anticipated expansion to the department, additional office space will be needed for new faculty as hired.

7. Work area for computer repairs and additional storage space for supplies.

8. Carpet for four lecture rooms (712A, 715A, 715B and 731) to lessen the noise.

9. Purchase instructor workstations for computer classrooms and furniture for faculty offices that are ergonomically fitted to the needs of the individual members.

Description of Progress

6. This should be deleted from our goals.

7. This should be deleted from our goals.

8. Completed

9. We have purchased instructor workstations for the computer classrooms. However, no furniture has been purchased for faculty offices.

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.*

CENTRALITY OF MISSION:

Planning Agenda Item

1. Incorporate MOUS certification into our curriculum

2. Develop a new student success class

3. Develop course outlines and a certificate to meet the needs of the Welfare Reform Program. Hire an instructor to teach in this area so we can offer appropriate classes.

4. Add and update software at least every two years to traditional classes to meet the needs of the marketplace.

5. Plan strategies for meeting the new statutory requirements for paralegal compliance with Continuing Legal Education

6. Incorporate Department of Real Estate Continuing Education courses in our curriculum.

Description of Progress or Planned Action

1. One full-time and one adjunct instructor have completed the MOUS Master Instructor training.

2. BUS 267, Career Management is currently being taught.

3. None. We are reassessing the need for a separate certificate for the Welfare Reform students.

4. We are purchasing the latest versions of software as it becomes available.

5. With limited instructors available in our Paralegal Department, it is very difficult to schedule classes for those individuals who are employed during the day. We continue to encourage our students to work with the Tulare County Bar Association for their continuing education.

6. Continue to work with the Department of Real Estate to keep up to date on their requirements.

Business Division

CENTRALITY OF MISSION:

Planning Agenda Item	Description of Progress or Planned Action
7. Begin to offer the sequence of courses that are mandatory to obtain a real estate broker or salesperson license.	7. We are developing new course outlines.
8. Update course outlines	8. Four new courses have been submitted and several course outlines have been modified.
9. Offer our students the option of taking online classes through Blackboard or equivalent service.	9. We are currently offering three courses online.

QUALITY OF STAFF:

Planning Agenda Item	Description of Progress or Planned Action
1. Computer Rooms 719 and 712A need to be redesigned to accommodate more computer stations and to be a safe environment for faculty and students.	1. Completed
2. Replace computers in Rooms 718 and 719 to be able to run current industry standard software more efficiently and to be in compliance with COS's technology plan.	2. Completed
3. New instructor workstations need to be installed in the classrooms (714, 717, 718, 719).	3. Completed
4. Install wiring for a computer station in the back of each computer classroom as an option for instructor use to enhance presentations.	4. No progress due to lack of funding
5. Purchase laptop computers and docking stations for instructors' offices and instructor workstations in the classroom (main campus and Hanford).	5. Requested in last years Self Study. It was then transferred to the Technology Committee, where it was not funded.
6. Purchase replacement multimedia projector for 718.	6. Completed
7. Continue to hold regularly scheduled meetings so faculty can exchange view points, concerns, ideas, etc.	7. Our division has meetings twice a month.
8. Faculty should continue to sit on committees to ensure we are kept abreast of campus-wide decisions and activities.	8. Division members are on several campus-wide committees.
9. Maintain three site licenses for Westlaw computer assisted research.	9. Completed
10. Offer Legal Careers Orientation Sessions	10. We are currently offering orientation sessions.

QUALITY OF SERVICE:

Planning Agenda Item	Description of Progress or Planned Action
1. Identify students in each course to work as paid tutors for their fellow students. This needs to be done at the end of each semester to prepare for the next semester.	1. We will continue to encourage instructors to complete the Tutorial Referrals and return them to the Tutorial Center as soon as possible.
2. Computer software is available from textbook publishers which are essentially Study Guides for our texts. We have always ordered Study Guides through the college bookstore, now we can order these also for those students who prefer to study/review via their computer systems.	2. We are currently researching this possibility.
3. MOUS Certification availability through Contract Education office.	3. Completed
4. Adding on-line classes will increase student flexibility and success.	4. We are currently offering three on-line courses for the first time. We will review the success rate when the semester is completed.
5. Continue to maximize computer lab availability for all Business students.	5. All students enrolled in Business Division courses have been given computer permits.
6. LISTO, HSI, and ESL classes or programs should continue to be offered to students to increase retention and improve success.	6. On-going
7. Ensure that General Business faculty keep current by encouraging them to attend seminars and keep up on current reading.	7. On-going
8. Provide student lab aides in the classroom during instruction and lab time.	8. There were insufficient numbers of qualified Work Experience students to cover our computer lab hour requirements. There were no in-class aides available.
9. Offer start times for evening classes ranging from 5 to 7 o'clock to provide more options for students.	9. The division continues to work on adopting flexible scheduling.
10. Add faculty offices at CalWORKs to provide better student access to their instructors.	10. No progress.
11. Maintain updated legal office software.	11. Completed
12. Survey the legal community for input on the use of legal office computer software and purchase an appropriate package.	12. At each Paralegal Advisory Board meeting, input is requested from members.
13. Investigate the continued needs for Nolo Press books in new subject matters.	13. On-going

Business Division

QUALITY OF SERVICE:

Planning Agenda Item

14. At the end of each semester, identify students in the course who would be capable of tutoring their fellow students. Forward the list to the Tutorial Center.

Description of Progress or Planned Action

14. On-going

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Make computer access available (account names and passes) to all enrolled Business students.

2. Computer classroom 719 and 712A need to be redesigned to accommodate more computer stations and to be a safe environment for faculty and students.

3. Room 718 needs immediate attention due to safety hazard due to exposed cabling.

4. Purchase and install CAT 5e cabling in 700 Building, downstairs (except 718 which is already competed).

5. Replace computers in Rooms 718 and 719 to be able to run current industry standard software more efficiently and to be in compliance with COS's technology plan.

6. New teacher stations need to be installed in the classrooms (714, 717, 718, 719).

7. Wire for a computer station in the back of each classroom for optional instructor use to enhance presentations.

8. Purchase laptops and docking stations for instructor's offices and teacher's stations in the classroom (main campus and Hanford).

9. Encourage more accessibility to computers and the World Wide Web for General Business Students: seek Lab Usage permits for these students.

10. Given the age and speed of the computers in 718 and 719 and the lab (712A), they are out of date and need to be replaced every third year. (Rooms 714 and 717 will be replaced over winter break 2000-2001.) Room 6 at the Hanford Campus will also need replacements.

Description of Progress or Planned Action

1. Completed

2. Completed

3. Completed

4. Completed

5. Completed

6. Completed

7. This has not been done due to a lack of funding.

8. This has not been done due to a lack of funding.

9. Completed

10. Completed except for Room 712A on the main campus and Room 6 at the Hanford Center.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

11. Place all equipment on a schedule for review and replacement as needed (i.e. printers, multimedia stations).

12. With the age of the multimedia machines, the division needs to place them on a replacement schedule (every third year) and also purchase a multimedia workstation cart to be used as back up when needed.

13. Carpet the four lecture rooms (712B, 715A, 715B, and 731) and computer lab (712A) to lessen the noise.

14. Maintain and improve Family Support Officer Training certificate with the new state organization administering family support services in Kings and Tulare Counties

15. Encourage volunteer Paralegal and Legal Career work experience for students in the profit and nonprofit legal environments

16. Attend and support high school career fairs.

17. Make computer access available to all enrolled Business Division students.

18. Review software applicable to Real Estate Program. Acquire software if it would strengthen the Program.

19. New instructor stations need to be installed in the lecture classrooms (712A, 715A, 715B, 731).

20. Purchase and install new server.

Description of Progress or Planned Action

11. Develop a replacement schedule.

12. Completed except for installation of a multimedia projector on a cart.

13. Completed

14. On-going

15. On-going

16. On-going

17. Completed

18. No progress.

19. No funding available.

20. Server will be purchased Spring 2002 but needs to be tested

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Request an appropriate level of funding for computer hardware, software and resource needs.

2. Remodel division office to provide better work flow.

Description of Progress or Planned Action

1. All technology based equipment must be funded through the Technology Committee. Will continue to request as needed

2. Facilities Office has measured and recommended changes. Quotes received from vendor for new layout.

Consumer Family Studies Division

CENTRALITY OF MISSION:

Planning Agenda Item

1. Continued review and update of curriculum to meet changing student and industry needs, and to keep up with changes in theory and practice.

2. Investigating the development of a vocational math competency course in the Division – probably in nutrition.

3. Continued involvement with community liaisons to assess needs, promote positive communication and provide training where needed.

4. Increasing the use of technology in the various Consumer Family Studies disciplines.

Description of Progress

1. As CFS staff, we are involved with many community groups, and thus become aware of the changing needs of students and industry, enabling us to adapt our curriculum to fit those needs.

2. NA

3. The CFS staff continues to serve on many advisory committees throughout the community.

4. This lab is now open and operating with lab assistants on a daily basis.

QUALITY OF STAFF:

Planning Agenda Item

1. Hire sufficient numbers of full time faculty in Child Development and Food/Nutrition.

2. Hire full time credentialed Early Childhood Educators at the COS Child Development Center to provide support and knowledge of serving children with special needs and to provide optimal modeling for laboratory students.

3. Maintain faculty representation on community committees.

4. Develop policy regarding grant funded projects and work in relationship to faculty workload, release time, conference days and securing substitute instructors to promote continued faculty participation in outside projects for the benefit of the program.

Description of Progress

1. The Child Development Department continues to serve many students with a minimum number of full-time instructors compared to a large number of adjunct staff.

2. Four full -time head teachers are now in place at the Child Development Center, thus providing the expertise needed for our lab students

3. Some of the committees that Child Development staff are associated with are: Tulare & Kings County R & R Agencies, Local Child Care Planning Council, Good News Center, Visalia Adult School, FREE, as well as many others.

4. Policy has been implemented at the CFS meeting this year.

QUALITY OF STAFF:

Planning Agenda Item

5. Hire sufficient number of Instructional Aides for optimal program support.

6. Expand kitchen staff at the Child Development Center to provide full time knowledgeable kitchen "coordinator" to run the federal Child Care Food Program accurately and efficiently.

7. Increase secretary/ receptionist at the Child Development Center to a full time to provide safety and security for the center.

Description of Progress

5. There continues to be a need for this kind of support in our department as the number of students we serve continues to increase.

6. This position has assured that the food program is operating in compliance with the State guidelines.

7. This position insures safety and security needed at the front desk at the Child Development Center.

QUALITY OF SERVICE:

Planning Agenda Item

1. Develop methodology for tracking employment rates of students successfully completing Consumer Family Studies programs.

2. Continue to track enrollment trends and certificates awarded from each Consumer Family Studies Division.

3. Increase Fashion Design outreach to High Schools through offering summer school classes.

4. Increase Fashion Design awareness on campus by providing fashion shows to promote student achievements.

5. Continue to expand technology applications in the classroom.

6. Provide more variety of Food Service certificate classes to students, who will be able to complete the certificate in a timely manner.

7. Incorporate new and appropriate childcare philosophies at the Child Development Center.

8. Bring Child Development Center in compliance with the federal Child Care Food Program.

9. Establish teacher/parent comment sheet for the Child Development Center.

Description of Progress

1. The need is still there.

2. Enrollment trends are always a consideration in developing the class schedules.

3. NA

4. NA

5. Many of our instructors use Power Point in their classroom presentations. All of us have incorporated Internet assignments in our syllabi.

6. In progress

7. Continuity of Care was implemented, Spring of 2001. Early Literacy is now being implemented

8. Recommendations and modifications have been completed Fall 2001.

9. Forms are available and are presently being used in the classrooms.

Consumer Family Studies Division

QUALITY OF SERVICE:

Planning Agenda Item

10. Establish parent advisory groups at Child Development Center.

Description of Progress

10. This will be a Child Development and a CDC combined meeting, because of the close association of the department and the center.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Explore new ways to communicate with students, the college and the community, such as E-mail and Web page.

2. Develop improved methods to record and to evaluate data regarding student needs for classes.

3. Encourage and recruit students to apply for certificates in Food/Nutrition and Fashion.

4. Assess the community need for additional courses and certificates for school age and infant care, including a lab site for each age group.

5. Develop useful waiting list data for classes and for childcare at the Child Development Center.

Description of Progress

1. The students have ready access to the Web page as well as to their instructors

2. Evaluation tools that we are now using are small group instructional feedback and computerized student evaluation form

3. Curriculum in these areas is being evaluated and revised at the present time.

4. The mentor program continues. New mentors as well as new sites are being identified on a regular basis.

5. These both are necessary components to our programs.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. The hiring of a tenure track CD instructor in Spring of 2000 will necessitate a minor remodel of our 504-office area. We will need to enclose the back section to create another double office. This will house the current part time Foster Parent and Independent Living Grant Coordinator as well as the new instructor.

2. We will need more office space, in the future, as more full time instructors are hired.

3. We have also requested a full-time special needs staff member for the CDC, who also needs office space.

Description of Progress

1. In progress.

2. Continues to be a real problem.

3. NA

FACILITIES/EQUIPMENT:

Planning Agenda Item	Description of Progress
4. We will continue to monitor the use of our clothing construction classroom/lab. If enrollment in clothing construction drops to unreasonable levels, we may consider modifying room 503 into a general use classroom. This would mean replacing the cutting tables, drafting chairs and sewing tables with standard tables and chairs.	4. NA
5. A portion of the former clothing lab might also be remodeled to provide additional office space.	5. NA
6. The computer lab at the back of room 501 is currently used when classes are not being taught. This is becoming less frequent, and our students are coming into our classes with more computer experience and access to computers at home and in other areas on campus. We may eliminate the computer lab and use the classroom for afternoon and evening instruction in the near future.	6. NA
7. To alleviate the congestion and provide greater access for the handicapped students, we are considering replacing the student's desks in rooms 500 and 512 with conference type tables (24"X 72") and chairs.	7. NA
8. Increase the Internet access available to staff, including teachers, at the CDC by installing Internet access in the Staff and conference rooms.	8. We will continue to make these connections as the need is there and the funds are available.
9. Remodel the cabinets on the west wall in the foods lab, room 507. We would remove half of the cabinets and create pockets for stools to be used at the counter.	9. NA
10. Install closed circuit cameras in the CDC classrooms. The children's classroom would be transmitted to television in COS classrooms. This would facilitate observations, allow more students to observe, and at the same time, reduce the number of adults/students in the CDC classrooms, which was strongly recommended by the validation team.	10. In progress and should be available in the Spring of 2002.

Consumer Family Studies Division

| FACILITIES/EQUIPMENT: |

Planning Agenda Item

Description of Progress

11. The validation team suggested cleaning up the storage of the Interior Design materials stored on the shelving around the 501 classrooms.

11. All concerns have been addressed and resolved.

12. Child Development 39 and Nutrition 18 are being taught in a large class format in room 350.The room is currently undergoing remodeling. The Validation team recommended cabinets for equipment. The current situation was seen as unsafe, which could lead to injury because of loose cords etc. The thermostat in room 350 also seems to be functioning poorly. It was also recommended that the lighting in room 350 be increased.

12. NA

13. The Validation team recommended purchasing more hardbound children's books for the CDC classrooms. They also recommended a new laminating machine, based on interviews with staff.

13. Books were purchased in June 2001.

14. The validation team recommended additional phone lines for the CDC and the CFS division office. The phone lines at the CDC will increase the communication between parents and staff, and provide increase Internet access. The phone lines in the CFS Division will be needed for the new instructor and to accommodate the Fax machine.

14. NA

Counseling – Human Development Courses

CENTRALITY OF MISSION:

Planning Agenda Item

1. Increase Human Development courses and make some course offering available to the general student population.

2. Increase partnerships with the feeder high schools by offering an Academic Bridge connected with COS.

Description of Progress

1. Use the Puente counselor to teach Human Development courses for students in the general population and for students on the academic disqualification list.

   Explore grants for financial resources to hire a counselor to teach Human Development courses for the general population.

2. Mt. Whitney, Golden West, Redwood, Hanford East/West, Corcoran, Farmersville and Strathmore High Schools were invited to an Academic Bridge Informational Workshop. The purpose of the workshop was to provide an opportunity to discuss current bridge programs and offer the opportunity for new schools to participate.

   A second meeting with Hanford East/West High Schools was held at the COS/Hanford Center for the purpose of increasing communication and reviewing the Academic Bridge, and to increase College of the Sequoias course offerings to the high school students.

QUALITY OF STAFF:

Planning Agenda Item

1. Increasing the counseling faculty and adding at least one Human Development instructor would improve the quality of the Human Development courses by better serving the needs of the general student population

Description of Progress

1. Mt. Whitney, Golden West, Redwood, Hanford East/West, Corcoran, Farmersville and Strathmore High Schools were invited to an Academic Bridge Informational Workshop. The purpose of the workshop was to provide an opportunity to discuss current bridge programs and offer the opportunity for new schools to participate.

   A second meeting with Hanford East/West

Counseling – Human Development Courses

QUALITY OF STAFF:

Planning Agenda Item

Description of Progress

High Schools was held at the COS/Hanford Center for the purpose of increasing communication and reviewing the Academic Bridge, and to increase College of the Sequoias course offerings to the high school students.

QUALITY OF SERVICE:

Planning Agenda Item

1. N/A

Description of Progress

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. If Human Development and Extended Orientation courses were provided to the under prepared students, COS would need to hire 22 full time Counselor/ Instructors.

Description of Progress

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Request through the appropriate processes a facility (one or more classrooms) for the Human Development Courses and the orientations.

Description of Progress

1. Excellent. The assignment of a classroom has solved many scheduling concerns and allows for the classroom facility to be involved in the teaching of the course. ie poster, decorations, etc.

CENTRALITY OF MISSION:

Planning Agenda Item   **Description of Progress**

1. N/A

QUALITY OF STAFF:

Planning Agenda Item

Description of Progress

1. Additional FT Theater Arts instructor.
2. Hire Art lab assistant.
3. Hire a public relations officer.

1. On-going; requested in previous self-studies.
2. On-going; requested in previous self-studies.
3. On-going; requested in previous self-studies.

QUALITY OF SERVICE:

Planning Agenda Item   **Description of Progress**

1. N/A

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item   **Description of Progress**

1. N/A

FACILITIES/EQUIPMENT:

Planning Agenda Item

Description of Progress

1. Funding needed to finish the second stage of the music building.
2. Expand facilities for Photography classes at the Hanford center
3. Replace/repair old or unusable equipment

1. In progress

2. On-going request; contingent

3. Ongoing; submission of base budget request; need to develop replacement plan for equipment

Fine Arts Division

QUALITY OF STAFF:

Planning Agenda Item	Description of Progress or Planned Action
1. Hire full-time Commercial Music instructor	1. Added Commercial Music curriculum which has become impacted, with large waiting lists. Current adjunct instructor unable to handle needed expansion of the curriculum without full-time status. Request growth position
2. Hire full-time Speech Instructor	2. Full-time instructors taking large overloads and necessary to hire an additional 4 adjuncts within the last two years to fill the required GE Speech classes. A total of 8 adjuncts in this one department. Request growth position
3. Hire full-time Art Instructor	3. Due to a large increase in enrollment (roughly 17% per semester) the Art department needs an additional FT instructor to assist in managing the load. Request growth position

FACILITIES/EQUIPMENT:

Planning Agenda Item	Description of Progress or Planned Action
1. Completion of Midi lab equipment for the Commercial Music program	1. Due to the demand, the Midi lab is not operating at full lab capability. We need to fund additional equipment to furnish the additional lab stations, which will support the student enrollment. Request to Facilities and the Foundation.
2. Repair/replace Theater seats	2. The theater seats are old, broken and many are unusable. (Requested in previous self-studies)
3. Remodel Theater lobby/box office	3. Upon building the Theater in 1978, COS couldn't have anticipated the demand for a larger space in the Theater lobby and the box office area. The box office provides a very small working space and the lobby area is too small for its' need. Requested in previous self-studies

FACILITIES/EQUIPMENT:

Planning Agenda Item	Description of Progress or Planned Action
4. Theater needs annual base budget to repair/replace equipment	4. Due to the constant use of equipment, there is a continual need for the repair/replacement of this equipment. On-going.
5. Music needs annual base budget to repair/replace equipment	5. Due to the constant use of the equipment, there is a continual need for the repair/replacement of this equipment. On-going
6. Art needs annual base budget to repair/replace equipment	6. Due to the constant use of the equipment, there is a continual need for the repair/replacement of this equipment. On-going
7. Speech needs a camcorder to utilize in its' classes	7. Needed for video portfolios On-going
8. Funding needed to supply considerable Art equipment needs	8. Needed for repair/maintenance/instruction of Art courses. Unable to teach certain course objective due to lack of equipment. Items include: 1) litho pressbed - $1,500.00 2) 10 lithographics stones - $10,000.00 3) new kiln- $20,000.00 4) glass lehr - $12,000.00 5) 2 glass benches - $1,500.00 6) table - $1,000.00 7) glory hole - $6,000.00 8) hot glass tools - $3,500.00. On-going
9. Theater is requesting a washer/dryer	9. Needed to launder the costumes/materials utilized in theater.
	Non-instructional - $1,600.00 On-going

Industry & Technology Division

CENTRALITY OF MISSION:

Planning Agenda Item

1. The I & T Division will continue to look at ways to better use current facilities and find new venues where program can thrive.

2. The I & T Division will continue to search for different funding sources to fund equipment needs.

3. The I & T Division will continue to advocate for and efficient and equitable process distributing technology resources.

4. Each department in the division will review and revise its curricula; upgrade content; and increase the number of repeatable courses

Description of Progress

1. Discussion has been started with the TCOVE and COS for use of the South Mooney Blvd. TCOVE facilities for us by the AG and I & T programs.

   Storage containers have been ordered for use by the Auto, Electronics and Construction programs in order to help alleviate overcrowding of lab space.

2. PFE and State VATEA grants have been unsuccessful.

3. Discussions have been initiated with COS's new VP of Administrative Services and Interim Dean of Vocational Programs to address these issues.

4. All departments are currently reviewing and revising courses which have not been reviewed within the last five years.

QUALITY OF STAFF:

Planning Agenda Item

1. The I & T Division will improve it's survey instruments and survey process to gain more exacting feedback from staff, advisory committees and students.

2. All I & T Division members will be involved in the Self Study process.

3. More I&T staff involved in professional growth opportunities both on and off campus.

4. The I & T Division will encourage it's staff to pursue higher education.

5. The I & T Division will have greater staff participation in on campus committees, organizations and events.

6. Increase participation in off- campus professional organizations.

Description of Progress

1. No progress at this time

2. No progress at this time

3. No progress at this time

4. Mike Chicconi is continuing his pursuit of a B.S. from CSUF. (6 more units)

5. Almost all full-time staff members are members of an on campus committee and several are involved in student organizations.

6. No increase at this time

QUALITY OF SERVICE:

Planning Agenda Item

1. The I&T Division will seek funding sources necessary to expand and upgrade facilities, equipment/ technology and teaching staff.

2. The I & T Division will develop stronger ties with the industries and communities it serves.

3. The I & T Division will develop stronger ties with it's feeder school trade programs, counseling services and administrations.

4. The I & T Division will expand it's curricula base on industry demand.

5. The I & T Division will provide instructors opportunities for developing pedagogical skills.

Description of Progress

1. Currently exploring grant opportunities.

2. The I & T staff continues to work more closely with their advisory committees and industry connections.

3. The I & T staff continues to make numerous visitations to district high school job and career fairs, college nights and classroom visitations. This year has had several opportunities already and will have more. The number of outreach opportunities is increasing each year.

4. See Item 4 under Centrality of Mission.

5. No significant progress at this time.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. The I & T Division will create a Web presence for the Division

2. The I & T Division will continue to seek finances for upgrading, repairing, maintaining and replacing equipment and computers

3. The I&T Division will review course, degree and certificate curriculum to insure currency, potency and applicability to changing conditions in industry.

4. The I & T Division will actively recruit students through career fairs, brochures, advertising, open houses, campus visitations and activities and contact with industry.

