

# MASTER PLAN 2015-2025



Sequoias Community  
College District



College of the Sequoias





# MASTER PLAN 2015-2025

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# SUPERINTENDENT/PRESIDENT'S MESSAGE



## DEAR COLLEAGUES:

On behalf of College of the Sequoias, I am pleased to share our 2015-2025 Master Plan.

The Master Plan incorporates our core mission, values, and vision, which build on the rich history of College of the Sequoias.

The intent of the Master Plan is to outline a ten-year projection of the planned needs for the District. College of the Sequoias has experienced many changes and challenges throughout its 87-year existence. Based on historic fluctuations in the state and national economy and the resultant impact on district funding, it is with anticipated continuous uncertainty in our future that we will remain focused on our deep commitment to excellence in teaching, service to students, and the relationships we develop with communities and constituents throughout our region.

The Master Plan is based on an extensive review of relevant data on regional population trends, student demographics, economic development, and state and national education policy, and will set forth broad District Goals. These Goals and accompanying data will guide all other institutional planning and decision-making, including operational and strategic planning, resource allocation, evaluation, and assessment of outcomes.

The Master Plan will initiate development, implementation, and assessment of our District Strategic Plan, which will be reviewed and updated every three years. The Strategic Plan will include measurable District Objectives that align delivery of services, instructional strategies, and allocation of resources to improve student success.

Population trends in our District throughout sections of Tulare and Kings Counties will influence the planning for programs, services, facilities, and staffing to achieve District Objectives.

This Master Plan was developed through a collaborative process set forth in our COS Integrated Planning and Governance and Decision-making Manuals. A Master Plan Task Force comprised of faculty, staff, and administrators worked closely with the Institutional Planning and Effectiveness Committee and District Governance Senate to enlist District-wide involvement and participation in the process. Academic Senate led a Master Plan Summit for all interested staff, faculty, board, and community members to engage in shaping the District Goals. The President's Office dedicated the District-wide Convocation in fall 2014 to a participatory process for all District staff to work on the District Goals. Finally, the Board of Trustees engaged in regular public updates on Master Plan development and formal public readings of the plan prior to its final adoption.

At College of the Sequoias, we are committed to making informed and carefully considered decisions to provide the best and most meaningful educational experience possible for our students. Completion of the Sequoias Community College District's ten-year Master Plan ensures that the District will continue to serve the higher education needs of future generations of students.

Our appreciation and sincere gratitude are extended to the numerous individuals whose efforts and thinking contributed to the development of this plan.

Sincerely,



Stan A. Carrizosa  
Superintendent/President





# MISSION STATEMENT

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

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

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



# ACKNOWLEDGMENTS

## BOARD OF TRUSTEES

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Milena Seyed, Library  
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 Beckee Hobson, Consumer Family Studies  
 Lisa Greer, Work Experience  
 David Hurst, English  
 Renee Marinelli, Business  
 Anne Morris, Nursing  
 Kevin Picciuto, Business  
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 Christine Statton, Vice President, Administrative Services  
 Jennifer Vega La Serna, Ph.D., Vice President,  
 Academic Services (Co-chair)

**SPRING 2014 INTERVIEWS**

Patti Alvarez, Health Services  
 Linda Amaral, Physical Education  
 Christian Anderson, Economics  
 Craig Arnold, Computer Science  
 Juan Arzola, Political Science  
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Greg Keen, Assessment & Testing  
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Sondra Bergen, Secretary/State Representative  
Linda Amaral, Committee A  
Joni Jordan, Curriculum Coordinator/Outcomes and  
Assessment/GE Committee  
Deborah Nolan, Ph.D., DECOS and FEC  
Alicia Crumpler, Equity Committee

# PURPOSES OF THE MASTER PLAN

The College of the Sequoias Master Plan 2015-2025 is a long-term plan that identifies and analyzes the programs and services that the District provides to its students and communities.

The plan is grounded in an analysis of both internal realities, such as the District's current programs and services, and external influences, such as demographic trends and the local educational interests and workforce needs. That information is used to forecast the challenges that the District will be called upon to address in the coming decade. In this document, these data and challenges are followed by a description of the District's current and planned facilities.

This Master Plan is a comprehensive data-informed plan that was developed with broad-based collaboration for the following purposes.

- Assess the District's success in meeting its mission and, based on that assessment, identify its current strengths and weaknesses
- Analyze current state and national trends in higher education and ten-year forecasts of demographic change to project the District's future challenges and needs
- Develop District Goals that convey the District's response to these identified challenges
- Connect the District's educational needs to plans for District facilities

Inform the public of the District's plans for the future

In the District's cycle of integrated planning, this Master Plan is the foundation for other planning efforts as depicted in the following diagram.

# PREPARING THE MASTER PLAN

The District's faculty, staff, and administrators participated in the development of the College of the Sequoias Master Plan 2015-2025 in three ways.

## 1. PARTICIPATORY GOVERNANCE GROUPS

Following the process and timeline in the College of the Sequoias 2013 Integrated Planning Manual, the District relied on three participatory governance groups to lead the development of this Master Plan.

- **District Governance Senate** charged the Institutional Planning and Effectiveness Committee with the responsibility for recommending a process and timeline for developing the College of the Sequoias Master Plan 2015-2025.
- **Institutional Planning and Effectiveness Committee** prepared a recommendation for this process and timeline that included clear linkages between the educational and facilities portions; membership for a Master Plan Task Force; strategies for including feedback from all District constituencies; and an outline of the desired content for the Master Plan.

District Governance Senate approved this recommendation in February 2014. The Institutional Planning and Effectiveness Committee monitored the work of the Master Plan Task Force throughout 2014 and partnered with it to brainstorm issues and serve as first readers of drafts before the drafts were circulated for District-wide review.

### • **Master Plan Task Force**

In spring 2014 a Master Plan Task Force was constituted with the following representatives:

- Twelve faculty to be appointed by the Academic Senate, preferably one from each Division;
- Seven managers to be appointed by the Superintendent/President;
- Four staff to be appointed by CSEA; and
- Two students to be appointed by Student Senate.

The constituent groups were asked to consider representation from the three District sites and from Academic, Administrative, and Student Services when appointing representatives to this group. Please refer to the Acknowledgments page of this document for a list of the task force members.

This task force provided direction and input throughout the development of this document during monthly meetings in spring 2014. In partnership with the Institutional Planning and Effectiveness Committee, this task force was assigned to:

- Monitor that the document was prepared using the processes as outlined on the timeline;
- Participate in brainstorming during the development of the challenges and facilities recommendations;
- Serve as a liaison between the task force and their constituent groups;

- Be the first readers of the document as sections were drafted; and
- Advocate for the purposes and integration of the master plan in the District's other planning processes.

## 2. CONTENT-SPECIFIC MEETINGS

To provide an opportunity for content-specific dialogue, representatives of each academic program and student service met with an educational planning consultant to discuss the draft description of that program or service as well as the recommended growth projection. Please refer to the Acknowledgments page of this document for a list of the faculty, staff, and administrators who participated in these interviews.

## 3. COLLEGE-WIDE PARTICIPATION

Two processes were used to promote District-wide participation in the development of this document:

- A Master Plan website was established to inform the internal and external community about the planning process. Information posted on this site included committee membership, drafts of the document, meeting agendas and minutes, and PowerPoint presentations.

When drafts of a section of the Master Plan had been reviewed by the Master Plan Task Force and the Institutional Planning and Effectiveness Committee and revised, the second draft of that section was distributed District-wide for review and comment. The Master Plan

Task Force used feedback from this District-wide review to prepare the subsequent drafts of the document.

- In 2014 two Open Forums, an Academic Summit, and Fall Convocation were held to encourage District-wide participation in the development of the Master Plan. Audience members were encouraged to ask questions during these presentations and the PowerPoint presentations were posted on the Master Plan website following the meetings.
- Open Forum on February 10, 2014: *Introduction to the College of the Sequoias Master Plan 2015-2025* process and timeline
- Open Forum on April 29, 2014: Update on the *College of the Sequoias Master Plan 2015-2025* process and timeline
- Academic Senate Summit in May 3, 2014: Review and brainstorm the analysis of current and anticipated challenges and draft District Goals 2015-2025
- Fall Convocation in August 8, 2014: Introduce and provide feedback on the analysis of current and anticipated challenges and draft District Goals 2015-2025

Feedback from each of these events was incorporated into the Master Plan.

# EXECUTIVE SUMMARY

The *College of the Sequoias Master Plan 2015-2025* is a long-term plan that identifies and analyzes the programs and services provided to the District's students and communities. As such, this document is foundational for other components in the District's integrated planning processes, all of which are developed to increase the District's effectiveness in providing enriching programs and services for students and in increasing their success.

**Chapter 1: Background** describes the District's geographic location, adjacent community college districts, and a general overview of the District's programs and services as well as the current local, state, and national economic and higher education context. Located in the agriculturally rich San Joaquin Valley in Central California, this community college was established as Visalia Junior College in 1926. In fall 2013 COS served approximately 11,000 students as a single-college district with three locations: Visalia Campus, Hanford Educational Center, and Tulare College Center. Each site provides general education courses as well as at least one unique career technical education program. The economic conditions in the District's communities remain depressed, but growth in both population and employment are projected for this region. College of the Sequoias is in sync with the current national and state dialogue on student success and places a high priority on the benchmarks related to student success as a way to measure the fulfillment of its mission.

**Chapter 2: Profile of the District's Communities and Students** presents and analyzes internal and external scan data to assess the District's effectiveness in ful-

filling its mission and to identify the challenges that the District currently faces or are likely to arise in the next decade. The population of Kings County is projected to increase 35% between 2010 and 2030 and in Tulare County by 42% in the same time period, which is an average increase of about 1.5% each year for the next 20 years. Although the current unemployment rates for this region are higher than the state and national rates, economic forecasts predict that employment opportunities will increase in the next decade. Following student headcounts of almost 14,000 students in fall 2008 and fall 2009, the District's student headcount reached a low of 11,052 students in fall 2013 due to reductions in state funding. Given these data on population growth and recent student enrollment, the District set an overall growth target for the term of this comprehensive master plan of 1.75% per year for each of the next ten years.

The proportion of College of the Sequoias students enrolled in a full-time load of 12 or more credit units is slightly higher than the statewide proportion, 35% and 31% respectively in fall 2013. The District's students are relatively youthful, with 66% below 24 years of age, which is higher than the statewide 55%. A little over 70% of first-time students are the first in their families to attend postsecondary education. Thirty-eight percent of first-time students were ready for college-level English in 2012/13 and 12% were ready for college-level mathematics courses.

Based on the internal and external scans presented in this chapter, the District identified three challenges that it will be called upon to address in the coming decade.

**Chapter 3: District Goals** responds to the challenges identified in the previous chapter and announces the District Goals for the next ten years.

The District Goals for the term of the *College of the Sequoias Master Plan 2015-2025* are:

College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.

College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

College of the Sequoias will strategically tailor and implement academic programs and student services that match the needs of its unique student population and the demands of ongoing changes in the workforce development.

