

JOINT MEETING AGENDA
Visalia City Council
College of the Sequoias Board of Trustees
Visalia Unified School District Board of Trustees

Monday, October 25, 2010

Visalia Convention Center, 303 E. Acequia, Visalia, CA

5:00 p.m. Dinner - (Elected officials and senior staff)

6:00 p.m. to 8:00 p.m. Meeting

PLEDGE OF ALLEGIANCE

MOMENT OF SILENCE

INTRODUCTIONS/COMMENTS

CITIZENS REQUESTS - This is the time for members of the public to comment on any matter within the jurisdiction of the Visalia Unified School District Board/Visalia City Council/College of the Sequoias Board of Trustees. The Board Members and Council Members ask that you keep your comments brief and positive. The Board/Council Members cannot legally discuss or take official action on citizen request items that are introduced tonight. In fairness to all who wish to speak tonight, each speaker from the public will be allowed three minutes or a total of 20 minutes per topic. Please begin your comments by stating your name and providing your address.

Additional written materials will be distributed at the meeting

Visalia Unified School District

1. VUSD Student Achievement Report - Craig Wheaton, Superintendent
2. Visalia Technical Educational Center (VTEC) Charter School Update - Todd Oto/Vicky Porter
3. Charter Independent Study (VCIS) Charter School Update - Todd Oto/Heather Rocha
4. Northwest Elementary Facility Update - Robert Groeber/Doug Bartsch

City of Visalia

5. Update regarding Visalia Transit as it relates to the College of the Sequoias and Visalia Unified School District - Monty Cox, Transit Manager
6. Update on the status of the City's Safe Routes to School Projects - Chris Young, Community Development Director

College of Sequoias

- 7. Update on renewed MOU with Fresno State University and Business BA program – Brent Calvin
- 8. Status of projects funded by COS Measure I Bond – Eric Mittlestead
- 9. COS budget update – Bill Scroggins
- 10. Strategic Plan with emphasis on student success initiatives – Duncan Graham

Informational Items - no discussion needed

- 11. Update on City of Visalia and College of Sequoias joint Supervisory/Leadership Training Program

ADJOURN



City of Visalia

- Mayor: Bob Link
- Vice Mayor: Amy Shuklian
- Council Member: Warren Gubler
- Council Member: Mike Lane
- Council Member: Steve Nelsen

College of the Sequoias Board of Trustees

- President: Greg Sherman – Ward 1
- Vice President: Lori Cardoza – Ward 4
- Clerk: Earl Mann – Ward 3
- Board Member: Kenneth Nunes – Ward 2
- Board Member: John Zumwalt – Ward 5
- Student Trustee: Jason Chau

Visalia Unified School District

- President: Jim L. Qualls
- Clerk: William A. Fulmer
- Board Member: Tim Chaney
- Board Member: Rodney Elder
- Board Member: Larry Jones
- Board Member: Donna Martin
- Board Member: Charles Ulmschneider



“Raising Expectations”

**City of Visalia
Agenda Item Transmittal**

Meeting Date: October 25, 2010

Agenda Item Number (Assigned by City Clerk): 5

Agenda Item Wording: Update regarding Visalia Transit as it relates to the College of the Sequoias and Visalia Unified School District

Deadline for Action: October 25, 2010.

Submitting Department: Administration – Transit Division

Contact Name and Phone Number:
Monty Cox 713-4591

Department Recommendation: Accept this update regarding Visalia Transit as it relates to the College of the Sequoias (COS) and Visalia Unified School District (VUSD)

Summary: Visalia Transit has been working on the following projects related to student transportation:

1. Caltrans Regional Student Transportation Study
2. COS Student-Funded Bus Pass
3. Half-Off-Pass - HOP Pass
4. Rewards Bus Pass

Discussion:

1. Caltrans Study - At the request of COS, the City of Tulare and the City of Visalia worked with the Tulare County Association of Governments (TCAG) to apply for a Caltrans planning grant to develop a student pass similar to that offered at other colleges and universities. The grant application was filed by TCAG for \$100,000 and was awarded; however, funding for the study could not be distributed until there was an approved State Budget. Due to the recent state budget agreement it is anticipated that this study can soon be advertised and get underway; therefore, we may have some preliminary results of the study by the end of the Spring 2011 semester. This study will look at college student transportation needs primarily from COS including the Tulare, Hanford and Visalia campuses; however, it will also look at student transportation needs for Porterville College and Reedley College since students from Tulare County attend those colleges as well. No funding from this grant can be used for fare subsidies, only study expenses.
2. Pilot COS Student Funded Bus Pass – In preparation for the results of the Caltrans Study, COS requested that the transit agencies in Tulare County consider

For action by:

City Council
 Redev. Agency Bd.
 Cap. Impr. Corp.
 VPFA

For placement on which agenda:

Work Session
 Closed Session

Regular Session:

Consent Calendar
 Regular Item
 Public Hearing

Est. Time (Min.): 1

Review:

Dept. Head LBC 5410
(Initials & date required)

Finance _____
City Atty _____
(Initials & date required or N/A)

City Mgr _____
(Initials Required)

If report is being re-routed after revisions leave date of initials if no significant change has affected Finance or City Attorney Review.

implementing a Pilot COS Student bus pass before the study results were available. This request was due to the recent opening of the Hanford campus, and upcoming opening of the Tulare campus. COS worked with the Tulare County transit agencies to develop a pilot student pass program funded by a student fee. The fee of \$5 per student per semester had to be approved by a majority of students who voted on Thursday, September 23, 2010 at a COS Student election. It was overwhelmingly approved, the fee will be assessed Spring semester, 2011 and COS will front the funds to implement the program for that semester. Staff will be working out the remaining details and required agreements (MOUs) during the current semester. The funding collected from the student fee will be transferred to TCAG under an MOU and then TCAG will disperse the funds to the various transit agencies based on ridership percentages. Currently, the plan is for students to use their Student ID with a new current semester Bus Sticker to ride any bus service within Tulare and Kings County. Data will be collected to document that the revenue generated equals or exceeds the projected loss in fares. If the revenue generated does not equal the fares that would have been generated, COS has agreed to make the transit agencies whole, thereby making this a long term viable program. Adjustments to this demonstration project will be made once the Caltrans-funded study is completed.

3. Half-Off-Pass HOP – For several years, Visalia Transit has applied for and obtained a grant from the San Joaquin Valley Air Pollution Control District to subsidize bus passes to new bus riders. The subsidy is for 50% of the cost of a monthly bus pass for up to six months for new bus riders. Currently our passes sell for \$30 per month, so HOP passes sell for \$15. It is a requirement of the grant that the subsidy be used only for new bus riders as an incentive to get people to stop driving their cars and ride the bus instead. They also limit the incentive to six months per new bus rider. This HOP Pass is available to students along with the rest of the general public and Visalia Transit has promoted it to COS and VUSD students.
4. Rewards Pass Program – September 1 we implemented a new monthly pass that also provides discounts, or rewards, from various merchants in Visalia. Currently there are 30 participating merchants with a total of \$45 in monthly discounts. The pass is still sold at the current rate of \$30, so the customers have the opportunity to get all their \$30 back and more if they visit all of the merchants during the month. These new passes also have several other features that make the bus service more convenient. They can reload or pay for their next month's pass on line. The passes are reusable with an electronic strip and they can be electronically canceled if the customer loses it or chooses not to purchase the pass for the following month. While there are still a few bugs being worked out this new pass has been very successful. (For technical reasons, the HOP Pass cannot be combined with the Rewards Pass)
5. Green Line Call Center – In May 2009, Visalia Transit began the Green Line Call Center for public transit information throughout Tulare County. This service is provided through a federal grant specifically designed for customer assistance. Bus riders can call a toll free number, 877-40-Go Green or 877-404-6473 Monday through Friday 7am to 6pm, or 8:30-5:30 Saturdays, to get information on any bus service provided within Tulare County. This service is a great way for students to quickly and easily get information about which buses will get them to their destination. We encourage COS and VUSD to let us know when there are opportunities to promote this system to your students.

Visalia Transit staff continue to look for opportunities to provide additional incentives and convenience for VUSD and COS students since they are a significant customer base. Our Green Line staff will also continue to look for opportunities to help students learn how to take advantage of these bus services.

Prior Council/Board Actions: None

Committee/Commission Review and Actions: None

Alternatives: None

Attachments:

City Manager Recommendation:

Recommended Motion (and Alternative Motions if expected): N/A

**City of Visalia
Agenda Item Transmittal**

Meeting Date: October 25, 2010

Agenda Item Number (Assigned by City Clerk): 6

Agenda Item Wording: Update on the status of the City's Safe Route to School Projects.

Deadline for Action: none

Submitting Department: Community Development Department/
Engineering Division

Contact Name and Phone Number:

Adam Ennis, Engineering Services Manager, 713-4323
Chris Young, Community Development Director, 713-4392

Recommendation: Staff asks that Council accept this update on the status of City's Safe Route to School Projects.

Summary: During 2008 and 2009, City and Visalia Unified School District (VUSD) staff have been successful in obtaining five Safe Routes to Schools Grants. Since receiving notification of award of these grants, City staff has been working through the lengthy allocation and authorization process so that the design and construction of these projects can proceed. Project descriptions, updates and schedules for these five projects are given below.

In addition to the five projects which have been awarded grants, City staff worked closely with VUSD staff to assemble three Safe Route to School Project Grant Applications that were submitted to Cal Trans in April of 2010 (for the upcoming grant application cycle). These three projects are discussed detail below. Cal Trans will announce the 2010 grant awards in November of this year.

Five Existing Safe Routes to Schools Grants

1. BURKE STREET BETWEEN HOUSTON AND HAROLD AVENUES

Background: The Burke Street project is located in a residential area north of Houston Avenue. Curb and gutter exist along Burke Street, but sidewalk does not. Currently, landscaping and other obstacles, such as mailboxes and utility poles, force children into the street.

The project will complete sidewalks on both the east and west side of Burke Street from Houston Avenue to Harold Avenue to improve safety to Four Creeks School. It will also install a new lighted pedestrian crosswalk with pole mounted flashing beacons at Harold Avenue to allow children to cross safely from the west side of the street to the east side where the school is located.

For action by:

City Council
 Redev. Agency Bd.
 Cap. Impr. Corp.
 VPFA

For placement on which agenda:

Work Session
 Closed Session

Regular Session:

Consent Calendar
 Regular Item
 Public Hearing

Est. Time (Min.): 1.

Review:

Dept. Head _____
(Initials & date required)

Finance _____
City Atty _____
(Initials & date required or N/A)

City Mgr _____
(Initials Required)

If report is being re-routed after revisions leave date of initials if no significant change has affected Finance or City Attorney Review.

The Burke Street sidewalk was identified as the top-priority project because of the unusually large number of students who walk to this school each day. The total budget for the project is \$265,500, of which the state grant will pay up to \$238,950, leaving \$26,550 to be covered by local transportation funds.

Status: Preliminary design of the project has been completed by City staff. In addition, the environmental document and right-of-way acquisition processes are currently in progress. Construction is anticipated for summer 2011. All grant funds must be expended by April 2012.

2. CHINOWTH STREET BETWEEN TULARE AND MYRTLE AVENUES

Background: The Chinowth Street project will complete sidewalks on both the east and west sides of Chinowth Street from Myrtle Avenue south to Veva Blunt School. It will also install a new lighted pedestrian crosswalk with pole mounted flashing beacons at Meadow Avenue to assist in getting the children from the neighborhood east of Chinowth to the west side of the street where the school is located.

The total budget for the project is \$290,900, of which the state grant will pay up to \$261,810, leaving \$29,090 to be covered by local transportation funds.

Status: Preliminary design of the project has been completed by City staff. In addition, the environmental document and right-of-way acquisition processes are currently in progress. Construction is anticipated for summer 2011. All grant funds must be expended by April 2012.

3. TULARE AVENUE BETWEEN SANTA FE AND PINKHAM STREETS

Background: The Tulare Avenue project will complete sidewalk between Santa Fe Street and Pinkham Street. The project would close the gaps in the sidewalk on the north side of Tulare Avenue, creating a continuous sidewalk for children walking to Pinkham School from neighborhoods to the west. The project is broken up over a length of approximately one mile and will include a railroad crossing.

The total budget for the project is \$365,000, of which the federal grant will pay up to \$318,910, leaving \$46,090 to be covered by local transportation funds.

Status: This project is funded in the 2010/2011 federal fiscal year which begins this month. City staff can now begin the application, allocation and authorization process so that the design and construction of the project can begin. It is anticipated that authorization for expenditure of grant funding could be complete in early 2011, with the environmental document preparation, right-of-way acquisition and railroad crossing coordination with the California Public Utility Commission (CPUC) occurring through 2011. Construction is anticipated for summer 2012. All grant funds must be expended by April 2015.

4. LINWOOD STREET BETWEEN CHERRY AND WALNUT AVENUES

Background: The Linwood Street project will complete curb, gutter and sidewalk between Cherry Avenue and Walnut Avenue. This project will install curb, gutter and sidewalk along the west side of Linwood Street to improve safety for Linwood Elementary School and La Joya Middle School. The project length is approximately 1,800 feet.

The total budget for the project is \$243,931, of which the state grant will pay up to \$219,510, leaving \$24,421 to be covered by local transportation funds.

Status: Preliminary design of the project has begun by City staff. The environmental document and right-of-way acquisition processes is anticipated to occur through 2011. Construction is anticipated for summer 2012. All grant funds must be expended by April 2013.

5. LED LIGHTED CROSSWALKS

The LED lighted crosswalks projects will install lighted crosswalks at three school locations. The lighted crosswalks will include ADA compliant pedestrian ramps, pole mounted flashing beacons, and signage and striping to enhance safety for children/families coming to and from elementary schools. Originally, the lighting was anticipated to be the in-pavement strobe type lighting. Subsequently, City and VUSD staff have agreed to use pole mounted flashing beacons instead due to product "longevity" concerns and the relative ease of maintenance.

The locations are:

- a. Cottonwood Creek School – Packwood/County Center Intersection
- b. Manuel F. Hernandez School – Ferguson/Leila Intersection
- c. Royal Oaks School – Tulare/Clover Intersection

The estimated cost of these three lighted crosswalk projects is \$111,300, of which the grant will pay up to \$100,170, leaving \$11,130 to be covered by local transportation funds

Status: Design of the projects and environmental documents are currently underway by City staff. Construction is anticipated for early summer 2011. All grant funds must be expended by April 2013.

2010 GRANT APPLICATIONS

In April 2010, the City applied for three Safe Route to School Grants through Cal Trans for the 2010 year. Awarding of these projects is anticipated to be announced by Cal Trans in November 2010.

1. Sunnyside/County Center and Hurley Avenue/Marcin Street

The first project would provide two lighted crosswalks including ADA compliant pedestrian ramps, pole mounted flashing beacons, signage and striping. One of the crosswalk improvements would be constructed at the Sunnyside Avenue/County Center Drive intersection at Crestwood School and the second would be constructed at the Hurley Avenue/Marcin Street intersection at Hurley Elementary School. The grant funding applied for was \$50,000.

2. Vehicle Speed Feedback Signs

This project would install vehicle speed feedback signs at all 34 public schools in Visalia. These signs would be pole mounted signs on the side of the roadways adjacent to the schools. The signs would provide passing drivers a reading of their speed to make them

more aware of their speed when driving through a school zone. The grant funding applied for was \$182,000. The schools that would receive signs are:

1. Annie R. Mitchell Elementary
2. Conyer School
3. Cottonwood Creek Elem
4. Crestwood Elem
5. Crowley Elem
6. Divisadero Middle School
7. East Union (mothballed)
8. El Diamante High School
9. Elbow Creek Elem
10. Fairview Elem
11. Four Creeks Elem
12. Golden Oak Elem
13. Golden West High School
14. Goshen Elem
15. Green Acres Middle School
16. Highland Elem
17. Houston Elem
18. Hurley Elem
19. Ivanhoe Elem
20. La Joya Middle School
21. Linwood Elem
22. Manuel F. Hernandez Elem
23. Mineral King Elem
24. Mountain View Elem
25. Mt Whitney High School
26. Oak Grove Elem
27. Pinkham Elem
28. Redwood High School
29. Royal Oaks Elem
30. Sequoia High School
31. Valley Oak Middle School
32. Veva Blunt Elem
33. Washington Elem
34. Willow Glen Elem

3. Quail Drive Between Robin And Wren Avenues

This project would construct curb/gutter/sidewalk and a bicycle lane along the east side of Quail Drive adjacent to Fairview Elementary School. These improvements would provide a safe location for students walking or riding their bikes to school. The grant funding applied for was \$50,000.