Description of Progress

1. At this time the division is not actively involved in this effort and is leaving it up to the COS Web master.

2. No progress at this time

3. Each Certificate/Degree program is reviewed and updated annually. Also, see item 4 under Centrality of Mission.

4. As noted before the high school contacts have expanded. Division brochures and posters have been designed by our Graphic Design students and are updated annually, reproduced and distributed to our feeder high schools and industrial contacts. The annual Joint Advisory Committee dinner/ meeting has been held this year and was expanded to include more advisors, COS board members and administrators.

Industry & Technology Division

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

Description of Progress

The High School Student/Teacher/ Counselor Open House and B-B-Q will be held in the spring of '02 and will be expanded to include all interested students, parents, teachers, counselors and administrators.

5. The I & T Division will encourage it's staff to attend training for teachers, join professional organizations, be involved in the community, articulate programs in high schools and colleges, create non-traditional courses, improve contact with industry and respective advisory committees and become more involved in on-campus activities and committee work.

5. There is little progress to report at this time.

6. The I & T Division will seek funding for new facilities for the division.

6. No progress at this time

FACILITIES/EQUIPMENT:

Planning Agenda Item

Description of Progress

1. New equipment/technology

1. The partnership agreement is all but completed pending the completion of NATEF Certification.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Develop statistical information regarding the number of students who progress from our entry-level health care programs (EMT, Nursing Assistant) to more advanced education in the health care field.
   a. Continue to promote health ladder concept.

2. Maintain enrollment and retention rates at their present high level.

3. Continue to work with employers in the area to develop graduates who are well prepared in both job skills and requirements for success in the world of work.

4. Support recruitment efforts in high schools and among adults seeking further career development in order to maintain an adequate pool of qualified candidates who reflect the ethnic diversity of the community.

Description of Progress

1. Fall 2001 – Planning meeting with computer analyst. Full implementation by Fall 2002.
   a. Implementation planned for Spring 2002.
   b. Implementation planned for Fall 2002.

2. Enrollments maintained.

3. Total program evaluation process indicates employer and graduate satisfaction.

4. Applications for the RN Program are now accepted twice a year (Jan., July), rather than only once a year.

   OSHPD Grant for nursing support and student recruitment will end June 2002.

QUALITY OF STAFF:

Planning Agenda Item

1. Hire a consultant to work with the faculty in evaluation of current nursing 9RN) curriculum and planning for curriculum revision, as directed by BRN.

2. Continue with faculty training and workshops for curriculum revision in order to fully implement a revised curriculum in a timely manner.

3. Increase clerical staff as we continue to add programs and classes. There is a need for training in the use of spreadsheets and databases in order to provide accurate records and reports for grants, etc.

Description of Progress

1. Implementation anticipated Fall 2002.

2. Implementation anticipated Fall 2002.

3. Denied
   Ongoing need – Above base budget requests will be attempted again at some future date.

Nursing and Health Science Division

QUALITY OF SERVICE:

Planning Agenda Item

1. Need for expansion of our LVN to RN Program to meet community needs; active recruitment and a better fine-tuning of the program need to be included.

Description of Progress

1. Expansion has been accomplished through grant and Health Consortium aided expansion to Porterville. Implementation Jan 2002.

PFE grant funds end Spring 2002.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Further increase recruitment efforts.
   a. Younger age groups
   b. Male
   c. Overcome media depiction of RN.
2. Further develop LVN transition process.
   a. Revise NURS 122
   b. Include formalizing socialization orientation
   c. Pre-admit test = increase success

3. Institute goals of PFE Grant for LVN to RN.
   a. Establish coordinator
   b. Clinical instructor
   c. Purchase books
   d. Market and recruit
4. Add community needed career prep courses.

5. Investigate Nursing Assistant acute care component.
6. Meet with COS Science Division and with an American Pharmaceutical Association rep to explore a Pharmacy technician program.
7. Refine process and ease of articulation/transfer for graduates of RN Program to CSU.
   a. Pursue Helene Fuld Grant

Description of Progress

1. Applications have increased to the point that we were able to add 10 RN students (as a pilot project) to our basic program Fall 2001.

2. a. New curriculum will provide a class that will better integrate LVN to RN student.
   b. Formal socialization/orientation meeting for Spring 2002 class planned for Dec. 2001.
   c. TI tests used for pre-admission evaluation.
3. Grant will end Spring 2002.

4. Nursing Assistant classes increased by 15 students Spring 2001, increased by additional 15 students Fall 2001. Pharmacy Tech program due to begin Spring 2002.
5. No further action determined necessary at this time, area hospitals are going to offer the classes.
6. Pharmacy Technician Program will begin Spring 2002.

7. Scholarships have eased the financial burden for many students that otherwise would not have been able to pursue their advance degrees.

First, CSUB to COS BSN distance ed class began Spring 2001 for RN students. Expected graduation for three students is Spring 2002.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

8. Increase retention and success of RN students by completing in-depth review of total curriculum.
   a. Consider increasing numbers of basic RN students.

9. Explore establishing a Laboratory Tech. Program

Description of Progress

8. Total program evaluation will continue on an ongoing basis. Pilot addition of 10 basic RN program students Fall 2001.

9. Further evaluation by Nursing and Health Science Division only if further need identified.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Increase the size of the nursing skills lab (BRN Accreditation Recommendation) and acquire a fourth classroom.

2. Upgrade old equipment, as funds are available.

Description of Progress

1. Beginning Fall 2001 the space that previously served as both a classroom and skills lab space has been converted to skills lab only. Plans are in progress to upgrade this space with the contributed funds. We now have 3 portable classrooms to serve students in the Nursing and Health Sciences Division. We do not anticipate the addition of a 4th classroom at this time.

2. Some equipment needs still have not been met, these will be addressed under the "optional" portion of this report.
   See "optional" portion of report.

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.*

CENTRALITY OF MISSION:

Planning Agenda Item

1. We are in the completion phase of the RN program curriculum revision.

Description of Progress or Planned Action

1. The new curriculum formation progressed in the following order:
   a. New Philosophy
   b. New Conceptual (Organizing) Framework
   c. New Program Outcomes
   d. Leveling of Outcomes through the four semesters.
   e. Identifying course content for each semester.

Nursing and Health Science Division

CENTRALITY OF MISSION:

Planning Agenda Item

Description of Progress or Planned Action

f. Identifying curriculum units, and topics within each unit, for each course.

g. Identifying leveled objectives for each unit of study which maintained the integrity of the leveled outcomes.

h. Writing the COS course outlines, and the syllabus for each course (using an agreed upon uniform format for syllabus).

i. Writing a student clinical evaluation toll formatted to the leveled outcomes.

This process was aided by a consultant who was recommended by the BRN, as well as ongoing consultation with our BRN liaison. All materials were reviewed thoroughly for required BRN "threads" as well as "threads" dictated by our curriculum design.

The new curriculum will be submitted to the COS curriculum committee and to the California Board of Registered Nursing, November 2001, to undergo the approval process of both.

2. A new division mission statement.

2. A new mission statement was developed by the Nursing and Health Science Division that includes "remaining fully accredited by the California Board of Registered Nursing" thereby assuring continuous ongoing full program evaluation, maintaining our obligation to the student and the community consumer, and remaining current with nursing standards and practice.

The new Nursing and Health Science Division Mission statement was approved at the 10/04/01 division meeting.

Nursing and Health Science Division

QUALITY OF STAFF:

Planning Agenda Item	Description of Progress or Planned Action
1. Leadership: November 1999 BRN recommendation: Increase amount of release time of Director allocated for the RN prelicensure program.	1. The Nursing and Health Science Division has experienced a great deal of transition in leadership over the past few years. We now have stable leadership with the permanent appointment of Cindy DeLain to the Director position beginning 2001-2002. She has demonstrated strong, proactive, and visionary leadership.
2. Faculty transition.	2. Carolyn Rocha was appointed to the full time faculty position vacated by Cindy DeLain. Full faculty complement at this time. The division will experience the retirement of 3 full time faculty by the end of Spring 2003. Will not recommend replacement at this time due to curriculum transition (decreased program unit requirement. Saving could help offset lecture – lab salary equity. The RN program curriculum changes planned for Fall 2002 implementation will decrease the student unit requirement for program completion. This will affect faculty loads, due to so many faculty hours being spent in clinical teaching (lab). This has cause faculty anxiety (already expressed) and potentially faculty morale. We therefore greatly encourage COS to adopt a salary policy that equates lecture and lab hours. The Nursing Health Science Division encourages administrative support in negotiations to attain lecture-lab salary equity.

Nursing and Health Science Division

QUALITY OF STAFF:

Planning Agenda Item

3. Classified Support

Description of Progress or Planned Action

3. With constant reporting demands, and increases in those demands from regulating agencies such as the Board of Registered Nursing, and other Consumer Boards for Certified Nursing Assistants, EMT's and adding yet another program (Registered Pharmacy Technician), and the endless processing of student applications, as well as the other routine duties we recognized the need for additional clerical support for this highly regulated division.

    Planning: We will request an additional 0.25% clerical support staff. 12-month/10 hour/week.

QUALITY OF SERVICE:

Planning Agenda Item

1. New RN Program Curriculum

Description of Progress or Planned Action

1. The RN Program new curriculum development began with a November 1999 BRN recommendation. The process of review and restructure began Jan. 2000 with total faculty involvement.

    The new curriculum formation progressed in the following order:
    a. New Philosophy
    b. New Conceptual (Organizing) Framework
    c. New Program Outcomes
    d. Leveling of Outcomes through the four semesters.
    e. Identifying course content for each semester.
    f. Identifying curriculum units, and topics within each unit, for each course.
    g. Identifying leveled objectives for each unit of study which maintained the integrity of the leveled outcomes.
    h. Writing the COS course outlines, and the syllabus for each course (using an agreed upon uniform format for syllabus).
    i. Writing a student clinical evaluation tool formatted to the leveled outcomes.

QUALITY OF SERVICE:

Planning Agenda Item	Description of Progress or Planned Action

Description of Progress or Planned Action

This process was aided by a consultant who was recommended by the BRN, as well as ongoing consultation with our BRN liaison. All materials were reviewed thoroughly for required BRN "threads" as well as "threads" dictated by our curriculum design.

The new curriculum was submitted to the COS curriculum committee and to the California Board of Registered Nursing, 2001, to undergo the approval process of both.

Planning Agenda Item

2. Grants:
   a. OSHPD
   b. PFE
   c. Helene Fuld

Description

2a. The OSHPD Grant has provided a nursing support system for at risk RN Program students, including augmentation of program content, and tutors (RNs and RN students).

The OSHPD Grant has successfully met an identified need. Funds end June 2002. A course has been developed and approved to provide much of the same type of support (NURS 315 a-d Nursing Program Support) this course will be implemented Fall 2002.

b. This grant provides a liaison for LVN to RN students to aid their socialization and orientation into the program. It also provides a book loan program to these students.

The PFE grant will end June 2002. The new curriculum will aid the students in the areas supported by this program with the exception of the book loan program.

c. The Helene Fuld Grant has provided scholarship monies to LVN to RN students and to RN's seeking their BSN degree.

The Helene Fuld Grant ends this year, a reapplication ha been submitted, with hopes of approval.

Nursing and Health Science Division

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Increase in services.

2. Adequate relevant units offered to meet student financial aid requirements.

Description of Progress or Planned Action

1a. Due to the extreme shortage of RN's the program did a pilot expansion Fall 2001, adding 10 students to the NURS 101 class.

Given adequate numbers of qualified candidates an additional 10 students will be added Spring 2002.

b. A need (due to shortage was identified by a Porterville Community Health Consortium for additional RN's. After administrative approval by both COS and Porterville Jr. College we attained a BRN major curriculum change approval to begin a LVN to RN extended program in Porterville (classroom televised, clinical mostly in Porterville). This will add another 10 students to the RN Program (LVN to RN). This program will be financially supported by the Porterville Consortium.

c. There is an identified need in all health care services including Certified Nursing Assistants.

Due to increased need in all health care services we increased the Certified Nursing Assistant Class seating by 15 Spring 2001 and by another 15 Fall 2001.

d. Through a Needs Assessment we identified the need for a Pharmacy Technician program. Through consultation with a local Pharmacist and incorporating ASHP standards a Pharm. Tech. Program was developed and approved. Equipment needs for this program are partially being funded through VTEA.

Through a Needs Assessment we identified the need for a Pharmacy Technician program. Through consultation with a local Pharmacist and incorporating ASHP standards a Pharm. Tech. Program was developed and approved.

2. With the implementation of the new RN curriculum, program semester unit requirement will decrease below the units required for award of financial aid. We recognize that many of our students are dependent upon this aid.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

Description of Progress or Planned Action

Faculty are in the process of writing new short term low unit classes that are relevant to, an augment the new nursing curriculum.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. COS will build new Science and Nursing Building.

2. Increased Skills Lab space.

3. Increased Classroom space.

Description of Progress or Planned Action

1. The Governor signed AB 735, reinstating some of the State Building Funds. Plans previously drawn for this building included Nursing offices and Skills Lab/Prep rooms.

   AB 735 signed, if funds remain available building completion anticipated for 2007.

2. November of 1999 BRN recommendation of increased skills lab space. Fall 2001 skills lab was designated a lab space only (no further use as classroom). The Tulare-Kings Medical Foundation has contributed monies to aid refurbishing this skills lab space.

   Although space has, by eliminating use as a classroom, increased skills lab space, we are looking forward to new building that will enhance space further.

3. With increasing numbers of students and increasing programs we anticipate the need of greater teaching space.

   New building anticipated for 2007. We hope to keep PC5 after acquisition of the new Science/Nursing Building for use as a 4th classroom and conference space. There are limitations to remodel due to structure of modular building.

Nursing and Health Science Division

FACILITIES/EQUIPMENT:

Planning Agenda Item

4. Increased function of classroom seating.

5. Computer available for classroom presentations in PC 7, 8, and 9.

6. Laminar Flow Hood for Pharmacy Technician Program.

Description of Progress or Planned Action

4. We see a great teaching/learning advantage to table/chair seating rather than desk seating in the classroom. Students can better gather in small discussion groups. Also too many students do not "fit" in the traditional desk, therefore stigmatizing the student by not having alternative seating available.
   We will again apply for above base budget funding for classroom table/chair seating.

5. Instructors wish to use PowerPoint as part of their lecture/discussion presentation choices. PC 8 now has a computer (made up of spare parts) available for this (will soon need replacement) PC 7 and 9 do not.
   Will request funding for computers for classrooms PC 7, 8, and 9.

6. A Laminar Flow Hood will be necessary for lab practice by Fall 2002 for the Pharmacy Technician Program. Science Division has a hood in storage and their Division Chair will make it available to Nursing & Health Science.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Financial Support

2. Expansion of Curriculum

Description of Progress

1. PE budget was increased $500 with an additional $2,500 coming from ABB funding. Athletic budget has dropped $1,000 without dropping any sports. All fees from referees to entry fees have increased.

2. Division added two new courses to facilitate conditioning for athletes in the off season. New courses are being written in other athletic disciplines.

QUALITY OF STAFF:

Planning Agenda Item

1. Increase FT staff to better facilitate students

2. Increase Women full-time members.
2. Introduce new technology to our faculty

Description of Progress

1. None at this time for replacement position. No growth position at this time.

2. None at this time
3. Completed

QUALITY OF SERVICE:

Planning Agenda Item

1. Update course outlines of current classes
2. Create new class offerings
3. Upgrade old technology

Description of Progress

1. Two courses have been completed on new format
2. In progress
3. PFE funds allowed Room 621 to be upgraded with Power Point & Internet access

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Increase in Wellness approach to community
2. Increase in classes offered at Hanford Center
3. On campus service

Description of Progress

1. In progress, see Facilities & Equipment
2. Fall, 2001 offered additional Health classes
3. Continually requesting lockers; continually requesting Assistant Athletic Trainer; continually requesting Priority Registration.

Physical Education Division

FACILITIES/EQUIPMENT:

Planning Agenda Item	Description of Progress
1. Improve playing surface of Football/ Soccer Field	1. Reseeded, Summer, 2000. Requires ongoing maintenance
2. Renovate Locker Rooms	2. Above Base Budget funds were committed Spring, 2001. Project pulled from funding
3. Gymnasium	3. Two industrial fans were purchased to aid in cooling/circulation. Floor was resurfaced and repainted Summer, 2000

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.*

CENTRALITY OF MISSION:

Planning Agenda Item	Description of Progress or Planned Action
1. The PE/Athletic Division generates over 2,000 Positive Attendance hours a month. We would like to see some of the money accrued from positive attendance to go into the PE/Athletic funding.	1. We have been tracking Positive Attendance in Sports Medicine and some of our sports. The Athletic Director and Division Chair are requesting ALL sports keep track of positive attendance and submit it to Division Secretary who will then submit numbers to Dean of Instruction. The Division is asking the Deans to allocate some of that money to the Athletic budget.

QUALITY OF SERVICE:

Planning Agenda Item	Description of Progress or Planned Action
1. Work Station for Division Secretary	1. As noted in Self Study, a workstation for the Division Secretary is necessary for quality of service.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item	Description of Progress or Planned Action
1. Development of Life Skills class for Student/ Athletes	1. Course is currently being developed
2. Development of Inter-collegiate Equestrian for Women for compliance of Title IX regulations and to further enhance students in Ag Division	2. Course outline has been written and is going through Curriculum process.
3. Continue PFE funding for Athletic Drug Testing	3. The Division plans to continue this program

FACILITIES/EQUIPMENT:

Planning Agenda Item	Description of Progress or Planned Action
1. Complete Tennis area project by purchasing portable bleachers for public to view matches	1. Allocate funds to purchase bleachers
2. Renovate pool area as pool loses approximately 6 inches of water every 2 days	2. Resurface pool bottom/replace piping/fix electrical
3. Track needs to be resurfaced.	3. This has been in the Self Study for the last 5 years.

Special Programs

2002-2003
Self Studies/Annual Program Review
Progress Reports

Business and Community Education Center at COS (BCEC)

MISSION/FOCUS:

The mission of the Business and Community Education Center (BCEC) is to deliver high-quality, reasonably priced vocational skills training and lifelong learning opportunities.

STRENGTHS/ACCOMPLISHMENTS:

BCEC's primary strength is the Community Ed classes offered and they are the largest contributor to the financial base of the Center although progress is being made in creating a core group of contact ed clients which will probably be using our services on a yearly basis. In the last year BCEC has also formed partnerships with most of the Economic Development entities in Tulare and Kings counties. Those groups now have a better understanding of what we are able to offer in terms of workforce training for existing employers as well as employers looking for a site in our college district as a place to relocate. BCEC is now offering the MOUS exams for Microsoft 2000 products and although this program has not been a moneymaker it has served as and advertisement for the BCEC department as well as the College as a whole.

BCEC is meeting the communities' needs by offering any type of training needed as long as it is economically feasible. The Center has a core group of qualified trainers mostly from our own faculty with some outside contractors.

SIGNIFICANT CHANGES/CHALLENGES:

While community ed class enrollments have held up this past year the potential contract ed clients in the business community have for the most part elected to not budget for workforce training as much as they have in the past. As a result BCEC is promoting online training with our Ed2go programs. The challenge comes from trying to spend more time in personal contact with potential contract ed employers while the person responsible for this effort only works part time. BCEC is also trying to create training programs using the Employer Training Panel as a source of funding for potential clients.

The greatest challenge facing BCEC is the problem of not having the ability to print out a BCEC financial statement (profit/loss) in real time.

OBJECTIVES FOR 2002-2003:

Goal 1: COS will provide a curriculum which meets the life-long, educational needs of our diverse population.
1. Community ed class offerings
2. Workforce training as needed by the business community

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.
1. Adequate financial reports to accurately assess profit/loss of Center.

MISSION/FOCUS:

According to the COS mission statement, "Our primary mission..is to provide education and training which will afford our students the choices of either transferring to baccalaureate institutions or leaving COS prepared for the job market." The distance ed teachers and supporters on campus hold as a philosophy that distance learning provides greater access to that education and training referred to in the COS mission statement by providing courses which meet the needs of students whose work and family responsibilities, geographical location, health, or personal factors prevent them from taking classes on campus. Because of new communication technologies, distance learning expands opportunities for teaching and learning beyond the traditional classroom setting and the 17.5 week semester. If distance ed were to have a slogan, it would be EXPAND ACCESS! EXPLORE THE POSSIBILITIES!

STRENGTHS/ACCOMPLISHMENTS:

Distance Learning's primary strength lies in the people who make it happen: the growing number of faculty committed to the principle that distance ed offers students a viable educational alternative to traditional classroom instruction, the dedicated Media Services staff and Library support staff who provide the technological expertise, and the committee members and workshop presenters eager to share their expertise with others. The program would not exist if not for these energetic, imaginative, and farsighted people who, convinced of the benefit to students, have created and supported our online, live interactive, and television courses.

SIGNIFICANT CHANGES/CHALLENGES:

There've been two significant changes in the distance ed program since last year. First, there's been a notable increase in the number of online courses added since last year. In Spring 2001 we offered five sections of online courses, all from Language Arts, in addition to two telecourses with strong online components, Math 21 and Library 101. In Spring 2002 we are offering 15 sections of online courses—9 from LA, 5 from Business, and one from Social Science, as well as Math 21 and Library 101. Second, our distance course delivery via video conferencing has expanded, thanks in particular to COS Nursing Division efforts. In Fall 2001 COS received 4 live interactive televised courses from CSU Bakersfield as part of the CSUB Nursing BS degree program; we will receive another 4 in Spring 2002. And in Spring 2002, the Nursing Division will teach Nursing 114 as a live interactive class simultaneously to students in the COS TV studio and at Porterville College in partnership with Porterville Developmental Center, Sierra View Hospital & Porterville College.

This program growth is due in part to increased faculty understanding of the benefits in offering distance courses and in part because of work force demands for skilled or professional workers—Chancellor's office funding for distance programs in Nursing is a good example of this.

OBJECTIVES for 2002-2003:

Goal 1: COS will provide a curriculum which meets the life-long, educational needs of our diverse population.
1. Expand number of distance courses offered by COS to benefit students and the community, making a special effort to include GE courses across the disciplines.
2. Create handbook of distance ed guidelines and policies and distribute to faculty

Goal 3: The College, through its committed and qualified staff, will provide programs and services which will enhance student access, retention, and success.
1. Develop and when approved by Curriculum Committee offer a one unit course on how to succeed in online coursework, as a possible co-requisite for online courses.

Distance Learning

Goal 4: COS will plan, maintain, improve and expand
the district's facilities, infrastructure and equipment,
thereby providing a state-of-the-art learning and working
environment for students and staff.
1. Determine future funding strategy for covering annual
   Blackboard licensing costs, currently at $5000
2. Insure that online instructors have up-to- date office
   computer workstations capable of handling distance
   education authoring software.

Goal 6: COS will encourage those district partnerships
designed to advance educational opportunities and will
also encourage staff and student involvement in their
communities.
1. Continue Nursing program partnership efforts in
   Porterville and with CSU Bakersfield, and actively
   seek similar district partnerships.

MISSION/FOCUS:

Every student, regardless of ethnicity or low economic status, has the right to a better life. As our nation evolves from an industrial to a knowledge-based economy, our program plans to prepare the student to meet these new demands. Since a university degree is crucial to participation in the new economic order, our program will strive to increase student success at the community college, promote transfer to the university and create a gateway to a successful career.

STRENGTHS/ACCOMPLISHMENTS:

- H.S.I. continues offering the COS campus leadership in learning communities and technological development with the support of dedicated and talented faculty.
- New curricula have been developed in Agriculture, Biology, Human Development and Ethnic Studies.
- There is a tremendous need for more learning communities on campus to increase student success. H.S.I. is taking the leadership in developing this experiment.
- H.S.I. has contributed to the purchase of the Student Services component of the Banner System.
- The H.S.I. Endowment has grown to $300,000.00and will climb to $450,000+ interest by the end of fiscal 2001-2002.
- Faculty In-service with Skip Downing (Summer 2001) and Chip Anderson (January 2001) was well received by faculty participants. The ideas exchanged have changed faculty attitudes about teaching under-prepared students.
- Extended Orientation for incoming LISTO Students (8/2- 8/3 2001) was introduced this year. Student$ were better prepared for the rigors and pitfalls of college life.
- "Brown Bag" lunches to discuss relevant student issues have been incorporated (Fall, 2001). This is an on-going orientation and student support activity.