College of the Sequoias, Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

Following the District's integrated planning model, these goals are intentionally broad enough to cover the ten-year term of this Master Plan and are the foundation for the District's subsequent planning processes and decision-making, including resource allocations.

**Chapter 4: Programs and Services** represents a descriptive snapshot and brief analysis of each academic program and student service. Although the District anticipates that student headcount and enrollment will increase in the next decade overall contingent on funding, all programs and services will not grow at the same rate. The analysis of each academic program and student service in this chapter culminates in a growth projection for these programs and services as being slower than, at the same rate as, or faster than the projected total college growth of 1.75% per year each year for next decade.

**Chapter 5: Facilities Master Plan** presents a summary of current facilities, including recent facility expansion, and calculates the District's future facility space needs by analyzing space utilization and planning standards, current space inventory, and projected growth. Current facility square footage, and current and projected student headcounts, weekly student contact hours, and full-time equivalent students are all part of this calculation. This chapter analyzes each campus individually in regard to current space inventory and projected needs, utilizing the projected growth rates of 3.0% for the Tulare campus, 3.25% for the Hanford campus, and 1.21% (average) for the Visalia campus. The overall projected growth rate of 1.75% for the District was based on 30 years of historical enrollment growth patterns for the District. This chapter also addresses facilities conditions for the Visalia campus by analyzing the facilities condition indices of current buildings. Such indices are not analyzed at the Tulare and Hanford campuses, as those campuses were both built within the last five years. Other important components and

needs are also analyzed, such sustainability, safety, parking, technology, and future projects. Chapter 5 also contains campus footprints and recommendations. Though minimal needs of increased space at the Tulare and Visalia campuses are noted, the greatest need for increased space within the next decade will be at the Hanford campus. Pursuit of additional bond financing for all three campuses by the end of the decade is also recommended.



# CHAPTER 1

## BACKGROUND

### SEQUOIAS COMMUNITY COLLEGE DISTRICT

Geographic Overview

Visalia Campus

Hanford Educational Center

Tulare College Center

### NATIONAL, STATE, AND LOCAL CONTEXT

The Economy

Higher Education

## BACKGROUND

# SEQUOIAS COMMUNITY COLLEGE DISTRICT

## GEOGRAPHIC OVERVIEW

Located in the heart of the San Joaquin Valley in Central California, Sequoias Community College District (COS) rests at the foot of the Sierra Nevada mountain range. Founded in 1926, College of the Sequoias serves the residents of Tulare and Kings Counties as a center for higher education and vocational training.

College of the Sequoias is a single-college district that encompasses 2,893 square miles, with 80% of the District's geographic boundaries in Tulare County, 19% in Kings County, and 1% in Fresno County. The District is located in the center of one of the most productive agricultural regions in the world. Many of California's 200 commercially produced crops are grown in Tulare, Kings, and Fresno Counties, making agriculture the leading economic engine of the region.

The California Department of Finance projects that the population of Tulare and Kings County, which comprise 99% of the District's service area, will grow over the next decade. Tulare County, with 443,066 residents in 2010, is projected to reach 575,294 residents by 2025, which is a 30% increase compared to the 2010 population. Kings County, with 152,656 residents in 2010, is projected to reach 192,147 residents by 2025, which is a 26% increase compared to the 2010 population. (dof.ca.gov)

Tulare County is a moderate-sized rural county of 4,839 square miles. About half of the county is comprised of public land, such as the Sequoia and Kings Canyon National Park and the Sequoia National Forest. The

remainder of the county is noted for being the second leading producer of agricultural commodities in the United States. The communities in Tulare County within the College of the Sequoias boundaries include, but are not limited to: Exeter, Farmersville, Lindsay, Goshen, Orosi, Three Rivers, Tulare, Visalia, and Woodlake. Visalia, the county seat, is the largest of these with 127,081 residents in 2012.

Kings County is a small rural county of 1,392 square miles comprised primarily of agricultural land. The communities in Kings County within the COS boundaries are Corcoran and Hanford. Hanford, the county seat, is the largest of these with 54,324 residents in 2012.

College of the Sequoias is part of the California Community College system, the largest system of higher education in the United States, with 112 colleges organized into 72 districts. COS serves as one of the primary opportunities for public higher education in Tulare and Kings Counties. There are three districts which border the COS District. They are Kern Community College District, West Hills Community College District, and State Center Community College District. For comparison, in the 2012-13 academic year, the two smallest districts in the adjacent area were West Hills Community College District, which served 10,070 students; and College of the Sequoias, which served 13,988 students. State Center Community College District served 47,419 students, and Kern Community College District served 34,792. (The 2012-13 Annual Student Count Report, [datamart.cccco.edu](http://datamart.cccco.edu))

The closest public universities are CSU Fresno, approximately 50 miles from Visalia; CSU Bakersfield, approximately 78 miles from Visalia; and UC Merced, approximately 100 miles from Visalia.

Originally, Visalia Junior College was established in 1926 as one department in the city high school. Its initial mission was to provide inexpensive, lower-division postsecondary education to local high school graduates who intended to transfer to a four-year institution. As student interest in higher education increased over the next decade, Visalia Junior College grew. In 1938, a permanent campus was built in Visalia. The college continued to attract more students and the Sequoias Community College District was formed in 1949.

In the late 1990s, the Board of Trustees became aware that COS programs and services could no longer be accommodated primarily on the Visalia campus. To keep pace with its growing communities, expand student access across the District, and contribute to the economic development of Tulare and Kings Counties, the Board made important purchases to increase the capacity:

- 500 acres of land to establish a campus in Tulare in 1998;
- 180 acres of land to establish a campus in Hanford in 2001; and
- 17.2 acres of land adjacent to the Visalia campus in three separate purchases since 2001.

The Board of Trustees directed each site to offer one or more unique career technical education program(s) as well as courses to fulfill general education requirements. The Board developed this schema to emphasize the

District-wide importance of career technical education and to provide each campus with the opportunity to share in the District's successes in career technical education. The status of each site is described below and in the Facilities Chapter of this *College of the Sequoias Master Plan 2015-2025*.

Today, COS offers a variety of transfer, degree, career technical education, community, and contract education programs that may culminate in one of 67 associate degree programs, 38 certificates of achievement programs (requiring 18 units or more), and 35 skills certificate programs (requiring 17.5 units or less). These programs articulate with both CSU and UC systems. In fall 2013, over 87 years after it opened, the number of students reached 11,052. Student headcount peaked at 13,988 students in the 2012-2013 academic year with 8,233 credit full time equivalent of students (FTES) and 478 non-credit FTES. (COS data warehouse and datamart. cccco.edu)

## VISALIA CAMPUS

As with each District campus site, the Visalia campus offers a comprehensive array of liberal arts and science offerings on-campus and online that fulfill transfer requirements and/or lead to associate degrees and certificates in a variety of majors.

Career technical education programs that are headquartered in Visalia include: Nursing and Allied Health, Business, and Consumer Family Studies. It is important to note that while some of these programs are primarily

housed at the Visalia campus, prerequisites for discipline courses that are included in the transfer patterns are also offered at other district sites. In addition to these anchor programs, the Visalia campus has specialized facilities and equipment available to accommodate performances for athletics and the Fine Arts Program, which includes theatre and music.

Instructional programs in Visalia are complemented by a full range of student support services, including but not limited to library resources, matriculation, assessment, counseling, admissions and records, a bookstore, District police, a career and transfer center, disabled student programs and services, equal opportunity programs and services, food services, job placement, outreach, student financial aid services, health services, student activities, and tutorial services.

In addition, to the District campuses in Visalia, Tulare and Hanford, the District offers courses in high schools and other community centers as a strategy for providing higher education opportunities to the residents who live in less-heavily populated areas of the District, including Exeter, Three Rivers, Corcoran, and Woodlake. Students attending these off-site locations are supported through student support services located at each of the three campuses, depending on the proximity of the off-campus site.

Refer to the Facilities Chapter for an overview of current Visalia Campus facilities and planned changes to those facilities.

## HANFORD EDUCATIONAL CENTER

For many years College of the Sequoias provided student access in Kings county by offering courses on high school campuses and community centers in Hanford, which is 23 miles from the Visalia Campus. In 1992, the District leased a facility to establish the Hanford Educational Center. In 2001, the City of Hanford, Hanford Joint Union High School, and College of the Sequoias entered into a tenants-in-common agreement to purchase 180 acres on 13<sup>th</sup> Avenue with plans to build a new high school, a permanent Hanford Educational Center, and a sports complex.

In 2006, the residents of Hanford approved Measure C, a \$22 million general obligation bond, to build a permanent educational center in Hanford. This bond enabled College of the Sequoias to construct and equip the campus, which includes the Education Building, the Public Safety Building, and the upgrade to the chemistry lab on the Sierra Pacific High School campus, in order to leverage expenditures and create a joint use facility. Also as part of the campus, the City of Hanford and COS were successful in an Economic Development Agency Grant, which contributed more than half of the funding for the Vocational Educational Building, which provides instructional space for CTE programs such as the Industrial Maintenance program and electrician training. The total instructional and administrative

space included for the Hanford campus is 55,891 square feet. The facility opened in fall 2010.

Today, the Hanford Educational Center offers basic skills and general education courses in addition to its signature career technical education program, the Tulare/Kings Regional Public Safety Training Center. The Tulare/Kings Regional Public Safety Training Center offers the Commission on Peace Officer Standard and Training Basic Police Academy certificate, the fire course associated with the Associate of Science Fire Program, a firefighter academy, and advanced officer training for peace officers and firefighters.

Refer to Chapter 4, the Programs and Services Chapter, for more details on the Police Science and Fire Technology programs.

Hanford Educational Center students have access to a full complement of student support services, including but not limited to library resources, matriculation, assessment, counseling, admissions and records, a bookstore, District police, a career and transfer center, disabled student programs and services, equal opportunity programs and services, food services, job placement, outreach, student financial aid services, health services, student activities, and tutorial services. These services are provided by personnel permanently assigned to this site or by personnel who rotate among the COS sites.

Refer to Chapter 5, the Facilities Chapter, for an overview of current Hanford Educational Center facilities and planned changes to those facilities.



## TULARE COLLEGE CENTER

Similar to the evolution of the Hanford Educational Center, for many years prior to establishing a center in Tulare, College of the Sequoias expanded student access across the District by offering courses in high schools and community centers in this city, which is eight miles from the Visalia Campus. In addition, College of the Sequoias operated a student farm on a property located at Linwood and Walnut. What had been on the outskirts of town when built eventually landed within city limits and was not an ideal place for agriculture education, without any ability to grow. In 1998, the District purchased the 500-acre site in Tulare to house the Center for Agriculture Science and Technology and provide general education courses to the residents of southern Tulare County.

The Tulare College Center opened in January 2013 and is adjacent to Mission Oak High School. The facility currently includes over 90,000 square feet of classrooms; laboratory space with a 12,000 square foot welding and construction shop; and extensive equine, livestock, farm, and horticulture facilities. These laboratories provide students with unique opportunities for hands-on experience related to their chosen agricultural program.