Prior Council/Board Actions:

Attachments:

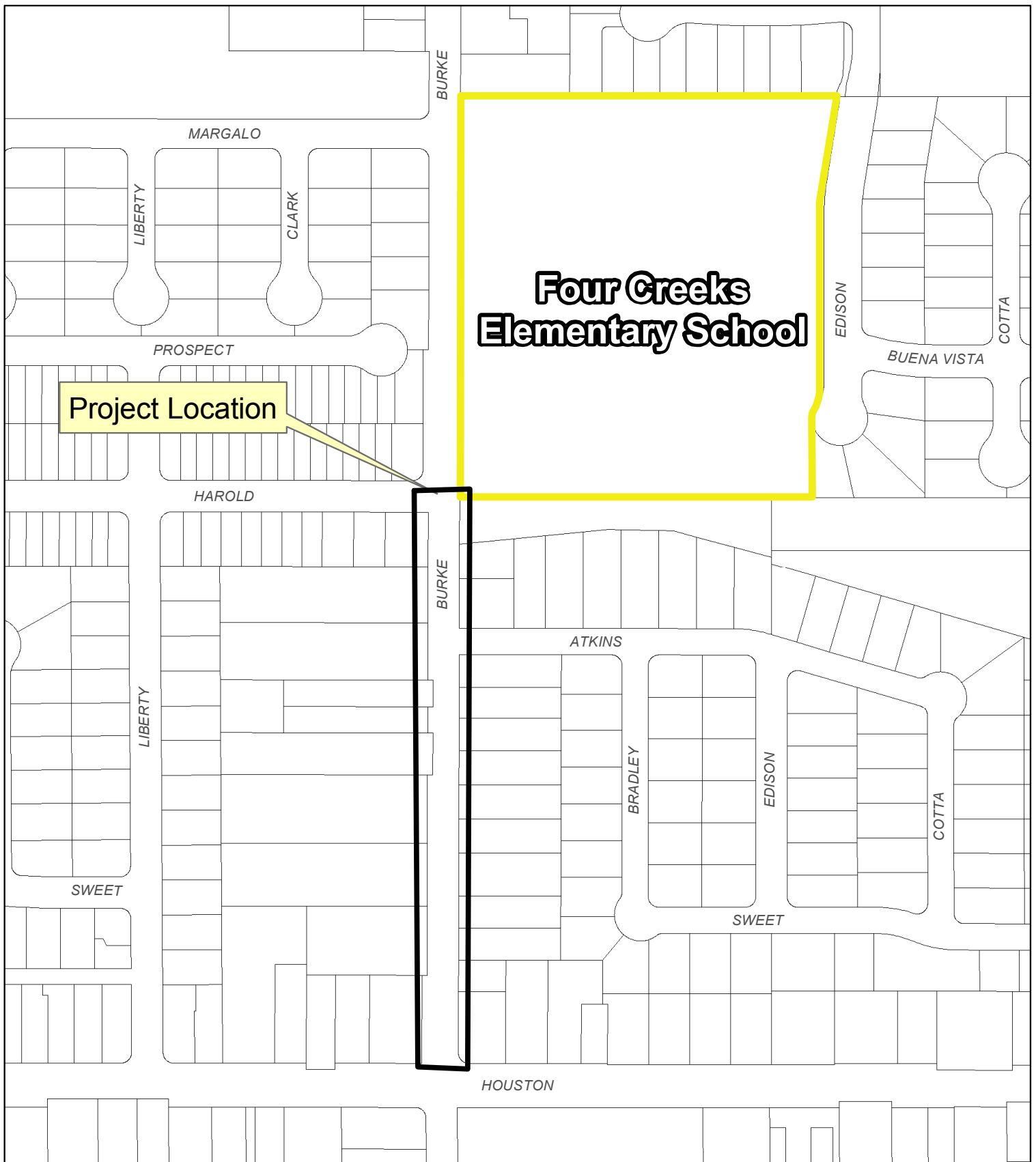
Recommended Motion (and Alternative Motions if expected):

I move to accept this update of the status of City Safe Route to School Projects.

Environmental Assessment Status

CEQA Review: N/A

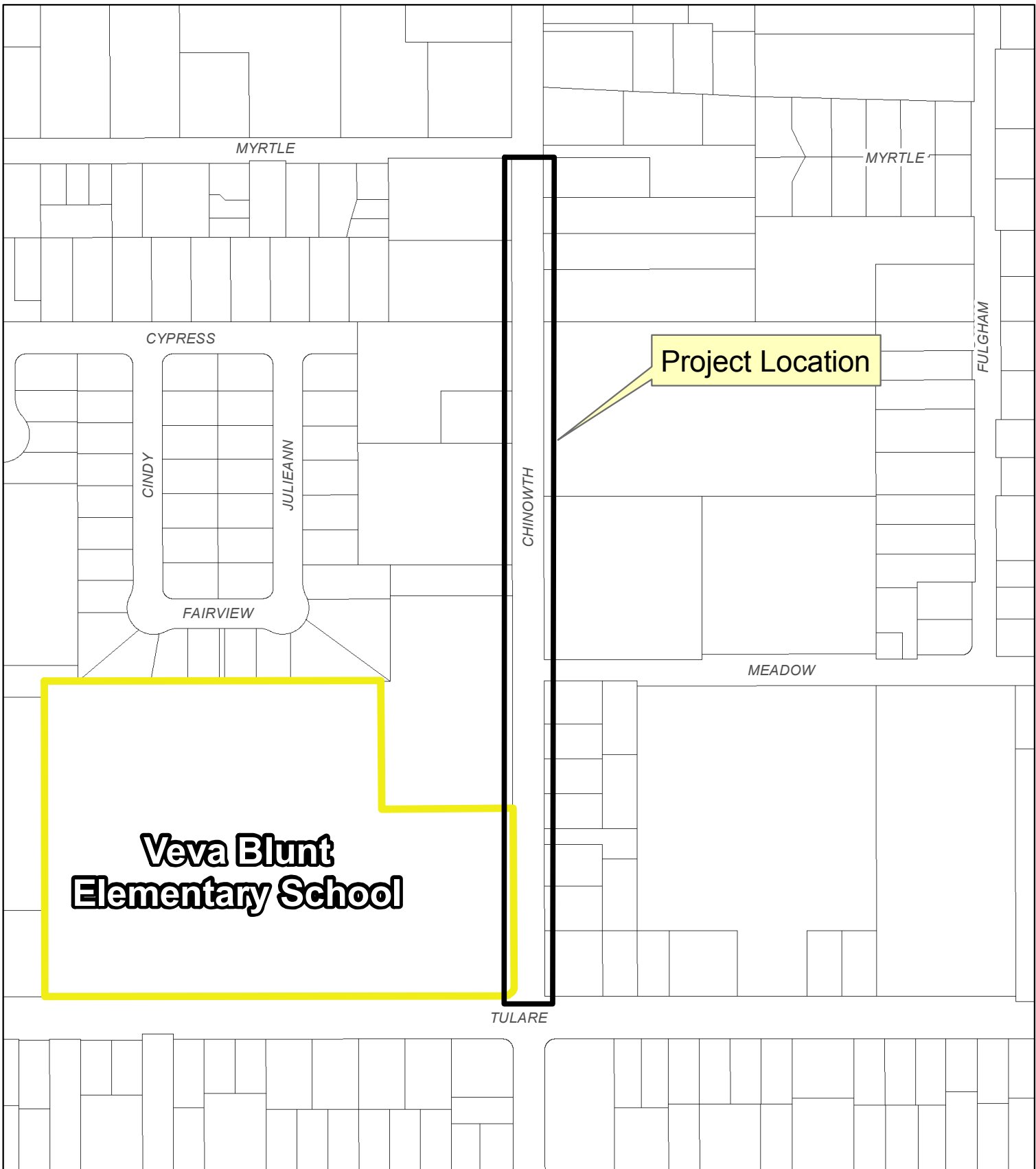
NEPA Review: N/A



Safe Routes to School Program Burke St. - Houston Ave To Harold Ave Location Map

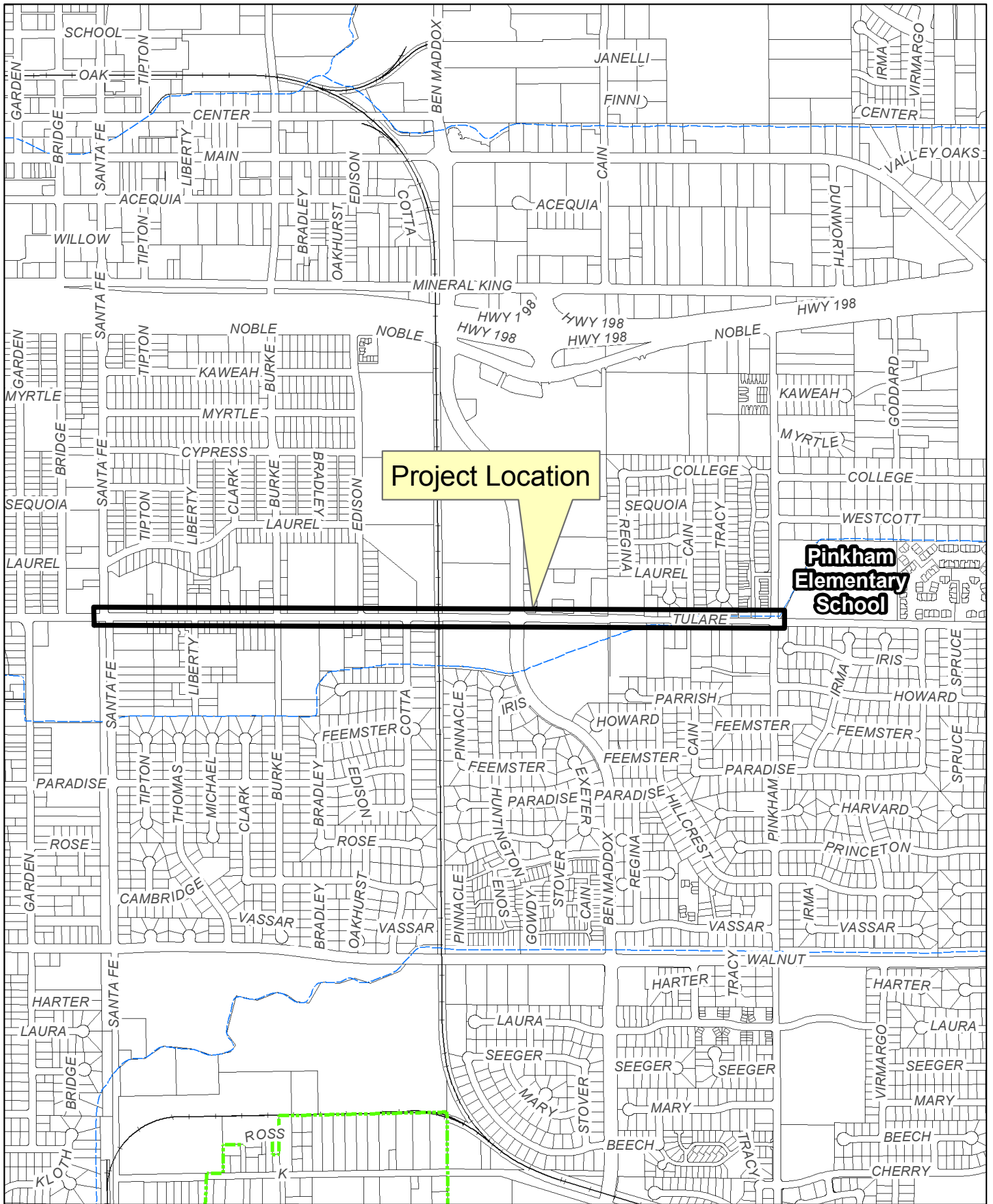


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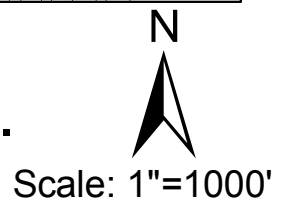


Safe Routes to School Program Chinowth St. - Tulare Ave. To Myrtle Ave. Location Map





Safe Routes to School Program
 Tulare Ave. - Santa Fe St. to Pinkham St.
 Location Map



Safe Routes to School

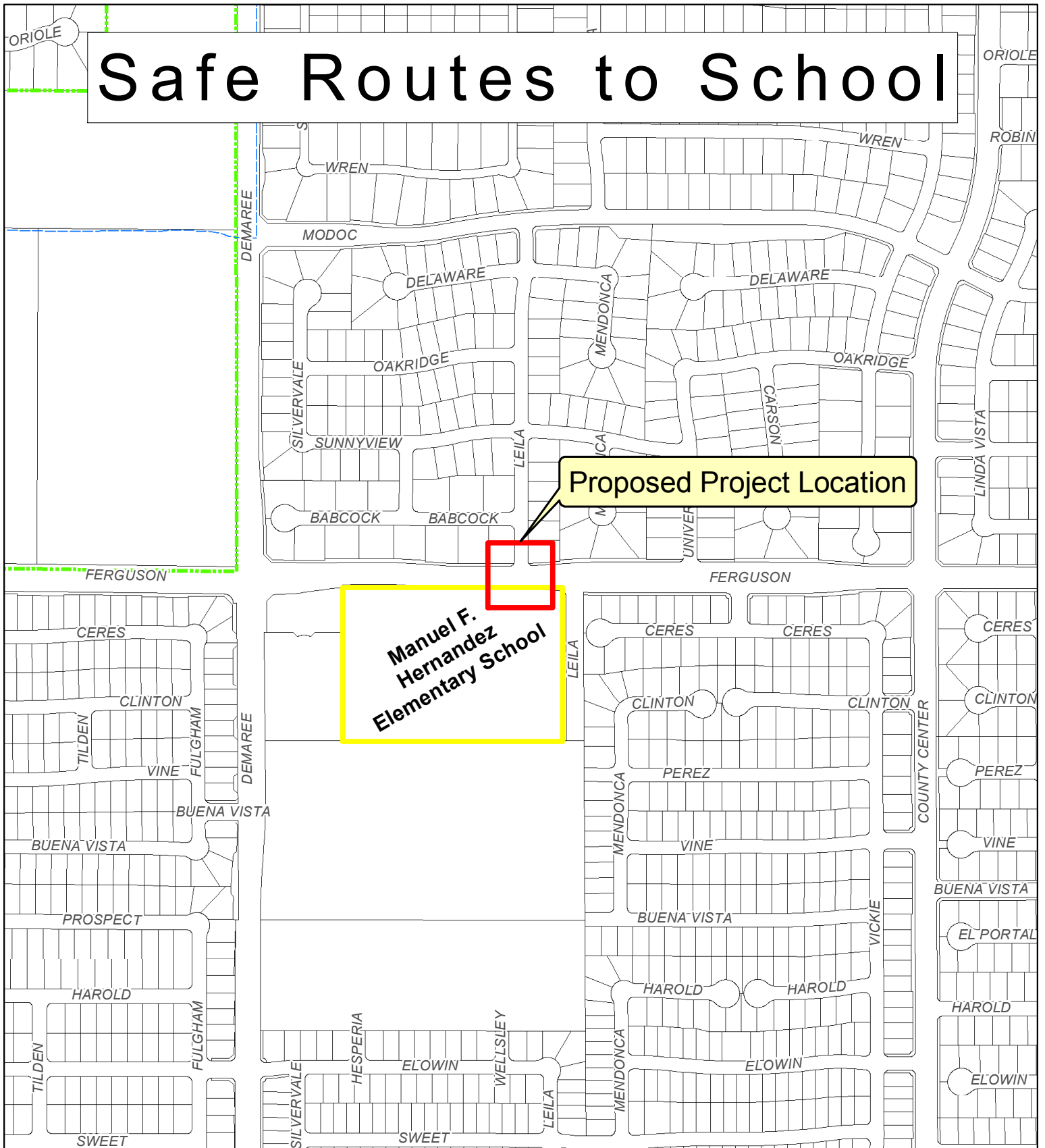


Packwood and County Center LED Crosswalk and Pedestrian Ramp Location Map



Scale: 1"=500'