- A Scholarship Workshop was performed on Saturday November 3, 2001 to assist students in writing their essays and in completing application forms.

SIGNIFICANT CHANGES/CHALLENGES:

Addition of Asian American Studies Learning community (ETHN 104). New Faculty working with LISTO includes: Milt Morrison, Monica Maudet, Katherine Singh, and Elaine Rush.

OBJECTIVES for 2002-2003:

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

1. Implement Winning at Math Curriculum
2. Reinstate Honors Program
3. Organize Learning communities Planning Committee
4. Lobby social science for a Ethnic Studies Program
5. Gather support for a course for Athletes and Ballet Folklorico

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.

1. Train division secretaries in updating WebPages
2. Train Faculty in using Blackboard.com
3. Train faculty in the use of Early Alert.

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

1. Translate FAQS into Spanish to assist bilingual students
2. Create an Online Orientation program

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

1. Provide and train faculty in the use of digital video cameras, digital still camera and CD burners.

H.S.I. Title V Grant

2. Run workshops on using wireless internet in the classroom

3. Provide equipment for tutorial services

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

1. Increase student involvement in the "I'm Going to College" day.

2. Plan math enrichment programs for incoming students through BCEC.

3. Meet with School district staff to Recruit LISTO students.

4. Implement Talent Search Grant

Learning Resources – Audio Visual

CENTRALITY OF MISSION:

Planning Agenda Item

1. The biggest challenge will be to stay current with rapidly advancing technologies in the field of video, computers, Internet and distance learning.

2. Distance learning classes will increase and in turn place additional demands on our small staff and limited facilities.

Description of Progress

1. To stay current with web technologies we have installed computer boards in our studio computer for video streaming.

   We will be requesting equipment to upgrade TV Studio and distance-learning equipment (this request was approved last year by College Council but was canceled due to funding cuts by the Governor).

2. To meet increasing demands from distance learning we are cross training our AV Tech and Materials Specialist to operate distance-learning equipment. We do not yet have a solution to our limited facility.

QUALITY OF STAFF:

Planning Agenda Item

1. The number one priority will be to increase the TV Studio technician to a 12 month position.

2. We will continue to send staff to workshops, vendor showings, visits to other colleges and training sessions.

Description of Progress

1. The TV Studio Tech position has been made a full time 12-month position.

2. As our budget allows our staff is attending vendor showings, workshops, etc. On 12/01 the AV Coordinator and the TV Studio Tech attended the DV Expo at the LA Convention Center.

QUALITY OF SERVICE:

Planning Agenda Item

1. Work with Library personnel to develop a better system to catalog and track our video holdings.

2. Explore ways to provide better access for disabled students to our distance learning classroom (which is the TV studio), AV Lab and other areas where students need access.

Description of Progress

1. We are working to develop our own system of cataloging and tracking videos. Our materials specialist is learning how to purchase and/or rent videos from vendors, this was formally handled by Tulare County.

2. Due to the design of the studio and the limited space for desks there is not much that can be done to improve handicapped access. The studio was not designed to be a classroom. A dedicated distance-learning classroom is needed to solve this problem.

Learning Resources – Audio Visual

QUALITY OF SERVICE:

Planning Agenda Item

Description of Progress

The AV Lab is small and presents a problem for disabled students. Likewise our video editing lab is very difficult for all students to access because this space was meant to be a passageway and storage space.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. It is becoming increasingly difficult to use the TV Studio for both production and distance learning. We will need to find a way to relocate the distance classroom in the IMC building close to the TV Studio.

2. Our Faculty Survey indicates demand for new technologies such as DVD authoring, video streaming to the Internet and high tech classrooms.

Description of Progress

1. I continue to discuss the need for a dedicated distance learning/technology classroom with Nancy Finney and Dale Norton. The DRC is considering moving the lab portion of their program to a portable building. If this happens the District should seriously consider turning the vacated space into a distance learning/technology classroom.

2. The TV studio tech has installed the computer board necessary for video streaming. He is testing the system and consulting the web master when necessary. So far streaming is limited to on campus. A DVD authoring system will be requested.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Designate a dedicated distance-learning classroom. This would be a fully equipped high tech classroom where instructors would teach students on site and have two-way audio video connections with distant sites. The classroom should be located in the IMC building.

2. Acquire a budget and develop a procedure for replacing worn- out equipment.

Description of Progress

1. I continue to discuss the need for a dedicated distance learning/technology classroom with Nancy Finney and Dale Norton. The DRC is considering moving the lab portion of their program to a portable building. If this happens the District should seriously consider turning the vacated space into a distance learning/technology classroom.

2. None. Computers are replaced every three years. Overhead projects, TVs, VCRs, LCD projectors, distance learning equipment, cameras and other AV equipment essential to instruction must rely on uncertain above base funding. There can be no progress until the college decides to establish a line item budget to replace AV equipment.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Continue our efforts to increase student persistence and success.

Description of Progress

1. Usage in the Learning Center has neither decreased nor increased significantly.

QUALITY OF STAFF:

Planning Agenda Item

1. Continue to emphasize courteous, friendly service to all who use the Learning Center.

Description of Progress

1. We have sent our request for a replacement for this position to Human Resource Services

QUALITY OF SERVICE:

Planning Agenda Item

1. Continue to request through Annual Program Review Progress Reports an increase to our budget for instructional and non-instructional supplies.

2. Develop a method through which students can voice complaints and a way for us to communicate a response to them.

Description of Progress

1. The Learning Center operates with $3000 divided between two accounts. Currently there has not been any increase to either the instructional or non-instructional accounts. We will ask our Academic Dean to clarify the process for increasing our base budget.

2. The Learning Center staff is currently discussing ideas for receiving input from students and responding back to them.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Continue to staff with an additional student worker during periods of high demand.

Description of Progress

1. During the Fall 2001 semester the Learning Center employed two student workers. We may offer a one unit Library 190 training class in Spring 2002.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Continue to upgrade equipment annually by utilizing Above Base Budget Funding Worksheets.

2. Expansion is not possible in our present facility.

Description of Progress

1. The Learning Center is in the process of converting the file and print services from a Novell Netware environment to a Windows NT domain environment.

2. N/A

Learning Resources – Learning Center

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.*

QUALITY OF STAFF:

Planning Agenda Item

1. Continue to provide the Learning center with instruction and technical support.

Description of Progress or Planned Action

1. Towards the end of the Fall 2001 semester, the campus wide network engineering responsibilities assigned to the Computer Instructional Technician by Computer Services increased significantly. This has decreased the amount of time spent performing duties in the Learning Center.

The Computer Instructional Technician is in the process of training the other staff members to perform some of the duties required in the Learning Center. These duties include routine maintenance, software / hardware troubleshooting and assisting librarians with computer related inquiries.

QUALITY OF SERVICE:

Planning Agenda Item

1. Continued effort to provide a quality printing service for those students who use the Learning Center.

Description of Progress or Planned Action

1. To be able to convert our printing service to a Windows NT environment the learning center will need to purchase new software to aide in print management.

The Computer Instructional Technician is in the process of evaluating Print Management Software that will be compatible with our present budget.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Continued effort to provide a quality printing service for those students who use the Learning Center.

Description of Progress or Planned Action

1. The printing service the Learning Center offers has increased due to the reliability of our printers. Currently we process over 5000 printouts during a two-week period. This increase has caused the need for a new printer that can handle an elevated quantity of printouts.

The Computer Instructional Technician is evaluating printers that can support an increase in the printing service.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Intensify ongoing effort to increase base budget for books

2. Migrate to a more user-friendly online catalog as soon as funding allows.

Description of Progress

1. At the present. No process exists which will allow even for discussion, much less action, on division/program base budget increases. This is a problem which should be addressed in Instructional Council.

2. Because we were still investigating automation systems in order to select the best, we did not place an order in June. On Dec. 14, we will petition College Council to allow us to spend that $41,000 on an automation system.

QUALITY OF STAFF:

Planning Agenda Item

1. Request one additional librarian and additional paraprofessional hours to improve service to off-campus students.

2. Insure that a librarian serves on planning committees for Tulare Center & expanded Hanford Center.

Description of Progress

1. No progress

2. We've asked Dr. Carlson to be sure to include a librarian on the planning committee for the Tulare Center. Dale Norton will include a librarian in the Hanford Center planning committee.

QUALITY OF SERVICE:

Planning Agenda Item

1. Given the EOSi online catalog defects, we <u>must</u> change to an effective system! Continue to evaluate library automation systems in use at other California Community College libraries and select best replacement.

2. Continue to ask for a base budget increase for books; continue to ask for Instructional Equipment funding for books; continue to remove outdated books from collection.

Description of Progress

1. Librarians have investigated Sirsi, GEAC and Voyager. We are currently exploring a California State Library grant to develop a shared catalog with Tulare County Library based on the Dynix Horizon system which will require matching funds from COS.

2. No progress in book budget increase, because there is no process in place to allow increases to division and program base budgets.

   Continue removal of outdated books.

Learning Resources – Library

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Continue outreach to faculty through committee and division meetings, flex programs and individual contact, particularly emphasizing information competency.

2. Offer two sections each of the initial Library Tech certificate courses, Library 201 and 202, in Fall 2001.

Description of Progress

1. COS Curriculum Committee is now tackling this issue.

2. One section of each course was offered in Fall, 2001.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Continue to request wheelchair accessible doors for the entries to the Library mezzanine and the Periodicals Room.

2. Continue to request adjustments to mezzanine wheelchair lift.

Description of Progress

1. The Manager of Maintenance & Operations has said these will probably be installed over Christmas break or at Spring break.

2. We are working with the Manager of Maintenance & Operations on this.

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/program when they begin preparations for their next Program Review.*

QUALITY OF SERVICE:

Planning Agenda Item

1. We will lose one of our two 21 hour per week librarians in January 2002. To insure quality of library service to COS students and faculty, especially at the Hanford Center, we must replace this position.

Description of Progress

1. Library instruction for Hanford Center classes may be eliminated if this position is not replaced.

   We've submitted a request for an adjunct replacement to Human Resource Services.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Continue working with Spencer/ Hoskins on plans for new Multimedia Library Center.

Description of Progress

1. Funding became available in 2001/02 for working drawings. Planning committee has met with Spencer/ Hoskins staff and COS Facilities Director; committee communication lines have been established.

Mathematics, Engineering, Science Achievement (MESA)

MISSION/FOCUS:

Established over 30 years ago, the Mathematics, Engineering, Science Achievement (MESA) is one of the country's oldest and best-known programs that produce highly trained professionals that enter the workforce and assume leading positions in industry and academia. In addition to being recognized for its success in assisting students, the MESA Program has recently received a Presidential Award for Excellence in science, mathematics, and engineering mentoring. MESA has been profiled in *Science* magazine as one of the top programs in the nation that is successfully producing science professionals from underrepresented groups.

MESA provides a rigorous, multi-faceted, learning environment that includes MESA classes, academic advising, peer group learning, career exploration, parent involvement and services to students from elementary through university level. The program creates a community of learners focused on achieving success in some of the most rigorous majors offered on campus. This strong support network translates into increased student retention and success. The program is funded by the state legislature and by the generous support of the private sector.

The College of the Sequoias is committed to the math/science/engineering education and to the academic achievement of underrepresented and low-income students. MESA plays an integral role in the college's success in achieving this goal. COS- MESA program produces more transfers to the University of California than any other program on campus.

STRENGTHS/ACCOMPLISHMENTS:

- MESA Program was able to transfer 33 students for the fiscal 2000-2001 in math, science, and engineering to various UC, CSU, and private universities.

- Special events to bring students, faculty, staff and families together have been successful; such as MESA Faculty/Staff/Student Luncheons, 2001 MESA Family Picnic, and 2001 MESA Banquet.
- MESA statewide has provided $24,000 NSF scholarships to transferring engineering students.
- Several COS MESA students were accepted into internships during summer 2001.
- MESA and the MESA Club organized the MESA Thanksgiving event where hot meals were served to low-income residents of Tulare County.
- MESA received $5,000 grant to support a MESA Orientation Class, Hum. Dev. 120a-b. The money was used to buy books, videotapes, and invite motivational speakers from JPL-NASA.
- MESA Business Industrial Committee (BIC) has provided MESA students with opportunities through job shadowing and employment opportunities.
- MESA Study/Tutorial Center has changed its business hours. The new MESA hours are: Monday through Thursday 7:00 AM until 10:00 PM, Friday 7:00 AM until 4:00 PM, and Saturday 9:00 AM until 1:00 PM.
- MESA has hired two professional tutors from CSU Fresno to assist with the more challenging courses in math and science.

SIGNIFICANT CHANGES/CHALLENGES:

Some of the challenges that MESA faces are:

1. Retaining good student tutors is difficult since many high school programs are offering higher hourly pay to tutors than is permissible by COS.
2. Providing disabled students with greater access and study space in the MESA Study center.
3. Improving awareness of the MESA program by continuing to expand outreach efforts.
4. More space is needed for individual tutoring and small group study.

5. Increasing the number of students who successfully complete their mathematics courses.
6. Improve the Early Alert protocol to diagnose student problems and prescribe solutions.
7. Improve dialogue between MESA and Math/ Science faculty to improve instructional strategies and increase faculty involvement.
8. Improve student study skills by perhaps offering more intense pre-semester workshops or retreats.

OBJECTIVES FOR 2002-2003:

Goal 1:COS will provide a curriculum which meets the life-long, educational needs of our diverse population.
1. Maintain convenient MESA Study Center tutoring and study time hours.
2. Create a new MESA Orientation course that focuses on math, engineering, and science study skills and self esteem development.
3. Work with Dr. Owens in developing an Intro to Engineering Course as a MESA Learning community.
4. Improve the attendance and efficacy of the MESA Academic Excellence Workshops.

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.
1. Recruit high quality tutors and facilitators on campus through SME teacher referral and off campus by contacting CSU Fresno MESA Engineering Program (MEP) and Alliance Minority Participations (AMP)
2. Meet regularly with Math and Science divisions to inform them of student success, opportunities and trends
3. Increase availability of mentoring and academic advising for MESA students in order to achieve better course success

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

1. Expand MESA Pre-collegiate programs in junior and high schools to better prepare students for transfer to COS
2. Participating in College Recruitment fairs and high school visits to promote COS and the MESA program
3. Create a MESA Summer Bridge Program. Preparation for math courses and research projects for incoming SME freshmen
4. Expand MESA Business and Industrial Committee; increase availability of job shadowing and part-time employment opportunities

Goal 4: COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.
1. Replace old rectangular tables and chairs with new round tables and new chairs.
2. Replace the old computer tables with new adjustable computer tables
3. Replace the old partition walls with more durable walls

Goal 6: COS will encourage those district partnerships designed to advance educational opportunities and will also encourage staff and student involvement in their communities.
1. MESA BIC members will advise our MESA students about the realities of the workforce, about the expected work ethic and create a better understanding of the need for math, science, and engineering majors
2. Create a MESA Christmas Toy Drive is to collect toys and give to the less fortunate kids in Visalia
3. MESA students will volunteer at the Good News Center during Thanksgiving to offer community service

MISSION/FOCUS:

The Fire Technology Program aspires to develop, enhance, and perfect the capabilities of its students, and provide leadership through the mutual sharing of knowledge, skills, and abilities with cooperating agencies. We advocate and promote students completing associates and baccalaureate degrees for the purpose of not only improving their skills and knowledge, but also for enhancing their employment and promotional opportunities.

STRENGTHS/ACCOMPLISHMENTS:

The primary strength of the Fire Technology Program is the guidance and commitment of the Training Officer's Association in conjunction with the support received from the Fire Chiefs Association for Tulare and Kings Counties. We could not offer the quality of training that we do without the expertise of our instructors and the equipment the local fire departments commit to the training exercises. Based on curriculum written by the CDF/State Fire Marshal's Office, the training officers have been responsive to updating and/or rewriting course outlines to meet the requirements of the campus-wide Curriculum Committee as set forth in Title V.

Two of our goals have recently been accomplished. The Fire Flash Live Fire Simulator has been delivered to the Hanford area. Once it has been fully installed, we will be able to increase our short-term course offerings in partnership with local fire departments to train currently-employed firefighters, as well as the Firefighter 1 Academy cadets. In addition, the Truck Operations Academy course outline has been approved which will provide further training opportunities for local fire departments.

SIGNIFICANT CHANGES/CHALLENGES:

Significant changes did not occur.

OBJECTIVES FOR 2002-2003:

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

1. Offer more training opportunities for currently employed firefighters.

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

1. Develop an off-campus training site

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

1. Continue to work closely with Tulare-Kings Counties Training Officers Association to strengthen partnerships with fire service agencies in these counties.
2. Establish contact with the Tulare-Kings Counties Fire Chiefs Association to coordinate activities necessary to offer the Truck Operations Academy.

Law Enforcement Training

MISSION/FOCUS:

The total allocation of personnel and other resources in the Law Enforcement Training Program shall be devoted to providing each student with the highest possible quality of instruction. We believe it is crucial to continually adapt curriculum and teaching methods to meet the training needs of law enforcement and correctional agencies and their personnel in the College of the Sequoias District. We view this instructional department as having a major role in the development of effective officers who will provide this community with the service and protection it expects and deserves. We have high expectations of our own as well as our students' performance in terms of ethical principles, technical proficiency, and respect for the individual. We are dedicated to serving a diverse and ever-changing student population.

The mission of the Basic Police Academy courses is to develop basic competency in critical knowledge, skills, and abilities necessary to perform the tasks of an entry level officer; and to foster the development of professional values, principles, and ethics within the officer candidates

The mission of our in-service training courses is to assist law enforcement departments with the continuing professional development of the police and fire practitioners in this region and state by providing relevant update training.

The mission of our Academy Preparatory Course is to provide students with an opportunity to enhance their reading, writing and study skills to a level consistent with successfully entering and completing an academy course.

STRENGTHS/ACCOMPLISHMENTS:

As in past years, the primary strengths of this program are the high caliber staff coupled with excellent support from the college administration and the Police

Academy advisory group (Tulare-Kings County Law Enforcement Advisory Board).

Also as in past years, this program addresses, but falls quite a way short of meeting the training needs of the law enforcement community in this two-county area. Their training needs exceed our capacity. The main reason for this is a critical shortage of staff and lack of facilities. The Police Academy classroom site itself has neither moved nor grown since the academy first moved onto this campus in the early 1970's. In fact, their one and only classroom was reduced in area by about 300 square feet in 1991. This was done to provide space for general (not Police Academy) faculty. Also during the early 1990's, the clerical staff was reduced from two full-time secretaries to one. Two years ago, we were able to gain back a part-time clerical assistant position.

SIGNIFICANT CHANGES/CHALLENGES:

There have been no significant program changes since we completed the last Self-Study. Rather, it has been a year of following-through, retrenching, and further developing the profound program changes initiated last year. Last year's most significant change was to convert the delivery of the Basic Police Academy Course to a four-module format. In addition to tramping each module through the Curriculum Committee as a separate course, we found the format change necessitated numerous adjustments to our policies, procedures, scheduling, grading, and dozens of other surprise challenges.

Even as this is being written, we are having to submit new expanded course outlines for the entire Police Academy Course to POST because that organization has adopted new testing patterns to be utilized by the modular format academy presenters in the state.

OBJECTIVES FOR 2002-2003:

Goal 1: COS will provide a curriculum which meets the life-long, educational needs of our diverse population.
1. Offer Additional short courses
2. Continue to refine curriculum of all courses

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity
1. Complete storage of <u>all</u> past basic police academy classes onto CD-ROM disks
2. Store course records of the now defunct Reserve Academy Course on CD-ROM disks

Goal 3: The College, through its committed and qualified staff, will provide programs and services which will enhance student access, retention, and success.
1. Replace our Clerical Assistant II position with a full-time secretarial position
2. Add a part-time Fire Technology Coordinator position to our department

Goal 4: COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.
1. Open an off-campus Public Safety Training Center for police, fire, and corrections training.
2. Procure funding for a "Skid Car" traction platform for vehicle operations training in basic and advanced police courses.

Goal 6: COS will encourage those district partnerships designed to advance educational opportunities and will also encourage staff and student involvement in their communities.
1. Open a skills training facility to house the driving simulators and a use of force situation simulator on the new Hanford Campus which COS will share with the Hanford High School District.

Hanford Center

CENTRALITY OF MISSION:

Planning Agenda Item

1. The extent to which the Hanford Center is able to continue to carry out the COS Mission in Kings County is dependent, to a large extent, on our ability to find a permanent home for the Center. By working in cooperation with community and civic leaders, COS should be able to identify a site accessible to students and conducive to the needs of the community.

Description of Progress

1. A permanent site has been identified in conjunction with the City of Hanford and the Hanford Joint Union High School District. By forming a joint venture with these two partners, the citizens of Hanford should benefit through the cost savings realized by sharing space and facilities where appropriate.

QUALITY OF STAFF:

Planning Agenda Item

1. It would be ideal for faculty to be permanently assigned to the Hanford Center. As the Visalia campus grows and continues to experience space shortages, they would be well advised to hire faculty for Hanford. By doing so, faculty will be more accessible to students and will be able to better meet their needs. This is probably only possible in a few divisions, those which offer a full range of classes for students in Hanford.

Description of Progress

1. No faculty are permanently assigned to the Hanford Center; however, one Business Division instructor who was recently hired lives in Hanford and teaches a large portion of her classes at the Hanford Center.

   No growth positions are planned for the 2002-2003 year so it is unlikely that a decision to hire full-time staff for Hanford will be made in the near future.

QUALITY OF SERVICE:

Planning Agenda Item

1. Survey results will be shared with Division Chairs so they may understand better student need/demand for additional courses.
2. A list of services available to students and staff will be developed and distributed.

Description of Progress

1. At the completion of the Program Review process, survey results were shared. Perhaps yearly surveys need to be made to inform the scheduling process.
2. A memo was shared with staff asking them to identify available services for students.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. The District must continue to work collaboratively with representatives of the Hanford High School

Description of Progress

1. A site has been purchased and plans are proceeding for the development of the

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

District and with the City of Hanford to identify a permanent location for a college center.

2. Take steps to increase awareness of the COS Hanford Center by members of the community and by students.

3. Work cooperatively with leaders in Corcoran to understand the needs of students in that area and to increase the numbers of students attending College of the Sequoias.

Description of Progress

infrastructure needed to develop the site.

2. The Dean, Hanford Center, is a member of several Advisory Committees for the Hanford Joint Union High School District. He also is a member of the Board of Directors of the Economic Development Commission for Kings County. In addition, he attends Hanford Chamber of Commerce meetings and belongs to a Hanford service club where he communicates items of interest about the Center and the College.

3. The Dean in charge of off-campus sites has had several meetings with educators in Corcoran designed to understand better their needs. In addition, the Hanford Dean and the Vice President of Academic Services met with civic leaders in Corcoran to discuss their vision for this portion of the District.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. The expansion of services in Kings County depends upon finding a permanent site for the College of the Sequoias Hanford Center. Students growth in the District and the limitations of the Visalia campus to handle more than 12, 000 students make it imperative that plans be developed now for expansion.

2. The Kings County community must continue to be involved in finding a solution to this dilemma. The support of education, government, and civic leaders is critical to this expansion.

3. The District must continue to work with the current lessor to fix problems with the roof and with the heating/air conditioning system.

Description of Progress

1. The site has been purchased. Plans are underway for how to fund development of the site.

2. The support of education, government, and civic leaders has been evident throughout this process.

3. These problems remain issues. The lessor is responsive to calls when problems arise. Roof repairs and adjustments to the HVAC system have helped alleviate some of these issues.