Today, the Tulare College Center offers basic skills and general education courses in addition to a number of signature career technical education programs related to agriculture. Refer to Chapter 4, the Programs and Services Chapter, for more details on the extensive array of agriculture programs.



Tulare College Center students have access to a full complement of student support services, including but not limited to library resources, matriculation, assessment, counseling, admissions and records, a bookstore, District police, a career and transfer center, disabled student programs and services, equal opportunity programs and services, food services, job placement, outreach, student financial aid services, health services, student activities, and tutorial services. These services are provided by personnel permanently assigned to this site or by personnel who rotate among the COS sites.

Refer to Chapter 5, the Facilities Chapter, for an overview on current Tulare College Center facilities and planned changes to those facilities.

## BACKGROUND

# NATIONAL, STATE, AND LOCAL CONTEXT

## THE ECONOMY

The United States is slowly recovering from the most serious economic downturn since the 1930s. The Recession (2008-2010) has had a negative impact on every facet of the economy, marked by high unemployment rates, a depressed housing market, and low consumer spending. These economic indices are showing signs of improvement and UCLA economists predict that the unemployment rates will decrease, but that the economy will remain below its pre-Great Recession growth rate. (uclaforecast.com)

The pace of the economic recovery is illustrated by gradual improvements in unemployment rates. The national unemployment rate reached 10% in October 2009, a significant jump from the October 2007 unemployment rate of 4.6%. The unemployment rate was steady at 9% or above from October 2009 to October 2011. Since October 2011, the rate has slowly but steadily decreased, reaching 6.7% in December 2013. The national unemployment rate continues to be 6.7% into spring 2014. This current unemployment rate is the lowest it has been since October 2008. (bls.gov)

The economic downturn in California has been especially severe. For example, in December 2006 the state's unemployment rate was 4.6%, and in January 2010 the rate nearly tripled, reaching 13.2%. California's unemployment rate was then and continues to be higher than the national unemployment rate. In February 2014 the unemployment rate for California was 8.0%. Only three other states had higher unemployment rates. (bls.gov) The forecast is for California's unemployment rate

to remain above 7% through 2015. (dof.ca.gov) If this forecast proves to be accurate, it will take seven years after the official end of the Recession in June 2009 before employment in California returns to pre-Recession levels.

Similar to the economic recovery pattern in the state, the unemployment rates in both Kings and Tulare Counties have declined since 2011. In Kings County the unemployment rate of 17.3% in December 2010 dropped to 15.0% in February 2014. In Tulare County the unemployment rate of 17.9% in December 2010 dropped to 15.1% in February 2014. However, Kings and Tulare Counties' unemployment rates are higher than the state and national rates. (bls.gov and labormarketinfo.edd.ca.gov) Refer to the Local Economic Trends section of Chapter 2 in this document for job market forecasts in these two counties.

## HIGHER EDUCATION

Based on the belief that college-educated residents are necessary in order to advance its economic, political, and social success, California developed an impressive system of 112 community colleges. The colleges are as diverse as the regions and populations they serve. The largest higher education system in the United States, California community colleges served 2,079,229 students by headcount, with 1,041,782 full-time equivalent students taking credit courses and 65,659 full-time equivalent students taking non-credit courses in the 2012-2013 academic year. (datamart.cccco.edu) To place these numbers in perspective, 24% of all com-

munity college students in the nation are enrolled at a California community college.

California community colleges are the most cost-effective system of education in the state when compared to K-12 public schools and the UC and CSU systems. For 2012-2013, the state allocated \$5,997 for each full-time student, compared to \$8,365 a year per student for a K-12 system and \$12,506 and \$22,428, respectively, at the CSU and UC systems. (ccleague.org)

California's community colleges today are called upon to continue providing quality higher education while also addressing five inter-related challenges:

### **INCREASE IN STUDENT DEMAND**

In general, student demand for access to community college programs and services is likely to increase because of students' interest in career training due to high unemployment rates and because of students' interest in fulfilling transfer requirements at a community college due to reductions the sizes of freshman classes at CSUs and UCs.

### **EMPHASIS ON DEGREE AND CERTIFICATE COMPLETION**

Once the industrialized country with the highest percentage of young adults with a college degree globally, the United States now ranks 10<sup>th</sup>. College-age students are now likely to be less well-educated than their parents. The President's American Graduation Initiative challenges the nation's postsecondary education systems to award an additional five million degrees and certificates by 2020. Extrapolating that challenge to community colleges, each California community college

is asked to triple the number of degrees and certificates awarded by 2020. (cccvision2020.org)

This national challenge is especially acute in California because it ranks lower than many other states on residents' levels of higher education attainment. According to the US Census, 39% of the working adults in California aged 25 to 64 have earned an associate degree or higher. According to the Georgetown University Center on Education and the Workforce, 61% of California's jobs will require postsecondary education as soon as 2018. Taken together, these two data points indicate that the level of educational attainment of California residents is unlikely to meet projected workforce needs. Analysts at the Lumina Foundation project that if the current rate of degree completion continues, 45% of California's working adults will have earned a college degree by 2025, far short of the 61% that is projected to be needed for the workforce. (luminafoundation.org)

### **CALIFORNIA ACHIEVEMENT GAP**

A study by the Institute for Higher Education Leadership and Policy at California State University in Sacramento identified ethnic differences in student achievement. Among the African-American and Hispanic students who attend community colleges, proportionately fewer African-American and Hispanic students (26% and 22% respectively) completed a degree or certificate within six years compared to White and Asian Pacific Islanders (37% and 35% respectively). Proportionately, twice as many white students transfer to a four-year university than Hispanic students. (csus.edu)

### **FISCAL CHALLENGE**

State allocations to the California community colleges declined \$809 million, or 12%, since 2008-2009. In response to this decrease in state allocations, the colleges reduced programs and services for students. Between 2008-2009 and 2011-2012, the number of course sections decreased 24% and non-credit course sections decreased 38% statewide. As a result, enrollment decreased by more than 500,000 students over these years. (californiacommunitycolleges.cccco.edu) Although state apportionment for California community colleges increased for the past two years, the stability of this funding is uncertain.

### **REGULATORY CHANGES**

The Student Success Task Force: In 2011 the Board of Governors charged a task force with studying national best practices and models in order to develop recommendations to improve student success in California community colleges. The final report of the Student Success Task Force advances 22 specific recommendations, 20 of which are currently being implemented through statutory change, regulatory change, and/or the adoption of best practices. (californiacommunitycolleges.cccco.edu) Two of these changes are described as follows:

- Priority Registration: Beginning in fall 2014, students in specific categories will have registration priority over other students. (extranet.cccco.edu)
- The Student Success Act of 2012 (SB1456) implemented Student Success Task Force recommenda-

tions by providing statutory authority to alter current laws such as the following:

- **Matriculation:** The bill calls for substantial changes to student support services, including the inclusion of the requirement for students to engage in orientation, assessment, and educational planning.
- **The Student Success Scorecard:** This system of accountability requires each college to measure outcomes, such as successful completion of degrees, certificates, remedial programs, and career technical training programs. The data are reported by gender, age, and ethnicity and are available online for access by the community. (scorecard.cccco.edu)
- **Minimum Academic Standards:** The bill requires students to meet minimum academic standards in order to maintain fee waivers.

**Student Transfer Achievement Reform Act:** Based on research that California community college students routinely transfer to a state university with more than the required 60 semester units, the act outlines provisions for an associate degree for transfer. This legislation requires that community colleges and CSUs collaboratively develop transfer degrees that allow students to transfer into specific CSU programs without the CSU requiring additional coursework. Once students complete the 60 units required for this transfer degree, they are guaranteed admission into the California State University system as juniors. College of the Sequoias adopted the Transfer Model Curriculum prepared jointly

by the state Academic Senates for the California State University and the community colleges.

**Course Repetition and Repeatability:** On-going fiscal constraints in California triggered increased scrutiny of California community college programs and practices. To reduce funding to the community colleges and to provide greater student access to courses, regulatory changes were approved in 2012 that limit the number of times students may take the same course. This modification has had a profound impact on the visual and performing arts, physical education, dance, and kinesiology, where repeatability is now limited to courses that are required to finish a bachelor's degree at a transferring state public university. (extranet.cccco.edu)

The pressures to do more with less funding, plus the number of recent regulatory changes creates part of the context in which the District is developing this *College of the Sequoias Master Plan 2015-2025*.

# CHAPTER 2

## PROFILE OF THE DISTRICT'S COMMUNITIES AND STUDENTS

Introduction

Regional population trends and demographics

Local economic trends

Enrollment trends

Student demographics

Student outcomes

Perceptions

Current and anticipated challenges

**PROFILE OF THE DISTRICT'S  
COMMUNITIES AND STUDENTS**

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# INTRODUCTION

This chapter provides background information about the demographic and economic characteristics of the District's service area and its students. These data are clustered in six sections:

- **Regional Population Demographics:** Current and projected demographic characteristics, such as population, age, race/ethnicity, and educational levels, and income;
- **Local Economic Trends:** Current and projected employment and industry growth patterns;
- **Enrollment Trends:** Patterns of student enrollment, such as student headcount by site and by method of instruction;
- **Student Demographics:** Characteristics of the District's students, such as age, race/ethnicity, and educational goals;
- **Student Outcomes:** Measures of student achievement within the District, such as persistence, successful course completion rates, and number of awards; and
- **Perceptions:** Survey results, such as a recent survey of community perceptions about the District and students' perceptions about their level of engagement in the teaching/learning process.

The final section of this chapter, Current and Anticipated Challenges, presents an analysis of the data presented in Chapters 1 and 2 that identifies the challenges that the District will be called upon to address in the coming decade.

The data sets in Chapters 1 and 2 are extracted from a variety of resources including state agencies, local agencies, the COS data warehouse, and the COS Office of Research, Planning and Institutional Effectiveness. The specific resource for the information presented in a data set is cited at the bottom of each data set.

**PROFILE OF THE DISTRICT'S  
COMMUNITIES AND STUDENTS**

# REGIONAL POPULATION TRENDS AND DEMOGRAPHICS

**Data Set 1. Current and Projected COS Service Area Population**

	2010	2020	2025	2030	% Growth from 2010 to 2030
<b>Kings County</b>	152,656	176,647	192,147	205,627	35%
<b>Tulare County</b>	443,066	526,718	575,294	630,303	42%
<b>California</b>	<b>37,309,382</b>	<b>40,643,643</b>	<b>42,451,760</b>	<b>44,279,354</b>	<b>19%</b>

Source: California Department of Finance

- The number of residents living in Kings County is projected to increase 35% between 2010 and 2030 and in Tulare County by 42% in the same time period.
- Each of these increases is an average increase of about 1.5% each year for the next 20 years, which is double the projection that the state population will increase 19% total, or 0.7% per year compounded, over the next 20 years. In other words, the COS Service Area population will grow much faster than the state population.