Safe Routes to School

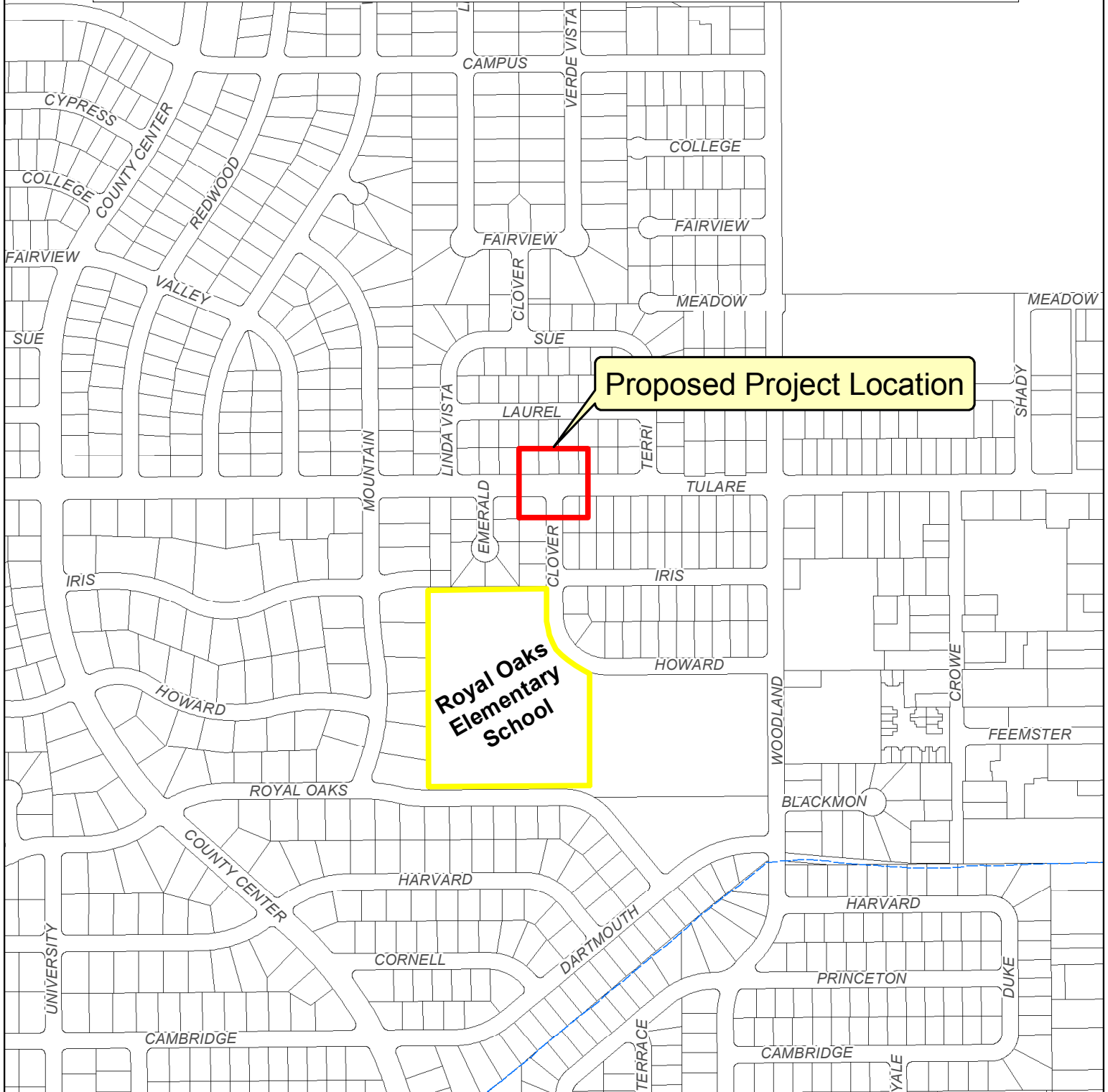


Ferguson and Leila
LED Crosswalk and Pedestrian Ramp
Location Map



Scale: 1"=500'

Safe Routes to School

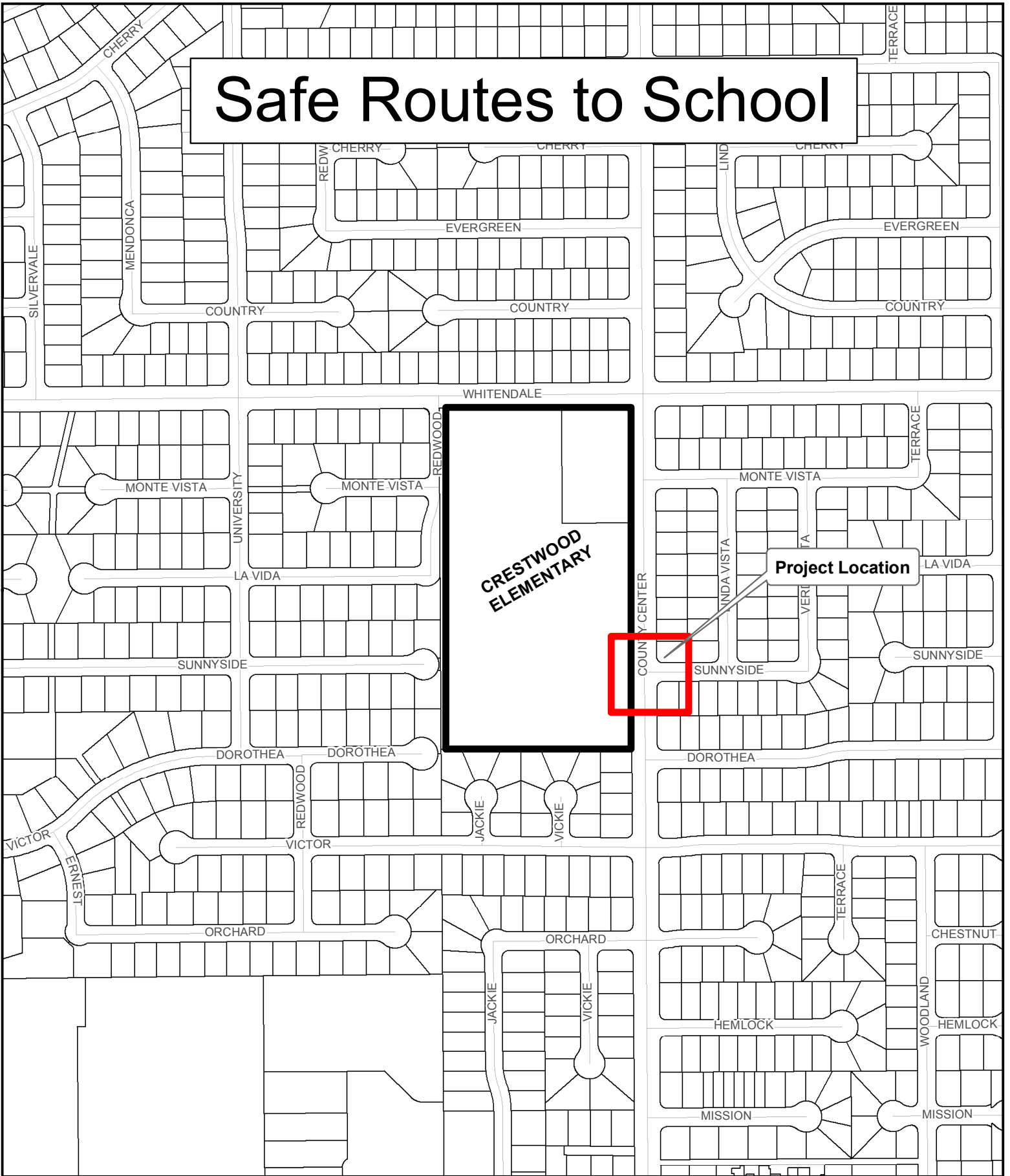


Tulare and Clover LED Crosswalk and Pedestrian Ramp Location Map



Scale: 1"=500'

Safe Routes to School

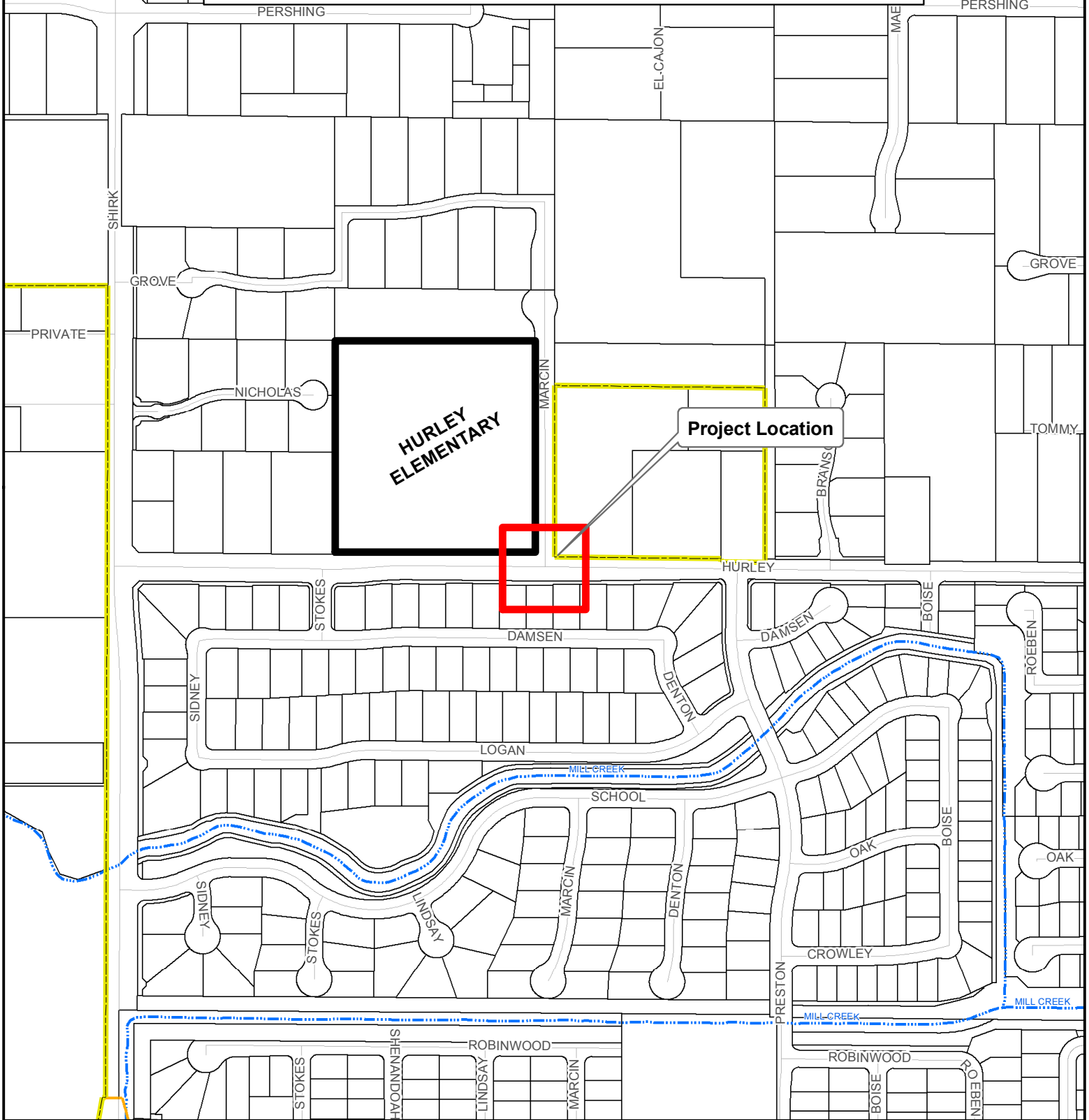


COUNTY CENTER AT SUNNYSIDE AVE ENHANCED CROSSWALK IMPROVEMENTS LOCATION MAP



Scale 1" = 400'

Safe Routes to School

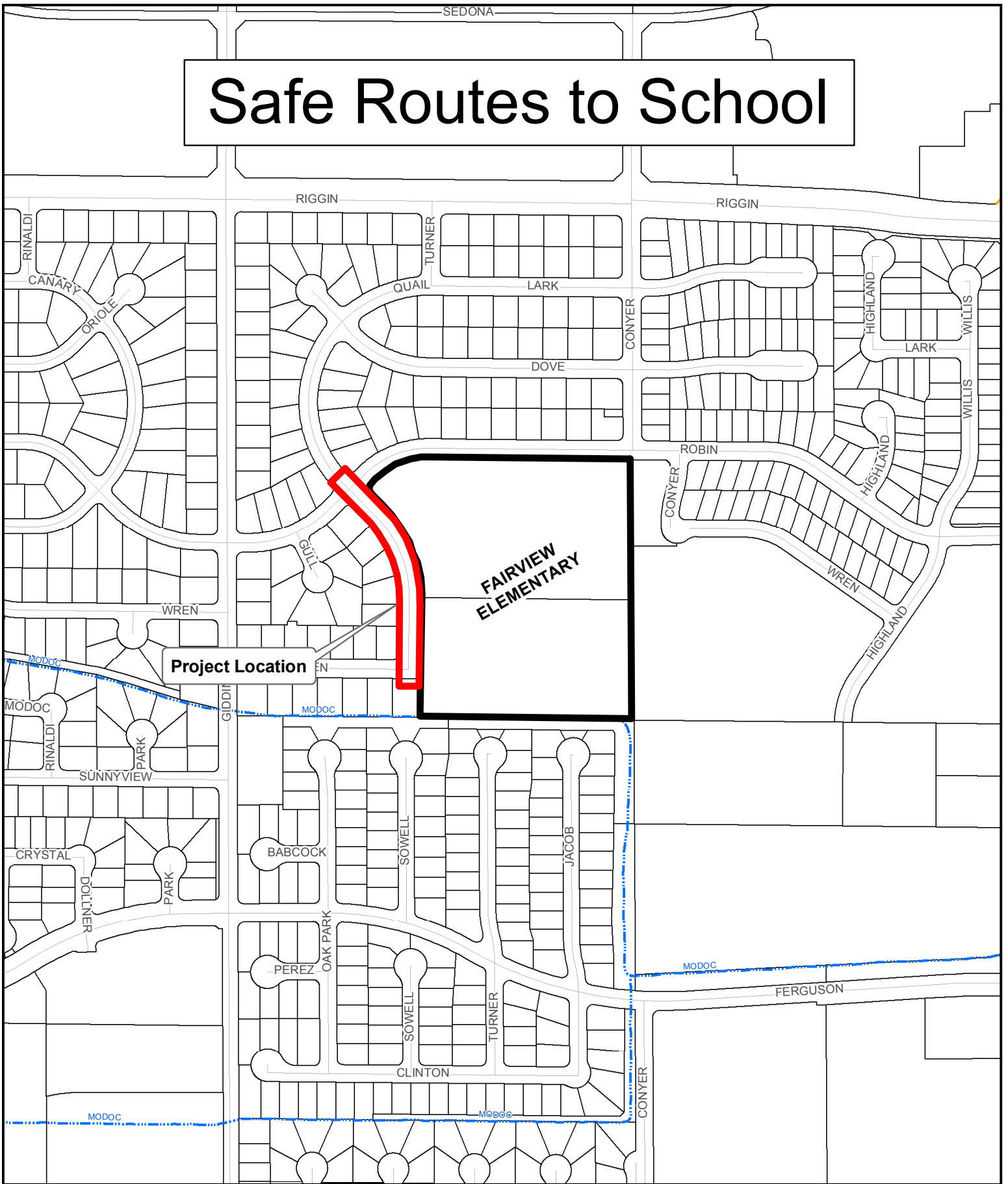


HURLEY AVE & MARCIN ST ENHANCED CROSSWALK IMPROVEMENTS LOCATION MAP



Scale 1" = 400'

Safe Routes to School

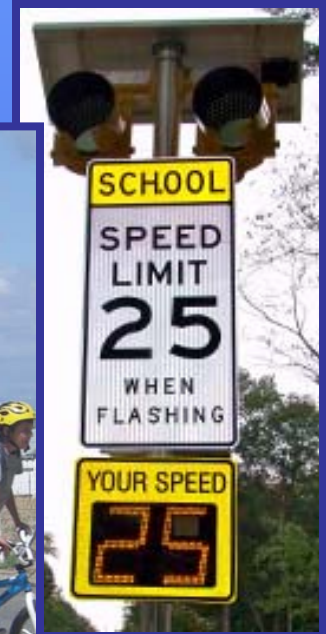


QUAIL DRIVE - ROBIN to WREN AVE PEDESTRIAN & BICYCLE IMPROVEMENTS LOCATION MAP



Scale 1" = 400'