Research and Grants

CENTRALITY OF MISSION:

Planning Agenda Item

1. NA

Description of Progress

QUALITY OF STAFF:

Planning Agenda Item

1. NA

Description of Progress

QUALITY OF SERVICE:

Planning Agenda Item	Description of Progress
1. Better coordinate and avoid duplication of planning efforts.	1. Ongoing
2. Continue to refine the self-study and program review processes.	2. Ongoing
3. Assist the college community in better understanding research data and, in particular, student-learning outcomes as they relate to institutional effectiveness and accountability.	3. Research Newsletters have been distributed campuswide that highlight significant student demographics and outcomes. The May 2001 issue discussed the Student Needs Assessment results. Two August 2001 issues detailed Partnership for Excellence data for COS and stressed areas requiring improvement. The September 2001 issue discussed Student Right to Know data and the importance of data interpretation.
4. Continue to pursue securing secretarial support for the Research Office.	4. This position was ranked #6 in the 2001 rankings by College Council. Budget constraints limit hiring.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item	Description of Progress
1. Encourage, wherever possible, that outcome and accountability data be used in the planning and decision-making arenas.	1. Ongoing
2. Encourage divisions/ departments/services to also consider outcome data in the preparation of their self studies and program reviews.	2. Ongoing

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

3. Continue to use the Above Base budget process to secure permanent part-time clerical assistance for the Research Office.

Description of Progress

3. This position was ranked #6 in the 2001 rankings by College Council. Budget constraints limit hiring.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. NA

Description of Progress

Tutorial Center

CENTRALITY OF MISSION:

Planning Agenda Item

1. NA

Description of Progress

QUALITY OF STAFF:

Planning Agenda Item

1. With the new additional programs in the Center now, it would be very beneficial to have a part-time staff person working during the busiest hours from 10:00 a.m. to about 1:00 p.m. each day. This would partially replace the six hour per day, ten-month position that was eliminated in 1992. Having a constant staff person available during the busiest hours would also improve the quality of service the students receive.

Description of Progress

1. Currently working on changing our Part-Time position to a Full-Time position.

QUALITY OF SERVICE:

Planning Agenda Item

1. We plan to continue stressing the need for a larger area for the program in order to relieve crowding and provide the privacy some tutoring sessions require. A committee is currently looking at moving these tutoring programs to the second floor of the Administration Building.

Description of Progress

1. Committee is currently working on moving these services to the Administration Building.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. We will continue to post information encouraging students to use our services, and maintain a positive atmosphere.

Description of Progress

1. I will continue to promote the Tutorial Center with flyers and contact with faculty and staff.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. We will continue to participate in meetings taking place to determine how to coordinate these programs together with MESA Center and find a larger space. For this program to continue to be successful it seems best to be located where it has high visibility and even more important, it needs to be easily assessable for physically impaired students. We are looking forward to a new Library in several years that has space planned for these programs. In the meantime we need to continue seeking other alternatives to combine all of our tutorial services on campus.

Description of Progress

1. We are looking forward to a new Library in several years that has space planned for these programs. In Fall 2002 we will temporarily relocating our Center to over the Administration area and combine all of our tutorial services on campus.

Administrative Services

2002-2003
Self Studies/Annual Program Review Progress Reports

Accounts Payable

MISSION/FOCUS:

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

STRENGTHS/ACCOMPLISHMENTS:

The growth of grant programs on this campus continues to increase the demands on this office. Many of the grants involve reimbursement to the students for their child-care costs, enrollment fees, supplies and even salary subsidies for off-campus employment. The JTO program buys uniforms and supplies for the Academy program, involving multiple invoices for each student enrolled in the program. For 2000-2001 we actually had a 2% increase in purchase orders and a corresponding decrease in direct pay vouchers, due to a procedure change in payments for one of the grant programs. The chart below shows how this office processed 1,590 more warrants and 4,104 more invoices than in 1994-95. This is an increase of over 25% in warrants and 50% more invoices. This increase exceeds FTES growth for the same periods

The major program accomplishment this year has been changing over from the TCOE accounting system to the new Banner system.

Fiscal Year	Warrants	Increase/ Decrease	Purchase Orders	Increase/ Decrease	Direct Pay Vouchers	Increase/ Decrease	Invoices	Increase/ Decrease
1992-93	4,818		3,465		2,372		n/a	
1993-94	5,453	13%	3,802	10%	2,292	-3%	n/a	
1994-95	4,994	-9%	3,636	-5%	2,307	1%	8,083	
1995-96	5,176	3%	3,916	8%	1,333	-42%	8,979	11%
1996-97	5,240	1%	3,806	-3%	1,331	no change	9,275	3%
1997-98	5,525	5%	3,613	-5%	1,872	40%	10,253	10%
1998-99	5,844	6%	3,068	-15%	3,217	72%	11,031	8%
1999-00	6,411	9%	2,965	-3%	3,815	16%	11,769	6%
2000-01	6,584	3%	3,020	2%	3,759	-2%	12,187	4%

SIGNIFICANT CHANGES/CHALLENGES:

The change over to the new Banner accounting system has presented a great deal of challenges. The actual time spent in data entry of invoices for payment takes 4 times longer than it did on the TCOE system. This office now handles many procedures previously handled by other offices or TCOE. We now print our own Accounts Payable checks, as well as the checks for the Payroll STRS payments and Payroll Voluntary Deductions, as well as the Trust and Loan checks for the Accounts Receivable Office. There are reports that must be sent to TCOE with every payables batch for audit, and Banner does not currently support the format TCOE wants, requiring additional worksheets done as well as transmittal forms. We have had to assume jobs that Joanne performed before she moved to Purchasing: the monthly vendor statement reconciliation; the daily audit and release of Office Depot orders; the

reconciliation of the advertising bills for personnel, public relations, legal notices and the Campus publishing. All of this must be accomplished with ½ of a position less than we had prior to July 1. The account coordinator position in this office has accumulated an average of 30 hours a month in overtime since changing over to Banner in order to keep the payables current. The need for additional staff to do critical data entry and reconciliation cannot be minimized.

OBJECTIVES FOR 2002-2003:

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.

1. Work as efficiently and accurately as possible to process the increasing volume of invoices for the District purchases, and handle the check printing requests of Payroll and Accounts Receivable in addition to those of Accounts Payable.

2. Work with the new Purchasing Director to implement a Purchasing Card Program.

Accounts Receivable

MISSION/FOCUS:

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

STRENGTHS/ACCOMPLISHMENTS:

- Ensures efficient and consistent services to students, staff and community.
- Disbursement of various checks including, Financial Aid, Scholarship, ASB, Business Community Education Center and student refund-checks.
- Preparation of financial statements on various ancillary funds: ASB, BCEC, etc.
- Reconciliation of telephone registration.
- Counting cash for Bookstore, Food Service and other auxiliary funds

SIGNIFICANT CHANGES/CHALLENGES:

Non-student Accounts Receivable, the Trust Accounts and Loan Accounts have been implemented into Banner this past July. We are currently undergoing training for Student Accounts Receivable and expect to go live Spring 2003.

OBJECTIVES FOR 2002-2003:

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.

1. Implementation of SCT Banner software.
2. Fiscal Accountability

MISSION or FOCUS:

Computer Services is a client-oriented department that provides support in communications, computer systems and information management to all students and staff. This department facilitates information exchange through the collection, storage, retrieval, security and reporting of Data.

STRENGTHS/ACCOMPLISHMENTS:

Computer Services greatest strength is its ability to successfully adapt to and manage changing technology. Another strength of the department's personnel is its ability in identifying needed changes to procedures, and articulating those changes to district staff members.

SIGNIFICANT CHANGES/CHALLENGES:

- Reorganization of department to support additional district requirements.
- Generating usable reports from the new Banner System.
- Security of Data on personal computers and virus protection.
- Help desk support and staffing
- Standardization of Hardware and Software
- Sufficient personnel to support customer's demands
- Scheduling of training and vacation time
- Supporting a perceived 24x7 system availability requirement.
- Changing from a homegrown system to a canned vendor supported system.
- Addition of an HR/Payroll and Finance system

OBJECTIVES FOR 2002-2003:

Goal 1: COS will provide a curriculum which meets the life-long, educational needs of our diverse population.
1. Provide support for creation of a technical "train the trainer" course.
2. Create and maintain Administrative Software curriculum.

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.
1. Remodel 721 A & B to accommodate new equipment and different Personnel.
2. Create a Technical Training Schedule for computer services staff.
3. Schedule and complete a department retreat to set yearly goals.
4. Create a monthly appreciation day for the staff member who has done the best job for that month.

Goal 3: The College, through its committed and qualified staff, will provide programs and services, which will enhance student access, retention, and success.
1. Analyze and reclassify staff as needed
2. Reclassify two eleven month technicians to twelve month technicians
3. Hire three programmer analysts to support the new campus wide software system.
4. Hire three additional level one technicians
5. Hire a cable and fiber installation and maintenance person
6. Implement Student Web Services
7. Maintain training to student employees

Goal 4: COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.
1. Enhance and upgrade campus network infrastructure
2. Create and fund a three year refresh cycle for all campus workstations
3. Improve Data, Voice and Video communications infrastructure to off campus centers
4. Improve Internet access
5. Continue implementation of Campus Administrative Software

Computer Services

6. Define Districts Computer System availability Schedule
7. Complete Documentation of District Data/Video and Voice infrastructure
8. Create a budget line item for support of District network infrastructure
9. Adopt and fund a refresh cycle for all district servers
10. Consolidate Computer Services staff in one building

MISSION/FOCUS:

The Custodial Services' mission is to provide a clean and safe environment for our faculty, staff and students in which to work and/or pursue their education. This is accomplished using a skilled workforce and quality materials.

Additionally, the Custodial division is responsible for the development and implementation of a State mandated recycling program and the submission of an annual report.

The custodial department has been added the responsibility of implementing a State mandated recycling program to comply with AB 75. Currently this program is limited to selected campus locations, but will be expanded into the classrooms during FY 02-03. This is an un-funded mandate, and further burdens Department resources.

STRENGTHS/ACCOMPLISHMENTS:

Custodial Services plays a major role in the day-to-day operations of the College Campus. One of our greatest strengths is our ability to respond quickly to the Campus' ever changing needs while minimizing disruptions to other campus departments

SIGNIFICANT CHANGES/CHALLENGES:

The custodial department is challenged with maintaining the cleanliness of the campus buildings and providing support for numerous events District wide. There has been an increase of facilities, students, faculty, staff and community events, further impacting limited resources. Last year College Council approved an additional custodial position (# 3 on Personnel list) and $30,000 in one time non-instructional equipment purchases (#3 on the Non-Instructional list), neither of which were funded. In order to compensate, custodians have been allowed to work overtime, accrue CTO and student workers have assisted in day-to-day cleaning

assignments. The Custodial Department is slowly being forced into a reactive state vs. a proactive state.

OBJECTIVES FOR 2002-2003:

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.
1. Cleanliness of campus buildings
2. Emergency cleaning

Goal 3: The College, through its committed and qualified staff, will provide programs and services, which will enhance student access, retention, and success.
1. Set up of campus events
2. Complete assigned work orders

Goal 4: COS will plan, maintain, improve and expand the districts facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.
1. Expand the Districts recycling program to meet State mandated requirements.
2. Modify the central trash collection area to maximize space and minimize disruptions to the Campus.

Fiscal Services

MISSION/FOCUS:

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

STRENGTHS/ACCOMPLISHMENTS:

None Reported.

SIGNIFICANT CHANGES/CHALLENGES:

Converting to a new integrated software system has created **many** changes and challenges for Fiscal Services. In addition to spending the better part of a year in training and planning for the conversion to SCT Banner, the system has created many additional new duties and challenges. Some of our new responsibilities include training all end users of the finance (purchasing & budgeting) module on this campus, assisting all end users when they have questions or problems, troubleshooting, testing new versions (already!), assigning and maintaining fund and organization security, deleting incomplete entries, balancing control accounts, maintaining approval queues for all budget changes and purchase order requisitions and a multitude of other unforseen tasks due to the new software. The system does not have adequate reporting so we have had to work with our Computer Services department to design reports that fit our needs. There are still many parts of the finance module that are not implemented yet, so much work remains to be done while we are attempting to fulfill our regular duties as well as cope with the huge number of new duties.

Now that we are using software that is independent of the Tulare County Office of Education, and we are not yet Fiscally Accountable, we are responsible for providing many new additional reports to TCOE and maintaining a positive pay procedure with our bank. A large task that is in front of us this year is to document all of the internal controls related to all fiscal procedures as well as to the software. These internal controls will be audited by an outside auditing firm selected by TCOE as part of the procedure for becoming Fiscally Accountable.

OBJECTIVES FOR 2002-2003:

None reported.

MISSION/FOCUS:

The Grounds Division is tasked with providing a clean, safe, and esthetically pleasing environment for faculty, students and the community at large to enjoy during the pursuit of higher education. This is accomplished using a skilled workforce, quality products and industry professionals.

As a service organization, the Grounds Division must always be aware of the impact their work has on the overall learning environment, and strive for innovative ways to improve it through creative and unique landscape designs and plant selections.

Additionally, the Grounds Division is responsible for the upkeep of the Athletic fields, and plays a vital role in the support of many Athletic programs on campus. We constantly strive to provide the Athletic programs with efficiently maintained playing fields to enhance the athlete's ability and also to provide safely maintained fields minimizing injuries.

These fields are the "classrooms" for their respective sports, and as such must be maintained to the same level as any other classroom.

STRENGTHS/ACCOMPLISHMENTS:

The Grounds Divisions' Primary Strength is also its' most valuable asset; the Staff. A walk across Campus shows that a high degree of pride is involved in the day-to-day execution of assignments. When considering that over 62 acres and 6 parking lots totaling more than 1800 spaces are maintained on a daily basis by an undersized staff, it becomes a testament to their hard work and dedication. In addition to the every day tasks, the Division also provides support for special events campus-wide; provides support for construction projects campus-wide; completes numerous landscape projects campus-wide.

SIGNIFICANT CHANGES/CHALLENGES:

The Grounds Division is under new management, and believes the athletic fields are a classroom for their respective sport and deserve the full support of the division. This is a shift from previous years, and will further burden already strained resources.

OBJECTIVES FOR 2002-2003:

Goal 4: COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.
1. Landscape Computer Services new re-locatable, new Elevator at Administration and design landscape for new parking lot at Mooney and Meadow Lane.
2. Renovate the grass on athletic fields

Maintenance and Operations

MISSION/FOCUS:

The Maintenance Department is tasked with providing a clean, safe, comfortable learning environment to facilitate the pursuit of higher education. Maintaining a clear focus on our customers (students and faculty) needs and anticipating them whenever possible is essential to providing customer satisfaction.

Realizing that the Maintenance Department is service oriented, our staff members are encouraged to be systematic and professional in times of campus crisis. Service interruptions and similar distractions may and can affect the quality of instructional delivery. The Maintenance staff recognizes these concerns and is pro-active to mitigate such problems prior to their occurrence and is dedicated to effectively communicating with faculty and staff.

STRENGTHS/ACCOMPLISHMENTS:

The ability to effectively maintain a Campus that is comprised of 62 acres, approximately 30 buildings and over 400,000 assigned square feet with minimal staff is a testimony unto itself. Many of the staff members in the Maintenance Department are long-time employees of the District. Their knowledge of and commitment to the Campus is expressed by positive attitudes, excellent work habits and effective communication/interaction with peers and staff.

SIGNIFICANT CHANGES/CHALLENGES:

N/A

OBJECTIVES FOR 2002-2003:

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

1. Begin a feasibility study of expanding the Central Plant environment of the main campus to coincide with the addition of the new Learning Center.

2. Expand the capabilities of the current Energy Management System to more adequately manage resources, capture available energy savings and provide increased climate control.

MISSION/FOCUS:

The function of the Payroll Department is to perform the various duties involved in maintaining payroll, insurance, voluntary deductions, budgets, retirement systems, etc., for employees and retirees of the college. It is essential we stay current on new IRS regulations, retirement system changes, SUI and workers compensation rules in order to apply them appropriately to the Payroll and Personnel Department.

Our goal is to provide the various services of our Department in a most accurate and timely manner. In order to accomplish this goal, we must operate as efficiently as possible.

STRENGTHS/ACCOMPLISHMENTS:

A major accomplishment this past July was producing the July payroll in SCT Banner with a very short training period. No other community college in California has accomplished this tremendous task on this particular software system.

SIGNIFICANT CHANGES/CHALLENGES:

With the change to SCT Banner we assumed many duties previously performed by the TCOE such as all retirement reports, all Federal & State tax reports, W-2's, levies, positive pay files, automatic pay deposits, building new reports for the county, etc. As well as assuming duties from the county, the new Banner software has created a huge number of new duties. There are reporting issues, positive control issues and doing the same duties as before on this software takes five times longer. For example, writing one counter check takes five to six hours. The payroll employees are stretched to the limit and are putting in a large number of overtime hours to try to compensate for all of the increased duties with no increase in staff.

OBJECTIVES FOR 2002-2003:

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.

1. Obtain a new confidential position to perform all of the new duties that the Payroll Department has had to assume.

Purchasing

MISSION/FOCUS:

The Purchasing Department was officially established on July 1, 2000. The mission of the Purchasing Department is to contract for the supplies, materials, equipment and services required by the College. Quality and timely service to allow the staff and faculty to fulfill their obligations effectively, as well as obtaining the best value for each tax dollar expended, are of primary concern.

STRENGTHS/ACCOMPLISHMENTS:

The Purchasing Department staff places a strong emphasis on customer service and a cooperative, collaborative work environment. We continually seek to find and employ more efficient and economical ways of accomplishing our goals.

SIGNIFICANT CHANGES/CHALLENGES:

This is the second self-study completed for the Purchasing Department. Again, there are significant challenges, as with the start-up of any new program. The first challenge is in demonstrating the value of Purchasing to staff and faculty. This can be revealed by timely service and cost savings. The need to develop sound policies and procedures related to purchasing, based on a framework of the California Government Codes, is important to limiting the College's liability, particularly regarding Public Works contracting and legal sealed bid limits. Equally important is training staff and faculty re: the developed policies and procedures. Lack of clerical support for the Director of Purchasing and Auxiliary Services is a significant challenge to accomplishing the goals established for the Purchasing Department.

OBJECTIVES FOR 2002-2003:

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.
1. Establish an Auxiliary Services Advisory Board to assist in planning for Bookstore, Food Services, Duplications, Print Shop, Graphics and Warehouse.
2. Develop policies and procedures for all areas of responsibility.
3. Hire support staff and assume complete purchasing function, including the processing of purchase orders (centralization of Purchasing)

Goal 4: COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.
1. Study, review and institute a warehouse/inventory accounting project that integrates to new district software and that satisfies GASB 34 requirements.
2. Set up web pages for Purchasing and Auxiliary Services.

Goal 5: The District will manage the finances through shared governance in such a way that it will support the goals of the College.
1. Implement CalCard Program to improve procurement process for staff and faculty.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Extend the hours of police service coverage to the District by hiring an additional Police Officer.
2. Provide 24-hour police services to the District to enhance the safety of students, faculty, staff and District property.
3. Increase the hours of coverage at the Hanford Center from 32 to 40 hours per week.

Description of Progress

1. Completed in 1999 / 2000 budget.

2. Pending further research.

3. Accomplished

QUALITY OF STAFF:

Planning Agenda Item

1. Assign a campus police officer to research police related training to comply with mandated training requirements of the Commission on Peace Officers Standards and Training.
2. Schedule an officer to attend the required training to qualify as a Firearms Instructor.

Description of Progress

1. In Progress.

2. In Progress

QUALITY OF SERVICE:

Planning Agenda Item

1. Provide information to promote better understanding of functions of the College of the Sequoias Campus Police Department.
2. Establish the opportunity to provide information to the Academic Senate, Instructional Council, College Council and other campus committees.

Description of Progress

1. Establishing

2. Establishing

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. The Campus Police Department will continue to research methods to improve the safety of all constituents.

Description of Progress

1. On Going

Campus Police

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Replace the current police vehicle assigned to the Hanford Center as it has 149,792 miles and repairs are not cost effective.

Description of Progress

1. Submit request for replacement in 2002 / 2003 budget process.

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.*

CENTRALITY OF MISSION:

Planning Agenda Item

1. Establish a safety budget in the amount of $15,000.

Description of Progress

1. Would allow the Facilities Committee to correct safety issues on campus in a timely fashion. Request in process.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Inadequate staffing to meet the growing needs of the College. This item was unanimously endorsed by the validation team.

2. Mailroom does not meet the current needs of the College. The validation team supports expanding the mail room to ensure all on-campus teaching faculty have a mail receptacle.

Description of Progress

1. No progress has been made for additional staffing. With the new digital equipment we now use confidentiality is becoming more of an issue. Tests and other confidential material can now be saved and retrieved from the archives. Using the Para-Professional budget along with our Student budget a Full-time employee is a minimal increase.

2. No progress has been made. New facilities have been proposed.

QUALITY OF STAFF:

Planning Agenda Item

1. Inadequate staffing to meet the growing needs of the College. This item was unanimously endorsed by the validation team.

2. Improve the quality of customer service.

Description of Progress

1. No progress has been made for additional staffing. With the new digital equipment we now use confidentiality is becoming more of an issue. Tests and other confidential material can now be saved and retrieved from the archives. Using the Para-Professional budget along with our Student budget a Full-time employee is a minimal increase.

2. With the relocation of the customer service window, it has helped provide a more friendly atmosphere. In addition to the all day walk-up hours our service can have a more positive response.

QUALITY OF SERVICE:

Planning Agenda Item

1. Relocate Print Shop and Graphic Departments back with the Duplication & Mail Center. This was a direct suggestion from the Validation Team

2. Additional Full-time Employee

Description of Progress

1. Utilizing all of our professional resources will enhance our services and will have a more positive response from the College community.

2. Along with all of the machinery in the Duplication Department, all copiers campus wide were

Duplications

QUALITY OF SERVICE:

Planning Agenda Item

Description of Progress

replaced with digital machines. Some have the ability to be connected directly to desktop computers.

Reliability remains an issue that we continue to work on with new vendor.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Additional machinery

Description of Progress

1. Along with all of the machinery in the Duplication Department, all copiers campus wide were replaced with digital machines. Some have the ability to be connected directly to desktop computers.

Reliability remains an issue that we continue to work on with new vendor.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Expand Mail Room

Description of Progress

1. No progress has been made. Current facility is at maximum capacity.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Reduce the amount of printing being done off-campus.

2. Utilize professional expertise from beginning of projects.

Description of Progress

1. The Athletic Department along with others express their desire to return their projects to the Print Shop.

2. Personal meetings and education have been implemented and continues to be very successful.

QUALITY OF STAFF:

Planning Agenda Item

1. Inadequate staffing

2. Utilize the Graphic Artist for web-based tutorials and teaching aids.

Description of Progress

1. No progress has been made to hire a permanent part-time staff member.

2. Implemented and continues to improve.

QUALITY OF SERVICE:

Planning Agenda Item

1. Print Shop contacts vendors to facilitate the most efficient and cost effective solution for printing projects.

Description of Progress

1. Continue to act as a liaison between individual departments and outside vendors.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Inadequate staffing.

Description of Progress

1. No progress has been made to hire a permanent part-time staff member.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Full color printing
2. Closer relationship with Information Services.

Description of Progress

1. Color copier has been leased.
2. Implemented and continues to improve.

Print Shop/Graphics

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.*

QUALITY OF SERVICE:

Planning Agenda Item

1. Relocate Print Shop and Graphic Departments back with the Duplication and Mail Center. This was a direct suggestion from the Validation Team.

Description of Progress

1. Utilizing most of the same equipment and supplies the three individual departments should once again be located in the same area. There is a lack of communication and loss manpower due to the separation of departments. Utilizing all of our professional resources will enhance our services and will have a more positive response from the College community.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Expand Print Shop

Description of Progress

1. Due to the limited space in the Print Shop because of the remodeling of the building for office space/conference room for purchasing Director, equipment area (presses, paper cutter, camera, folder etc.) does not meet minimum ADA requirements. Disabled person in wheel chair cannot get through door, or travel through Print Shop area.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Purchase 1 additional 8-passenger van FY 99-00.