## Data Set 2. Current and Projected COS Service Area Population by Age

Population by Age Group - Tulare County						
Age Group	2010	% of Total	2020	% of Total	2030	% of Total
<b>Total (All ages)</b>	<b>443,066</b>	<b>100%</b>	<b>526,718</b>	<b>100%</b>	<b>630,303</b>	<b>100%</b>
Preschool Age (0-4 years)	40,869	9%	45,172	9%	50,647	8%
School Age (5-17 years)	103,089	23%	113,781	22%	130,019	21%
College Age (18-24 years)	47,866	11%	59,092	11%	68,183	11%
Working Age (25-64 years)	209,219	47%	247,452	47%	295,904	47%
Young Retirees (65-74 years)	23,147	5%	36,480	7%	46,663	7%
Mature Retirees (75-84 years)	13,497	3%	17,565	3%	28,619	5%
Seniors (85 or more years)	5,379	1%	7,177	1%	10,268	2%

Population by Age Group - Kings County						
Age Group	2010	% of Total	2020	% of Total	2030	% of Total
<b>Total (All ages)</b>	<b>152,656</b>	<b>100%</b>	<b>176,647</b>	<b>100%</b>	<b>205,627</b>	<b>100%</b>
Preschool Age (0-4 years)	12,745	8%	13,125	7%	13,686	7%
School Age (5-17 years)	29,497	19%	33,813	19%	37,141	18%
College Age (18-24 years)	17,680	12%	19,111	11%	22,949	11%
Working Age (25-64 years)	80,701	53%	91,240	52%	100,721	49%
Young Retirees (65-74 years)	6,865	4%	12,200	7%	18,451	9%
Mature Retirees (75-84 years)	3,820	3%	5,160	3%	9,716	5%
Seniors (85 or more years)	1,348	1%	1,998	1%	2,963	1%

Source: State of California, Department of Finance, Population Projections 2010-2060

- The distribution of the population by age over the next 20 years in Tulare and Kings Counties is projected to remain consistent for both School Age and College Age. School Age in Tulare County decreases by 2% and 1% in Kings County. College Age in Tulare County remains the same and decreases by 1% in Kings County.
- The proportion of the population age 65 and older is projected to increase over the next 20 years in Tulare County 9% to 14% and Kings County 8% to 15%.

### Data Set 3. Current and Projected COS Service Area Population by Race/Ethnicity

Tulare County Population							
Population by Ethnicity	2010	% of Total	2020	% of Total	2030	% of Total	% Change 2010 to 2030
American Indian	3,319	1%	4,013	1%	4,810	1%	45%
Asian	13,543	3%	18,327	3%	24,141	4%	78%
Black	5,505	1%	5,722	1%	5,737	1%	4%
Hispanic or Latino	269,012	61%	329,620	63%	397,435	63%	48%
Native Hawaiian and other Pacific Islander*	370	0%	201	0%	490	0%	32%
Multi-Race	5,767	1%	7,173	1%	8,631	1%	50%
White	145,549	33%	161,661	31%	189,058	30%	30%
Kings County Population							
Population by Ethnicity	2010	% of Total	2020	% of Total	2030	% of Total	% Change 2010 to 2030
American Indian	1,305	1%	1,484	1%	1,641	1%	26%
Asian	5,343	3%	5,689	3%	7,240	4%	36%
Black	10,686	7%	13,136	7%	12,733	6%	19%
Hispanic or Latino	77,595	51%	90,543	51%	108,557	53%	40%
Native Hawaiian and other Pacific Islander	216	0%	255	0%	171	0%	-21%
Multi-Race	3,208	2%	4,239	2%	5,267	3%	64%
White	54,303	36%	61,302	35%	70,017	34%	29%

Source: Department of Finance, Population Projections 2010-2060

\* Zero indicates less than 1 percent.

Note: A large percentage change may have a small effect if the population is relatively small.

- In 2010 the majority of the population in both Tulare and Kings Counties identify themselves as Hispanic or Latino, 61% and 51% respectively.
- The distribution of population across race/ethnicity groups is projected to remain consistent over the next 20 years, other than a slight increase in residents who identify themselves as Hispanic or Latino and a slight decrease in residents who identify themselves as White.

#### Data Set 4. COS Service Area Language Spoken at Home by Residents Age 5 and Older

Language Spoken at Home	California		Tulare County		Kings County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
English only	19,651,209	56%	207,274	52%	80,161	58%
Language other than English	15,130,082	44%	193,438	48%	59,002	42%

Source: U.S. Census Bureau, 2008-2012 American Community Survey

- Forty-eight percent of the residents in Tulare County over the age of five speak a language other than English at home compared to 42% in Kings County and 44% statewide.

#### Data Set 5a. COS Service Area Level of Educational Attainment for Adult Residents

Educational Attainment	California		Tulare County		Kings County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
Less than 9th grade	2,487,399	10%	51,789	21%	14,263	16%
9th to 12th grade, no diploma	2,090,094	9%	28,381	11%	12,198	13%
High school graduate (includes equivalency)	4,988,559	29%	59,653	24%	23,985	26%
Some college, no degree	5,345,201	22%	58,137	23%	23,075	25%
Associate degree	1,861,509	8%	19,691	8%	7,154	8%
Bachelor's degree	4,667,570	20%	22,355	9%	8,459	9%
Graduate or professional degree	2,676,985	11%	11,014	4%	2,962	3%
Percent high school graduate or higher	81%		68%		71%	
Percent bachelor's degree or higher	31%		13%		12%	

Source: U.S. Census Bureau, 2008-2012 American Community Survey

- Thirty-two percent of the residents in Tulare County and 29% of the residents in Kings County who are age 25 and older have not graduated from high school compared to 19% statewide.
- The proportion of adults age 25 and older that have some college education is comparable in Tulare County, Kings County, and statewide, ranging from 22% to 25%. The proportion of adults that have earned an associate degree is 8% for Tulare County, Kings County, and statewide.
- The proportions of adults in Tulare County and Kings County that have earned a bachelor's degree or higher (13% and 12% respectively) is significantly below the statewide rate of 31% for this level of educational attainment.

#### Data Set 5b. College Readiness: 12<sup>th</sup> Grade Graduates Completing All Courses Required for UC and/or CSU Entrance

	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Tulare County Graduates</b>					
Grads with UC/CSU Required Courses	1,258	1,194	1,058	1,546	1,743
All Grads	4,899	5,068	5,380	5,485	5,711
Rate	26%	24%	20%	28%	31%
<b>Kings County Graduates</b>					
Grads with UC/CSU Required Courses	276	305	252	404	301
All Grads	1345	1516	1520	1632	1695
Rate	21%	20%	17%	25%	18%
<b>Statewide Totals-Graduates</b>					
Statewide Rate	34%	35%	36%	37%	38%

Source: California Department of Education, Data Reporting Office

*To be eligible to apply for admission to the UC and CSU systems, California high school students must complete 30 semesters of UC-approved coursework in seven subject areas (the a-g course sequence) with grades of C or higher. UC/CSU a-g standards are much more rigorous than California's minimum graduation requirement. The majority of California high school graduates do not complete the a-g course sequence.*

- In this review of the past five academic years, the proportions of Kings County (21% to 18%) and Tulare County (26% to 31%) 12<sup>th</sup> grade graduates who completed all courses required for UC and/or CSU entrance have consistently been below the state rates, which ranged from 34% to 38%.

PROFILE OF THE DISTRICT'S  
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# LOCAL ECONOMIC TRENDS

Data Set 6a. COS Service Area Median Household Income

Median Income	California		Tulare County		Kings County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
Families	8,550,034	100%	102,374	100%	31,787	100%
Less than \$10,000	359,919	4.20%	7,212	7.20%	2,131	6.70%
\$10,000 to \$14,999	271,387	3.20%	5,344	6.80%	1,148	3.60%
\$15,000 to \$24,999	700,897	8.20%	13,142	13.60%	3,456	10.90%
\$25,000 to \$34,999	719,052	8.40%	13,132	12.80%	3,763	11.80%
\$35,000 to \$49,999	1,022,505	12.00%	14,876	15.30%	4,954	15.60%
\$50,000 to \$74,999	1,469,246	17.20%	19,298	18.30%	6,124	19.30%
\$75,000 to \$99,999	1,128,984	13.20%	10,974	10.00%	3,370	10.60%
\$100,000 to \$149,999	1,466,601	17.20%	12,098	10.30%	4,503	14.20%
\$150,000 to \$199,999	679,964	8.00%	3,858	3.50%	1,545	4.90%
\$200,000 or more	731,479	8.60%	2,440	2.20%	793	2.50%
<b>Median family income (dollars)</b>	69,883	(X)	47,003	(X)	51,575	(X)
<b>Mean family income (dollars)</b>	94,829	(X)	62,533	(X)	67,193	(X)

Source: U.S. Census Bureau, 2008-2012 American Community Survey

- As measured by both median (\$69,883) and mean (\$94,829), the statewide family income is significantly higher than the median (\$47,003) and mean (\$62,533) family income levels for residents in Tulare County and Kings County (Median: \$51,575, Mean: \$67, 193).

### Data Set 6b. COS Service Area Family Poverty Levels

Percentage of Families Whose Income in the Past 12 Months is Below the Poverty Level	California	Tulare County	Kings County
All families	11.50%	20.50%	17.10%
With related children under 18 years	17.00%	28.80%	24.30%
With related children under 5 years only	15.10%	28.20%	21.00%
Married couple families	6.90%	13.90%	9.80%
With related children under 18 years	10.00%	20.60%	14.10%
With related children under 5 years only	6.80%	18.40%	6.40%
Families with female householder, no husband present	26.60%	40.60%	42.10%
With related children under 18 years	35.60%	48.10%	53.70%
With related children under 5 years only	39.30%	47.70%	58.10%

Source: U.S. Census Bureau, 2008-2012 American Community Survey

- Both Tulare County 20.5% and Kings County 17.10% have a significantly greater proportion of families living below poverty level compared to the statewide rate of 11.5%.

## Data Set 7. Employment Projections by Industry

	2010-2020 Industry Employment Projections  Industry Title	Visalia-Porterville Metropolitan Statistical Area				Hanford-Corcoran Metropolitan Statistical Area			
		Annual Average Employment		Employment Change		Annual Average Employment		Employment Change	
		2010	2020	Numerical	Percent	2010	2020	Numerical	Percent
	Self Employment (A)	14,000	14,000	0	0.0	3,600	3,800	200	5.6
	Unpaid Family Workers (B)	1,200	1,200	0	0.0	200	200	0	0.0
	Private Household Workers (C)	1,300	1,700	400	30.8	1,000	1,000	0	0.0
	Total Farm	37,700	41,600	3,900	10.3	6,600	7,100	500	7.6
	Total Nonfarm	105,600	124,500	18,900	17.9	35,600	41,800	6,200	17.4
	Total Employment	159,800	183,000	23,200	14.5	47,000	53,900	6,900	14.7

Total Nonfarm Includes the following industries. Please note, industry detail does not add up to Total Nonfarm.