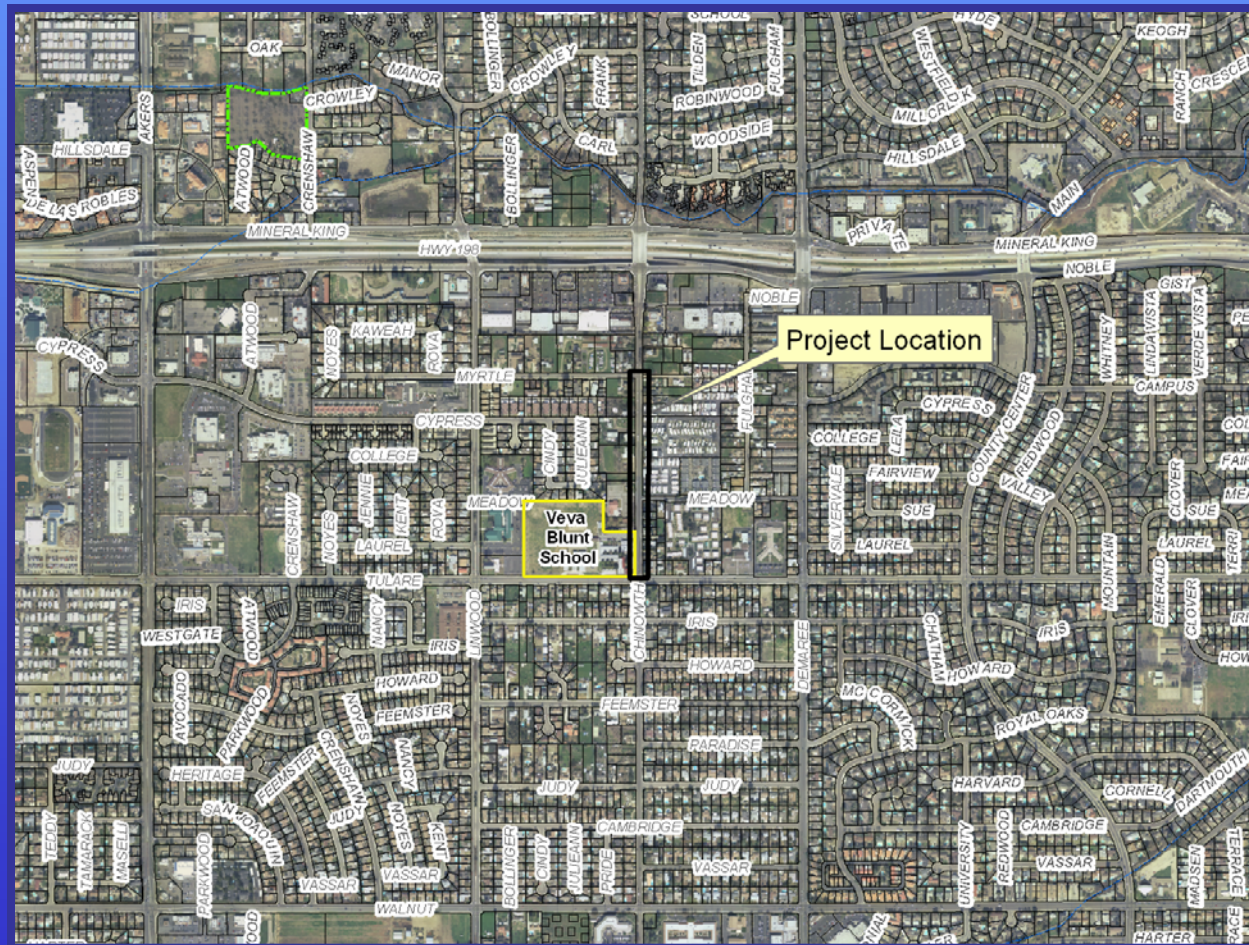
Safe Routes to School Grants Update



Safe Routes to School Grants Update Burke Street



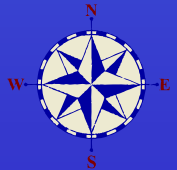
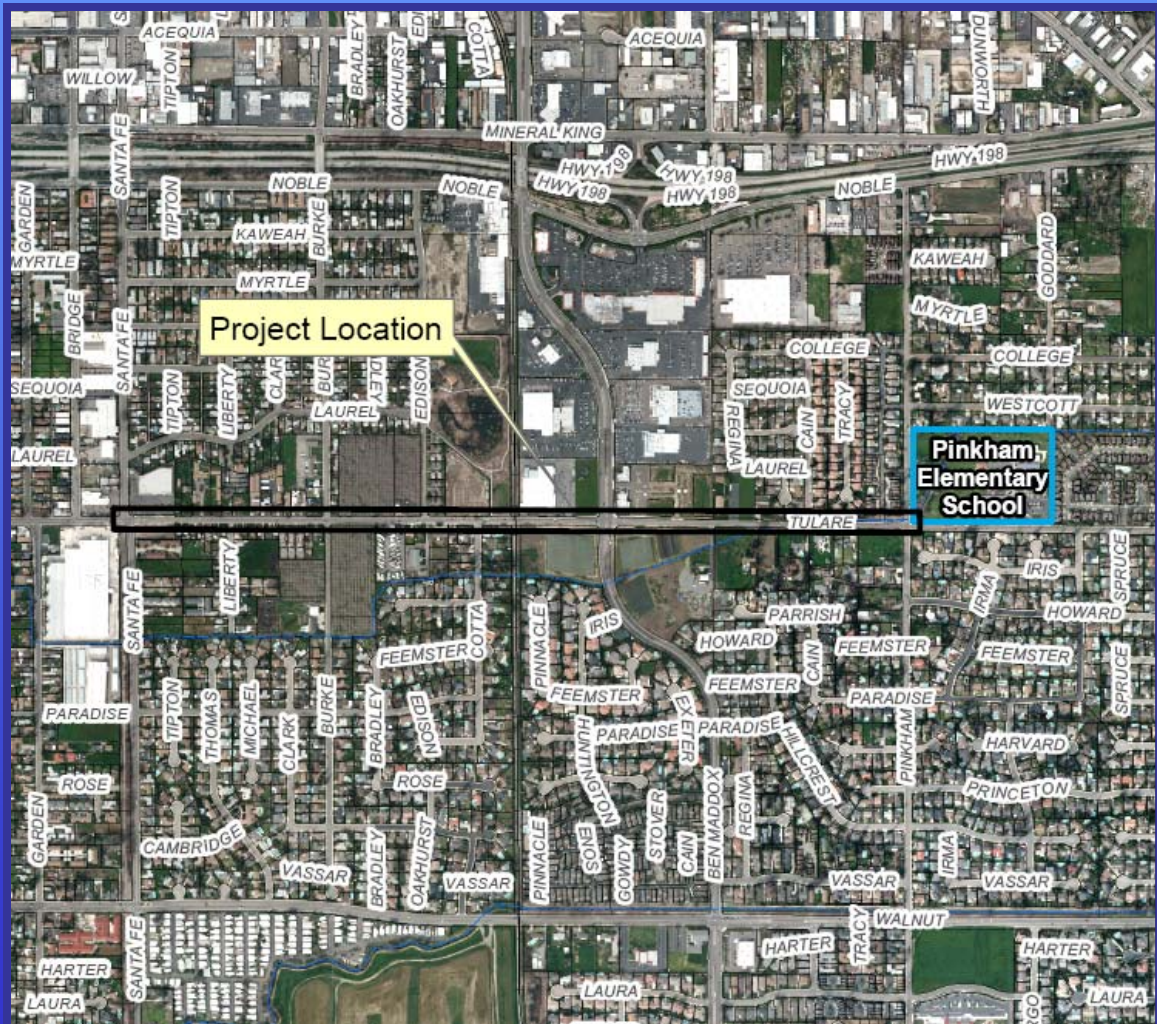
Safe Routes to School Grants Update Chinoweth Street – Tulare Ave to Myrtle Ave



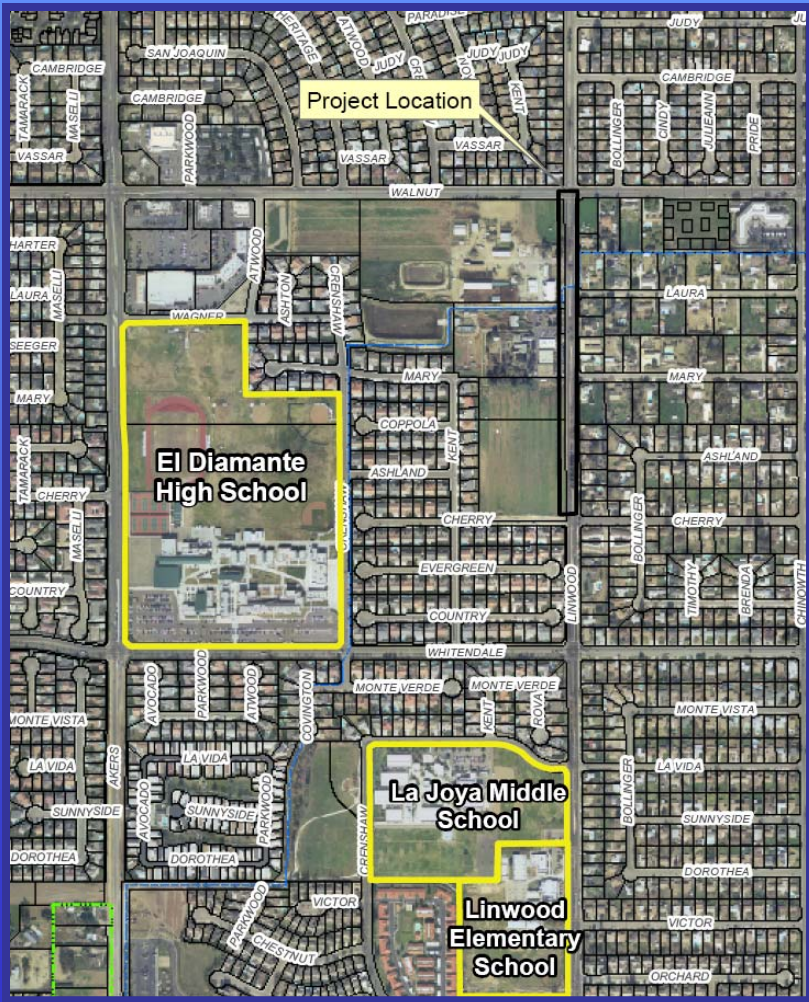
Safe Routes to School Grants Update Chinowth Street



Safe Routes to School Grants Update Tulare Ave – Santa Fe to Pinkham St



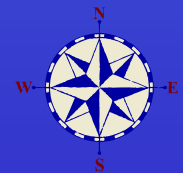
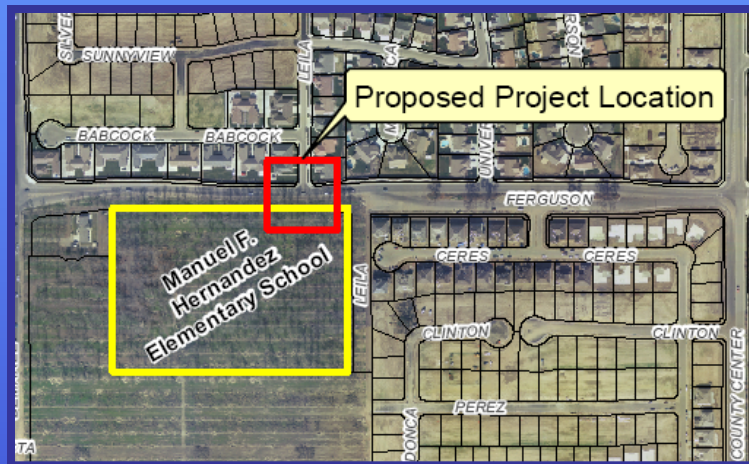
Safe Routes to School Grants Update Linwood – Cherry Ave to Walnut Ave



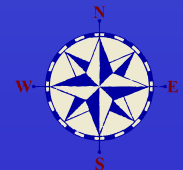
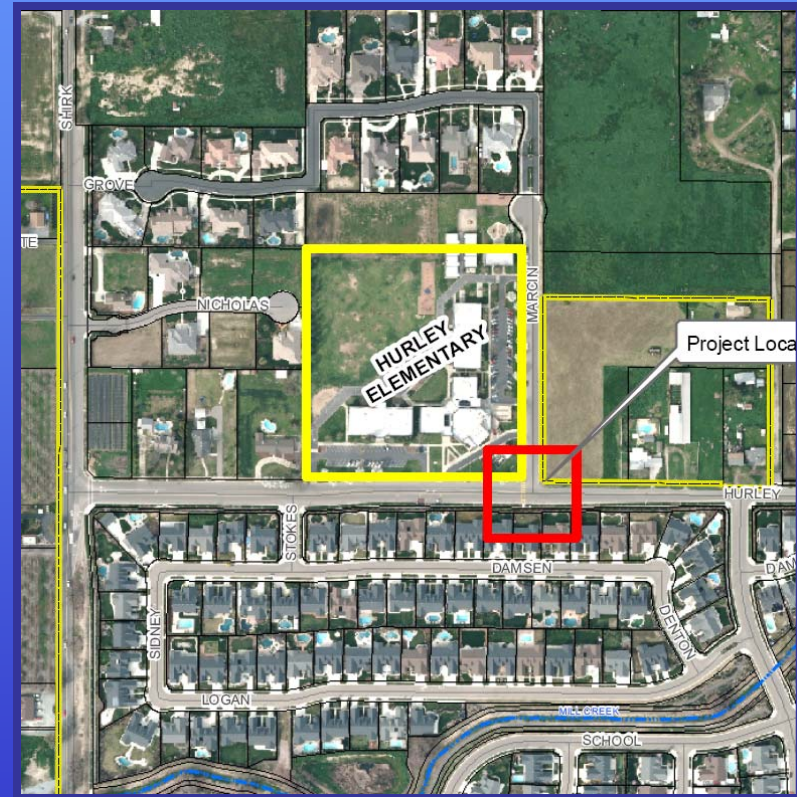
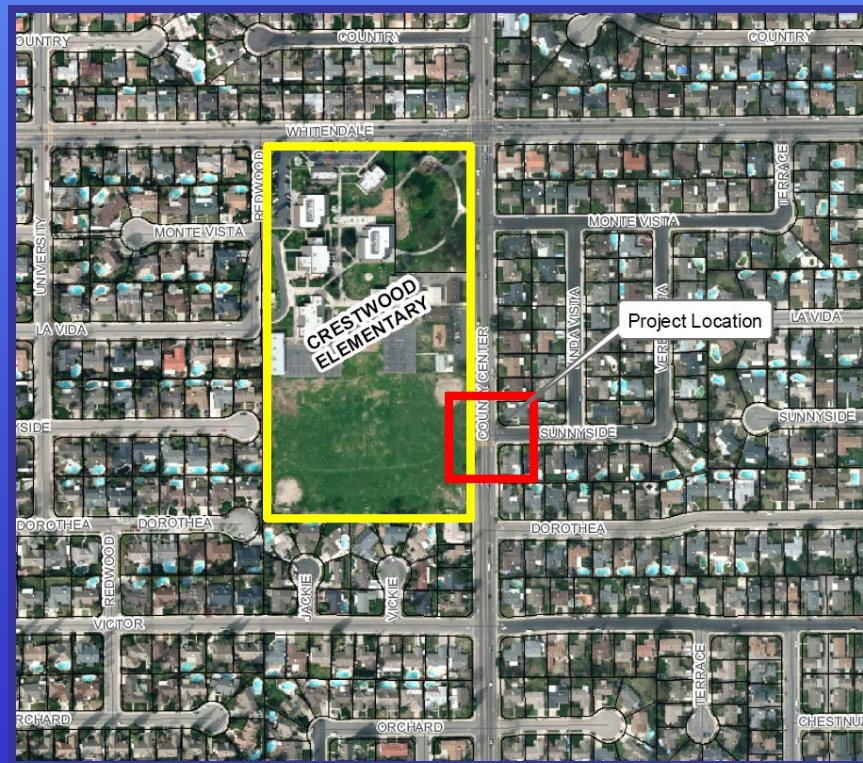
Safe Routes to School Grants Update Linwood – Cherry Ave to Walnut Ave



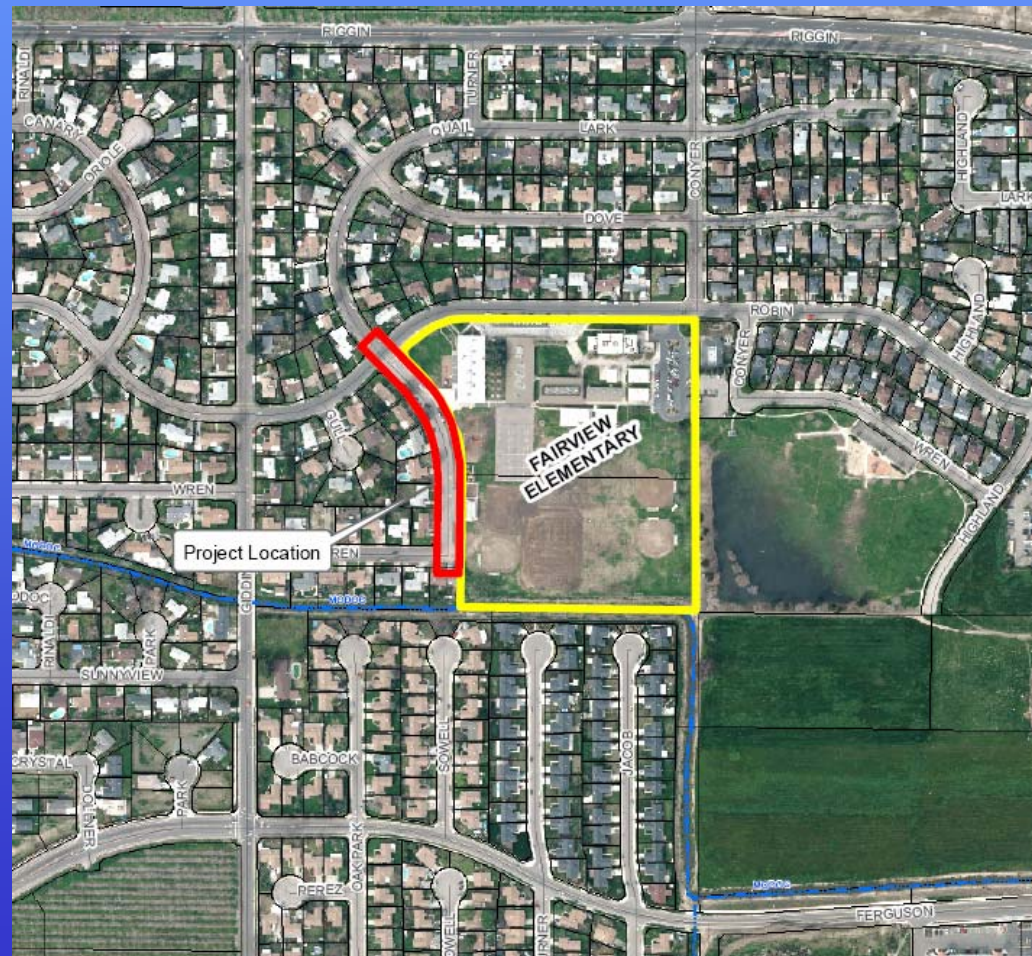
Safe Routes to School Grants Update LED Lighted Crosswalks



Safe Routes to School Grants Update Enhanced Crosswalk Improvements 2010 Grant Application



Safe Routes to School Grants Update Quail Drive – Robin to Wren Ave 2010 Grant Application



**MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA STATE UNIVERSITY, FRESNO
AND
COLLEGE OF THE SEQUOIAS**

WHEREAS, California State University, Fresno (hereinafter “Fresno State”) offers upper division courses with a variety of educational programs leading to Baccalaureate and Master’s degrees through the use of on site instruction and distance learning technology at the College of the Sequoias campus, and;

WHEREAS, the College of the Sequoias (hereinafter “COS”) offers lower division courses with a variety of educational programs leading to Associates of Arts degrees, and;

WHEREAS, Fresno State and COS desire to enhance the educational opportunities for the residents of Visalia and surrounding communities.