2. Remodel Transportation work area FY 99-00.

3. Provide a wash/inspection area adjacent to shop FY 99-00.

4. Develop policies and procedures for Transportation Dept.

5. Trade in 2 15-passenger vans and replace with new.

6. Steering Committee questioned shifting responsibility for maintenance of specific vehicles to specific departments.

7. The Steering Committee questioned the difference in vehicle purchases with a trade-in vs those without a trade-in.

Description of Progress

1. Completed

2. This project is partially complete, however with the construction of the new Learning Resource Center, this area will be inaccessible to vehicles. The entire shop area will need to be relocated to a permanent location. Additional modifications are not warranted.

3. Incomplete. With the construction of the new Learning Resource Center, this project is not feasible.

4. The Transportation Dept. is under new management, and all policies and procedures will be reviewed and modified as required. This process will begin in 2001/2002

5. One van was traded in and a new one purchased in FY 00-01

6. The Transportation Department maintains all District vehicles with the exception of Public Safety Training Department vehicles, which are purchased and maintained through a grant.

7. An exact trade-in value is difficult to set as many factors are involved such as age and condition of the trade-in and demand (if any).

QUALITY OF STAFF:

Planning Agenda Item

1. NA

Description of Progress

QUALITY OF SERVICE:

Planning Agenda Item

1. Annual CHP vehicle inspections have passed with a rating of "satisfactory". Survey feedback has been positive, with a 3.7 rating. All vehicles are washed and vacuumed on a weekly basis at a minimum.

Description of Progress

1. Staff strives for improvements in customer satisfaction through the use of rental vehicles and proper assignment of fleet vehicles. No safety issues were noted during this period.

Transpartation

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Provide transportation services to District personnel and Campus groups using fleet and rental vehicles as required.

Description of Progress

1. District needs are continuing to be met through the use of fleet vehicles and IRS mileage reimbursement and an increase in rental vehicle usage.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. The mechanics shop was relocated, and required remodeling. Also included was a request for a wash area.

Description of Progress

1. The shop area was partially remodeled, but remains unfinished. The wash area has not been completed to date. The construction of the new Learning Resource Center will necessitate the relocation of the existing shop facility, making any further modifications fiscally irresponsible.

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.*

QUALITY OF SERVICE:

Planning Agenda Item

1. We have identified a need for a Vehicle Replacement Plan and an associated budget. At current funding levels we are unable replace vehicles prior to critical failure.

Description of Progress or Planned Action

1. Increased usage due to higher enrollment will lead to shorter lifespans for District vehicles

   A vehicle replacement plan has been developed (attached) at current funding levels and a recommended replacement plan (attached) is being submitted with an Above Base request.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Based on usage trends, we have determined that the Transportation fleet is too small to adequately serve District needs. As a result, we would like to increase the fleet by one 15-passenger van.

Description of Progress or Planned Action

1. Increases to enrollment and staff have placed a greater burden on existing fleet vehicles. Recommend that a new 15-passenger van be purchased.

   An Above Base Budget Request has been submitted.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

2. Currently the District has no ability to provide transportation to students or staff with disabilities. We would like to remedy this by purchasing one handicap accessible van.

Description of Progress or Planned Action

2. The District is required to provide transportation services to students or staff with disabilities.

An Above Base Budget Request has been submitted.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. We have identified a need to relocate the Mechanics shop to a new facility as a result of the construction of the new Learning Resource Center. This will allow us to construct a facility that will serve current and future District needs.

Description of Progress or Planned Action

1. Construction of the new Learning Resource Center will leave no access to the mechanics shop. Recommend that a new mechanics facility be built in the next 3 years.

An Above Base Budget Request has been submitted.

President's Office

2002-2003
Self Studies/Annual Program Review
Progress Reports

Foundation/Scholarships

President's Office

Human Resource Services

Foundation/Institutional Advancement

MISSION/FOCUS:

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

The goals of the Foundation include:
- To provide support for equipment, facilities, staff, programs, and services at the College of the Sequoias not available from traditional funding sources;
- To establish and maintain a Board of Directors which advises and implements Foundation functions;
- To increase awareness and visibility of the College;
- To establish operational procedures for the Foundation;
- To maintain records of the Foundation's activities, including receipt and disbursement of funds and assets; and
- To establish a base of financial support for the College and its staff.

STRENGTHS/ACCOMPLISHMENTS:

Our department is the fundraising and marketing department of the College. As a department, we are responsible for many of the marketing, public information, and fundraising activities of the College.

The COS Foundation Board of Directors is comprised of 30 members—business, community, and college leaders. The Board and its subcommittees are the backbone of the Foundation and the leadership, vision, and commitment provided by this group are critical.

A few of our accomplishments include:

- This last year more than $850,000 in new money was handled by the Foundation Office.
- For the 2001 Calendar year, the Foundation received $477,725.24 which represents nearly an 85% increase when compared to 2000. Included in this amount are two estate gifts. It has been the goal of the Foundation to increase gifts from estates to the College.
- The Scholarship Office processed and disbursed $380,445.
- Successful completion of the fourth year of the Project House program. In addition, planning for a much larger, up-scale house for the current year.
- Planning and preparing events such as the Music Building Dedication and the Giant Relocation.
- Increased visibility on campus both in terms of soliciting donations and making funding available through the Funding Allocation Process.

SIGNIFICANT CHANGES/CHALLENGES:

Over the past years, the office has taken on a significant increase in workload without the addition of any personnel. Last year a new position in our office was recommended by College Council. That position was Public Information Specialist. Because of budget constraints, that position was not funded.

The position of Public Information Specialist is still very much needed.

OBJECTIVES FOR 2002-2003:

Goal 1: COS will provide a curriculum which meets the life-long, educational needs of our diverse population.
1. The Foundation continues to look for ways to increase funding for all groups of students, either through scholarships or enhancements to learning such as equipment.

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.

1. The department will continue to disseminate information to the various constituencies. The internal newsletter will be expanded to include different types of information.

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

1. The office will do its best to continue increasing the visibility of the College and the Foundation through advertisements, events, and other media opportunities.

Human Resource Services

MISSION /FOCUS:

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

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

STRENGTHS/ACCOMPLISHMENTS:

SThe Human Resource Services staff serves as good–will ambassadors for the College. In this endeavor the staff strives to serve the needs of COS employees and prospective employees so COS is known as a caring, friendly, fair place to work.

- The Human Resource Services staff is accessible to employees, applicants and individuals who have contact with this department. As a result of this contact, individuals often state that they believe COS would be an excellent employer.
- The Human Resource Services staff meets with state–wide organizations dealing with affirmative action, harassment, and personnel issues.
- The Human Resource Services staff has proven to be willing to accept change, devise new methods of doing business, and employ new strategies for work efficiency.

- The Human Resource Services staff is encouraged to enroll in courses to update skills that will enhance job performance. Eligibility for enrollment is rotated among those who are interested.
- The Human Resource Services staff has membership in on–campus committees, representing either personnel or employee groups.
- The Human Resource Services staff responds quickly to the need to hire when positions have been approved by the appropriate campus committees and/or administration.

SIGNIFICANT CHANGES/CHALLENGES:

S• July 1, 2001 Nilsa Maldonado joined the Human Resource Services staff as a confidential secretary. Her organizational skills, ability to learn new tasks quickly, and ability to become an instant member of the HR team made her an invaluable member of our staff. The position was developed to be responsible for the faculty overloads and the adjunct faculty as well as the miscellaneous duties in HR. The duties related to faculty were to be moved to HR from the Office of Academic Services. Much to the regret of the entire staff—and Nilsa—she announced in November that her husband was to be transferred back to the Chicago area. Her employment with COS will end some time in January, and, hopefully, we will be as successful at finding a fit in our next hiring.

- During the Spring 2002 the three master agreements, in their entirety, will need to be negotiated with each of the bargaining committees. Work has begun to develop committees to make suggestions on where management would like to see changes in master agreements.

- The Chancellor's Office provides each College with Faculty and Staff Diversity dollars. The COS portion is approximately $14,500 and the Dean of HR is responsible for the accountability of that money,

submitting a report to the state each September. Beginning with the 1999 fiscal year, the VP of Administrative Services moved those budget dollars from the care of HR and put the total amount against salaries. This removal of funds as discretionary money has not allowed HR to do anything creative related to diversity or recruitment of new faculty. The Dean has continually let individuals know that the funds need to be at the discretion of HR, but to date no changes have occurred.

- The Supreme Court of the State of California upheld Proposition 209 and declared that setting goals and timetables for the hiring of a diverse staff was not constitutional. At that time, the Chancellor's Office informed us that we were not to continue with the re–write of our Faculty and Staff Diversity plans nor were we to submit goals and timetables. A state–wide task force is currently taking on the challenge of determining what the community colleges legally can do to promote diversity on their campus. We just received the 15th advisory on Prop 209 from Ralph Black, General Counsel for the Chancellor's Office of the California Community Colleges.
- Banner, the COS institutional software, went live on July 1, 2001. This software has created another way of doing business, and once learned has given the staff an opportunity and challenge to learn to use the software to its fullest capacity. It is very difficult to do this as no one on staff is available to spend the time necessary to become self–sufficient with the report writing.
- All three master agreements have been placed on the COS/HR web site in Adobe format, and these documents each now include an index. The contracts are kept up to date and with each new MOU the changes are made and published within two weeks.
- The Prohibition of Harassment Board Policy was passed by the Board of Trustees in December, 2001. In addition to this new, up–to–date policy, the Harassment Complaint Procedures were

negotiated with COSTA and signed off in December. The procedures must still be negotiated with the two other bargaining groups, CSEA and COSAFA.

OBJECTIVES FOR 2002-2003:

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity

1. The HR staff will continue to monitor its way of doing business and develop procedures and/or forms to assist this process.
2. WEB site—HR has maintained a WEB site for approximately 4 years and it is an ongoing process. The staff continually evaluates what is on the site and adds the necessary documents that the College in general needs to have access to.

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

1. Recruitment efforts for new staff will continue to be broad in an attempt to hire the best qualified individual

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

1. The HRS staff will evaluate its needs and request only what it considers essential in the performance of the required duties of HR.

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

1. The Dean of HR as a member of the Visalia Breakfast Rotary and in that capacity serves on various committees for the betterment of the community.

Student Services

2002-2003
Self Studies/Annual Program Review
Progress Reports
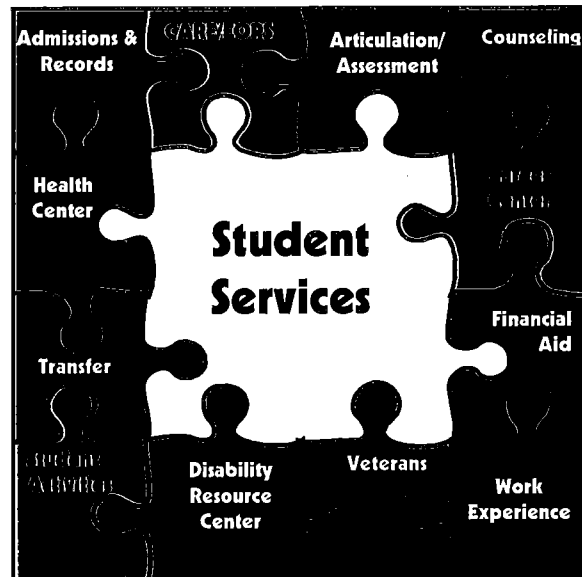
Admissions and Records

MISSION/FOCUS:

The Admissions and Records office is committed to providing equal access and opportunities for success to all members of the College of the Sequoias District. The principal functions of Admissions and Records:

- To ensure that all communities within the COS District are informed of the available educational opportunities at College of the Sequoias.
- To provide for efficient and orderly processes of application, admissions, registration, program changes, grade reporting, attendance verification, residency issues and management of student academic needs.
- To develop, implement and support services that respond to needs of the students, the community at large, and all applicable laws, regulations and policies.

STRENGTHS/ACCOMPLISHMENTS:

- Stable staff, many of who have been at COS and in the A&R Office for a considerable time.
- Dependable staff who know their jobs
- The remodeled A&R office has improved the work/traffic flow.
- Improved technological currency.
- Advancement in the use of technology to accomplish A&R tasks.

SIGNIFICANT CHANGES/CHALLENGES:

Seven factors have an impact on the operations in Admissions and Records: staffing needs; the necessity of maintaining technological currency; multiple summer sessions; the need for a convenient, climate-controlled area for records storage; the eventual advent of a south county center; the implementation of the new campus-wide administrative software; and the significant increase in students to be served.

The current **staffing** level is .25 FTE above that of 1991, while the student body has increased by 30.1

percent over the same period. In addition, numerous tasks (e.g., roll sheets, overrides) have been added to the responsibilities of the A&R staff. Further, the necessity to learn and implement new systems, e.g., document imaging, has impacted the time of staff. At a time when A&R should be advancing in preparation for the continued growth in the student body, the development of permanent centers in Hanford and the south valley, implementation of new campus-wide administrative software and other impacts on the staff, we remain in a *survival mode* in managing the day-to-day operation of serving the multiple needs of our students.

The need to continually upgrade the **technology** for A&R staff, including computer hardware and software, and to embark upon an aggressive program of researching and implementing technology to meet the application, admission, registration and records needs of A&R is crucial to improve the efficiency and effectiveness of the A&R staff and operations. The implementation of Touch-Tone Telephone Registration, Diploma on Demand and document imaging are positive, however, an ongoing process to bring A&R abreast of current technology and to maintain that currency is imperative. This includes continued upgrading of workstations and the training, implementation and customization required for staff relative to the new administrative software. Critical to these procedures will be the development of Web processes which will be possible with the new software.

Multiple summer sessions have, among other factors, extended registration and program changes, affected processing of grades, impacted the processing of transcript requests, shortened the available time to check prerequisites and issue overrides, and in general extended all components of A&R.

Records storage, even with the advent of a document imaging system, continues to be an issue. Continued

archiving of records in the bunker is inappropriate due to the damage to the records caused by dampness and the inconvenience resulting from the location of the records at a site a significant distance from the A&R office. A location with closer proximity to A&R that is climate controlled is necessary.

The eventuality of a **south county center** will require evaluation of how A&R does business, with expected changes required to serve the students attending that center. Technology, including the fax machine, e-mail and voice mail, are beneficial, but an increasing student population and more services requested at satellite centers will pose a challenge.

The implementation of the **SCT Banner software** is the most significant change and challenge. Most functions in the A&R office utilize computer technology, and staff are familiar and comfortable with the home grown system. All have heard the horror stories of implementing and learning a new system and many have concerns that the new system will not provide the screens and functionality they currently utilize. We began the implementation process with a Business Process Analysis, identifying current state procedures and subsequently developing improved state processes. Actual Banner training for the Student System began in July 2001 and will continue for 18 months.

Increased enrollment, up 30.1 percent in the last 10 years, equates to more students requiring/requesting services. This, in conjunction with a commensurate increase in former students requesting assistance, place a greater demand on A&R's staff and resources.

OBJECTIVES FOR 2002-2003:

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.
1. To assist staff in the implementation of the Banner Student System
2. To review and improve processes as they relate to multiple summer sessions
3. To begin discussions in preparation for work flow changes that result from the establishment of a south county center

Goal 3: The College, through its committed and qualified staff, will provide programs and services which will enhance student access, retention, and success.
1. To employ one Admissions and Records Technician in the Admissions office and one technician in Registration.

Goal 4: COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.
1. To identify and purchase the next level of technology to enhance A&R processes and pursue implementation
2. To upgrade three workstation PC's in the A&R office to maintain technological currency
3. To achieve a new location for archiving permanent records.

Matriculation

MISSION/FOCUS:

Matriculation is a process that enhances access to College of the Sequoias and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives.

Matriculation focuses on admissions, orientation, assessment, counseling/advisement, student follow-up, research/evaluation, and coordination/training. Monitoring of prerequisites, corequisites, advisories and other limitations on enrollment is also performed to ensure open access.

STRENGTHS/ACCOMPLISHMENTS:

None Reported.

SIGNIFICANT CHANGES/CHALLENGES:

None Reported.

OBJECTIVES FOR 2002-2003:

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.

1. Review of allocations of matriculation funding to monitor the effectiveness of our expenditures and staff needs.
2. Continue to monitor progress of students based upon the eight components of Matriculation.
3. Identify all sources on campus who currently have self-directed remedial materials in Web format or through tape for individuals.

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

1. Discussions regarding mentoring.

MISSION/FOCUS:

The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year universities and colleges, earn degrees and return to the community as leaders and mentors to succeeding generations. The Puente Project has been an integral part of the Latino Community throughout California during its 20-year existence.

Students enrolled in the Puente Program at COS are team taught in Human Development and English. These courses help students to overcome hurdles typically faced by underrepresented populations of students. They learn strategies necessary to succeed in college, develop academic writing and reading skills, and work on leadership training. Additionally, the program recruits professionals from the community to mentor students. These mentors introduce students to careers and workplace, share their strategies for overcoming obstacles, and show by example that academic and career goals can be met. The Puente Project is recognized nationally as a pioneer in its innovative teaching, counseling, and mentoring program.

STRENGTHS/ACCOMPLISHMENTS:

Maintained the number of transfer students to four-year institutions: ten students transferred to five different UCs and CSUs in fall of 2001, 70% attending UC's.

- Eleven students earned AA/AS degrees from COS
- Continued success of Puente *"veteranos"* three students were awarded HACU internships in Washington D.C.
- Trained and strengthened mentor pool of community business and professional leaders.
- Continued strong accomplishments by students as measured by instructors in and outside the program: In May of 2000, the Puente English 1 class finished with 37 students, 26 of whom submitted final portfolios to be read by the English Department Portfolio Assessment, and 85% of whom passed.

- Continued success rate in Human Development 120 a-b classes. In May of 2000, of the 34 that finished the class, 88% passed.
- Continued monthly student-mentor dinners. This year, Sue Sa's Catering has made available their building, The Clubhouse, for Puente Project gatherings each month with each dinner featuring a motivational speaker.
- Conducted transfer workshops for Puente students, which included information on the transfer process and writing the Personal Statement for the UC application.
- Conducted Puente Project Family Orientation, *"Noche de Conocimiento"*, for students and families at the beginning of the academic year.
- Organized a student trip to UC Santa Cruz for the statewide Puente Conference where they had access to a campus tour, student motivational speakers and special workshops.
- Continued development of services and resources through the Puente Project web page at: www.cospuente.org
- Organized trips to UCLA, UC Riverside and UC Irvine in order for students to learn about and experience four-year campuses, programs, and requirements.
- Organized a Puente Project Recognition Ceremony at the end of the year recognizing mentors, COS graduates, University transfer students, and Puente Project completers.
- Organized the second annual "Puente Bowl" - team building activity for mentors and students.
- Established the foundation for an active Puente Club, which includes club meetings, fundraisers, social and community events, as well as scholarships for continuing and transfer students.
- Created and edited *La Voz del Valle*, the COS Puente Project newsletter, which is written by Puente students, staff and mentors, and distributed twice per semester to all Puente Project students and families, all mentors, and other in the campus community.

Puente Project

SIGNIFICANT CHANGES/CHALLENGES:

After growing to two Puente programs last year, this year a sabbatical leave taken by one of the co-directors brought the program back to a single team. It is anticipated that next year Puente will also be reduced to a single team as the original team takes sabbatical leaves. This change was anticipated two years ago and was the reason for the doubling of the program, which gives students continuity in the program, even if one of the teams is on leave in a given semester.

The lack of storage and meeting space has been a major challenge this year. Because the Puente Project is involved in training of mentors and presenting a variety of programs and organizing club, community and campus activities, it requires considerable meeting and storage space. At present, the four co-directors have 3 ½ offices in which they have devoted filing cabinets and under-desk space to the storing of Puente materials. However, it is clear that with the increase of the program, the present lack of adequate storage space has become a major issue. Also, Puente presently has no secretarial support, nor a place to put one, should the funding for such a person come through (we have applied for such support through both the PFE and this process). Although we have a student worker, we have no designated place, nor resources for her to complete assignments and/or projects we assign her. The Puente Project needs a complete workstation for the student worker to work at.

Presently, one of the Puente Project counselor's office does not have any privacy, because it is a cubicle in the middle of the Counseling department. As she meets with students, staff, and mentors, the issue of confidentiality is very present, because of the lack of privacy. This counselor also has minimal student access for Puente Project students because of her having to share counseling responsibilities with the CalWORKs

program across campus, where an office is available for her to meet with students from that program.

One of the Puente Project English instructors' also shares an office with a general English instructor, again, not allowing her any privacy as she meets with students or Puente Project staff or mentors.

OBJECTIVES FOR 2002-2003:

Goal 1: COS will provide a curriculum which meets the life-long, educational needs of our diverse population.
1. Puente English Instructors will continue to update and use Latino authors and Latino based resources for the cultural enrichment of the program.
2. The Puente Project will continue to employ a literacy tutor to help students with reading and writing fluency.
3. Course outlines for Human Development classes to be approved for UC transfer

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.
1. The Puente Project will acquire office space suitable for meeting the demands of the program, including space for secretarial and student worker help.
2. The Puente Project will acquire personal office space and the proper equipment for all co-directors.
3. The Puente Project will explore ways in which all Puente counselors' loads will be 50% Puente and 50% general counselor.

Goal 3: The College, through its committed and qualified staff, will provide programs and services, which will enhance student access, retention, and success.
1. Support the rigor of the coursework to help students continue to meet the challenges of transferring to the UC.

2. The Puente Project will explore cultural and educational enrichment programs for Puente students.
3. The Puente Project will continue to support student success by establishing a mentor council and enhancing the mentoring in the Human Development classes.
4. The Puente Project will explore ways in which they can share secretarial support with Student Services.

Goal 4: COS will plan, maintain, improve and expand the district's facilities, infrastructure and equipment, thereby providing a state-of-the-art learning and working environment for students and staff.
1. The Puente Project will work to find adequate office space to better address the needs of the expanding program.
2. The Puente Project will continue to work to maintain the COS Puente Project web page.

Goal 5: The District will manage the finances through shared governance in such a way that it will support the goals of the College.
1. The Puente Project will maintain its budget to accommodate student needs.

Goal 6: COS will encourage those district partnerships designed to advance educational opportunities and will also encourage staff and student involvement in their communities.
1. The Puente Project will continue to build the Mentor program with training and a mentor/student retreat.
2. The Puente Project will provide opportunities for mentors and students to meet at motivational speaking events and team-building activities. Puente will provide opportunities for students to network with local professionals at cultural and educational events.
3. The Puente Project will provide opportunities for students to attend local and statewide conferences that are lead by the community and/or professional endeavors.

School Relations Liaison

MISSION/FOCUS:

The mission of the Office of School Relations is to educate students, faculty and administrators at feeder schools of the opportunities available at College of the Sequoias.

The goal of school relations is to increase communication and coordination of existing COS staff and faculty resources in order to better meet demands from external agencies.

STRENGTHS/ACCOMPLISHMENTS:

Since January 2001, the Office of School Relations has made 112 school visits, seen 9196 students and serviced 34 schools. The primary objective of the Office of School Relations has been to establish a consistent College of the Sequoias contact for feeder schools to relay questions, concerns and requests. In addition, each feeder school is receiving services comparable to other schools that are customized to their particular needs. These changes have been met with positive feedback from the faculty and administration in those feeder schools.

Another objective of the Office of School Relations is to better coordinate college resources for the purpose of outreach. The creation of an Outreach Advisory Committee has allowed for more efficient use of staff time in preparing for and attending outreach events, created a forum for discussion of outreach issues and given those involved in campus outreach an opportunity to pool their outreach resources. The Outreach Advisory Committee has been responsible for the creation of an outreach list serve and formation of a pilot campus wide master calendar of outreach events.

SIGNIFICANT CHANGES/CHALLENGES:

The Office of School Relations is a relatively new office and has not undergone Program Review or Self Study prior this date. However, many challenges have been met in organizing the responsibilities of the Office of School Relations and duties of the School Relations Liaison.