NAICS Code	2010-2020 Industry Employment Projections  Industry Title	Visalia-Porterville Metropolitan Statistical Area				Hanford-Corcoran Metropolitan Statistical Area			
		Annual Average Employment		Employment Change		Annual Average Employment		Employment Change	
		2010	2020	Numerical	Percent	2010	2020	Numerical	Percent
1133,21,23	<b>Mining, Logging, and Construction</b>	3,900	4,900	1,000	25.6	900	1,100	200	22.2
31-33	<b>Manufacturing</b>	11,100	11,900	800	7.2	4,100	5,500	1,400	34.1
	Nondurable Goods Manufacturing (311-316,322-326)	8,500	9,600	1,100	12.9				
	Food Manufacturing and Beverage and Tobacco Product Manufacturing (includes 311-312)	6,400	7,400	1,000	15.6				
22,42-49	<b>Trade, Transportation, and Utilities</b>	23,300	27,800	4,500	19.3	5,200	6,400	1,200	23.1
42	Wholesale Trade	3,800	4,500	700	18.4	500	600	100	20.0
44-45	Retail Trade	14,300	17,100	2,800	19.6	3,900	4,700	800	20.5
452	General Merchandise Stores	3,600	4,300	700	19.4				
22,48-49	Transportation, Warehousing, and Utilities	5,100	6,200	1,100	21.6	800	1,100	300	37.5
51	<b>Information</b>	1,100	1,100	0	0.0	200	200	0	0.0
52-53	<b>Financial Activities</b>	3,800	4,200	400	10.5	900	1,100	200	22.2
52	Finance and Insurance	2,700	3,000	300	11.1				

54-56	<b>Professional and Business Services</b>	8,700	12,100	3,400	39.1	1,700	2,000	300	17.6
61-62	<b>Educational Services (Private), Health Care, and Social Assistance</b>	10,800	13,900	3,100	28.7	4,500	5,500	1,000	22.2
71-72	<b>Leisure and Hospitality</b>	8,900	10,900	2,000	22.5	2,700	3,400	700	25.9
72	Accommodation and Food Services	8,100	10,000	1,900	23.5				
722	Food Services and Drinking Places	7,500	9,400	1,900	25.3				
81	<b>Other Services (excludes 814-Private Household Workers)</b>	3,000	3,600	600	20.0	500	600	100	20.0
	<b>Government</b>	31,100	34,100	3,000	9.6	15,000	16,000	1,000	6.7
	Federal Government (D)	1,500	1,300	-200	-13.3	1,200	1,300	100	8.3
	State and Local Government	29,600	32,800	3,200	10.8	13,800	14,700	900	6.5
	State Government	2,100	2,200	100	4.8	6,000	6,300	300	5.0
	Local Government	27,500	30,600	3,100	11.3	7,800	8,400	600	7.7

Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics March 2011 benchmark and Quarterly Census of Employment and Wages (QCEW) industry employment.

Note: Industry detail may not add up to totals due to independent rounding and suppression.

NAICS: North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments.

(A) Self-employed persons work for profit or fees in their own business, profession, trade, or farm. Only the unincorporated self-employed are included in this category. The estimated and projected employment numbers include all workers who are primarily self-employed and wage and salary workers who hold a secondary job as a self-employed worker.

(B) Unpaid family workers are those persons who work without pay for 15 or more hours per week on a farm or in a business operated by a member of the household to whom they are related by birth or marriage.

(C) Private household workers are employed as domestic workers whose primary activities are to maintain the household. Industry employment is based on QCEW.

(D) Temporary U.S. Census workers are included in the base and projected year employment numbers.

- Fifteen percent employment growth is projected for both the Visalia-Porterville and Hanford-Corcoran metropolitan areas.
- Since this forecast focused on the more populated portions of both counties, it is not surprising that nonfarm jobs are projected to add the greatest number of jobs in both metropolitan areas.
- In the Visalia-Porterville metropolitan area the industries projected to add the greater number of jobs are trade, utilities and transportation, professional and business services, educational services, health care and social assistance, and government.
- In the Hanford-Corcoran metropolitan area the industries projected to add the greater number of jobs are manufacturing, retail trade, trade, utilities and transportation, educational services, health care and social assistance, and government.

## Data Set 8. Employment Forecast for Tulare and Kings Counties

### Tulare County Employment Forecast (2013-2025)

#### Employment (thousands of jobs)

	Total Wage	Farm	Construction	Manufacturing	Transportation & Utilities	Wholesale & Retail Trade	Financial Activities	Professional Services	Information	Health & Education	Leisure	Government
2013	146.2	34.9	4.6	11.5	5.9	19.8	3.9	10.1	0.9	11.0	9.8	30.6
2015	153.4	36.3	5.6	11.7	6.4	20.6	4.1	11.1	1.0	11.8	10.2	31.3
2017	158.5	37.2	6.1	11.7	6.8	21.1	4.3	11.8	1.0	12.3	10.7	31.9
2019	162.5	37.8	6.4	11.8	7.2	21.4	4.4	12.6	1.0	12.9	10.9	32.4
2021	165.7	38.2	6.6	11.8	7.5	21.8	4.4	13.1	1.0	13.4	11.0	32.9
2023	168.5	38.5	6.7	11.8	7.9	22.3	4.5	13.7	1.0	13.9	11.0	33.3
2025	171.3	38.8	6.7	11.9	8.2	22.7	4.5	14.3	1.0	14.3	11.1	33.7

### Kings County Employment Forecast (2013-2025)

#### Employment (thousands of jobs)

	Total Wage	Farm	Construction	Manufacturing	Transportation & Utilities	Wholesale & Retail Trade	Financial Activities	Professional Services	Information	Health & Education	Leisure	Government
2015	44.3	6.5	0.9	0.9	0.9	4.7	1.2	1.6	0.3	4.8	3.0	15.5
2017	45.8	6.7	0.9	0.9	0.9	4.8	1.2	1.7	0.3	4.9	3.2	16.1
2019	47.0	6.9	1.0	1.0	0.9	4.9	1.3	1.8	0.3	5.1	3.3	16.5
2021	47.9	6.8	1.0	1.0	1.0	4.9	1.3	1.8	0.3	5.3	3.4	17.0
2023	49.1	7.0	1.0	1.0	1.0	5.0	1.3	1.9	0.3	5.5	3.5	17.4
2025	50.3	7.3	1.0	1.0	1.0	5.1	1.4	1.9	0.3	5.6	3.6	17.9

Source: California Department of Transportation

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

## Data Set 9. Largest Growing Occupations by Required Entry-level Education (2010-2020)

Entry Level Education	Kings County		Tulare County	
	Largest Growing (New & Replacement Jobs)	Jobs	Largest Growing (New & Replacement Jobs)	Jobs
Bachelor's Degree	Elementary School Teachers, Except Special Education	250	Elementary School Teachers, Except Special Education	920
	Secondary School Teachers, Except Special Ed & CTE	170	Secondary School Teachers, Except Special Ed & CTE	580
	Special Education Teachers	100	Kindergarten Teachers, Except Special Education	230
	Probation Officers & Correctional Treat't Specialist	90	Recreation Workers	210
	Accountants and Auditors	70	Accountants and Auditors	160
Associate Degree	Registered Nurses	400	Registered Nurses	960
	Agricultural & Food Science Technicians	120	General & Operations Mgrs	390
	General & Operations Mgrs	110	Preschool Teachers, Except Special Education	140
	Radiologic Technologists & Technicians	30	Forest & Conservation Technicians	110
	Construction Managers	20	Construction Managers	60
Postsecondary Non-degree Award	Firefighters	270	Nursing Aides, Orderlies & and Attendants	310
	Licensed Practical & Licensed Vocational Nurses	170	Licensed Practical & Licensed Vocational Nurses	260
	Nursing Aides, Orderlies, & Attendants	140	Dental Assistants	160
	First-Line Supervisors of Fire Fighting & Prevention Wkrs	70	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	150
	First-Line Supervisors of Production & Operat'g Wkrs	60	First-Line Supervisors of Production & Operating Wkrs	120
Some College	Computer Support Specialists	40		
High School Diploma or Equivalent	Correctional Officers/Jailers	700	Heavy and Tractor-Trailer Truck Drivers	980
	Farmers, Ranchers, and Other Agricultural Managers	490	Teacher Assistants	820
	Teacher Assistants	260	Office Clerks, General	800
	Tractor-Trailer Truck Drivers	240	Customer Service Reps	730
	Office Clerks General	240	Farmers, Ranchers, and Other Agricultural Managers	1,650
Less than High School	Cashiers	730	Retail Salespersons	2,230
	Retail Salespersons	550	Cashiers	2,030
	Combined Food Prep & Serving Workers Inc. Fast Food	470	Combined Food Prep & Serving Workers Inc. Fast Food	1,620
	Waiters and Waitresses	280	Laborers and Freight, Stock, and Material Movers, Hand	1,540
	Laborers and Freight, Stock, and Material Movers, Hand	250	Farmworkers and Laborers, Crop, Nursery & Greenhouse	11,780

Source: California Employment Development Division

- In both Kings and Tulare Counties, jobs that require little to no formal higher education are plentiful. However, higher levels of educational attainment are predictive of higher greater income and lower unemployment.

## Data Set 10. National Earnings and Unemployment Rates for Adults 25 and Older by Educational Attainment

Education Attained	Unemployment Rate in 2013	Median Weekly Earnings (\$)
Doctoral Degree	2.2%	\$1,623
Professional Degree	2.3%	\$1,714
Master's Degree	3.4%	\$1,329
Bachelor's Degree	4.0%	\$1,108
Associate Degree	5.4%	\$777
Some College, No Degree	7.0%	\$727
High School Diploma	7.5%	\$651
Less Than a High School Diploma	11.0%	\$472