NOW, THEREFORE, in consideration of the foregoing, and the mutual promises herein contained, the parties agree as follows:

I. RESPONSIBILITIES OF COS

- A. COS will provide the opportunity for Fresno State to present plans to be in COS’ permanent facilities planning process.
- B. COS agrees to provide access to Fresno State students to established computer labs at COS. Fresno State will work with the COS Vice President for Academic Services and any applicable division chair for arranged times and locations of computer lab use. In the event there are unusual costs associated with said access, Fresno State agrees to reimburse COS for these costs at an amount agreed to by the parties.
- C. Provide audio-visual technology support for classrooms used jointly by Fresno State and COS.
- D. Advertise the availability of Fresno State offerings in COS publications to the extent possible.
- E. Make facilities available for Fresno State graduation ceremonies recognizing students from COS.
- F. Pay for utilities for Fresno State buildings, including electricity, natural gas and water.
- G. Provide custodial services for Fresno State buildings.
- H. Provide minor maintenance and repairs to Fresno State buildings up to \$100 per incident.
- I. Make all COS classrooms available to Fresno State on a space available basis at no charge.
- J. Provide parking privileges for Fresno State students on the COS campus. Fresno State students are considered COS students for the purposes of purchasing a permit.
- K. Lease the former COS Nursing Building to Fresno State for \$1 per year.

- L. Provide basic telephone service, as required, to any classroom or lab facility for emergency purposes.
- M. Provide low-voltage cable infrastructure installation and support as needed with COS being reimbursed the time and material costs.
- N. Allow Fresno State to establish a virtual private network between COS and Fresno State using the COS CENIC network connection.
- O. Provide on-site technical assistance as needed.

II. RESPONSIBILITIES OF FRESNO STATE

- A. Fresno State agrees to lease three of the Fresno State owned portable classrooms to COS from 7:00 a.m. until 3:00 p.m. Monday through Friday during regular fall and spring academic sessions.
- B. Commit to fund and implement the higher education programs at COS developed following the process identified in Attachment A.
- C. Assign responsibility for the COS project to the Associate Vice President for Undergraduate Studies to work directly with the institute to ensure success of the program.
- D. Fresno State will offer upper division courses through the use of distance learning technology and on-site instruction, which will be designed to enhance the educational opportunities of residents of Visalia and surrounding communities. Fresno State will consult with COS on its course offerings, to attempt to offer courses that maximize benefits to students at the Fresno State/COS Center. The ultimate authority for deciding which courses to offer will remain with Fresno State.
- E. Fresno State will provide and maintain telephony and data networking service for Fresno State employees and work areas including the student lab in the Fresno State owned facility. Fresno State will provide technical support for the video conferencing, smart classrooms and lab areas where Fresno State owns equipment.
- F. Fresno State understands and agrees that if it schedules a course for a time when COS is not scheduled to be open, the Fresno State will be responsible for the costs of having an employee open the Fresno State/COS Center and for closing and securing the Center at the conclusion of classes.
- G. Fresno State will provide transfer counseling to any COS student who seeks to transfer to Fresno State.

III. HEALTH SERVICES

- A. California State University, Fresno (Fresno State) shall provide COS with a listing of students attending classes on the COS campus each semester to facilitate identification of Fresno State students.
- B. Subject to verification of eligibility, as identified by the listing provided by Fresno State, any Fresno State student requesting services at COS Student Health Services will be required to pay the current COS Student Health Fee, as approved by the COS Board of Trustees each semester, and described in AP 5030: Section F:

Pursuant to AB 982 (Laird), the District charges a health fee of all students, including BOGG recipients. Only students who depend exclusively upon prayer for healing in accordance with a bona fide religious sect, denomination or organization, or apprentices attending a community college under an approved program may have the fee waived. The District will increase the health fee by the same percentage increase as the Implicit Price Deflator for State and Local Government Purchase of Goods and Services to qualify for mandated health cost reimbursement.

- C. The established fee for 2010-11 is \$17.00 per fall and spring semester, and \$14.00 for summer session. This fee is subject to change and the Fresno State student shall always be expected to pay the same student health fee the COS student pays.
- D. Once payment of student health fee is received, the Fresno State student will not be required to pay additional fees unless such fees are levied by a third party and also required of COS students utilizing such services.
- E. The Fresno State student will be provided with a receipt from the COS cashier's office which can then be presented to Fresno State for reimbursement of a portion of the Fresno State health fee.
- F. If requested by the Fresno State student, after completing a "Release of Information" document, a copy of the medical record notation made or other documentation of services shall be provided to the student for integration into the patient's medical record at Fresno State. One copy will be provided free of charge. All other copies of records are subject to administrative fee as established by the COS Health Center.
- G. A Fresno State student attending classes at COS may choose to utilize the full range of services at California State University, Fresno University Health and Psychological Services (UHPS) in lieu of COS Health Services. COS Health Services may also refer eligible students to UHPS in lieu of referral to contract or other community services on the COS campus.

IV. LIBRARY SERVICES

- A. COS agrees to provide Fresno State students access to any and all library services afforded to COS students at the COS Library. COS agrees to provide internet access to Fresno State students and on-site support for access to Fresno State Henry Madden Library services.
- B. Fresno State will provide Henry Madden Library on-line access and priority interlibrary loan services for use by the COS and Fresno State students.

V. STUDENTS WITH DISABILITIES

- A. The services agreed upon will be provided by the Disability Resource Center (hereinafter "DRC") of COS. The DRC will maintain a list of Fresno State students who receive accommodation services through the DRC and the type of services provided. Fresno State agrees to reimburse the DRC in accordance with the mutually agreed-upon fee schedule. COS shall invoice Fresno State each semester. Invoices will also include documentation regarding students served and services provided. Fresno State shall pay these invoices within 30 days of receipt.
- B. In arranging and providing services to Fresno State students, DRC will:

- Receive and process requests for service from Fresno State Services for Students with Disabilities (hereinafter “SSD”).
 - Arrange for the services to be provided.
 - Monitor the service implementation.
 - Track the type, number and timing of services provided.
 - Process service provider time sheets.
- C. Designated services will be provided to Fresno State students with disabilities who attend courses on the COS campus. Attachment B outlines the services to be provided to Fresno State students by the DRC and the associated fees.
- D. COS’ adaptive lab will not be available to Fresno State students as it is already impacted and too small for share use.
- E. Students with disabilities who wish to request accommodations must initiate the request personally with SSD. Students enrolled in courses at Fresno State/COS Center may communicate with SSD through the Fresno State/COS Center office, intercampus mail, telephone or email.
- F. Verification of the eligibility of Fresno State students with disabilities for accommodation and determination of appropriate is solely the responsibility of SSD. If a student is approved, SSD will give the student a copy of its Services and Accommodation Policies and Procedures (Attachment C). This manual also lists the accommodations available.
- G. Letters to professors indicating appropriate classroom accommodations will be prepared by SSD for each student. It is the responsibility of the student to give letters to their professors. Questions by professors should be addressed to SSD.
- H. Issues arising from the student or DRC regarding the quality, timeliness or appropriateness of an approved accommodation shall be addressed to SSD for discussion.

VI. TERM, MODIFICATION AND CANCELLATION

- A. This agreement constitutes the entire statement of the agreement between the parties, which supersedes and merges all prior proposals, understandings and all other agreements oral and written, between the parties relating to the subject matter of this MOU.
- B. This memorandum of understanding shall continue in effect from the date of execution and automatically renew each year.
- C. This agreement may be modified, amended or cancelled at any time by the mutual written consent of all parties.

VII. INDEMNIFICATION

- A. California State University, Fresno agrees to defend, indemnify and hold harmless College of the Sequoias and its officers, agents and employee from any and all liability, claims, actions, and damages of whatever kind, arising out of any act of omission of California State University, Fresno, its officers, agents or employees arising out of or in any way connected to California State University, Fresno’s performance under this agreement.
- B. College of the Sequoias agrees to defend, indemnify and hold harmless California State University, Fresno and its officers, agents and employee from any and all

liability, claims, actions, and damages of whatever kind, arising out of any act or omission of College of the Sequoias, its officers, agents or employees arising out of or in any way connected to College of the Sequoias performance under this agreement.

COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT

Superintendent/President Date

President, Board of Trustees Date

CALIFORNIA STATE UNIVERSITY, FRESNO

Vice President for Administration & CFO Date

Attachment A – Action Timeline

Activity	Who is Responsible	Start Date	Due Date	Budget	Funding Source	Comments
Evaluate current physical plant at COS	Dr. Dennis Nef	9/1/2010	12/1/2010	-	-	
Inventory equipment & determine future needs	Dr. Dennis Nef	9/1/2010	12/1/2010	-	-	
Develop budget for all costs including ongoing maintenance	Dr. Dennis Nef	9/1/2010	12/1/2010	-	TBD	
Inventory services, student base and class offerings	Dr. Dennis Nef	9/1/2010	12/1/2010	-	-	
Review and commit to expanded course offerings and attempt to secure additional degree offerings for Fall 11 at COS	Dr. Dennis Nef	9/1/2010	2/1/2011	-		
Offer concurrent enrollment Fresno State/COS	Dr. John Welty	2/1/2011	7/1/2011			
Recruit teacher for classes	Dr. Dennis Nef	1/15/2010	Ongoing		-	
Market program to community & businesses	TBD	1/15/2010	Ongoing		Institute/EDC	
Provide part time outreach person	Dr. Dennis Nef	9/15/2010	ongoing	-	Fresno State	Outreach & Preadmit Advising
Market program to high school students	TBD	Ongoing	Ongoing	-	-	
Recruit cohorts for Fall 2011	Outreach	9/15/2010	Ongoing	-	-	Academic Advising
Evaluate progress. Goal to add 50 FTES per year	Dr. Dennis Nef	6/15/2011	annually	-	-	

Attachment B – Disability Resource Center Fee Schedule

Mobility Assistance	\$20/student/semester
Note Taking Service	\$30/student/class plus hourly wage of note taker
Test Taking Facilitation	\$15 per hour (1 hour minimum)
Elevator Key	\$5/student
Equipment Modification	\$25/student/semester

**Attachment C. California State University
SERVICES FOR STUDENTS WITH DISABILITIES**

SERVICES AND ACCOMMODATION POLICIES AND PROCEDURES

The Services for Students with Disabilities (SSD) Program provides academic accommodations to regularly enrolled California State University, Fresno students in accordance with the Rehabilitation Act of 1973, the Americans with Disabilities Act and the California State University Policy for the Provision of Accommodations and Support Services to Students with Disabilities. The student must provide SSD with current (within 3 years) written verification of disability from a professional who is qualified to determine the physical, perceptual or learning disability and the need for an academic accommodation.

In order for the campus and SSD to provide academic accommodations, the student must initiate the request personally with SSD. Any disability-related need that requires the assistance of the professor must be made known to the professor each semester. The professor is not expected to assume or remember the need for accommodations from semester to semester.

INITIATING SERVICES

1. Students who desire academic accommodations provided by SSD must: complete an initial interview, in person, with the Disability Management Specialist (DMS), or the SSD Director; provide appropriate verification of disability; and, if appropriate, participate in additional assessment.

2. Students who are concerned about the presence of learning disabilities (LD) will first make an appointment to meet with a Disability Management Specialist. A brief pre-screening will be completed and the student may be asked to complete a more detailed initial assessment packet (Delta Screener) and return it to SSD. During an appointment, set up 2-3 days later, a determination will be made regarding the appropriateness of a referral for further assessment. If such a referral is made, a psycho-educational report will be sent to SSD approximately two weeks after testing has been completed. If learning disabilities have been identified, another appointment will be made to complete the process of determining appropriate academic accommodations.

3. All disability verification forms and processes must be completed prior to receiving services from SSD.

4. A service plan, based on the professional verification of disability(s) and Federal and State mandates, will be established with the Disability Management Specialist or the Director and approved by the student in writing.

5. To activate requests for classroom accommodations (e.g., notetaking, tape recording, testing, textbooks in alternate format, sign language interpreters, real time captionists, FM device (assistive listening system), students must fill out and turn in a “Schedule Form & Request for Professor Letters” at the SSD front reception desk. On this form, the student lists course information and indicates their request for the appropriate approved accommodations for each course. This form is then used to initiate the preparation of a letter for each of the student’s professors that indicates the appropriate accommodations to be provided for each course. It is very important that the student fill out this form completely and accurately to ensure that the professor letters are prepared correctly.

It takes 2-3 days for the professor letters to be prepared and approved by the student’s Disability Management Specialist. It is the student’s responsibility to check when the letters are ready and deliver them to each professor. SSD does not send the letters to the professors.

CAMPUS REGULATIONS AND ACCOMMODATIONS

1. All students who receive academic or other accommodations through SSD are expected to adhere to the Campus Code of Conduct as well as appropriate campus regulations, policies and deadlines.

ACCOMMODATION SERVICES

Authorizations for all accommodations must be approved by the disability management specialists or the program director.

Academic Advising

1. It is the student’s responsibility to receive appropriate academic advising from the Office of Advising (for undergraduates), located on the 2nd floor of the Joyal Building, or their advisor in the department of their academic major.

2. If the student requests, after the student has made the selection of courses with their advisor, the Disability Management Specialist will review the choice of courses with the student to determine their appropriateness to the student’s disability-related needs.

Assistive Technology (AT) includes

Assistive Computer Lab:

1. The SSD student computer lab is restricted to students with disabilities who are currently registered with California State University, Fresno's Services for Students with Disabilities Program and have an active accommodation plan.
2. Students will be issued a Lab Authorization ID card. It must be presented to the Lab Techs and placed in the card holder on the computer at each visit.
3. The Lab Technicians will assist students in adaptive computer programs applications and lab equipment with reasonable consideration of time and for others working in the lab. A list of adaptive software and equipment for Orientation is available from the SSD Assistive Lab Coordinator.
4. Individual training in the use of Assistive Technology (AT) applications and adaptive equipment can be arranged by completing the Lab Orientation and Training Request Form and making an appointment at the front desk five (5) working days in advance.
5. Adaptive Program software applications are specific to individual disabilities. Not all applications are on each Lab computer. Students may be asked to move to another workstation if requested by the Lab Tech to enable another student to use a specific application or for testing purposes. The Lab Tech may also request a student to move to another computer in order for the lab techs to perform alternate media production work.
6. Students who are not employed by the SSD office are not to attempt or in any way reconfigure, install, or download Web software to SSD computers. The student is expected to adhere to the SSD student lab policies and conduct codes as well as the appropriate Internet policies and regulations.
7. Computers in the SSD student lab are for academic use only. Consideration of fellow students working in the lab is anticipated. Unless requested in writing for a class (e.g., research on pornography), accessing pornography is prohibited. A quiet noise level is requested in the Lab at all times.
8. The Pay-for-Print Program costs \$ 0.10 cents per copy. For student convenience, SSD also provides the key-card copier in the SSD Assistive Computer Lab.