The primary challenge is the balance between being off campus to service schools, make presentations and establish contact with potential students and being on campus to return phone calls, maintain calendar, track progress of outreach efforts and attend and prepare for necessary meetings. The Office of School Relations hopes to relocate to a new office in the coming weeks, which would allow for student employment to assist with some of the on campus responsibilities of the office.

Another challenge is the lack of funding to support outreach activities. As of the present time, there is no formal budget for the Office of School Relations and other areas have assumed the costs associated with outreach. This lack of funding makes it difficult to represent the college to its full potential.

OBJECTIVES FOR 2002-2003:

Goal 2: COS will operate efficiently and equitably to ensure positive atmosphere and maximum productivity.
1. Creation of Outreach Services Menu to present to faculty and administrators at feeder schools.

Goal 3: The College, through its committed and qualified staff, will provide programs and services which will enhance student access, retention, and success.
1. Creation of a tracking system for outreach services through the new BANNER system.
2. Coordinate outreach efforts and inform the COS community of those activities through the creation of an Outreach Advisory Committee.

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

1. Relocation of Office of School Relations.

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

1. Improve relationships with faculty and administrators at feeder schools by supplying materials (catalogs, schedules, applications) as soon as they become available, scheduling courtesy visits to each school at least once a semester and accepting as many invitations to feeder school events as the calendar allows.

Articulation/Assessment

CENTRALITY OF MISSION:

Planning Agenda Item

1. Replace current placement testing instruments with proposed computerized assessment and placement program.

2. Reformat the new COS Algebra Readiness Test into a computerized version.

3. Ensure computerized testing accessibility in other labs on campus to provide for mass testing.

4. Develop and implement a pilot computerized high school based assessment process.

5. Increase the articulation of COS courses with four-year colleges/universities.

6. Continue work on the California Articulation Number System (CAN), qualifying new courses and maintaining status of current courses approved.

7. Improve accuracy, currency and quantity of articulation included in ASSIST (Statewide official repository of California Articulation)

8. Develop and maintain comprehensive major advising sheets for the most popular majors at the majority of our transfer institutions.

9. Expand articulation with private universities and colleges.

10. Encourage the campus Curriculum Committee to endorse the concept of a "Technical Review Committee" and take a leadership role in the functioning of the committee

Description of Progress

1. Validation research studies for new placement test instruments completed for math and in-progress for English. Web based English computerized tests implementation in-progress. Network based math computerized tests implementation in-progress.

2. Contracted with CAPP Associates and the reformatting should be completed by February 2002

3.

4.

5. On-going

6. On-going

7. On-going

8. Current level of staffing and competing priorities have precluded progress on this agenda item.

9. Current level of staffing and competing priorities have precluded additional progress on this agenda item.

10. Completed.

QUALITY OF STAFF:

Planning Agenda Item

1. Request staffing through the self-study/above-base budget process.

Description of Progress

1. A .50 FTE classified staff position (Articulation and Veterans Counseling Technician) has been added to the Assessment & Articulation Program.

QUALITY OF SERVICE:

Planning Agenda Item

1. Provide a mechanism for students to express concerns regarding the placement testing process

2. Continue to provide assistance to counselors in the development of educational study plans, transfer general education certification, application of AP exam scores, and deciphering other transfer requirements.

3. Continue assisting faculty in the development and modification of curriculum and participation as a voting Curriculum Committee member.

Description of Progress

1. The process will change tremendously with the implementation of computerized testing in February 2002; therefore, this agenda item will be postponed until after next year.

2. On-going

3. On-going

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. NA

Description of Progress

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Request facilities through the self-study/above-base budget and the PFE processes for a computerized testing lab.

Description of Progress

1. Request was granted through the PFE process. Room 157 has been remodeled to accommodate a 27 computer station lab and the Assessment & Articulation Coordinator and Assessment Technician offices.

Career Center

CENTRALITY OF MISSION:

Planning Agenda Item

1. NA

Description of Progress

QUALITY OF STAFF:

Planning Agenda Item

1. Rehire Career Center Specialist's Position

2. Increase Clerical Assistant position to full-time

3. Hire a full-time Transfer Counselor

Description of Progress

1. Request is not being pursued at present due to space considerations.

2. Request has been approved but not funded. Fifth year of requesting this change.

3. Accomplished.

QUALITY OF SERVICE:

Planning Agenda Item

1. Reinstate Career Center Advisory Committee

Description of Progress

1. Not accomplished. Members have been identified.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Reinstate annual letter to undeclared majors
2. Reinstate and expand workshop series

Description of Progress

1. Accomplished; practice resume in August of 1999.
2. Career workshops were resumed in August of 1999.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. NA

Description of Progress

1.

Cooperative Agencies Resources for Education (CARE) & Extended Opportunity Programs and Services (EOPS)

CENTRALITY OF MISSION:

Planning Agenda Item

1. NA

Description of Progress

1.

QUALITY OF STAFF:

Planning Agenda Item

1. Hiring additional part-time counselor.

2. If appropriate, encourage staff to become more involved in the community to increase knowledge of resources.

3. Have a staff reflective of students served.

Description of Progress

1. A part-time counselor was hired in August. He has the background and experience to serve as a role model to the male students in the program.

2. Staff has community resource directories available in the office to use as a reference for referral to community agencies.

3. New bilingual program specialist hired in September.

QUALITY OF SERVICE:

Planning Agenda Item

1. Increase efforts to recruit male students into the program

2. Improve assistance to students seeking full time employment upon graduation

Description of Progress

1. New staff has been hired. This will become one of her goals for the upcoming recruitment period.

2. No new efforts developed at the present time. This will remain a goal for this year and the future.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Reinstate probation workshops for students on probation.

2. Coordinate and refer students to other programs on campus.

Description of Progress

1. It was decided by staff the individual appointments with a counselor would be a more effective way of working with a student to advise them of ways to improve academic performance.

2. Staff is vigilant in referring students to services which will benefit them.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Create a computer work station in the EOPS office reception area for student use.

Description of Progress

1. A work station has been installed and is ready for students to use to access the Internet for FAFSA on the Web and to check schedules and grades.

Cooperative Work Experience Education (CWEE)

CENTRALITY OF MISSION:

Planning Agenda Item

1. NA

Description of Progress

QUALITY OF STAFF:

Planning Agenda Item

1. NA

Description of Progress

QUALITY OF SERVICE:

Planning Agenda Item

1. Increase from 10 to 12 month (part-time clerical position).

Description of Progress

1. In May 2001 the part-time clerical position was increased from 10 to 12 months!!

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Full-time instructor to coordinate students in the area of general education work experience. This request was noted by the validation team as important. It would increase the opportunity for the general student population to explore experience learning opportunities related to career planning.

Description of Progress

1. This request was included in program review report and 2000-2001 self-study. It has not been approved or funded.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. NA

Description of Progress

CENTRALITY OF MISSION:

Planning Agenda Item	**Description of Progress**

Planning Agenda Item

1. Expand the instructional partnerships with the high schools, which would facilitate a smooth and successful transition to college.

2. Continued exploration of grants to hire counselors to decrease the student/counselor ratio for the general student population. The need is evidenced in the Student Survey in the student comments reflected... "Counselors seem in a hurry, had to wait to see a counselor when I had a quick question, counselor went too fast."

3. Continue Division meetings with all counselors attending for the purpose of increased communication and to receive uniform information and training.

4. Through the Self Study process, continue to request full time secretarial support to effectively support student services; and revisit the administrative organizational report of E. Ewing and Associates for ways to improve and increase communication with Student Services.

5. Provide staff development in the areas of technology and academic program upgraded whether upgrades are about job skills or university transfer programs with competitive admissions.

Description of Progress

1. Mt. Whitney, Golden West, Redwood, Hanford East/West, Corcoran, Farmersville and Strathmore High Schools were invited to an Academic Bridge Informational Workshop. The purpose of the workshop was to provide an opportunity to discuss current bridge programs and offer the opportunity for new schools to participate.

   A second meeting with Hanford East/West High Schools was held at the COS/Hanford Center for the purpose of increasing communication and reviewing the Academic Bridge, and to increase College of the Sequoias course offerings to the high school students.

2. Meetings with the CAPP Committee at Farmersville High School have been very positive.

3. To be initiated in the Spring 2002 semester.

4. The request for full-time secretary was granted on November 3, 2001.

5. Training in software such as ASSIST, Outlook, College Source and Banner continue to be a priority. At this point in time, the Banner training is minimal because the student services component is in the processing of being created.

Counseling Services

QUALITY OF STAFF:

Planning Agenda Item

1. The most critical need is that of additional clerical support. An increase in clerical support has been requested in the 1999-2000 Self Study, and in the 2000-2001 Self Study and in this Program Review.

2. Continue staff development in all phases of communication, counseling skills, technology skills, and academic skills.

3. Through the Self Study process and Instructional Council, a counseling position will be requested to lower the student counselor ratio, in an effort to increase student retention and student success. An additional counseling technician has been requested in the 1999-2000 Program Review and the 2000-2001 Self Study.

4. Revisit the Administrative Organizational Report of E. Ewing Associates and implement the recommendation of the position of a third Student Services Dean. That position was cut and has never replaced, although the College has continued to experience a sixteen percent growth since that position was eliminated.

Description of Progress

1. A full-time division secretary was granted effective November 3, 2001.

2. Through the internet and reading materials, counselors continue to upgrade their core of services and knowledge needed to provide students with a strong service model.

   Counselors attend retreats, conferences and information meetings in an effort to stay current.

3. There has been a twenty-six percent increase in the number of orientations required by the Counseling Tech. There has been no increase in Student Assistants' budget. During Program Review, one of the strongest recommendations was to acquire a second Counseling Tech.

   Will continue to use the process that is in place, Annual Progress Report and the political arena to obtain the needed Counseling Tech position.

4. Will continue to use the process that is in place, Annual Progress Report and the political arena to obtain the additional administrative position.

QUALITY OF SERVICE:

Planning Agenda Item

1. Evaluate the possibility of providing counseling services beginning at 7:30 a.m.

2. Continue to educate students and staff about the

Description of Progress

1. Several meetings with Dr. Goodyear and the Division have proceed little progress in providing students with counseling services at 7:30 a.m.

2. The training meetings are scheduled about two weeks

QUALITY OF SERVICE:

Planning Agenda Item

various counseling and support services that are available, locations, and at what times during orientation and during counseling sessions.

3. Continue high school partnerships with the Human Development courses on the school campuses. Consider expansion of these partnerships.

4. During orientation, students receive information and are given the process to express concerns and/or grievances. A suggestion box will be placed in each counseling location.

Description of Progress

after the start-up of each semester.

Staff meetings are held each semester about three weeks after the semester start-up to improve communication, to evaluate the services, and to initiate any recommended changes.

3. Mt. Whitney, Golden West, Redwood, Hanford East/West, Corcoran, Farmersville and Strathmore High Schools were invited to an Academic Bridge Informational Workshop. The purpose of the workshop was to provide an opportunity to discuss current bridge programs and offer the opportunity for new schools to participate.

A second meeting with Hanford East/West High Schools was held at the COS/Hanford Center for the purpose of increasing communication and reviewing the Academic Bridge, and to increase College of the Sequoias course offerings to the high school students.

4. A work order for a suggestion box has been submitted to allow students to make suggestions in the general counseling office.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Explore avenues for additional funding for clerical support staff and continue to place this request in the Self Study and Program Review.

2. Through the Self Study and the Program Review process, continue to request a counseling technician.

Through the Self Study and the Program Review process, continue to request a general counselor/instructor.

Description of Progress

1. Excellent. The request for a full-time secretary was granted on November 3, 2001

2. Through the original Program Review, three Self Studies, the Program Review Annual Progress Report, and the political arena, there has been no progress in obtaining an additional Counselor Technician.

Through the original Program Review, three Self Studies, the Program Review Annual Progress Report,

Counseling Services

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

Although counseling for designated populations have increased, counseling for the general student population has not kept pace with the student growth. Both positions will increase individual student support and student success. It may be possible to obtain grant funding.

3. Meet with administration and continue to express the need for increased administrative representation for counseling within Student Services. At times processes are changed that have a negative effect on other areas of Student Services due to lack of coordinated communication. When that happens students do not receive the best services possible.

Description of Progress

and the political arena, there has been no progress in obtaining an additional Counselor/Instructor.

3. Progress is minimal. The impetuous for this change must come from top administration. Several information discussions have taken place with administration and the Division with a sharing of ideas. The progress has been that of an educational exchange of ideas.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Equipment for serving students is of a good quality and the current Self Study process is working in securing equipment upgrades in a timely manner. The plan for the three-year cycle of upgrades to technology within counseling will continue to be requesting the upgrades through the Self Study process.

2. The facilities within Student Services have been remodeled and are greatly improved in every aspect. One area that is still lacking in the waiting area is an available electrical source. Although equipment has been purchased and is available to provide information, through video and power point, to students while they wait, the electric wiring is not adequate. A work order will be updated to request the necessary wiring to connect the video and computer equipment for that prospective and/or current students would have the opportunity to learn about the programs and services available on and off campus. At this time there is a problem with the

Description of Progress

1. This plan has been very successful. The Division is in the third cycle of the three-year cycle of upgrades and a request for three *high tech* workstations is being for the 2002-2003. This request is being made through instructional equipment funding.

2. Job was completed December 2, 2001.

FACILITIES/EQUIPMENT:

Planning Agenda Item

actual cost as compared to the proposed cost.

3. A dedicated facility-or at a minimum a consistent location-for Orientation courses and Human Development courses would alleviate many obstacles for students. The plan is to request a dedicated facility for Student Services use. Such a classroom could be used for electronic transfer application workshops also.

4. With the Partnership For Excellence goal to increase student transfer to the universities, a plan should be made for a quality Transfer Center facility.

Description of Progress

3. Received an e-mail notifying the Division that Room 154 or 156 would be dedicated to Human Development course offerings. There was a trade here and a sharing there and the obstacles for students were removed. The lack of a working elevator presents a different set of problems.

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.*

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. The CalWORKs/ Puente counselor has a job assignment with opposite student goals. The CalWORKs student goal is to get students job ready in a short period of time. The Puente goal is go have students transfer to the University of California.

Description of Progress or Planned Action

1. Program demands and goals would be better met with a half general counselor and half Puente Counselor.

Through the Program Review Annual Progress Report, this request is being made.

Disability Resource Center

CENTRALITY OF MISSION:

Planning Agenda Item	Description of Progress
1. Develop specific plans of study, based on LD test results, for Learning Skills Lab students.	1. DRC curriculum was diversified to better meet students' needs, including basic skills.
2. Improve services to students with Acquired Brain Injuries	2.
3. Develop a comprehensive policy and procedural manual.	3.
4. Improve the quality of interpreting services.	4. Workshops scheduled for spring 2002; interpreters are encouraged to enroll in ASL 110 (Beginning Interpreting class).
5. Improve services in Adaptive Physical Education.	5. Exploring new course outlines; continue to train student aides to better serve students.

QUALITY OF STAFF:

Planning Agenda Item	Description of Progress
1. Employ a full-time LD Specialist.	1. Hired for 2000-2001 academic year.
2. High Tech Lab Assistant will achieve a Cognitive Retraining Specialist certification.	2. Continuing to take classes.

QUALITY OF SERVICE:

Planning Agenda Item	Description of Progress
1. Implement a policy and procedural manual.	1.
2. Conduct surveys to measure growth in the program and services.	2. Plans to simplify the student survey instrument and provide additional instructions for students have been considered. Ideas for a faculty survey have been developed.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item	Description of Progress
1. Improve recruitment of students.	1. Inservices/FLEX presentations to academic staff have been provided; Campus Newspaper articles and letters to the editor have been achieved. Classroom visits by LD Specialist have been conducted to introduce potential LD students to testing and

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

Description of Progress

services available. Attend/present at head high school counselor meetings; improved communication with COS ESL program; provided new and adjunct orientation; DRC has representative on Outreach Advisory Committee; efforts to coordinate efforts with School Relations Liaison.

2. Maintain and strengthen relationships with local schools and agencies.

2. Continue to contact feeder high schools and offer tours or high school visits; presentations at College Night; meetings with Tulare County Mental Health.

3. Continue to update DRC Web page.

3. Consideration of accessibility issues has been made; some modifications have been done.

FACILITIES/EQUIPMENT:

Planning Agenda Item

Description of Progress

1. Enclose and enlarge two existing offices.

1. Completed 2000

2. Continue to upgrade computer hardware and software.

2. Completed annually

3. Seek additional space to accommodate expanding student population.

3. Options continue to be explored

4. Evaluate service needs at the Hanford Center & COS Farm.

4. Counselors have met with students in Hanford.

5. Evaluate accessibility issues at the Hanford Center & COS Farm.

OPTIONAL: _Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review._

CENTRALITY OF MISSION:

Planning Agenda Item

Description of Progress or Planned Action

1. Improve services to blind/visually impaired students.

1. Hired alternate media specialist; they are coordinating with DR counselor serving these students.

2. Improve access to campus and community resources.

2. Increased participation of staff on committees, increased referrals for scholarships and other awards, increased referrals to special programs, community agencies and employment opportunities.

Disability Resource Center

QUALITY OF STAFF:

Planning Agenda Item

1. Replace the DRC Director

2. Add LD assessment staff in response to classes added to LS curriculum.

Description of Progress or Planned Action

1. Director was hired July 2001 and resigned October 2001. Plans are currently being developed for a recruitment.

2. Added curriculum to instruct students in vocabulary enrichment, study skills, and basic computer use. A portion of the Senior Instructional Assistant's time has been reassigned to achievement testing.

   Instructional aide has been trained as an assessment technician and is administering specific components of the LD battery.

QUALITY OF SERVICE:

Planning Agenda Item

1. Continue to identify methods of informing and educating college personnel regarding the disabled population with a focus on access issues.

2. Promote self-advocacy of students with disabilities.

Description of Progress or Planned Action

1. More visible and integrated presence on campus, campus events, and committees.

   Informational correspondence to college staff from LD Specialist and other DRC staff. DRC staff have attended classes to ascertain teaching styles of faculty to better match students with instructors. A closer relationship with coaches to improve services to athletes.

2. Students are currently given their academic accommodation list to discuss with instructors; several workshops have been conducted to orient students and staff to the new process.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Implement support groups based on disability to address issues which pertain to campus life.

Description of Progress or Planned Action

1.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Continue to prompt the college to purchase a handicapped accessible van to facilitate the participation of physically disabled students in field trips and other off-campus activities where the college provides transportation.

2. Continue to aid the college in improving accessibility of all facilities, including access to buildings/rooms and features within restrooms, e.g., sinks, and mirrors.

Description of Progress or Planned Action

1. Two proposals have been submitted, but neither was funded.

Financial Aid

CENTRALITY OF MISSION:

Planning Agenda Item

1. The Department will focus on the tracking, monitoring, advisement, and use of financial aid as a tool to bolster student retention.

Description of Progress

1. Financial Aid staff is performing Satisfactory Progress Standards advising to the extent possible. Financial Aid Progress Standards have been revised and will be implemented as a part of the Banner Financial Aid System, which will be fully functional in March of 2003.

QUALITY OF STAFF:

Planning Agenda Item

1. The Department will add one full-time Financial Aid Specialist to the Staff during the 2001-2002 academic year.

Description of Progress

1. The position has been approved but not funded and filled. The request will be renewed as a part of this Program Review Update.

QUALITY OF STAFF:

Planning Agenda Item

1. The Department will manage all Federal and State Financial Aid Programs in an efficient and effective manner for students while satisfying all regulatory and audit requirements.

2. The Department will provide expanded training for all financial aid Staff and will attempt to streamline processes and procedures by optimum use of available technology.

Description of Progress

1. The 2000-2001 District audit of the District's Federal and State Financial Aid Programs found that all monies ($10M) were administered in accordance with applicable statute and regulation. Also, in September of 2001, the Department underwent a California Student Aid Commission Audit of its Cal Grant Programs. There were several minor issues but there were no significant findings or management letters issued.

2. The quantity and quality of staff training has increased during 2000-01 and 2001-02. All staff members have attended at least two major training activities and five staff members attended an Electronic Access Conference sponsored by the U.S. Department of Education Conference.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. The Financial Aid Department will continue to serve the financially needy residents of Tulare and Kings Counties with Federal and State Financial Aid Programs, which will provide them with the means for access to higher education and enable them to persist in their academic programs.

2. The Department will endeavor to bring new categorical monies to the college for the purpose of creating new grant and employment programs.

Description of Progress

1. During 2000-01 over $10m in Federal and State Student Financial Aid funds were disbursed to 7740 COS Students.

2. The State Work Study Program was implemented in September of 2000 and 119 students earned over $114,000 during the academic year.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. The Department will remodel its facility during the summer of 2002.

2. The Department will upgrade all computer workstations of the Financial Aid Network during the 2001-02 year to comply with new U.S. Department of Education technical specifications

Description of Progress

1. The project has been approved by College Council and funding has been set aside. It will be done in coordination with the seismic update project.

2. Funding was secured from District sources and all computer workstations on the 20-station Financial Aid Network were replaced.

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.*

QUALITY OF SERVICE:

Planning Agenda Item

1. The Financial Aid Office will conduct orientation sessions for Financial Aid recipients during the Fall semester of 2002.

Description of Progress or Planned Action

1. Orientation content is in the planning stages. Sessions will be coordinated with the EOPS program.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. The Financial Aid office will implement new Administrative software (SCT Banner) for processing and awarding of Financial Aid applicants.

Description of Progress or Planned Action

1. Training and implementation is in progress. Three of twelve training weeks have been completed.

Student Activities/Governance Program

CENTRALITY OF MISSION:

Planning Agenda Item

1. The Student Activities/Governance Program needs to conduct additional recruitment efforts in order to attract quality members to the Leadership Class and the Student Executive Board. In addition, the enrollment within the Student Leadership Class has decreased in the past few years. Therefore, with fewer students enrolled in the class, it is difficult to have student representation on all campus-wide committees.

2. Develop a brochure to market the Student Activities Program. Feature services, events and activities, club information, and the benefits of taking an active role while attending College.

Description of Progress

1. Members of the Executive Board will attend Student Council meetings at the local high schools to recruit students to the Leadership Class.

   ASB will reach out to club advisors and clubs to promote broader student involvement campus-wide, as well as, increase the enrollment for the Leadership Class. For example, a club advisor and a few members of a club would be invited to the Leadership Class to gain a firsthand awareness of student government. A brown bag lunch will take place after the meeting for continual discussion and networking.

2. Obtaining several brochures from other colleges to develop ideas and suggestions to create a brochure for the COS Student Activities program.

QUALITY OF STAFF:

Planning Agenda Item

1. The most critical need is to increase clerical support. A request for increased clerical support has been made in the past four self-study reports and in this Program Review. Having student employees' assist in clerical support is helpful but having a full-time clerical employee would be extremely beneficial to the program. Rather than trying to focus on clerical duties and the program activities, this would allow the Coordinator to promote a more effective Student Activities Program and Leadership Class.

Description of Progress

1. A full-time clerical employee has been requested in the Program Review; however, we have not been notified of the status to our request.

Student Activities/Governance Program

QUALITY OF SERVICE:

Planning Agenda Item	Description of Progress
1. Results of the student survey provided valuable data in addressing the needs and concerns of students. Listed are several approaches to enhance the program.	1. See below for progress on each item.
2. The Student Activities Program needs to promote a positive atmosphere for all students through various promotions/activities. For instance, hosting a "Welcome Week" each semester for new and returning students.	2. Organize and coordinate a "Welcome Week" for new and returning students. Receiving input from current student leaders as to what this event will include.
3. Provide a more diverse student activities program offering a wider range of activities/events, especially for non-traditional students.	3. Continue to participate in the Multi-Cultural Fair each Fall with the EOP&S Program. Organize and coordinate an event, "Beyond Tolerance Week" in conjunction with the MECHA Club. A rally and a series of workshops will be offered. Host a keynote speaker featuring the topic of diversity. Continue to host the Giant Expo Tech Prep.
4. Explore the advantages and disadvantages of having credit card vendors on campus.	4. Will not allow credit card vendors to promote free gifts at their information table. The vendor agreement form will be revised. Will continue to survey students occasionally as to their desire to have credit card vendors on campus.
5. Improve publicity regarding the role of ASB and campus events through a centralized kiosk.	5. Still need to review different types of kiosks to complete this goal.
6. Leadership skills for ASB members can be enhanced by offering additional training to students relating to leadership styles, conflict resolution and team building.	6. Hosted a Conflict Resolution Workshop this semester with the ASB group and the Campus Newspaper staff. Will continue to offer workshops each semester.