Source: U.S. Bureau of Labor Statistics, Current Population Survey

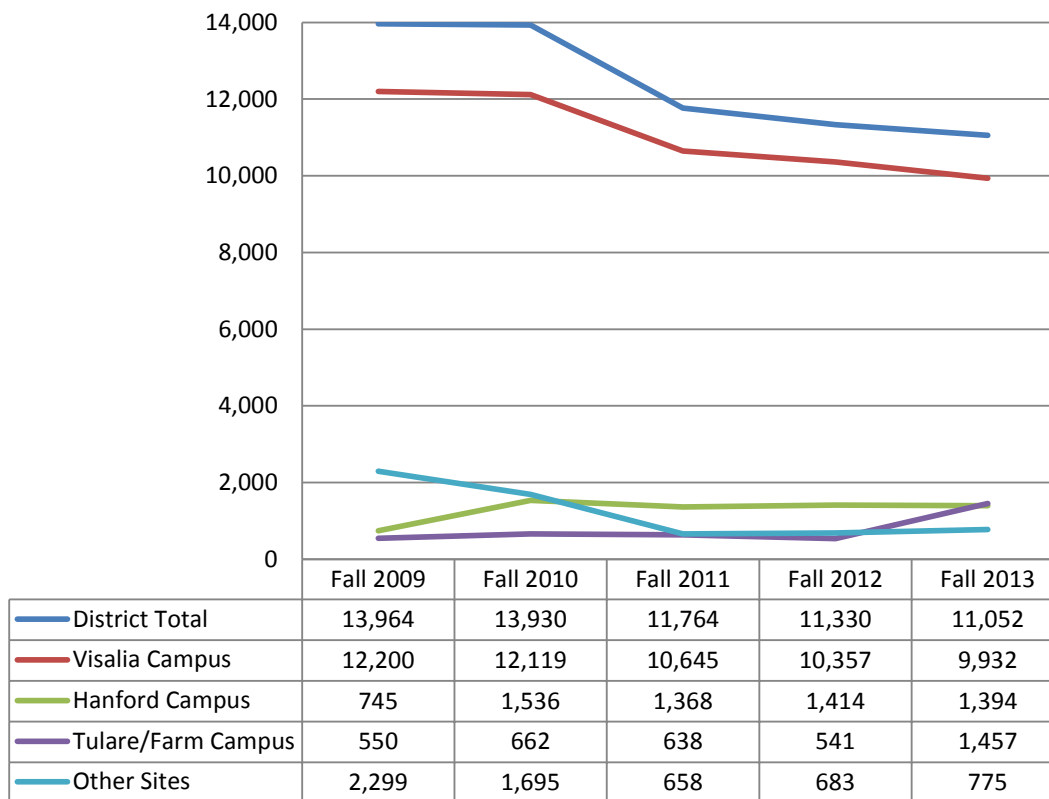
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

- Nationally, adults age 25 and older with the lowest levels of educational attainment have the highest rates of unemployment (11%) and the lowest median weekly earnings (\$472).
- The relatively lower level of educational attainment for adults in the COS service area no doubt contributes to this region's overall lower median household income. (Refer to Data Set 5 and Data Set 6)

PROFILE OF THE DISTRICT'S  
COMMUNITIES AND STUDENTS

# ENROLLMENT TRENDS

Data Set 11a. Student Headcount



	Fall 2009	Fall 2013	% Change 2009 to 2013
<b>District Total</b>	<b>13,964</b>	<b>11,052</b>	<b>-21%</b>
Visalia Campus	12,200	9,932	-19%
Hanford Educational Ctr	745	1,394	187%
Tulare College Center	550	1,457	264%
Other Sites	2,299	775	-66%
<b>Statewide</b>	<b>1,822,842</b>	<b>1,520,472</b>	<b>-17%</b>

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Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness, and California Community Colleges Chancellor's Office: datamart.cccco.edu

Notes: *The District Total is an unduplicated count of all students registered for a course past census. Each student is counted only once in the District Total even if that student is enrolled in more than one course. However, since students may enroll in a course at more than one campus, the sum of the campus counts is greater than the District Total in this data set.*

*These data include the student headcount for both credit and non-credit courses. Other sites include various locations, such as high schools, community centers, and clinical locations.*

- In this review of the past five fall semesters, student headcount reached a high of 13,964 in fall 2009 followed by decreases in each of the subsequent four fall semesters, reaching a low of 11,052 in fall 2013. This decrease in student headcount reflects the District's action to limit course offerings in response to the reduction in state apportionment.
- The student headcount within the District decreased 21% between fall 2009 and fall 2013, which is higher than the 17% decrease in student headcount statewide.
- Both Hanford Educational Center and Tulare College Center opened new facilities during this five-year period, in fall 2010 and spring 2013 respectively. As expected, the scheduling of courses at the new facilities and the reduction in offerings at other community sites shifted student headcount from these community sites to the Hanford Educational Center and Tulare College Center. Comparing fall 2009 to fall 2013 the two new facilities gained a total of 1,556 students and the other sites lost a total of 1,524 students during the same period.

### Data Set 11b. Annual Full-Time Equivalent Students (FTES)

Year	Credit FTES	Non-Credit	Total FTES	Annual % Change
2009-10	10,428	302	10,731	-
2010-11	10,540	424	10,965	2%
2011-12	8,835	312	9,147	-17%
2012-13	8,233	478	8,711	-5%
2013-14	8,446	538	8,984	3%
	2009-10	Fall 2013-14	5yr % Change	
Total FTES	10,731	8,984	-16.3%	

Source: California Community College Chancellor's Office Data Mart – Full-Time Equivalent Students (FTES) Summary Report

Notes: The FTES value is calculated by summing the "Total Hours" (refer to SXD4 in CCCCO MIS Data Element Dictionary) in all the enrollment records reported to CCCCO MIS during the requested time period, then dividing by 525.

If "Total Hours" cannot be derived because data is missing or set to "Unknown/Unreported," the enrollments are not included.

All activity in classes eligible for state apportionment funding is included. This methodology is not the same as the methodology used in calculating FTES for CCFS-320 report.

- While the fall district enrollment has decreased 21 % over the last five years (see Data Set 11.a), total FTES has only decreased by 16.3%, indicating students enrolled at COS are carrying more units.
- Although the total FTES has decreased until the most recent years, non-credit FTES continued to grow from 2009-10 (302) levels reaching a high in 2013-14 (538).

### Data Set 11c. COS Annual Projected Full-Time Equivalent Students (FTES) 2015-2030

Year	2014/15	2019/20	2024/25	2029/30	2015-2030 Growth
District Total	9,375	10,225	11,151	12,161	30%
Visalia Campus	6,820	7,249	7,686	8,127	19%
Hanford Campus	928	1,089	1,278	1,499	62%
Tulare Campus	1,627	1,887	2,187	2,535	56%

Source: COS Data Warehouse; COS Administrative Services & California Community College Chancellor's Office Data Mart – Full-Time Equivalent Students (FTES) Summary Report

Note: The COS growth projections are based on the following annual growth rates:

District Total: 1.75%, Visalia Campus: 1.21% (average), Hanford Campus: 3.25%, Tulare Campus: 3.00%

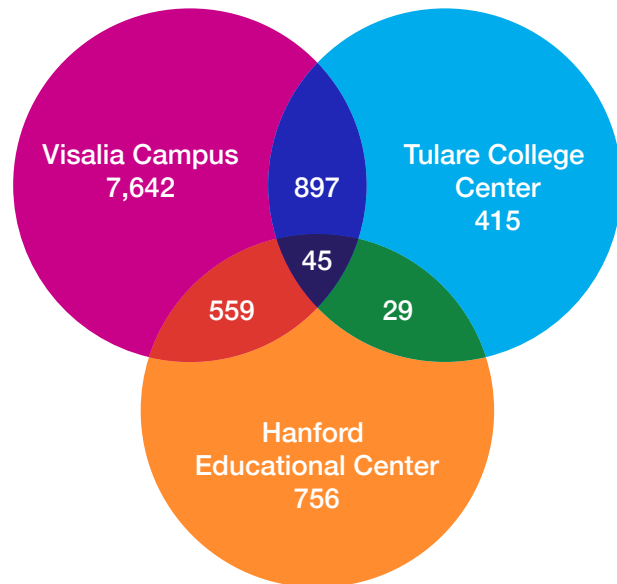
- The number of the District's full-time equivalent students is projected to increase 30% between 2015 and 2030.
- The Hanford and Tulare campuses are projected to grow much faster than the Visalia campus (Hanford 62%, Tulare 56%, and Visalia 19%).
- The Visalia campus is projected to grow much slower than the District.

## Data Set 12. Student Headcount by Site

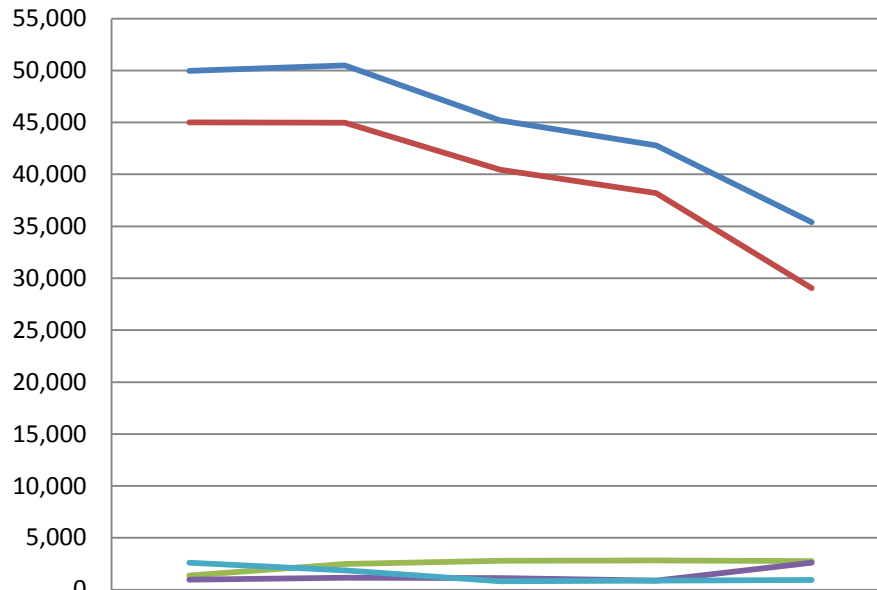
District Site of Students' Courses	Headcount
Visalia Campus Exclusively	7,642
Hanford Educational Center Exclusively	756
Tulare College Center Exclusively	415
Visalia Campus + Hanford Educational Center	559
Visalia Campus + Tulare College Center	897
Hanford Educational Center + Tulare College Center	29
Visalia Campus + Hanford Educational Center + Tulare College Center	45
<b>Subtotal</b>	<b>10,343</b>
Other Sites	436
<b>District Total</b>	<b>10,779</b>

Sources: COS Data Warehouse, EIS: Student Data Touchpoints, and COS Office of Research, Planning, and Institutional Effectiveness  
 Notes: This is an unduplicated count of students; students are counted once regardless of the number of units in which they are enrolled. These data include the student headcount for both credit and non-credit courses.  
 Other sites include various locations such as high schools, community centers, and clinical locations

- In fall 2013, over 1,500 students were enrolled in courses at more than one district campus/site.



### Data Set 13. Course Enrollments by Site



	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
District Total	49,950	50,489	45,197	42,790	35,386
Visalia Campus	44,999	44,968	40,443	38,181	29,046
Hanford Campus	1,390	2,475	2,789	2,821	2,774
Tulare/Farm Campus	965	1,168	1,132	895	2,613
Other Sites	2,596	1,878	833	893	953

	Fall 2009	Fall 2013	% Change Fall 2009 to Fall 2013	Average Enrollments per Headcount Fall 2009	Average Enrollments per Headcount Fall 2013
<b>District Total</b>	<b>49,950</b>	<b>35,386</b>	<b>-29%</b>	<b>3.58</b>	<b>3.20</b>
Visalia Campus	44,999	29,046	-36%	3.69	2.92
Hanford Educational Ctr	1,390	2,774	199%	1.87	1.99
Tulare College Center	965	2,613	271%	1.75	1.79
Other Sites	2,596	953	-63%	1.13	1.23

Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness

Notes: The number of enrollments is the duplicated student headcount. Students are counted once for each course in which they are enrolled; a student enrolled in three courses is counted three times.