Adaptive Equipment:

A variety of adaptive equipment is available in the SSD office, including FM assistive listening systems, CCTVs, magnification devices, wheel chair (emergency use only), wheelchair lapboard, adjustable design board, graphing calculator, and a wide book holder. Some of this equipment is available for checkout. Equipment that is checked out must be returned on the stated date and in the same condition as when loaned.

Blue Curb Parking

1. Students with DMV placards may park in the parking stalls designated for the disabled only when the placard is accompanied by a valid Fresno State paid parking permit.
2. Temporary parking permits for two weeks only may be issued by SSD upon receipt of appropriate verification of disability and must be used with a paid parking permit (semester decal or one-day parking permit).
3. Students without a DMV disabled person parking placard must obtain one in order to continue to use blue curb parking spaces. Information regarding DMV placards can be found at the following Web site: <http://www.dmv.ca.gov/>

Campus Transportation Service (SCOUT)

The campus provides an on-campus transportation service, known as SCOUT, for students with permanent or temporary disabilities who have been approved for the accommodation.

1. In order to request the SCOUT service, students fill out the SCOUT application form. In addition to contact and disability information, there is space on the reverse side of the form to fill in each student's pick up and destination schedule. The form needs to be signed by the student's Disability Management Specialist.
2. To activate the SCOUT service, it is a good idea to get your schedule in as early as possible in the semester or before the semester begins. The initial scheduling process may take up to four (4) working days.
3. During the early weeks of the semester, it is sometimes necessary for students to change their SCOUT pickup schedule. To make changes to your SCOUT schedule, please come to the SSD office. Fill out a new schedule or change on the reverse side of a blank SCOUT application. Make sure that your name and the date of change are on the form. Changes in schedule may

also take up to four (4) days though the SSD office staff makes every effort to process the request as soon as possible.

3. For students who are not on a regular SCOUT schedule and need to use the service only occasionally, you will need to call the Parking and Transportation office at 278-2950 (press “0” to skip the recorded message). If you need a ride after 3:30 p.m., call the Escort Dispatcher at 278-2132. Please show your SCOUT card. For unscheduled pickups, you may need to wait longer for the driver to arrive.

4. The SCOUT vehicle has wheelchair accessibility. Because of the large number of pick-ups and drop-offs, students who do not require a vehicle with wheelchair accessibility may be picked up by a smaller campus Escort vehicle.

Classroom Furniture

1. A student must make the request for classroom furniture accommodations (tables, chairs) known to a Disability Management Specialist one week prior to the date needed.

2. It is the student’s responsibility to inform SSD if the classroom furniture designated for his or her use is, for some reason, not in the classroom.

3. It is the student’s responsibility to be in the classroom early, where possible, in order to secure the furniture designated for her or his use.

4. SSD will request the most appropriate type of furniture available for the student’s classroom needs.

Library Research Assistance

The Madden Library staff will provide assistance, where appropriate, to students with disabilities with locating and retrieving library materials, self-service photocopies, microfilm reader/printer and copy card vending machines.. Students should stop at the Reference Desk to request assistance. If your request will involve extended staff time, it is advisable to call ahead for an appointment to ensure that someone will be available to assist. It is important to remember that the student must be present and actively participate in the research process.

The Madden Library also has available an accessible computer work station, with JAWS and Zoomtext applications and a portable CCTV.

Medically-related Absences

1. It is the student's responsibility to inform their professor of medically-related absences. If the student cannot reach the professor personally, a message should be left with the departmental secretary.

A note from the physician documenting the medically-related absence may be required by the professor. If the absence is disability-related, the doctor's note can be brought to SSD and a letter for the professor may be requested.

2. It is important to be aware that the essential elements of a course and/or major need not be altered to meet the disability needs of the student.

3. SSD must be notified in advance if specific accommodations will not be needed.

4. Students are to assume personal responsibility for taking medications, arranging for personal attendant care, mobility, health and safety issues, and mobility to the campus.

Use of the on-campus transportation service, SCOUT, is an accommodation and must be approved by a Disability Management Specialist or the Director.

Notetaking and Tape Recording of in the Classroom

1. To initiate notetaking and/or taping services the student is to contact the Disability Management Specialist and provide appropriate information.

2. SSD will provide the student with a letter of accommodations to be given by the student to the professor. The letters will be ready within three (3) working days of receipt of an appropriate and complete request.

3. Notetaking agreements for each class requested must be signed by the student requesting the service and dated.

4. A student is expected to be present in class to receive notes for that day.

5. It is the student's responsibilities to let their Disability Management Specialist or the SSD Director know if a notetaker has not been solicited by the professor, if no one in the class has volunteered to take notes, or if the professor is hesitant about the student taping the lecture.

6. Lined NCR notetaking paper is available for purchase at the Kennel Bookstore Copy Center.

Photocopying

1. SSD staff will provide duplication of text in enlarged format. Students should allow for 5 working days advance notice to enlarge text materials.
2. Duplication of classroom notes will be processed by the SSD Staff. Students with the notetaking accommodation, however, must supply the SSD office with an adequate supply of photocopy paper for completion of the copy job.

Reading - Alternate Formats

All requests for text in alternate formats (audio tapes, cd's, e-text, enlarged duplication, etc.) must be submitted to the Testing/Reading Coordinator on the "Request for Textbook in Alternate Format" or the "Request for Handout Scanning" forms. If the request forms are submitted improperly, there may be a delay in production time.

1. SSD must have five (5) working days advance notice to tape audio versions of specific assignments and chapters from textbooks.
2. The Reading Coordinator must have two weeks (10 working days) advance notice for requests for textbooks in alternate format from RFB&D. The student must provide all relevant information before the RFB&D request is made.
3. Cd's from RFB&D must be returned promptly at the end of the semester. Failure to comply may result in holds being placed on grades, transcripts and other transactions with California State University, Fresno.
4. Requests for alternate format texts that involve ordering cd's or e-text from publishers or the California State University Center for Alternate Media (CAM) require that the student present proof of purchase of the text prior to the order being placed. It is advisable to submit requests for these formats as soon as the student knows the text title as it may take longer to obtain these materials.
5. It is the student's responsibility to check the status of book/scanning requests with the Reading/Testing Coordinator and to pick up completed materials. Requests and status checks should not be made with Lab Techs.
6. Students who have been trained to use the Kurzweil software program may use the system for scanning and saving text materials onto a cd or flashdrive. .

7. SSD has a limited number of cd players compatible with RFB&D materials for loan overnight. Audio equipment can be checked out at the front desk on a limited basis. Equipment loans are on a first come first serve basis.

SSD also can provide information regarding where students can purchase their own equipment.

8. SSD must have five (5) working days advance notice for: enlargement of written materials, scanning and editing of handouts and articles, and typing of class notes.

Sign Language Interpreter

1. Students requesting sign language interpreters must submit their course schedules to their Disability Management Specialist or the Lead Interpreter by the date requested to ensure the assignment of an interpreter(s) by the first classroom session.

2. Interpreters will be provided for academically-related functions. SSD must have five (5) days advance notice. Interpreters will also be provided for other campus activities and events, but need to be requested through the office or group responsible.

3. Absences are to be reported at least 24 hours before class or the event to both SSD and the assigned Sign Language Interpreter. Unexpected absences should be reported as soon as possible.

4. For written classroom examinations, interpreters may be provided to interpret instructions from the professor to the class or questions from the student to the professor. Interpreters are generally not permitted to interpret written examinations, whether administered in the classroom or in the SSD office. Oral examinations will be interpreted.

5. Requests for specific interpreters will be honored if possible.

6. Choice of sign language preference will be accommodated but advanced notification is needed.

7. A TTY is available for students in the SSD office. A list of other TTY locations on campus is available from the SSD office.

Testing

1. Proctoring and other appropriate accommodations for examinations are provided for students for whom testing accommodations are approved.

2. Students must first provide SSD with a class schedule for the semester on the “Schedule Form and Request for Professor Letters” form. The student’s Disability Management Specialist will write a letter to those professors teaching a course for which the student has requested testing accommodations. The student will deliver the letter(s) directly to their professor(s). Three (3) working days are required for SSD staff to process the request and prepare the professor letter(s).
3. The student must also complete and return to SSD the “Request for Testing” form seven (7) days prior to the date of each exam. A separate request must be submitted for each exam.
4. SSD staff will pick up the exam, provide the proctoring or other accommodation services and deliver the exam to the professor through their departmental office.
5. Any irregularities in the exam process or the student’s behavior while testing will be reported in writing to the professor.
6. New students must complete a Testing Orientation and sign off with their understanding of testing accommodation procedures before testing accommodations are put in place.
7. Exams begin at the time of the student’s request. No additional time will be given to the student if they arrive late for an exam. If the student is more than twenty (20) minutes late, the unused exam will be returned to the instructor. It is then up to the instructor to allow the student to reschedule the exam.
8. **STANDARDIZED EXAMINATIONS** – Accommodations national, state or departmental examinations must be discussed with a Disability Management Specialist or the SSD Director and a Standardized Examinations Request for Accommodation form completed and signed. Where appropriate, a letter will be prepared on the student’s behalf verifying the approved testing accommodations. The request for the letter must be submitted three working days prior to the date that the student needs to pick up the letter. Some standardized exams (e.g., GRE) require a signed document (provided by the testing agency) to verify testing accommodations. Such a document replaces the need for a letter from SSD.

It is the student’s responsibility to register in a timely fashion and to contact the university’s Office of Testing Services (Family/Food Sciences, Rm. 110) about the date and place the exam will be given.

If the examination accommodations are to be provided in the SSD office, it is the student’s responsibility to arrange the time and date with the SSD Testing Accommodations staff. SSD will then pick up and deliver the exam to the Office of Testing Services.

NOTE: For state and national exams for purposes other than those required as part of California State University, Fresno, it is the student's responsibility to send in verification directly to the test sponsor. It is recommended that students carefully review the test application and the requirements for accommodations and allow a minimum of 4-6 weeks for processing the request.

Tutoring

1. SSD does not provide tutorial services directly.
2. Students are encouraged to utilize the Learning Resource Center for tutoring services. A referral sheet will be provided by SSD to introduce you. If a tutor is available for the subject you request, you will be assigned to a small group (2-3 people) for tutoring. If it is deemed necessary, Letters of Introduction for one-on-one tutoring with the Tutorial Center can be provided by SSD.
3. It is the student's responsibility to pick up the letter(s) from SSD and take it to the Learning Resource Center.

Typing

1. Typing will be provided for those students approved for this accommodation and for class assignments only.
2. All work must be submitted in final form five (5) class days prior to the due date. Typing or word processing must be required by the Instructor.
3. Clear instructions regarding formatting must be provided.
4. Duplication of papers and final proofing are the responsibility of the student.

RECEIVING, RESEARCHING AND RESOLVING STUDENT COMPLAINTS RELATED TO PROGRAM, ACADEMIC, ARCHITECTURAL AND TECHNOLOGY ACCESSIBILITY AND ISSUES

It is a responsibility of the office of Services for Students with Disabilities to receive, research and document issues and complaints related to program, academic, architectural and technology access presented by students. It is further the responsibility of the SSD staff members to work to provide, where reasonable, timely resolution of the issue or complaint presented. Where the resolution of an issue/complaint falls outside of the function and responsibility of the SSD office, referral for resolution will be made to the appropriate campus office.

1. When a student presents an access issue or complaint to SSD or such a complaint becomes known to the SSD staff or student assistants, the issue/complaint shall be documented on the “Contact/Request/Complaint (CRC) Form.

If at any point a student or other individual connected with the student states that they wish to file a formal complaint with the university, they will be given a copy of the campus “Dispute Resolution Policy” and referred to the Office of the Vice President for Student Affairs and Dean of Students. If the individual stating they wish to file a complaint is not a student or someone connected with a student, the individual will be referred to the Office of Human Resources.

2. The CRC form shall be routed in a timely fashion to the appropriate SSD staff member to research and initiate appropriate action.

3. If resolution of the issue/complaint falls within the responsibility of a campus office other than SSD, an SSD staff member shall forward the issue/complaint to the appropriate individual/office. SSD will request timely follow up and that information be provided to SSD regarding how the issue/complaint will be resolved and/or any difficulties or issues involved in achieving resolution.

4. Whether or not the action needed to resolve the issue/complaint is most appropriately taken by an SSD staff member or by personnel from another office, follow up information through the point of resolution shall be documented on the CRC form and communicated to the student or the individual who brought the issue/complaint to the attention of SSD staff.

5. Every reasonable effort shall be made by the SSD staff to ensure that the issue/complaint is addressed and appropriately resolved. Appropriate research into the issue/complaint may involve contact with the individual bringing the issue/complaint, personnel from other campus offices, on-site inspections, and legal clarification from university counsel.

6. If the issue/complaint cannot be immediately resolved by the University for reasons of availability of resources, SSD will recommend to the Vice President of Student Affairs that a reasonable timetable to provide resolution be detailed, documented and communicated to the individual who brought the issue/complaint.

7. If the issue/complaint is found not to have merit or if there is not a reasonable solution to the issue/complaint, the reason(s) for the decision not to pursue further action shall be documented on the CRC form and communicated to the individual who brought the issue/complaint.

8. A binder of active and pending CRC forms shall be maintained and reviewed periodically by the SSD Director to ensure timely resolution of issues/complaints. A binder of CRC forms that

relate to resolved issues/complaints will also be maintained, in chronological order, for easy reference in the SSD office.

9. Once an issue/complaint is resolved, a copy of the CRC form shall be placed in the student's file in the SSD office. Where resolution of the issue/complaint falls outside the responsibility of the SSD office, copies of the CRC form with pertinent information shall be sent to the Vice President for Student Affairs to forward to the campus ADA/504 compliance officer.

Declining Student Disability Services and Accommodations Requests:

Requests for SSD services and accommodations can be denied for the following reasons:

1. The student does not qualify as a person with a disability.
2. The requested accommodation is not related to the verified disability.
3. The student does not provide verification of a disability.
4. The campus is not legally required to provide the service or accommodations, e.g. "personal assistance."
5. There is no accommodation needed, based on information provided in the documentation presented for verifying a disability.
6. SSD offers equally effective but different assistive equipment or accommodations.
7. Providing the service or accommodation would be a redundancy of services.
8. The individual is not an enrolled student at the Fresno State campus, e.g., individuals taking standardized examinations on the campus who request accommodations not authorized by the testing agency or that are not deemed reasonable.
9. The requested service or accommodation is not viewed legally as "reasonable".
10. The campus does not have the financial means to provide the accommodation.
11. Services may be suspended based on repeated failure of a student to follow the required SSD procedures. Services will be reinstated upon verification of student compliance with SSD procedures.

Appeal of Decisions Regarding Provision of Services and Accommodations

Students who do not agree with the denial of a requested accommodation may appeal the decision through the on-campus informal and formal dispute resolution processes. A copy of the Dispute Resolution Policy may be obtained from the Office of Services for Students with Disabilities, Henry Madden Library, suite 1202 or the Office of the Vice President for Student Affairs, Joyal Administration Building, Room 262.

Performance Monitoring Process of Services for Students with Disabilities

The Office of Services for Students with Disabilities will assess annually the quality and direction of its services through a variety of assessment approaches. Student Affairs Feedback Cards are available at all times to enable students and others to provide their comments regarding the quality of service received in the SSD office.