Student Activities/Governance Program

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. As the population among non-traditional students continue to grow at COS, the Student Activities Program needs to address specific needs and expectations of non-traditional students. By focusing more events and promotions to attract reentry students to take an active role and participate in school functions. In turn, they will gain confidence and a sense of belonging to the institution.

Description of Progress

1. Still need to focus events/activities for non-traditional students. Will continue to work with the current student executive board to promote events for this specific student population.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Encourage students to vote and approve a fee for a Student Activities and Recreation facility.

2. Have the District purchase a canopy for the entrance to the Student Activities Office, Room 112.

3. Continue to receive upgraded computers from departments upgrading their systems.

Description of Progress

1. Will be visiting two community colleges that have passed the student center fee. Will bring the information to COS and attempt to place the fee on the ballot for the Spring 2002 election.

2. The canopy has been installed.

3. Continue to receive upgraded computers from other departments for the ASB Workroom office.

CENTRALITY OF MISSION:

Planning Agenda Item	Description of Progress
1. Seek funding source/s for part- time mental health professional to stabilize psychological services component of health center program for students.	1. Grant application through California Wellness Foundation was unsuccessful due to their narrow focus for new Community Mental Health grants. ASB leadership has garnered student support, validated need for position and delivered a brief presentation to the Board. Presentations to College Council and other shared-governance committees will be forthcoming. Interest in shared position with other departments, ie: Academic Services, Student Services will be explored during Spring 2002 semester.
2. Pursue expansion of mid-level health services for uninsured/low income students without medical resource through existing mobile clinic and staff nurse's completion of Nurse Practitioner Certification.	2. Partnership with Tulare County Health Department has enabled continued growth of the Chlamydia/Gonorrhea "Get Tested" program and the training/certification of nursing staff for HIV Counseling and Testing services. PIT staff nurse is continuing her pursuit of Nurse Practitioner Certification through UC Davis for future utilization of expanded skills in the Health Center.
3. Continue pursuit of stabilized funding of Health Services through state HSACCC organization.	3. Development of a coalition-generated Position Paper, identification of legislative supporters and potential funding venues, and continued potential for Medi-Cal reimbursement for designated services under AB 549 are on-going efforts toward stabilized funding. Mandated Health Cost Reimbursement Claim is an on-going source of revenue for Health Services with returns significantly exceeding expenses during the most recent 3 years.

Student Health Center

QUALITY OF STAFF:

Planning Agenda Item

1. Focus on efforts to recruit/retain licensed mental health practitioner for campus-wide psychological services

2. Continue to pursue potential funding sources to enable staffing growth and professional diversity.

   Increase current .60FTE classified nurse position to 1 FTE and current .40FTE to .45FTE to enable flexibility of staffing during times of peak activity, accessibility of services in response to increased demand, and continuity of service during planned and unplanned absence of other nursing staff.

Description of Progress

1. As previously described

2. Mandated Health Cost Reimbursement Claims between FYs 90/91 and 2000/01 were analyzed/tabulated to reflect a positive/cumulative returned revenue in excess of $465,000.00 (above budget expenditures.)

QUALITY OF SERVICE:

Planning Agenda Item

1. Concentrate efforts to stabilize psychological counseling services with emphasis directed toward funding a licensed mental health professional to coordinate, supervise and evaluate program needs and service delivery.

2. Reevaluate health services at the Hanford Center as enrollment increases and demographics change.

3. Continue to pursue proposal for funding of health services to CSUF/COS campus students.

4. Conduct on-going student and staff evaluation of health services.

Description of Progress

1. Previously addressed

2. Utilization of health services at the Hanford Center is gradually increasing with the addition of new testing services and flexibility of nursing staff schedule.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Identify a vehicle to stabilize psychological counseling component of health service program which will ensure consistency, dependability and quality.

Description of Progress

1. Previously addressed.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item	Description of Progress
2. Continue to assess student needs in both an informal and formal manner, the latter being a needs assessment instrument.	2.
3. Develop and implement additional services based on the assessment of student needs, resources and funding capabilities.	3.
4. Conduct evaluation of annual cost to serve faculty and staff. Based on these results, consider a proposal to the District for faculty and staff health fee to access the current student-supported health service program.	4.
5. Continue efforts to effect a viable state-level response to funding instability related to increasing BOGG waivers.	5. Previously addressed under Centrality of Mission, Item 3.
6. Develop a plan and time-line for expanding Health Center staff.	6. Previously addressed.

FACILITIES/EQUIPMENT:

Planning Agenda Item	Description of Progress
1. Pursue funding for electronic door opener at entrance to Health Center through DSPS categorical funds.	1. Evaluation of current DSPS budget and feasibility of request in progress/Student Services Dean (DSPS Acting Director)
2. Prioritize equipment needs for acquisition through Above-Base Budget process, Health Center equipment budget, other campus programs, outside philanthropy sources.	2. Information gathering for purchase of new/used electric cart suitable for emergency transport is in progress.
3. Explore funding for permanent parking area adjacent to Health Center through Facilities and Public Safety/Campus Police.	

Office of Student Services

CENTRALITY OF MISSION

Planning Agenda Item

1. Present to the President's Cabinet the need for strategic, long-range planning activities that involve constituents of the District.

Description of Progress

1. We have met and written a grant.
   We meet on a monthly basis with both the Hanford Center and Tulare Center Planning Committees.
   Have met with the Superintendents and Principals and will continue to meet each semester.

QUALITY OF STAFF:

Planning Agenda Item

1. Assure ease of institutional software training efforts with appropriate backfill of staff with temporary staff as needed.

Description of Progress

1. Currently we have not had to backfill our staff but we plan to do so as we move toward future implementation of Banner in our office.

QUALITY OF SERVICE:

Planning Agenda Item

1. Participate in the Self Study process beginning 2001 in an effort to evaluate the services offered by the Office of the Executive Vice President

2. Encourage a formal review of Student Services' organizational structure by an ad hoc task force.

3. If need is documented by above ad hoc task force review, facilitate the recruitment and hiring of a Dean of Counseling/Matriculation to replace the position eliminated in 1997.

4. Investigate additional intervention strategies to increase student success. (Currently 2 CSUF Master Degree students are finishing their Masters' project(s) by completing their internship under the direction of the Executive Vice President. Their projects are: 1) Development of a Student Success Prediction Model, and 2) Development of Retention Strategies for High-Risk Students, including the creation of a "college success" course to assist with the retention of students.)

Description of Progress

1. Developed self-study for 2001 and completed a program review.

2. This has been discussed with the President and in the future a task force will be formed to review structure.

3. Due to budget constraints we will not be able to fill this position at this time.

4. We have expanded the student success programs not only within institution but within our regular curriculum which includes the Bridge program in the high schools.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Continue to meet jointly with the administrative staff of Academic Services and Student Services developing strategies to address common issues.

2. Develop an early alert system with Academic Services and Student Services as recommended by Matriculation site visit (Recommendation #7, Appendix F)

3. Meet with the President to define the role for the Executive Vice President and ways to backfill times away from Student Services duties.

Description of Progress

1. We continue to meet with the administrative staff of Academic Services and have scheduled our next meeting in January.

2. This is being piloted currently by the LISTO program. We are still exploring with Academic Services the design of the system-wide Early Alert program but due to the implementation of Banner this has become extremely difficult because of staff and time constraints and computer program writing support problems.

3. The Executive Vice President meets with the President twice per month in a folder meeting. Discussions includes ways to better design the role of the Executive Vice President and the need to have additional backfill staff in Student Services.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Access to the second story of the Student Services wing will be completed. Installation of an elevator will be completed prior to the beginning of January 2001 classes.

2. Student Services wing will be part of the seismic retrofit (to be bid and construction completed in Summer 2002).

3. Changes will be made in the Executive Vice President's Office due to the seismic retrofit.

Description of Progress

1. Installation of the elevator has been completed but due to operational problems it will not be functional until January 2002.

2. The college will be going out for seismic upgrade bids and during the Spring 2002 semester will be planning the relocation of personnel for the summer and fall 2002 and spring 2003 semesters.

3. Part our office will be restructured to include an office storage room.

Office of Student Services

Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.

QUALITY OF STAFF:

Planning Agenda Item

Description of Progress or Planned Action

1. Given the current state of economic affairs with the Community College System and the State of California and its eventual impact on COS, we will probably be needing to look at cost saving measures to offset the anticipated funding from the state. This will create unique challenges and many of the anticipated changes (i.e., adding additional staff, filling the Dean of Counseling position) will need to be placed on hold. The necessary changes are unclear at this time due to not knowing the impact we will have during 2002-03.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Expand transfer counseling and coordination activities:

Description of Progress

1. Currently, School Liaison is housed in room 3 in addition to the LISTO Program. Efforts are underway to relocate the School Liaison to another office within the student services area. Thus creating additional space for the remaining two programs.

QUALITY OF STAFF:

Planning Agenda Item

1. Expand transfer counseling and coordination activities.

Description of Progress

1. The Transfer Center in concert with the existing student help aspire to increase services to COS students by providing additional application workshops for Spring 2002, UC/CSU informational workshops and an end-of-the-year breakfast celebration for Fall 2002 transfer students.

QUALITY OF SERVICE:

Planning Agenda Item

1. Reinstate and expand workshop series.

Description of Progress

1. Transfer Center secured two banners that were strategically placed on campus announcing priority CSU/UC application deadline dates. Although there is no accurate means of establishing a direct correlation to the banners with an increased participation in UC/CSU application workshops it should be noted anecdotally that students were receptive to the services.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Reinstate and expand classroom workshop series.

Description of Progress

1. Efforts are currently underway to present "University Transfer Pathways" to our Human Development 120 classes. Thus far, classroom presentations have been made to CalWORKs, EOP&S and students of ESL.

Transfer Center

FACILITIES/EQUIPMENT:

Planning Agenda Item	Description of Progress
1. Expand transfer counseling and coordination activities.	1. As long as the Transfer Center and LISTO remain mutually housed in Room 3 equipment will be readily available to the Transfer Center.

CENTRALITY OF MISSION:

Planning Agenda Item

1. Provide educational advisement, benefits certification, and tuition assistance for veteran students and their dependents in an accurate and timely manner.

2. Maintain current educational program certifications with the California State Bureau for Postsecondary and Vocational Education. Seek new approvals as curriculum changes occur.

Description of Progress

1. All Veteran students and dependents were advised and certified in an accurate and timely manner.

2. All educational programs offered by College of the Sequoias have been submitted to and approved by the BPPVE Agency on behalf on the Veterans Administration.

QUALITY OF STAFF:

Planning Agenda Item

1. During the 2000-01 the assignment for the Veterans Counseling Technician will be increased from 40% to 50% to provide more time to manage the student educational plans and perform the required evaluation and reporting activities.

Description of Progress

1. Position was adjusted to a Full-time position in June of 2001. The assignment is 50% Veterans Counseling Technician and 50% Articulation/Assessment Assistant. The salary is paid from Matriculation funds.

QUALITY OF SERVICE:

Planning Agenda Item

1. The Department will continue to provide Orientation meeting for Veteran Students in order to fully advise them of the rights and responsibilities associated with the receipt of Veterans educational benefits.

Description of Progress

1. Three Orientation Sessions were conducted in September of 2001.

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. The Veterans Services Department will continue to provide effective Services for the eligible students who request them.

Description of Progress

1. During the 2000-01 year, advisement and certification services were provided to 143 eligible students.

Veterans Services

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

2. The Department will adapt to the changing regulatory environment as needed and will maintain the requisite technological and program expertise to manage the services in an efficient manner.

Description of Progress

2. Staff attends U.S. Veterans Administration trainings on an annual basis and attends other professional development activities as available.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Remodel Offices 103/105 during Summer 2001.

Description of Progress

1. The project is now scheduled and funded.

OPTIONAL: Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.

QUALITY OF SERVICE:

Planning Agenda Item

1. As the College converts to the use of the SCT Banner Software System, the Veterans Department will develop and use its web page to provide web-based information and services to Veteran Students.

Description of Progress

1. Three of twelve training weeks have been completed as of December 2001. Implementation is progressing satisfactorily.

Governance

2002-2003
Progress Reports

Academic Senate

CENTRALITY OF MISSION:

Planning Agenda Item	Description of Progress

Planning Agenda Item

1. Make greater efforts to keep faculty informed about issues under consideration and actions taken by the Senate to promote the COS Mission through such means as regular e-mail of the Senate Agenda and decisions

2. Improve outreach to faculty, encouraging their input on matters under consideration and soliciting their suggestions for prospective issues. A greater awareness of the web page might be helpful, with staffing or release time provided to keep it current. E-mail notices could be sent when changes occur.

3. Utilize the Student Member(s) of the Senate as a resource of ideas for focusing greater Senate attention on the effects of its recommendations on the educational process for students.

4. Increase attention to the FLEX needs of all populations concerned. In order to improve instruction every effort should be made to ensure that FLEX offerings reflect the variety of disciplines and services offered at the College. Since over 200 such workshops are conducted annually, quantity is not the problem. The Faculty Enrichment Committee should conduct regular surveys to determine what kinds of FLEX offerings would best meet faculty needs.

5. A greater effort needs to be made to foster improved communication with College Administration. In the interest of shared governance, the Academic senate should apprise the President/superintendent or designee of the status of projects under consideration while they are still in the rough draft stage.

Description of Progress

1. Senate Minutes and Agendas are posted on the bulletin board by the mailroom and on the Academic Senate web site.

2. It remains the responsibility of each Senator to keep his/her constituency (Division, ASB, or fellow adjunct faculty members) informed and to represent their views.

   Staffing needs for the Web Site are addressed in Section II, Quality of staff.

3. The Senate has an active ASB representation this year. Student Members have been assigned to each of the three Senate Standing Committees.

4. Faculty Enrichment Committee developed and conducted an extensive Technology Training Needs Assessment survey this year.

   It should be noted that the Assessment also surveyed demand for FLEX sessions on needs other than technology.

   New Technology Training Needs Assessment Survey. The Assessment Survey may need to be updated from time to time to reflect technology developments. Assessments for other needs should also be modified periodically.

5. The Senate President plays a central role. The current President, Larry Dutto, facilitates articulation by attending meetings of the Cabinet, College Council, Instructional Council, Board of Trustees, and Program Review Committees.

QUALITY OF STAFF:

Planning Agenda Item

1. Have one of the Senate Standing Committees propose a bylaw change to set the minimum amount of notice to be given for an election and to propose that elections be held for two days instead of one day to increase access.

2. Secure funding for permanent full time clerical support at range 26 for a Senior Secretary whose primary responsibilities would include Academic Senate record keeping needs, College Council needs, and Faculty Enrichment Committee needs.

Description of Progress

1. The Senate has discussed these proposed changes. The two-day election process must await the completion of Quality of Staff Planning Agenda Item 2.

2. Funding for clerical support has been approved.

   Senate and FEC have each agreed to contribute $3200 to share the cost of hiring part-time clerical support. The proposed position is for 20 hours per week at level 24.

QUALITY OF SERVICE:

Planning Agenda Item

1. Promote greater awareness of the Academic Senate web site. (See Planning agenda Section 1, Number 2.)

2. Make greater efforts to communicate Senate concerns to the Administration and Board, and to publicize such efforts to faculty. (See Planning Agenda section 1, Number 5.)

3. Pass the recommendations for Hiring Procedures for Vocational Education instructors previously developed by the Equivalency Committee and the Vocational Education Division.

4. Review the current pre-requisites policy, beginning with an assessment to determine the nature of faculty dissatisfaction with current policy.

Description of Progress

1. The Senate Web Site is extant. Its improved maintenance is to be facilitated by the hiring of clerical support (See Section II, Item 2).

2. The Senate president is the key link in this effort.

3. The Senate has passed the Vocational Education Hiring Procedures recommended by the Equivalency Committee. The Board of Trustees has approved them.

4. Curriculum Committee is devising a survey to determine the sources of faculty concern regarding policies on pre-requisites

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. The Academic Senate will enhance efforts to promote its mission and responsibilities to faculty and be a more visible committee on campus.

Description of Progress

1. As in previous items, this responsibility is incumbent on the President with the College Community as a whole and the Senators with regards to their

Academic Senate

2. Do a better job of publicizing outcomes of state and campus initiatives.

3. Become more involved in acquiring technology for programs and faculty.

constituencies.

2. This information is available on the Senate Web Site and bulletin board, and through each Senator's reports to her/his constituency.

3. This matter is in the discussion stage.

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Plan for opportunities to expand facilities in the Senate and Faculty Enrichment Office.

2. Continue to work with the Campus Police to improve the safety of the facilities.

3. Plan for updated equipment for the Senate and Faculty Enrichment Offices.

4. Plan around the 5-year Master Plan for future facilities.

Description of Progress

1. Senate and FEC office space is presently sufficient. Continue to monitor.

2. Chief Martinez is currently preparing an assessment on how the Senate might contribute in these areas.

3. The Senate Secretary/Treasurer reports the need for a scanner at a cost of approximately $100.

4. Continue to monitor for future impact. Articulate with College Council Facilities Committee.

OPTIONAL: *Issues or concerns that have arisen since the division/program completed their last Program Review Report. These goals/objectives will assist the division/ program when they begin preparations for their next Program Review.*

NEED/DEMAND FOR SERVICES OR PROGRAM:

Planning Agenda Item

1. Technology Acquisition

Description of Progress

1. Senate Technology Committee? Or increased representation on College Council Tech Committee?

FACILITIES/EQUIPMENT:

Planning Agenda Item

1. Faculty Offices for all faculty.
2. Classroom Assignments
3. Classroom quantities.

Description of Progress

College of the Sequoias Interim Progress Report Submitted to the Western Association of Schools and Colleges November 2002

Recommendation #1:
Coordinate and integrate the various college planning processes and develop a comprehensive educational master plan.

Progress:
An extensive review of all COS official documents indicated that the college has developed an educational master plan. There were, however, four major topic areas that needed to be researched and expanded upon – Student Retention and Basic Skills, Technology, Future Growth, and Economic Development. The Office of Academic Services applied for and received funding from the State Chancellor's Office to develop a strategic plan to focus on these key issues. Task force groups were identified and faculty, staff, and students were invited to participate. The task forces met regularly during the Fall 2001 and Spring 2002 semesters. On May 10, 2002, members of the district communities and task force members participated in a day-long Town Hall meeting. Information in these four areas is currently being gathered to incorporate into the final Educational Master Plan document.

In addition, the Institutional Planning Committee is reviewing the various components of the process to identify ways to streamline the process and to help constituent groups understand how all the pieces fit together. The Institutional Planning Committee is a sub-committee of the College Council, the College's governance body. The Institutional Planning Committee regularly reports to College Council and receives feedback regarding issues which need attention.

Recommendation #2:
Place greater focus on institutional outcomes assessment, in particular student-learning outcomes, as they relate to institutional effectiveness and accountability. Campus leaders from all constituency groups need to take proactive efforts in this area.

Progress:
The College has been engaged in substantive discussions focused on institutional effectiveness and accountability. Evidence of progress in this area is apparent in several areas.

Currently there are many institutional efforts to measure and evaluate our instructional effectiveness. Self-studies are completed by each department on campus. Also, there is an executive summary completed by Academic Services, Administrative Services and Student Services. This process has been going on for a number of years.

In addition, College of the Sequoias is nearing the completion of its first five-year cycle of Program Review for all segments of the institution and now is evaluating the process to ensure that Program Review truly evaluates the needs of our institution.

The Institutional Planning Committee leads campus-wide discussions each year to identify goals and objectives for the institution. The institution evaluates progress completing its goals and publishes its results annually. In addition, a compendium is developed each year by our Institutional Research Office. The Office of Academic Services is currently augmenting its Educational Master Plan to address the four key topic areas described in Recommendation #1.

College of the Sequoias also has a variety of special state and federally funded categorical programs. These focus primarily on enhancing student outcomes. Partnership for Excellence (PFE), a state funded program to enhance

and measure instructional effectiveness, identifies specific outcomes to be measured. These outcomes are collected and published annually. Campus leaders from all constituency groups use these data to evaluate the College's effectiveness.

While progress is evident in some areas, College of the Sequoias is in the midst of a project to understand and define student-learning outcomes better. To understand how student learning outcomes can add to our ability to determine institutional effectiveness, the Curriculum Committee, a sub-committee of the Academic Senate, and the Instructional Council, composed of all academic administrators and faculty division chairs, have added student learning outcomes to its agendas for the current academic year. Representatives from each of these groups will attend workshops and training sessions sponsored by groups such as ACCJC, the RP Group, and CCLC. These individuals have been charged with leading campus discussions which should culminate in more clearly articulated institutional outcomes and a plan for assessing the extent to which those outcomes have been achieved.

In addition, the College applied for a grant through the State Chancellor's Office to develop an institutional effectiveness model to streamline our evaluation and outcome measures. The proposal was approved, but it was not funded. The Institutional Planning Committee is reviewing the proposal to determine which elements might be implemented despite the lack of funding.

Progress:
The faculty evaluation process was reviewed during the spring 2001 semester and a new faculty evaluation process went into effect August 1, 2002. This change in process is considered an interim step. Both the Academic Senate and the administration of College of the Sequoias continue to be actively involved in the review of the faculty evaluation process on an on-going basis. Evidence of this involvement may be seen in the work of the Academic Senate sub-committee charged with reviewing faculty evaluation.

During the Fall 2001 semester, the Academic Senate established a sub-committee responsible for reviewing the faculty evaluation process. They invited administrative representatives from Academic Services to serve on the sub-committee as well. In addition to surveying faculty and discussing the various roles and responsibilities of faculty, sub-committee members attended national conferences designed to help them understand current research and trends in evaluation. Sub-committee members also read extensively from the literature on teacher evaluation. During the current academic year, this sub-committee continues its research on ways to improve the process

Until the Academic Senate acts on recommendations from this sub-committee, the changes which were instituted in August 2002 will be followed. Should the sub-committee propose revisions to the new evaluation language, the Academic Senate will then consider the proposal and make its recommendations at that time.

Recommendation #3:
Review the faculty evaluation process, including tenure review of faculty, and implement appropriate changes with all due speed.

Recommendation #4:
Demonstrate that issues of staff diversity in hiring and training are major priorities, and commit appropriate attention and resources to affect change.

Progress:

Issues of equity and diversity are major concerns at College of the Sequoias. This is evident in several areas, most notably in the work of the Equal Employment Opportunity Committee, formerly the Faculty and Staff Diversity Committee, in policies and procedures established by Human Resources for training of hiring committees, and in additional training opportunities of faculty and staff throughout the college.

The Equal Employment Opportunity Committee continues to meet to monitor the status of staff diversity efforts at College of the Sequoias and to understand the issue within the context of legislative mandates in the State of California. The Equal Employment Opportunity Committee continues to foster the efforts of the College to have a workforce that is diverse through equal employment opportunity for all, and by assuring that we do not discriminate unlawfully.

Attention to issues of equity and diversity is also evident in the training which occurs in Human Resources. Since the recommendations were made by the Visiting Team in November 2000, College of the Sequoias has hired many new employees- faculty, classified staff, and administrators. The hiring process has been modified to make certain that issues of staff diversity are given appropriate attention. All hiring committees have been trained on procedures for use both in the screening and interview processes to guarantee fairness to all applicants. Hiring committees are given instructions regarding the importance of evaluating candidates' qualifications based on the published job description. Candidates who are invited for interviews are regularly surveyed to assess their perceptions of the fairness of the process. A review of the Exit Interview forms shows that approximately 98 percent of those interviewed are satisfied with the interview process used here at the College.