These data include student enrollments for both credit and non-credit courses.

The category of "Other Sites" include various locations, such as high schools, community centers and clinical locations.

- In this summary of five fall semesters, the number of student enrollments reached a high of 50,489 in fall 2010 followed by decreases in each of the subsequent three fall semesters, reaching a low of 35,386 in fall 2013. This decrease in student enrollments reflects the District’s action to limit course offerings in response to reductions in state apportionment.
- Although the student headcount decreased 21% between fall 2009 and fall 2013, the number of enrollments decreased 29%.
- The average number of enrollments per student district-wide decreased from 3.58 to 3.20. The decrease in the average number of enrollments per student occurred on the Visalia campus (from 3.69 enrollments per student in fall 2009 to 2.92 per student in fall 2013), while Hanford Educational Center, Tulare College Center, and other sites show a slight increase in the average number of enrollments per student.

#### Data Set 14. Efficiency by Discipline

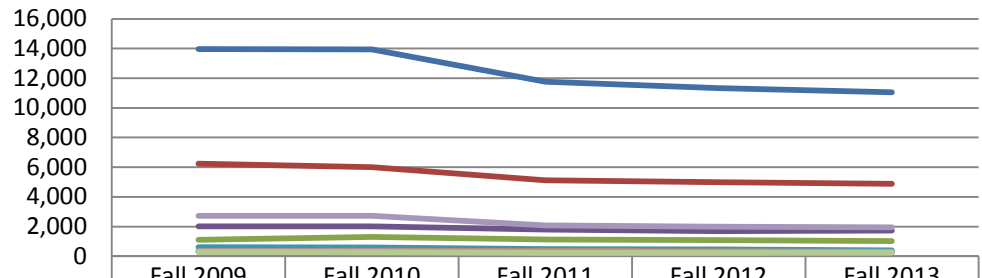
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Agriculture	413	419	371	393	340
Business	480	494	495	476	430
Consumer Family Studies	498	493	574	538	500
Fine Arts	535	590	644	605	544
Industry & Technology	466	465	455	377	364
Language Art	433	435	427	395	379
Math	595	617	612	621	630
Nursing	278	285	286	266	232
Physical Education	385	519	710	711	612
Science	539	530	577	583	551
Social Science	627	668	714	628	559
Special Programs	560	684	562	623	599
Student Services	547	358	497	484	677
Learning Resource Center	164	131	163	161	388

Note: The figures include outlier data that was excluded in the department trend tables, specifically fall 2009 and fall 2010 COUN and fall 2009 ESL data.

Efficiency Defined: The most common statewide measure of efficiency compares the number of hours faculty are with students in class each week (Weekly Student Contact Hours) with the number of equivalent full-time faculty (Full-Time Equivalent Faculty). The state recommendation for this ratio is 525, representing one faculty member teaching five three-unit classes per semester with 35 students in each class.

- In fall 2013, over half (57%) of the divisions had increased efficiency ratios (WSCH/FTEF) from the fall 2009 levels.
- In fall 2013, half (50%) of the divisions had an efficiency ratio greater than or equal to the state recommendation of 525.

### Data Set 15. Student Headcount by Area of Residence



	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
District Total	13,964	13,930	11,764	11,330	11,052
Visalia	6,238	6,009	5,129	4,995	4,872
Hanford	1,101	1,295	1,138	1,085	1,024
Tulare	2,019	2,022	1,804	1,680	1,725
Exeter	607	592	472	462	392
Woodlake	350	375	343	324	288
Farmersville	331	330	310	318	315
Lindsay	291	318	266	258	251
Porterville	298	265	223	220	244
Others	2,729	2,724	2,079	1,988	1,941

	Fall 2009	Proportion of Total	Fall 2013	Proportion of Total
<b>District Total</b>	<b>13,964</b>	<b>100%</b>	<b>11,052</b>	<b>100%</b>
Visalia	6,238	45%	4,872	44%
Hanford	1,101	8%	1,024	9%
Tulare	2,019	14%	1,725	16%
Exeter	607	4%	392	4%
Woodlake	350	3%	288	3%
Farmersville	331	2%	315	3%
Lindsay	291	2%	251	2%
Porterville	298	2%	244	2%
Others	2,729	20%	1,941	18%

Sources: COS Data Warehouse and COS Office of Research, Planning, and Institutional Effectiveness

Notes: Student headcount reflects the number of unique students enrolled; each student is counted once no matter how many courses that student enrolled in for that semester.

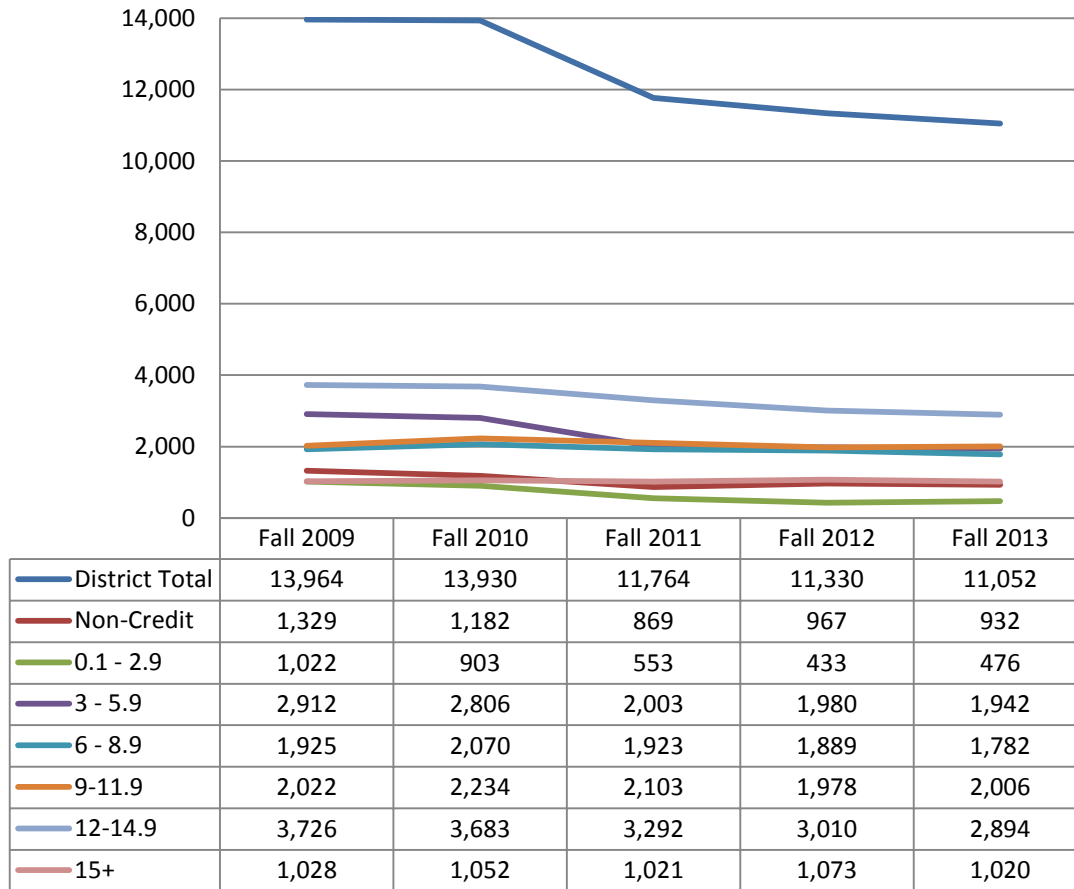
These data include the student headcount for both credit and non-credit courses.

Area of resident is drawn from students' self-reports.

The category of "Others" refers to the smaller areas in Tulare and Kings Counties.

- The pattern of where the District's students live has been relatively stable in recent years. Almost half of the District's students live in Visalia (44%), with the second largest proportion of students living in unincorporated areas of Tulare and Kings Counties (18%).

### Data Set 16. Student Headcount by Number of Units

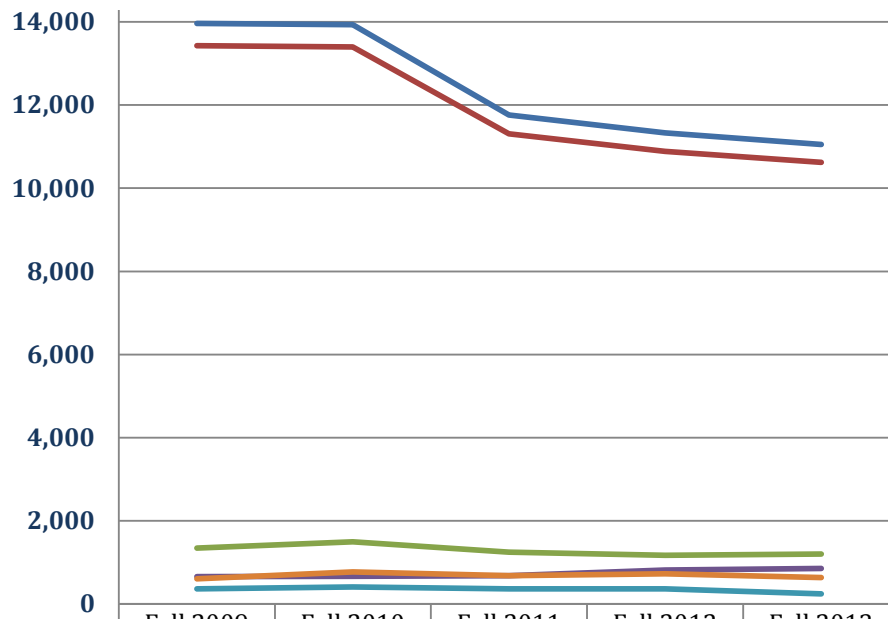


	COS % of Total		Statewide % of Total	
	Fall 2009	Fall 2013	Fall 2009	Fall 2013
<b>Total Non-credit</b>	<b>10%</b>	<b>8%</b>	<b>11%</b>	<b>8%</b>
<b>Total Credit</b>	<b>90%</b>	<b>92%</b>	<b>89%</b>	<b>92%</b>
0.1-2.9	7%	4%	8%	5%
3-5.9	21%	18%	23%	22%
6-8.9	14%	16%	16%	18%
9-11.9	14%	18%	13%	16%
12-14.9	27%	26%	20%	22%
15+	7%	9%	8%	9%

Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness, and California Community Colleges Chancellor's Office: datamart.cccco.edu  
Note: Student headcount reflects the number of unique students enrolled; each student is counted once no matter how many courses that student enrolled in for that semester.