Revised October, 2009

Visalia Area 2009 Individual Bond Projects 1st Quarter FY2010/2011

as of September 30, 2010

	Item	Estimated Local Cost	Current Quarter	Paid & Encumbered to Date	Available Balance	Completion Date	Comments
1A	Kern Building Modernization Project	\$ 4,500,000		\$ 48,555	\$ 4,451,445	waiting for state bond	
1B	Tule Building Remodel and Equipment Upgrade	\$ 400,000	\$ 186,308.82	\$ 338,637	\$ 61,363	8/1/10	\$200 K was moved to #16 & 17
2	Purchase Houses South of Campus	\$ 3,000,000	\$ 936,628.53	\$ 2,640,911	\$ 359,089	9/30/10	Cost of purchasing 14 houses plus relocation expenses Completed
2A	Auction off Valuable Houses	\$ -		\$ -	\$ -		
2B	Demolish Remaining Houses and Prepare Site for Parking	\$ 900,000	\$ 9,669.45	\$ 297,191	\$ 602,809	8/15/11	City of Visalia wants input, a traffic study for location of approaches should be, and grass and flower beds.
4A	Annual Computer Lease Payments	\$ 2,953,257	\$ 613,973.32	\$ 2,914,749	\$ 38,508	on going	
4B	Create 25 Smart Classrooms	\$ 365,276	\$ 79,314.03	\$ 365,276	\$ 0	8/1/10	Dr. Scroggins will prioritize rooms; 2 to 4 project per term; \$75k moved to 4C for Career Pathways Completed
4C	Miscellaneous Technology Equipment Purchases	\$ 113,237		\$ 69,413	\$ 43,824	as needed	Career Pathways
5	Nursing Technology and Additional Equipment	\$ 195,235		\$ 195,235	\$ 0	4/1/10	Completed
6	Health Professions Continuing Education	\$ 100,000		\$ 100,000	\$ -	on hold	Completed
7	Code Blue Phones/Burglar Alarm/Lighting	\$ 700,000	\$ 95,772.29	\$ 590,126	\$ 109,874	8/1/10	Increased code blue phones
8A	Solar Installation	\$ -		\$ -	\$ -	studying	Moved to 11c Gym Amenities
8B	EMS Replacement Project	\$ 650,000	\$ 83,475.00	\$ 592,356	\$ 57,644	8/1/10	Phased over 2 yrs; will have excess \$\$
8C	COP Payoff	\$ 1,478,894		\$ 740,264	\$ 738,630	on going	
9A	Payback John Muir Building Local Costs	\$ 4,424,431		\$ 4,424,431	\$ -	3/1/09	Completed
9B	Replace John Muir Kalwall with Glass Block	\$ 250,000		\$ 20,617	\$ 229,383	8/1/10	
10	Resurface Track, Add Scoreboard and Add Astro turf	\$ 2,400,000	\$ 6,364.00	\$ 262,100	\$ 2,137,900	8/1/11	\$2,000,000 for project, \$400,000 for soft costs and escalation/inflation
11A	Add Local Costs for Concession Stand and Furniture Consultant	\$ 133,000	\$ 4,403.75	\$ 36,047	\$ 96,953	7/1/11	
11B	Payback Local Costs for Redesign	\$ 287,296		\$ 287,296	\$ -	3/1/09	Completed
11C	Additional Gym Amenities	\$ 1,637,840	\$ 65,865.99	\$ 85,116	\$ 1,552,724	studying	Original use now met w/state \$\$; New uses: drop off cut out, cover for old gym floor, cover final 3 contracts
12A	Payback Local Cost for Temporary Parking Lot	\$ 55,055		\$ 55,055	\$ (0)	3/1/09	Completed
12B	Construct Permanent Parking Lot	\$ 707,350		\$ 707,350	\$ -	8/1/09	Completed
13	Scheduled Maintenance Match (need \$120,000 per year)	\$ 1,200,000	\$ 144,114.60	\$ 360,396	\$ 839,604		\$120,000 per year x 10 years
14A	Theater Seat Replacement	\$ 363,892		\$ 363,892	\$ 0	8/1/09 or 10	Completed
14B	Theater Lighting and Sound Upgrade	\$ 381,574		\$ 381,574	\$ -	8/1/09 or 10	Completed
14C	Theater Miscellaneous Improvements	\$ 53,663		\$ 53,663	\$ -	After 14A & B	Completed
15	Equipment & Furniture for ImagineU Seminar & Observation Rooms	\$ 50,000		\$ 50,000	\$ -	6/30/10	Completed
16	Bond General Expense	\$ 700,000	\$ 13,871.64	\$ 290,090	\$ 409,910		
18	Cashflow Nursing Bldg 41026-7103		\$ 79,215.21	\$ 79,215	\$ (79,215)		Cashflow State reimbursable project
19	Cashflow Gym 41055-7103		\$ 1,000,202.66	\$ 1,000,203	\$ (1,000,203)		Cashflow State reimbursable project

Total \$ 28,000,000 \$ 3,319,179 \$ 17,349,755 \$ 10,650,245

“In the Spirit of Student Success”

College of the Sequoias

2010-2015 Strategic Plan

September 22, 2010

In the Spirit of Student Success

College of the Sequoias

2010-2015 Strategic Plan

In Fall 2009, the Institutional Planning Committee (IPC) was charged to develop a five year Strategic Plan for the College of the Sequoias. With the desire to make this a participatory process we (the IPC) received input and feedback from faculty, staff, students, and four of the communities we serve: Corcoran, Hanford, Tulare, and Visalia.

We started with six areas of focus that were established as Institutional Goals for 2006-2009. In December 2009, we assembled about 40 COS employees to refine and define those six areas of focus to be: Student Access, Students Success in Completing their Education, Students' Mastery of Basic Skills, Effective and Efficient College Practices, Students as Citizens of a Global Community, and Economic Growth for Tulare and Kings Counties. These six formed the foundation of our Strategic Plan.

In January 2010, College of the Sequoias' Spring Convocation was focused on faculty and staff input to develop objectives and measureable outcomes for the six areas of focus. Over the course of the next five months, the plan was augmented, changed, and enhanced based on input from college groups, units, programs, as well as community and student forums held during February through early April, 2010.

One of our driving tenets for the Strategic Plan is that it be a dynamic foundation for how the college will establish goals down to the program level for the next five years. In doing so, the Strategic Plan is a framework for the tactical plan which establishes how we will make the Strategic Plan operational. The tactical plan will identify different committees, work areas, initiatives, and grants across the campus that will be responsible for developing action plans within the scope of their work to accomplish our strategic plan's measureable outcomes. Work on the tactical plan began with the Administrators Retreat in early June 2010.

Additionally, as a dynamic document, the strategic plan will be reviewed annually by all college participatory groups, students, and our communities, to maintain currency and effectiveness, with the understanding that the plan may be modified by the Institutional Planning Committee based on input of participatory groups and approved by the College Council as needed.

Because our focus is on student success, there are overlapping themes that are addressed in more than one of the six areas of focus, which the tactical plan will address. An interesting note, which hopefully indicates that as a campus we are united in thought is that many of the goals, objectives and outcomes, developed in the strategic planning process were parallel to those developed separately through our “Achieving The Dream” process. We have incorporated the “Achieving the Dream” inquiries and discoveries into the strategic plan.

The final component will be to align the Strategic Plan’s objectives and outcomes to the Accrediting Commission for Community and Junior Colleges’ Accreditation Standards. This alignment will help facilitate our accreditation self study and visit over the next two years.

The IPC has greatly appreciated the involvement from our entire college community for assistance, input, feedback, allowing us to come into classrooms for access to students, as we’ve tried to make this a fully participatory endeavor, and we hope you will continue your participation in the spirit of student success.

A sincere thank you from your Institutional Planning Committee:

Jeff Basham and Duncan Graham (Co-chairs), Tim Garner, Lisa Loewen, Lori Luna, Deborah Nolan, Bridgette Salacup, Michael Samaniego, Frank Tebeau, Jane Thomas, Marvin Turk, and Jan Woodall.

Jeff Basham, Co-Chair

Duncan Graham, Co-chair

I. STUDENT ACCESS

Definition:

Good student access means that students can easily apply and register for classes and receive respectful, friendly, and timely support, from their first contact with COS through completion of their educational program, and all district facilities are easily accessible.

Goal IA. Enhance institutional access through technology.

Objectives	Measurable Outcomes
1. Keep the website updated with current information for each semester.	Information on the COS website will be kept current and updated within 30 days of changes made by any area of the college based on a monitoring report submitted semiannually by the website manager.
2. Increase basic computer access for all students.	The biannual student survey of campus climate will show that basic computer access is available for all students in labs on district facilities.
3. Provide adequate and effective online tutoring.	Online tutoring will be sufficient to meet student demand and its effectiveness will be shown through biannual campus climate survey of students and through improved measurable student success.
4. Provide online processes and procedures in more than one language.	Through a consensus process, the college will identify online information and processes that will be translated into other languages used by an appropriately chosen percentage of potential students.
5. Reduce delays in student access to the network.	Changes will be made to reduce future occurrences and these corrective actions will be reported to the College Council.
6. Provide access to instructional material, especially for students with disabilities.	DRC will assess access to instructional materials and recommend needed changes to College Council to ensure that instructional materials are accessible for all students including those with disabilities.
7. Improve and integrate technology (Banner, Blackboard, Email, debit card, and modern media access).	The Technology Committee will prepare an annual report to College Council summarizing the current status of technology integration and recommending needed changes.
8. COS will have an integrated technology system allowing immediate access to application and registration processes, with a single log-in identification for accessing all technological services.	

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Goal IB. Provide and expand excellent customer service to students, reflecting sensitivity and understanding of various cultures.

Objectives	Measurable Outcomes
1. Extend services for evening and weekend classes at all locations.	Availability of services to evening and weekend students will be included in the biannual campus climate survey of students.
2. Provide cultural competency and human equity training to employees.	Participant evaluations will demonstrate effectiveness of cultural competency, human equity training, and customer service training, and improvements will be reflected in the biannual campus climate surveys.
3. Provide customer service training to employees.	
4. Research and adopt practices that reduce the lack of child care as a barrier to student access and success, within the resource capabilities of the District.	The effectiveness of practices to reduce lack of child care as a barrier to student success will be evaluated through the biannual campus climate survey of students.
5. Increase book loan programs, book rental programs, and open educational resources.	The College will evaluate the benefits of increased textbook availability on student success and expand the programs accordingly.
6. Establish a one-stop shop for student services.	The effectiveness of student services will be evaluated through both program review and the biannual campus climate survey of students.

Goal IC. Improve access to district facilities.

Objectives	Measurable Outcomes
1. Increase bicycle lanes and racks/parking on campus and educational centers, as well as on surrounding streets.	COS will meet national college standards for the ratio of students to bicycle parking spaces.
2. Work with the city and county municipalities and transit authorities to increase public transportation to the college and centers.	Students will have access to low-cost bus service to all district facilities and throughout Kings and Tulare counties.
3. Provide adequate parking at all District properties.	COS will meet national college standards for the ratio of students to parking spaces.
4. Decrease physical barriers at district facilities for individuals with disabilities.	COS will comply with all handicap access standards.

II. STUDENTS’ SUCCESS IN COMPLETING THEIR EDUCATION

Definition:

Students succeed when they create and follow a Student Education Plan (SEP) and complete their lower division education by receiving 1) an associate degree, 2) a certificate, 3) transferring to a four-year institution, 4) upgrading workplace skills, or 5) completing basic Math and English courses to acquire life skills, all in a timely manner.

Goal IIA. Create a culture of achievement.

Objectives	Measureable Outcomes
1. Encourage a mastery of basic skills no later than a student’s second semester.	At least 70% of students who complete two semesters will have completed the basic skills courses into which they have placed.
2. Hold annual meetings between COS teachers and high school counterparts for identifying curriculum gaps.	Participants will look for ways to bridge these gaps, leading to smoother transitions between high school and college.
3. Adherence to their SEP/SEC will be required of those on probation and those receiving financial aid or disability services.	Students in the defined cohorts will show measurable improvements in student success factors.
4. Develop a plan that provides sufficient academic support services and infrastructure funding to meet student needs (LRC, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.).	Availability of support services will be included in the biannual campus climate survey of students and adjusted to meet student needs.
5. Offer earlier registration times to students who remain enrolled in at least 75% of the courses on their current semester SEP or SEC.	Students in the defined cohort will show measurable improvements in student success factors.
6. Develop a method to track student success after transfer, graduation, or certificate completion.	The College will investigate and instigate methods of tracking student success, such as surveys of graduates and their employers or other tracking techniques.
7. Identify and promote behaviors that lead to student success.	The College will use surveys and quantitative and qualitative research to identify behaviors leading to student success and will incorporate successful interventions into the annual update of the Strategic Plan.
8. Offer a limited number of late-start classes for students who want to enroll after the first day of classes.	The availability of late start classes will measurably improve the percentage of students who apply to COS after the first day of class who are able to enroll.
9. Provide mandatory orientation for incoming students.	New students receiving orientation will show measurable improvements in student success factors.
10. COS will work in conjunction with University Preparatory High School to ensure a smooth integration of UPHS students into COS classes and culture.	The student success factors for UPHS students will exceed those of the average student population.

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Goal IIB. Expand avenues and opportunities for students to achieve their educational goals.

Objectives	Measureable Outcomes
1. Provide additional information to middle school and high school faculty, counselors, and students related to career clusters and paths.	The direct college-going rate of high school graduates in Tulare and Kings Counties will measurably improve.
2. Expand career programs, and increase the awareness of CTE programs (Career and Technical Education). The district will implement a series of career opportunity seminars to be offered through a variety of courses and mediums.	Enrollment in CTE courses will measurably increase.
3. Investigate using faculty advisors.	Students receiving faculty advising will show measurable improvement on student success factors.
4. Create a peer mentoring program that pairs novices with seasoned students.	Students receiving peer mentoring will show measurable improvement on student success factors.
5. Increase articulation agreements with high schools.	The direct college-going rate of high school graduates in Tulare and Kings Counties will measurably improve. The percentage of students receiving credit for articulated high school courses will measurably improve.
6. Increase 2+2+2 articulation agreements with high schools and four-year institutions.	The number of students transferring to four-year institutions will measurably increase.
7. Assess different successful methodologies and ways to advise and counsel students.	Students receiving advising and counseling will show measurable improvement on student success factors.
8. Develop a student-staffed center for providing student-to-student mentoring and emotional support.	Students receiving peer mentoring and support will show measurable improvement on student success factors.
9. The Learning Resource Center will have adequate resources to support educational goals and life-long learning, including information competency and literacy skills.	Biannual campus climate surveys of students and other measurement tools as determined by the library staff.
10. Academic Support Services are coordinated, interactive and available to all students.	Academic Support Services are coordinated and available to all students.
11. Provide sufficient student tutor and/or aid personnel as well as infrastructure funding to meet student needs (LRC, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.)	Availability of support services will be included in the biannual campus climate survey of students and adjusted to meet student needs.

Goal IIC. Improve alignment between certificate/degree requirements and job/transfer opportunities.

Objectives	Measureable Outcomes
1. Provide educational options for student learning and career planning (internships, job shadowing, immersion developmental education, flexible scheduling/terms).	Surveys of graduates and employers will show measurable improvement in satisfaction.
2. Through public information campaigns, inform potential students and the public about how their education at COS transfers to real-world experience and knowledge.	Community surveys show measurable increase in awareness of the relevance of COS programs to jobs and careers.
3. Ensure that students develop computer skills necessary for success in their chosen fields.	Surveys of industry advisory committee members show that COS programs include mastery of necessary computer skills.

III. STUDENTS’ MASTERY OF BASIC SKILLS

Definition:

Students have mastered basic skills when they are academically prepared to take college level courses that require preparation in English, Math, Communications, and Information Literacy.

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

Objectives	Measureable Outcomes
1. Develop and implement a strategic plan for offering courses to meet the enrollment demands for basic skills and ESL courses.	The COS plan for basic skills classes will ensure that sufficient basic skills and ESL courses are available for students.
2. Hire enough Math, English, and ESL faculty to meet the demand.	Wait lists in Math, English, and ESL are measurably reduced.
3. Develop and implement a plan to determine whether COS has adequate classrooms, space, and equipment for academic support to meet the needs of all basic skills students.	The basic skills resources plan will lead to provision of sufficient space and resources for basic skills students.
4. Determine adequate levels of personnel to staff academic support services and spaces (such as the Learning Skills Lab Writing Center, Math Lab, and Tutorial Center) for basic skills students.	Biannual campus climate surveys of students show satisfaction with the availability of support services such as those mentioned.

Goal IIIB. Increase accurate placement for incoming students into English, Math, and ESL by improving student preparation and assessment.

Objectives	Measureable Outcomes
1. Continue to regularly examine the effectiveness and accuracy of placement assessment instruments for properly placing students, and make adjustments as needed.	As more students are placed in classes at the correct levels, student success in these classes will increase.
2. Improve student preparation for placement assessments in English, Math, ESL and Information literacy by offering more courses, workshops, and/or study guides (such as Math 401) for students to complete prior to taking COS placement assessments.	Student placement through the assessment process will show measurable improvement in matching the level of performance indicated on high school transcripts as shown from data provided through the CalPASS system.
3. Work with feeder high school counselors to help students understand the importance of preparing for college placement assessments.	Better student preparation in high school will translate to more accurate placement in correct classes.

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Goal IIIC: Ensure that students who place into a Basic Skills level class successfully complete the highest level Math and English courses established by their SEP.

Strategies	Measureable Outcomes
1. Ensure that students needing basic skills courses include these classes in their Student Education Plan and enroll in at least one such course during their first semester.	The percentage of students who, during their first semester, take the basic skills courses into which they have been placed will increase measurably.
2. Require students who place into one or more basic skills class to take the Human Development course in college success.	The percentage of students successfully completing basic skills courses the first time they are taken will increase.
3. Require students who place into basic skills Math and English classes to take the English class before taking Math.	
4. Establish Faculty/Staff interest groups (FIGs) that focus on researching successful instructional strategies for basic skills students: modular, immersion, accelerated learning, and so on.	The percentage of students showing successful progression through basic skills sequence course will increase
5. Offer professional training opportunities that incorporate successful pedagogy and delivery methods, specifically targeted for basic skills students.	The percentage of students successfully completing basic skills courses the first time they are taken will increase.
6. Implement successful academic support components in all basic skills courses.	The percentage of students showing successful progression through basic skills sequence course will increase
7. Offer First Year Experience courses that link basic skills classes with a college success class and/or other courses needed to complete a student’s SEP.	