In addition, staff training during the past two years has focused on understanding the extent to which diversity and equity issues enrich the learning environment and opportunities for students. A significant number of Staff Development resources have been devoted to providing training workshops focusing on staff diversity and the importance of diversity in creating a climate which respects the contributions of all students and faculty. At the Opening Day General Convocation in August 2001, Terence Roberts shared his personal experiences when, in 1957, he was one of the nine high school students who desegregated the Little Rock, Arkansas, high schools. His presentation, titled *Lessons from Little Rock*, focused on his first-hand observations of the effects of living in an environment where diversity was not valued. In addition, Dr. Roberts led management staff in May 2002 as they explored opportunities for leadership in a diverse setting. Additional workshops have been offered during each of the staff development days prior to the beginning of each semester. *Cross-Cultural Mentoring* focused on understanding behaviors which are conducive to developing positive relationships. *A Case for Diversity* focused on the State's position on affirmative action and how it flies in the face of "needs' we have in academia. Information from the *California Tomorrow Project* was used to expand the discussion of diversity needs at College of the Sequoias. Participants focused on understanding the data related to communities of color and how this data indicate that the current posture of the State is at odds with the demands of our student population.

College of the Sequoias' efforts during the past two years demonstrate its attention to issues of staff diversity issues as it relates both to hiring and training.

Recommendation #5:
Further develop and refine the budget development process to ensure that the college community understands

the process, particularly pathways for funding requests and approvals, and that appropriate levels of user-friendly financial information are communicated to members of the college community. It is also recommended that the budget development process be streamlined by reducing the number of procedural junctions where submittals, reviews, revisions, and recommendations begin and end. In addition, it is recommended that the college further develop linkages between planning and budgeting processes.

Progress:
As a consequence of this recommendation, budget workshops were developed and are held each year. All College employees are invited to attend so that they can understand the budget better. They are also encouraged to ask questions. In addition, a preliminary budget and a final adopted budget is printed and distributed to leaders across campus.

Action taken by the College Council has streamlined the Above Base Budget process by allowing projects to remain on the "approved" list from year to year if they are not funded. This modification in the process allows for managers to track projects while reassuring constituents that validated needs will be funded.

Administrative Services staff has also suggested innovative and practical ways to change the budget building process. Suggestions have centered on expediting the past practice of having so many Divisions, Standing Committees and College Council wrestling with the prioritization of requests. One specific outcome has been to decrease the number of sub-committees which are involved in the prioritization process.

Representatives from various campus constituencies recognize that the process should make use of data generated from Program Review and that Program Review should be the basis for the Educational Master

Plan. The Educational Master Plan, in turn, should drive the budget for the facilities master plan. The College is working through the shared governance process to make these linkages between the planning and budgeting processes more visible and, thus, more widely understood by all constituent groups.

Recommendation #6:
Communicate more proactively and publicly Governing Board actions in relationship to revision of policies, and the processes and outcomes of their self-evaluation and the evaluation of the superintendent/president.

Progress:
All revisions in policy and all new policy proposals are submitted to the Board of Trustees only after the item has been placed on the agenda of the appropriate constituent group(s). In this way, the College works to make certain that constituent groups are informed of the proposals and have the opportunity to give input. After adoption of the policy by the Board, the College communicates the actions in a variety of ways. Reports are scheduled on College Council and Standing sub-committee agendas to allow for the sharing of information regarding the changes. In addition, a newsletter (*In the Giant Scheme of Things*) is distributed to everyone on campus. One of the goals of this new publication is to expand the forms of communication available to all staff by communicating Board actions to the staff. In addition, a recent article in this newsletter focused on the evaluation process used by the Board of Trustees to evaluate the Superintendent/President.

The College is in the final stages of completely revising its web site. When the new site is unveiled (currently set for November 2002), everyone will have access to all Board of Trustee policies on the web.

Recommendation #7:

Review the participatory governance structure comprised of the College Council and the extensive number of committees. The focus of this review should be on streamlining and simplifying the process to facilitate more direct access and communication between constituent groups and the superintendent/president.

Progress:

During the 2001- 2002 year, College Council members reviewed the structure of the Council with the goal of simplifying the process by which constituent groups could more directly access and communicate with the Superintendent/President. As a result of this review, the College Council was restructured. Now the Superintendent/President serves as its chair. One level of the structure was eliminated with this restructuring.

In addition, the Institutional Planning committee, as part of its on-going charge to monitor planning activities on campus, is reviewing the process with an eye toward streamlining it.

Associated Student Body

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

The ASB Executive Board is comprised of nine offices. Students serve on various campus committees, hiring selection committees and as liaisons between divisions and students. They participate in campus wide planning workshops for developing the college's vision, goals, and objectives, and serve on Program Review committees that review progress toward implementation of these goals.

In addition, ASB is represented on the Board by a non-voting Student Trustee. The College Council and Academic Senate Committees each have ASB representatives with voting rights. Students also serve on College Council Standing Committees.

Tim Holland, 2002-2003 ASB President, shared his agenda for the coming year:
- Promote school spirit and activities.
- Promote student involvement through activities and campus committees.
- Encourage networking between students, faculty and administration.
- Community support

Accomplishments during 2001-2002:
- Faculty/Staff Appreciation Luncheon
- Giant Expo/Tech Prep
- Club Rush
- March of Dimes Fund Raiser
- Homecoming Week
- Sister Ursula's Kitchen food preparation and service
- Visalia Christmas Parade
- Hosted "Heart Day"
- Participation in Scholarship Evening and Commencement

ASB Officers for 2002-2003 include:
- Tim Holland – ASB President
- Dan Mina – Vice President
- Desiree O'Neill – Student Trustee
- Adam Snider – CalSACC Representative
- Ira Galvan – Commissioner of Activities
- Frankie Medina – Commissioner of Finance
- Melinda Prieto – Commissioner of Clubs
- Adrian Hernandez – Commissioner of Records
- Susan Leary – Commissioner of Publicity & Art

The Board of Trustees remains committed to the goals they established for 2001-2002 academic year. They are:

1. Build Hanford Educational Center and Tulare Farm Science and Technology Center.
2. Improve the outcomes from Basic Skills Program:
   - Explore the possibility of a developmental skills department.
3. Strengthen Transfer and Technology Education Programs, including:
   - Student recruitment
   - Premier Agriculture program
   - Premier Technology program
   - Meet the technological education needs of local business and industry.
   - Improve weekend class offerings.
4. Extend and improve the college's visibility in local, state and national arenas:
   - Showcase COS' educational programs
   - Highlight student achievement
   - Highlight faculty and staff achievement
   - Advance COS as a technological leader

2001-2002 Board of Trustees

Ward 1 – Robert N. Line, Vice President - 2002
Ward 2 – Sue Shannon, Member – 2002
Ward 3 – Earl Mann, Clerk - 2004
Ward 4 – Devin G. Nunes, Member - 2004
Ward 5 – John Zumwalt, President - 2002

Significant Board Actions: 2001-2002

- Approved construction of a new warehouse building for the COS farm for the development of the California Dairy Products Training Institute.
- Adopted an extension to the agreement with University of California, Davis, for the California Dairy Technology Center.
- Approved joining other public agencies in Tulare and Kings Counties to form the Building Industry and Government Coalition, a group designed to provide a stronger and more cohesive voice in Sacramento to speak for the needs of our service area.
- Approved a Memorandum of Understanding with the Kings County Fire Department for the COS fire simulator training equipment and facilities.
- Accepted the final Program Review Reports from: Academic Senate; ASB/Counseling; Bookstore/Food Services; Financial Aid/EOP&S; Industry & Technology; Learning Resources; Vice Presidents Offices and Office of Research and Planning;
- Approved an agreement to conduct a Referee and Lane Technician Training Program.
- Received notification that construction of a new Learning Center was included as one of eleven projects approved in the Governor's economic stimulus package.
- Reviewed the Final Project Proposal for the new Science Center.
- Approved the deletion of out-dated Board Policies 3201, 4005 and 5050.
- Approved the revision and/or adoption of new Board Policies, 3000 and 3200.
- Awarded a contract for the Seismic Retrofit of the Administration Building.
- Awarded a contract for the construction of a new parking lot at the southwest corner of Mooney Boulevard and Meadow Lane.
- Suspended sabbatical leaves for the 2002-2003 academic year.
- Performed their annual review of student trustee privileges.

Board of Trustees

- Approved the State Preschool Self Evaluation for the College of the Sequoias Child Development Center.
- Adopted the 2004- 2008 Five-Year Construction plan.
- Adopted the Initial Project Proposal for the Tulare Center for Agriculture and Technology, based on receiving notification of official Center status from the state in April 2001.
- Approved a Memorandum of Understanding with the Kern Community College District to develop a partnership designed to enhance the nursing opportunities available to students in both districts.

- Approved the review of the College's vocational and occupational training programs as required every two years.
- Awarded a contract for the remodel of the former Music Building.
- Accepted a state grant to fund Strategic Planning activities, focused on the College's role in economic development, basic skills, future growth, and technology.

PARTICIPATORY GOVERNANCE MODEL

PHILOSOPHY:

Participatory governance is a decision-making process committed to the best interests of our students and our institution based upon active involvement of those affected by decisions while working in an environment of cooperation and trust.

One of the basic principles of governance in higher education is that effective decisions derive from the powers vested by law in governing boards, and the students, staff, faculty and administration. Because these constituencies are vital to the development and implementation of sound educational policy, College of the Sequoias wishes to encourage to the greatest extent possible the practice of participatory governance. Participatory governance is predicated on the sincere commitment on the part of all participants to our students, our professions, and our institution. It is a complex process of consultation that demands from students, staff, faculty and administration a respect for divergent opinions, a sense of mutual trust, and a willingness to work together for the good of the College. Participatory governance embraces the basic objective that all key parties of interest should be given the opportunity to participate in jointly developing recommendations and priorities for the well-being of the institution.

PURPOSE:

Participatory governance is a process to ensure students, staff, faculty and administration the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level, and to ensure that these opinions are given every reasonable consideration *(Ed Code 70901 (b) (1) (E) enacted as part of AB 1725)*. The purpose of the College Council is to serve as a forum for discussion of college-wide issues and to formulate and

provide recommendations for the College President regarding institutional planning and budget development.

The participatory governance process should be one that functions in accord with:

- The mandates of AB 1725, the Education Code and the intent of Title 5 Regulations
- The policies of the Board of Governors and the College of the Sequoias Board of Trustees.

The participatory governance process allows for recommendations from the College Council to the College President. The College President will normally accept the recommendation of the College Council. If the College President does not accept the recommendation from the College Council, the College President will communicate the reasons. In all cases, a written record will reflect those reasons.

FUNCTION:

The functions of the College Council are:
- To convey to the President the views of the campus community on matters relevant to the College.
- To make recommendations regarding which college committees or task forces are needed, in addition to College Council Standing Committees.

Access to the College Council is available to all constituencies. All actions of the College Council will be communicated to its constituencies in the form of minutes.

STRUCTURE:

The permanent members of the College Council are:
- Superintendent/President, Chair
- Four Administrators (Student Services, Academic Services, Administrative Services and President's Office)
- Four Full-Time Faculty Members
- One Adjunct Faculty Members

- Four Classified Members
- Two Students
- Chair, or designee, from each of the Standing Committees

The College Council will have the following Standing Committees:

- Budget
- Institutional Planning
- Facilities
- Technology

These committees will have representation by all constituents. Each committee will designate a person to serve on College Council. Each committee is responsible fore submitting to College Council written minutes. The membership, internal composition and function statement is determined by each committee and approved by College Council.

Ad Hoc Committees are needed.

PROCESS:

Time and Place: The College Council will set a time and place to meet which is mutually agreeable to its members. The Council will meet at least once a month.

Agenda:
1. The agenda will be prepared by the President and distributed to the Council members by 4:00 PM on the Friday before the meeting.
2. Copies of the agenda will be posted outside of Room 1A and in the mailroom.
3. The President will generate the agenda from items submitted by the members of the College.
4. Those who have submitted items for the agenda should contact their College Council representative or, if necessary, the President.

Operation:
1. In order to take action, a quorum must be present. For this purpose a quorum is defined as a simple majority of the total membership.
2. Members unable to attend may designate in writing a proxy.
3. Before action is taken, the College Council will follow Robert's Rules of Order to conduct business. Records of dissenting and minority opinion will be included in the minutes.
4. The College Council shall elect in January/February the Vice-Chair of the College Council for a two-year term, commencing the following fall semester. The Vice-Chair shall be elected from staff or faculty represented on the College Council. The role of the Vice Chair will be to: 1) Report at the regular monthly Board of Trustees meeting; 2) In the absence of the President, chair the Council.
5. Clerical Support: The Office of the President will provide clerical support.
6. Changes to the Model of the College Council:
   a. Any member of the Council may request a change in the model of the Council prior to the first Tuesday in March of each academic year.
   b. The initial presentation/ discussion of a proposed model change will constitute a first reading. Constituent groups will have at least 20 instructional days to review the proposed model change and make suggested changes. A second reading will occur at a following meeting of the Council and the proposed model change will appear on the agenda as a discussion item.
   c. Approval will be in accordance with Robert's Rules of Order.
   d. Changes of the model must be approved by two-thirds of the total voting membership of the Council.

Adopted: Academic Senate 4/25/01
           College Council, 4/30/01

GOALS/OBJECTIVES:

Goal One: To maintain a global view of allocations of resources to meet institutional goals, with redirection of resources when necessary.

Goal Two: College Council will elicit a wide-based constituent focus on implementing the Educational Master Plan, including off-site centers, facilities and future growth of the current campus, resulting in improvement of institutional effectiveness and student learning.
1. Review/approve the Educational Master Plan
2. Facilitate the creation of a process to evaluate learning outcomes and how they are measured

Goal Three: College Council will oversee the development of a funding plan for inclusion in the base budget for routine upgrading/replacement of aging equipment/maintenance of facilities campus wide.
1. The Facilities department will identify and create a list of six Facilities related replacement plans that will be developed.
2. The Facilities department will identify and create two replacement plans for inclusion in 02-03 budget.
3. If the two plans are recommended for funding and are funded, the Facilities department will identify and create three additional replacement/ maintenance plans for inclusion in 03-04 budget.
4. The Facilities department will create additional replacement/maintenance plans after previously submitted plans are approved and funded.

Goal Four: The Council will focus on improving its productivity by using a follow through system so when action is taken, outcomes are tracked and goals are met.
1. Develop a tracking chart in President's office
2. Distribute tracking system to College Council in timely manner
3. Develop web site to find information

Goal Five: The members of College Council will communicate information from the College Council meetings to their respective constituents groups. Individuals doing reports can provide printed minutes so that information that should, will reach said constituents via their college council representatives.
1. Post on website or e-mail to everyone from 2002 – to current.

Adopted College Council 5/7/02

Five-Year Capital Construction

Priority	Project	Schedule of Funds
1.	Secondary Effects Music Building	99-00: Working Drawings 01-02: Construction
2.	Seismic Upgrade – Administration Building	00-01: Working Drawings 02-03: Construction
3.	Multi-Media Learning Center	99-00: Preliminary Plans 01-02: Working Drawings 02-03: Construction 03-04: Equipment
4.	Renovation of Old Library Facility (Building 8)	03-04: Preliminary Plans 03-04: Working Drawings 04-05: Construction
5.	Reconstruction of Old Library Facility (Building 27)	04-05: Preliminary Plans 04-05: Working Drawings 05-06: Construction
6.	Science Center	02-03: Preliminary Plans 03-04: Working Drawings 04-05: Construction 05-06: Equipment
7.	P.E. & Disabled Program Facility	04-05: Preliminary Plans 04-05: Working Drawings 05-06: Construction 06-07: Equipment
8.	Tulare Center for Agriculture Science & Technology	05-06: Preliminary Plans 06-07: Working Drawings 07-08: Construction 08-09: Equipment
9.	Advanced Technology Center	06-07: Preliminary Plans 06-07: Working Drawings 07-08: Construction 08-09: Equipment
10.	Hanford Educational Center	07-08: Preliminary Plans 08-09: Working Drawings 09-10: Construction 10-11: Equipment

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

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

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

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

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

Programs reviewed in 2001-2002 included:
Administrative Support Services:
- ☑ Office of the Superintendent/President
- ☑ Human Resource Services

Instructional Programs:
- ☑ Math/Engineering Division
- ☑ Social Science Division
- ☑ Distance Learning/Instructional Technology

Programs to be reviewed in 2002-2003 include:
Administrative Support Services:
- ☐ Accounting, Accounts Payable, Accounts Receivable, and Payroll
- ☐ Computer Services
- ☐ Custodial Services, Grounds, Maintenance and Operations
- ☐ Foundation and Scholarship Programs
- ☐ Office of the Deans and Associate Dean

Instructional Program
- ☐ Language Arts Division
- ☐ Science Division/MESA Program
- ☐ Fire Technology and Police Academy

Interdisciplinary Programs
- ☐ Business and Community Education Center
- ☐ Puente Program

Student Support Services:
- ☐ Admissions and Records

2001-2002

WSCH, FTE, Load & FTES

Year in Review

Student Demographics

Student Performance

2001-2002 Academic Year in Review

Significant **events** of the 2001-2002 academic year include the following:

New Tenure-Track Faculty:
Monica Maudet (Language Arts), James McDonnell (Fine Arts), and Jeanette Rollinger (Science)

Temporary Full-Time Instructors:
Instructors who accepted a temporary full-time position includes: Susan Jensen (Language Arts) and Janell Spencer (Business)

New Management:
Dr. James McDonnell (Vice President, Administrative Services), Eric Mittlestead (Director, Facilities & Facilities Planning), Charles Riley (Director, Disability Resources), and Michael Vogt (Director, Athletics)

Retirements:
Retiring faculty and staff include: Susan Audino (Consumer Family Studies), Nyoka Batchelor (Food Services), Frank Beck (Social Science), David Bockman (Academic Services), Kay Burks (President's Office), Steve Cote (Facilities), Pete Cruz (Custodial), Irving Decker (Social Science), Rudy Duarte (Social Science), Nancy Finney (Library), Norma Freeborn (Nursing), Lily Leos (Accounts Receivable), Becky Maze (Food Services), Dena Mello (Computer Services), Gerald Pelovsky (Social Science), and Jim Reeves (Computer Services).

Sabbaticals were not funded for 2002-2003 due to budget difficulties.

Changes in the age, enrollment status, and gender of students for Fall semesters from 1960, 1970, 1980, 1990, 2000, and 2001 are reflected below. As you analyze this data, consider the historical and social context of each timeframe.

Ethnic distributions of students are also shown below for Fall semesters 1970, 1980, 1990, 2000, and 2001.

Student Demographics	Fall 1960	Fall 1970	Fall 1980	Fall 1990	Fall 2000	Fall 2001
Total Enrollment	1,569	5,447	7,556	9,086	9,993	10,693
Under 21 years of age	82%	47.1%	37.8%	36.5%	44.5%	41.9%
Male Students	N/A	57.5%	43.8%	40.6%	40.8%	39.6%
12 or more units	89.2%	58.4%	38.4%	41.5%	41.3%	37.7%

| Ethnicity*	1970	1980	1990	2000	2001
American Indian	0.1%	2.4%	2.1%	1.5%	1.2%
Asian	2.8%	1.2%	2.7%	3.5%	3.7%
African American	2.9%	2.9%	2.6%	3.0%	3.2%
Caucasian	76.7%	63.3%	59.7%	44.2%	42.3%
Hispanic	17.0%	17.8%	23.8%	40.4%	42.1%

*Data for 1960 is not available. Students who chose not to respond or who chose "other" are not included above.

Grade distributions for all students for each class is which they are enrolled are shown for Fall 1990, Fall 1995, Fall 2000, and Fall 2001. The most noticeable changes have been in the percentage of "F" and "W" grades issued. Consider this data in light of the large number of COS students who receive financial assistance.
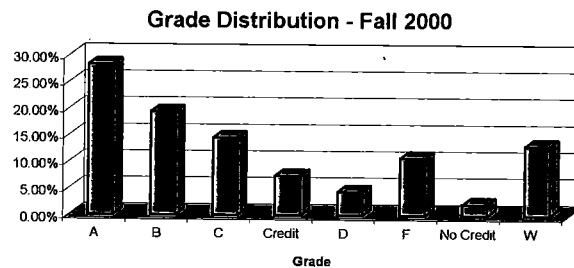
Grade	Fall 1990
A	28.90%
B	20.90%
C	15.90%
Credit	0%
D	4.60%
F	5.80%
No Credit	0%
W	22.40%
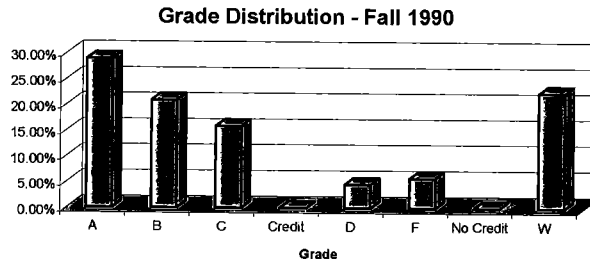
Grade	Fall 1995
A	27.80%
B	21.20%
C	16.80%
Credit	0%
D	6.20%
F	12.30%
No Credit	0%
W	15.40%
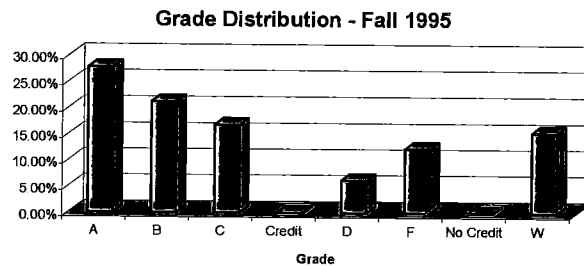
Grade	Fall 2000
A	28.30%
B	19.40%
C	14.50%
Credit	7.40%
D	4.40%
F	10.80%
No Credit	2.10%
W	13.10%

Grade	Fall 2001
A	29.30%
B	19.00%
C	14.40%
Credit	7.60%
D	4.10%
F	11.00%
No Credit	2.10%
W	12.50%

Grade Distribution - Fall 1990

Grade Distribution - Fall 1995

Grade Distribution - Fall 2000

Grade Distribution - Fall 2001
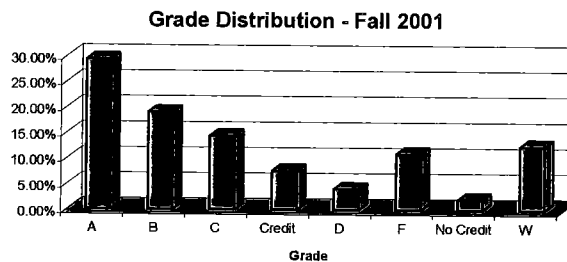
Levels of Success	Fall 1990	Fall 1995	Fall 2000	Fall 2001
Successful (A, B, C, Credit Grades)	65.7%	65.8%	69.6%	70.3%
Unsuccessful (D, F, No Credit, W Grades)	34.3%	34.2%	30.4%	29.7%

The **FTES and Fall enrollment** (for comparison purposes) for 1995-96 through 2002-2003 are listed below. Also included is the FTES Goal for 2002-2003. Fall 2002 enrollment is a projection.

The WSCH, FTE, and Load factor trends for Fall 1985 through Fall 2002 (goal for semester).

Year	Annual FTES	Fall Enrollment
1995-1996	6,748	8,721
1996-1997	7,386	8,729
1997-1998	7,630	9,552
1998-1999	7,983	9,811
1999-2000	8,203	9,954
2000-2001	8,150	9,993
2001-2002	8,300	10,780
2002-2003	8600*	10,693

*Per Tentative Budget Report, May 2002

Fall	WSCH	FTE	Load
1995	98481.9	215.3	457
1996	98008.5	225.1	435
1997	111230.4	244.8	454
1998	118925.6	248.7	478
1999	117830.71	247.3	477
2000	116535.12	253.0	461
2001	15632.60	307.6	508
2002	118498.58	284.1	417**

*Goal **Calculated (WSCH/FTE)

FTE & Load Trends: 1995 through 2002

Notes