IV. EFFICIENT AND EFFECTIVE COLLEGE PRACTICES

Definition:

College practices are efficient and effective when all resources (human, financial, physical) are developed, supported, and allocated through the college planning and budget development process, including program review, and are used in a transparent manner to promote student success; communication involves language that is straightforward, clear, and understandable to our students and the public, delivered in a way that is accessible to our students and community.

Goal IVA. Maintain comprehensive, transparent, and accountable college operations at COS.

Objectives	Measurable Outcomes
1. The strategic plan will be a living document that will meet the changing dynamics of the college. The college will hold annual meetings to include students, regional businesses, and community representatives to provide updates and input into COS’s Strategic Plan.	Biannual community surveys show a positive image of COS as transparent and accountable.
2. Allocate resources based on an accountable and systematic college-wide planning and budget development process, including program review that is clearly defined.	Appropriate resource allocation and program review will mean that relevant accreditation standards continue to be met.
3. Review Board Policies and Administrative Procedures systematically and regularly.	Appropriate Board Policies and Administrative Procedures will mean that relevant accreditation standards continue to be met.
4. Conduct a review of COS forms and where they are housed, making modifications as appropriate.	Biannual campus climate survey of faculty and staff show satisfaction with form-based approval processes.
5. Review college initiatives, programs, and grants for efficacy of student success.	College initiatives, programs, and grants will be reviewed annually by the Cabinet and Board to assure that they are effective in achieving student success and will become institutionalized
6. COS will develop a comprehensive communication plan for students and employees.	Biannual campus climate surveys of students and staff will show satisfaction with college communication methods.
7. Include text messaging as a communication tool for sending announcements to students.	Students will become more aware of college announcements and requirements.

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Goal IVB. Become a “green” campus as a model for improving air quality and conserving and managing natural resources.

Objectives	Measurable Outcomes
1. Reduce printing and use of paper.	The ratio of print copies and reams of paper used to FTES will decline measurably each year. All forms used at COS will be easily accessible and processed electronically except those requiring a wet signature by legal mandate.
2. Increase the percentage of student assignments turned in electronically.	
3. Implement a comprehensive and cost-effective conservation and natural resources plan that is well publicized throughout the campus and community. Offer community and college workshops and seminars on conservation and natural resource management.	Benchmarks for reducing, reusing, and recycling materials will be met. (Example: efficient use of water, energy, etc.)
4. Produce an annual report that indicates energy usage and savings by conservation efforts.	The ratio of energy used to building square footage will be measurably reduced.

Goal IVC. Improve the use of campus technology.

Objectives	Measurable Outcomes
1. Select and maintain appropriate technological tools for effective learning and communication.	Biannual surveys of faculty, staff, and students show satisfaction with the availability, quality, and use of technology.
2. Ensure that every college website is up to date and thorough.	
3. Complete the Career Pathways website and train staff on how to use it.	
4. Provide a thorough orientation for full-time and adjunct faculty on the use of COS technology systems – for example, email, Banner, Blackboard, and SharePoint.	
5. Provide faculty in technologically intense disciplines with opportunities to remain current in the latest technology.	
6. Increase the technological literacy of COS students and employees.	
7. Implement and maintain a current Technology Communication System for emergencies, general college communications, instructional materials, student and academic support, and training. Promote the use the “Purple Tree” system and other technologies for communicating emergency information throughout the COS community.	National standards for emergency preparedness and response are met.
8. Ensure that Information Literacy is part of the General Education pattern at COS.	An Information Literacy curriculum standard is established and implemented.

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Goal IVD. COS will be recognized as a college where teaching and learning practices are focused on student success.

Objectives	Measureable Outcomes
1. Promote a teaching and learning culture that is focused on student success.	Biannual surveys of the community show satisfaction with the COS focus on student success.
2. Offer comprehensive professional development training for faculty in cutting edge pedagogical theories and practices.	Biannual faculty surveys of the need for professional development establish training goals which are then met in a manner that shows satisfaction in participant evaluations.
3. Promote a series of workshops and seminars where faculty can share best practices.	
4. Maintain the Teaching and Learning Center as the hub for academic literature review on pedagogical theory and practices.	
5. Establish a culture that encourages faculty to apply new pedagogical theories.	Biannual campus climate surveys of faculty indicate a climate of innovation and support.
6. Establish a culture of evidence at COS that includes faculty involvement.	Biannual campus climate surveys of faculty indicate a culture of evidence.
7. Integrate the use of meaningful data into all COS decision-making processes.	
8. Establish Faculty Inquiry Groups (FIGs) to focus on the scholarship of teaching and learning, and on refocusing and expanding counseling and advising systems.	Participant evaluations of Faculty Inquiry Groups indicate satisfaction with the process.
9. Utilize strategies from Achieving the Dream to inform methodologies that increase student success.	Achieving the Dream strategies show measurable improvement in student success.
10. COS will use prerequisites as a measure of student success.	Establishment of prerequisites is based on content review and statistical analysis that demonstrate improvement of student success through establishment of such prerequisites.

V. STUDENTS AS CITIZENS OF A GLOBAL COMMUNITY

Definition:

Students as citizens in a global community are competitive, aware, sensitive, accepting of others, and understanding of differences. They have strong communication skills grounded in their knowledge of the world community and of themselves as individuals.

Goal VA. Increase student knowledge and awareness of the world and its cultures.

Objectives	Measurable Outcomes
1. Develop relations with a “sister college” in another part of the world.	COS will develop relations with a sister college, encouraging increased global awareness among students.
2. Increase travel opportunities and international exchanges for students and staff.	Numbers of students participating in Study Abroad increase. Numbers of faculty participating in opportunities such as the Fulbright Teacher Exchange increase.
3. Use technology to connect with students around the world.	Develop and implement a plan to accomplish this objective.
4. Encourage teachers to include an international component in classes and to create assignments related to other cultures.	Develop and implement a plan to internationalize the curriculum.
5. Establish an International Student Program.	COS will establish an International Student Program.
6. Establish an integrated program promoting cultural and international awareness and study for students and the whole COS community.	COS will establish a program to promote cultural and international awareness, and participant evaluations will show satisfaction with the program.

Goal VB. Increase understanding of human diversity in all its forms.

Objectives	Measurable Outcomes
1. Develop and implement strategies encouraging students to take diversity or ethnic studies classes.	The percentage of students taking such classes increases.
2. Expand diverse multi-cultural events on campus, using the campus newspaper and other media to highlight these events.	Participation in such events increases.
3. Post a monthly Cultural Celebration activities calendar listing cultural celebrations and activities on campus.	Participant evaluations are positive.
4. Bring speakers and lecturers to campus who represent diverse cultures and viewpoints.	
5. Provide free bus trips to important cultural and natural sites, including local “international” sites such as the Taoist temple and sites beyond the Valley.	
6. Adopt a cultural competency policy plan and offer workshops for employees and students.	

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Goal VB. Increase understanding of human diversity in all its forms.

Objectives	Measurable Outcomes
7. Encourage alternate modes of learning and technology.	Biannual faculty surveys of the need for professional development establish training goals which are then met in a manner that shows satisfaction in participant evaluations.
8. Create a campus culture of acceptance.	Biannual campus climate surveys of faculty, staff, and students show a positive culture of acceptance on campus.
9. Increase diversity of full-time and part-time faculty.	Monitor all aspects of hiring from recruitment to employment for equal opportunity best practices as listed in the Student Equity Plan.

Goal VC. Increase student involvement with the local community.

Objectives	Measurable Outcomes
1. Increase student awareness of opportunities to become involved in the community.	The biannual campus climate survey of students shows increased awareness of opportunities for community involvement, community service, service learning, and volunteerism.
2. Encourage students to learn about community needs, leadership training and opportunities, and perform community service.	
3. Increase fundraising and volunteering for such activities as disaster, hunger, and poverty relief, and environmental concerns.	
4. Establish a “Volunteer Center” on campus where students can sign up to volunteer their services.	
5. Increase Service Learning opportunities in classes.	
6. Establish an Academic Senate sub-committee to explore the impact of service learning opportunities in classes, and make a recommendation on whether it should be a college priority.	
7. Increase opportunities for community involvement and develop a method of tracking student involvement.	

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Goal VD. Encourage healthy behavior in students and the whole COS community.

Strategies	Measurable Outcomes
1. Increase opportunities for student and community participation in health-related activities on campus.	The number of participants in such activities increases.
2. Increase healthy foods offered by campus cafeterias and snack shops.	More healthy foods will be available on campus, leading to increased use of campus food facilities by students and staff.
3. Have a non-smoking policy on all district properties.	Such a policy is adopted and will be enforced.
4. Encourage walking, biking, and other alternatives to driving.	The biannual campus climate survey of faculty, staff, and students shows that the college is encouraging of such activities.
5. Design, offer, and promote a health and wellness plan, and offer seminars and form groups on campus.	Numbers of participants increase, and participant evaluations show satisfaction.
6. Promote awareness of the natural environment, increasing opportunities for COS community members to engage in healthy outdoor activities.	The biannual campus climate survey of faculty, staff, and students shows such awareness.

VI. ECONOMIC GROWTH OF TULARE AND KINGS COUNTIES

Definition:

College of the Sequoias contributes to economic growth in Tulare and Kings Counties by providing an educated workforce that meets or exceeds the expectations of local businesses and industries, creating an educated community that attracts new and diverse businesses and industries to the counties.

Goal VIA. Ensure that students who complete programs, certificates, and majors at COS are employed or go on to higher learning.

Objectives	Measureable Outcomes
1. Expand the COS Transfer/Career Center.	Number of students served and their satisfaction increases.
2. Develop and use a tracking system to follow students and recent graduates in job placement.	Graduates and employers will be surveyed to establish such a tracking system.
3. As part of the Career Pathways Project, establish a job placement referral service including an online component that provides job information to current students and graduates.	The number of students placed in jobs will increase.
4. Ensure that each student with a declared major develops, as part of their SEP, a career plan, and/or a transfer plan to a four-year institution.	The number of students creating plans for careers or four-year transfers will increase.
5. Continue to develop CalPASS as a tracking methodology and use that information to improve student success.	A plan for using CalPASS data will be developed and implemented, leading to increased student success.

Goal VIB. Create a culture of innovation and support for new enterprise among the COS community.

Objectives	Measureable Outcomes
1. Provide environmental scans showing trends in regional employment needs for use in Program Review.	The use of environmental scans will facilitate adding current labor market information to the program review template.
2. Expand the marketing of resources and opportunities available at COS.	Based on a needs analysis, a plan to expand marketing resources will be developed, with the Strategic Plan modified accordingly.
3. Thank the community for supporting COS.	A biannual report that shows the College’s appreciation of the community will be produced.
4. Host brainstorming conferences with businesses and transfer institutions to learn how COS can meet their needs.	Brainstorming conferences involving businesses and transfer institutions will lead to useful information that will be incorporated into the Strategic Plan.
5. Develop advisory boards for “transfer” disciplines as part of the external review teams in program review.	Feedback from advisory boards will be incorporated into program reviews.
6. Expand the annual college Career Fair to include all businesses and industries inside and outside the county, including a variety of businesses that change from year to year.	The Career Fair is expanded.

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Goal VIB. Create a culture of innovation and support for new enterprise among the COS community.

Objectives	Measurable Outcomes
7. Establish COS as a center for public activities, such as being a designated voting facility	COS will expand its visibility through being a center for public activities.
8. Increase cultural activities that are attractive to new industries and people (theatre, arts, community lectures, and global/international presence).	Cultural activities attractive to the community will increase.
9. Explore the potential for developing an entrepreneurial center (including starting a business, and leadership training) at COS.	COS will perform a needs analysis and develop a plan for an entrepreneurial center, incorporating the results into the Strategic Plan.

Goal VIC. Upgrade skill sets of COS graduates and the workforce to better serve local/regional employers.

Objectives	Measureable Outcomes
1. Create a streamlined curriculum approval process for CTE (Career and Technical Education) certificate program courses that are based on programs already approved elsewhere and housed at the State Chancellor’s Office.	Such a process is created.
2. Increase the number of students participating in work experience.	The number of students engaged in internships, work experience, or service learning increases.
3. Establish local business internships for students, bridging the gap between academics and “The World.”	
4. Continue to build strong relationships with the business, industry, and community services, while providing graduates who meet the educational needs of employers in Tulare and Kings Counties.	The biannual employer survey shows satisfaction with COS students who have been hired.
5. Provide rewards/ incentives/ acknowledgments for businesses and industries that support and hire COS students.	
6. Increase ongoing, regular connections to the community through outreach to community venues in all service area locations.	The biannual community survey shows satisfaction with the connection of COS to the community.
7. Establish and implement a process that increases the number of employers invited to give presentations in various classes, focusing on skills needed for success.	The number of employers giving presentations to classes will increase.

“In the Spirit of Student Success,” College of the Sequoias’ 2010-2015 Strategic Plan

Focused Plans with Responsibility and Strategic Plan Assigned Objectives

Focused Plans	Responsibility	Assigned Objectives
Basic Skills Plan	Essential Learning Initiative	IIA1, IIIA3, IIIA4, IIIB2, IIIC3, IIIC4, IIIC5, IIIC6, IIIC7, IVD10
Cabinet Plan of Action	Cabinet	IB1, 1B5, IIA4, IVA4
College Council Bylaws	College Council	IVA3
Curriculum Handbook	Curriculum Committee	IVC6, IVC8, VIC1
Emergency Response Plan	Safety Committee	IVC7
Energy Conservation Plan	Facilities Committee	IVB3, IVB4
Equal Employment Opportunity Plan	Faculty & Staff Diversity Committee	IB2
Every Student Counts Plan	VP Academic Services	IIIA1
Facilities Plan	Facilities Committee	IC1, IC3
Faculty Development Plan	Faculty Enrichment Committee	IIIC5, IVC5, IVD1-6, IVD8, VB8
Marketing & Communication Plan	PIO	IA1, IIC2, IVA1, IVA7, IVC2, VIB3, VIB4, VIB8, VIC5, VIC6
Matriculation Plan	VP Student Services	IA4, IB4, IB6, IC2, IIA3, IIA5, IIA9, IIA10, IIB4, IIIC1, IIIC2, VIA4
Outreach Plan	Outreach Coordinator	IIB1, IIIB3, VIB6
Service Learning Plan	Academic Senate	VC1-7
Staff Development Plan	PACE	IVC6
Student Equity Plan	Student Equity Committee	VA6, VB1-7, VB9, VB10
Technology Plan	Technology Committee	IA1, IA2, IA5, IA7, IA8, IIC3, IVA7, IVC1, IVC4
VTEA Plan	Dean of CTE	IIB2, VIC4, VIC7

Unit Plans Assigned a Strategic Plan Objective

Units	Assigned Objectives
Academic Senate	IIB3, IVD1
Academic Services	IIA2, IIA8, IIC1, IVB2
Articulation	IIB5, IIB6
Business Division	VIB9, VIC3
Career/Transfer Center	VIA1, VIA3
Counseling	IIB8
Disability Resource Center	IA6, IC4
Food Services	VD2
Health Center	VD1, IVD4, IVD5, IVD6
International Students	VA1-5
Learning Resources	IIB9
Math Lab	IA3
Public Information Office	IVA6, IVB1, VIB2
Research & Planning	IIA7, IIIB1, IIIC3, VIA5
Student Services	IB3
Student Services	VIB7
Tech Prep	IIB5, IIB6
Technology Services	IVC3
Tutorial Center	IA3
Work Experience	VIC2
Writing Center	IA3

Objectives Within Administrative Procedures

Administrative Procedure	Assigned Objectives
4020	VIA2, VIB1, VIB5
3261	IVD7
3262	IIIA2
6300	IVA2, IVA5

GLOSSARY

Accreditation Standards:

The Accreditation Standards are statements of best practice in higher education which institutions must meet or exceed when seeking initial accreditation and reaffirmation of accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC).

Achieving the Dream (ATD):

Achieving the Dream is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

Articulation:

The granting of college credit for successful completion of college-equivalent courses taken during high school.

Banner:

The Student Information System used at COS

Basic Skills:

Courses that are below college-level Math and English. Math courses 365, 360, 200, 205 and English courses 360, 280, 265AB, and all ESL courses

Biannual Campus

Climate Survey:

A survey given every two years of students, faculty, administrators, and staff that assesses perceptions about College of the Sequoias

Blackboard:

The course delivery system for online/hybrid classes, and for electronic delivery of instructional materials.

CalPASS

California Partnership for Achieving Student Success. The California student identity system that collects data about student success and transitions from every segment of education, kindergarten through California public colleges and universities.

CTE:

Career Technical Education

DRC:

Disability Resource Center

ESL:

English as a Second Language

FIG:

Faculty Inquiry (or Interest) Group

First Year

Experience (FYE):

Two or more classes that are designed for students to take within their first year usually as a cohort.