- The proportions of COS students enrolled in a full-time load of 12 or more credit units were comparable in fall 2009 and fall 2013 (34% and 35% respectively). These proportions of COS students with a full-time credit load were slightly higher than the statewide proportions in the same semesters of 28% and 31% respectively.
- The pattern of the proportions of COS students enrolled in 6 to 11.9 credit units increased slightly from 28% in fall 2009 to 34% in fall 2013, parallel to similar slight increases in the statewide proportions from 29% in fall 2009 to 34% in fall 2013.
- The pattern of the proportions of COS students enrolled in 5.9 or fewer credit units decreased slightly from 28% in fall 2009 to 22% in fall 2013, parallel to similar slight decreases in the statewide proportions from 31% in fall 2009 to 27% in fall 2013.

**Data Set 17. Student Headcount by Method of Instruction**



	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
District Total	13,964	13,930	11,764	11,330	11,052
Face-To-Face	13,428	13,398	11,310	10,887	10,624
Online Only	1,346	1,499	1,246	1,173	1,204
Online Hybrid	659	664	681	814	853
Online with Orientation	365	410	362	362	243
Others	605	772	681	725	633

Enrollment by Instructional Method					
	Fall 2009		Fall 2013		5yr Change
	Count	% of Students	Count	% of Students	% Change
District Total	13,964	-	11,052	-	-21%
Face-To-Face	13,428	96%	10,624	96%	0%
Online (any type)	2,370	17%	2,300	21%	4%

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

Notes: The District Total is an unduplicated count of all students registered for a course past census. Each student is counted only once in this total even if enrolled in more than one course. However, since students may enroll in courses taught by more than one type of instructional method, the sum of the count by instructional method is greater than the District Total in this data set.

The category "Online with Orientation" refers to a pilot project in which faculty and students meet once at the start of the semester for an on-campus orientation to the course and to the online teaching/learning environment.

The category "Others" in this data set includes work experience, tutoring, directed study, field experience, independent study, hybrid video and other instructional activities.

- The District offers almost all instruction through face-to-face methods.
- The proportion of students taking courses in all types of online courses has increased 4% between fall 2009 and fall 2013, though face-to-face enrollment remained unchanged (0%).

PROFILE OF THE DISTRICT'S  
COMMUNITIES AND STUDENTS

# STUDENT DEMOGRAPHICS

Data Set 18. Student Headcount by Age and Site

	Fall 2009		Fall 2011		Fall 2013	
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students
<b>District Total</b>						
19 or less	4,310	31%	3,790	32%	3,238	29%
20-24	4,163	30%	4,038	34%	4,154	38%
25-29	1,788	13%	1,407	12%	1,389	13%
30-49	3,011	22%	2,141	18%	1,942	18%
50 and older	692	5%	377	3%	325	3%
<b>District Total</b>	<b>13,964</b>	<b>100%</b>	<b>11,764</b>	<b>100%</b>	<b>11,052</b>	<b>100%</b>
<b>Visalia Campus</b>						
19 or less	3,807	31%	3,506	30%	3,003	26%
20-24	3,909	32%	3,769	34%	3,890	40%
25-29	1,546	13%	1,236	15%	1,197	15%
30-49	2,406	20%	1,826	19%	1,594	17%
50 and older	532	4%	305	2%	249	2%
<b>Sub-total</b>	<b>12,200</b>	<b>100%</b>	<b>10,645</b>	<b>100%</b>	<b>9,933</b>	<b>100%</b>
<b>Hanford Educational Center</b>						
19 or less	227	30%	412	30%	359	26%
20-24	200	27%	466	34%	561	40%
25-29	117	16%	199	15%	214	15%
30-49	183	25%	261	19%	231	17%
50 and older	18	2%	30	2%	28	2%
<b>Sub-total</b>	<b>745</b>	<b>100%</b>	<b>1,368</b>	<b>100%</b>	<b>1,393</b>	<b>100%</b>

	Fall 2009		Fall 2011		Fall 2013	
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students
<b>Tulare College Center</b>						
19 or less	170	31%	280	44%	508	35%
20-24	190	35%	197	31%	525	36%
25-29	61	11%	57	9%	189	13%
30-49	97	18%	77	12%	206	14%
50 and older	32	6%	27	4%	29	2%
<b>Sub-total</b>	<b>550</b>	<b>100%</b>	<b>638</b>	<b>100%</b>	<b>1,457</b>	<b>100%</b>
<b>Other Sites</b>						
19 or less	706	31%	78	12%	97	13%
20-24	400	17%	147	22%	180	23%
25-29	310	13%	112	17%	128	17%
30-49	720	31%	251	38%	300	39%
50 and older	163	7%	62	9%	66	9%
<b>Sub-total</b>	<b>2,299</b>	<b>100%</b>	<b>658</b>	<b>100%</b>	<b>775</b>	<b>100%</b>

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

Notes: The District Total is an annual unduplicated count of all students registered for a course past census. Each student is counted only once in the District Total, even if that student is enrolled in more than one course. However, since students may enroll in courses at more than one campus, the sum of the campus counts is greater than the District Total in this data set.

The category of "Other Sites" includes various locations, such as high schools, community centers, and clinical locations.

Ages are unknown for a small number of students; these data are in the totals and sub-totals but are not included as separate lines this data set.

- About two out of three of District students are age 24 or younger. In fall 2013, 66% to 71% of the students at each District location except "Other Sites" are in the youngest age cohorts.
- The largest proportion of students who attend classes at sites other than the three primary District locations settings is between 30 to 49 years old (fall 2013, 39%).
- District-wide, the proportions of students of younger than 19 and between the ages of 25-29 have been largely consistent. However, the proportions of students between ages 20 and 24 increased (from 30% in fall 2009 to 38% in fall 2013) and the proportions of students aged 50 and older decreased (from 5% in fall 2009 to 3% in fall 2013). The latter shift may be due to the reduction in the number of night sections offered.

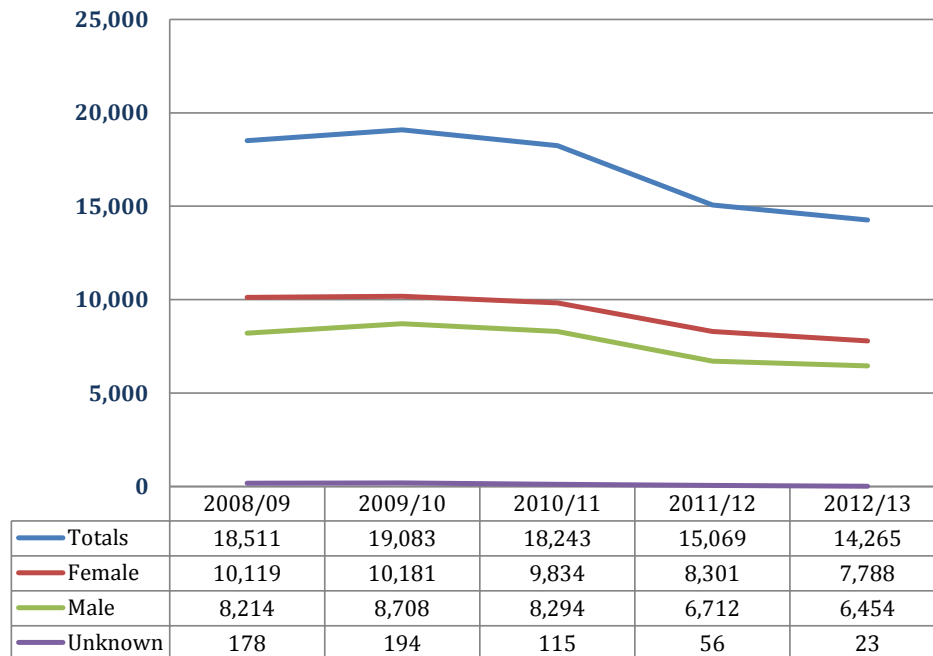
### Data Set 19. Comparison of District and Statewide Headcount by Age

	2012/13	
	District-Wide	Statewide
< 20 years old	32%	24%
20 to 24 years old	35%	32%
25 to 39 years old	25%	27%
40+ years old	9%	17%

Source: California Community Colleges Chancellor's Office: scorecard.cccco.edu

- District students on the average are younger than the statewide student population, with 67% of District students 24 years old or younger compared to 56% of students in that age cohort statewide in 2012-2013.
- As another measure of the relative youthfulness of the District's students, the proportion of District students who are age 40 and older is only 9% compared to 17% of the students in the oldest cohort statewide.

### Data Set 20. Student Headcount by Gender and Site



Enrollments by Gender - District Totals		2008/09		2010/11		2012/13	
Totals	18,511	100%	18,243	100%	14,265	100%	
Female	10,119	55%	9,834	54%	7,788	55%	
Male	8,214	44%	8,294	45%	6,454	45%	
Unknown	178	1%	115	1%	23	0%	
Enrollments by Gender - Visalia Campus		2008/09		2010/11		2012/13	
Totals	14,565	100%	15,649	100%	12,968	100%	
Female	8,343	57%	8,830	56%	7,288	56%	
Male	6,153	42%	6,740	43%	5,662	44%	
Unknown	69	0%	79	1%	18	0%	
Enrollments by Gender - Tulare Campus		2008/09		2010/11		2012/13	
Totals	780	100%	1,032	100%	1,404	100%	
Female	363	47%	449	44%	632	45%	
Male	413	53%	581	56%	772	55%	
Unknown	4	1%	2	0%	0	0%	
Enrollments by Gender - Hanford Campus		2008/09		2010/11		2012/13	
Totals	951	100%	2,334	100%	2,109	100%	
Female	603	63%	976	42%	1,069	51%	
Male	343	36%	1,347	58%	1,039	49%	
Unknown	5	1%	11	0%	1	0%	
Enrollments by Gender - Other Sites		2008/09		2010/11		2012/13	
Totals	4,997	100%	2,761	100%	1,028	100%	
Female	2,445	49%	1,520	55%	564	55%	
Male	2,441	49%	1,212	44%	458	45%	
Unknown	111	2%	29	1%	6	1%	

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

Notes: The District Total is an annual unduplicated count of all students registered for a course past census. Each student is counted only once in the District Total even if that student is enrolled in more than one course. However, since students may enroll in courses at more than one campus, the sum of the campus counts is greater than the District Total in this data set.

Other sites include various locations, such as high schools, community centers, and clinical locations.

- The proportions of males and females in the District student population have remained consistent across this five-year snapshot within the ranges of 54%-55% female students and 44%-45% male.
- However, the proportions of male and female students differ at the District's three sites. In 2012-2013 the proportions of male and female students at Visalia campus were 44% and 56% respectively. However, those proportions were reversed for Hanford Educational Center and Tulare College Center, with both locations having more male than female students, 55% and 45% respectively. This difference is due to the differences in the genders of students attracted to the unique career technical educational programs at each location. For example, the police academy moved to the Hanford Educational Center in 2010, which contributed to the reversal of male/female proportions.

### Data Set 21. Student Headcount by Site and Race/Ethnicity

	Fall 2009		Fall 2011		Fall 2013		Change from 2009 to 2013
	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students	# of Students
<b>District Total</b>							
Alas/Nat. Amer.	77	1%	55	<1%	58	1%	-19
Asian	582	4%	526	4%	442	4%	-140
Black/Af.-Amer.	403	3%	363	3%	301	3%	-102
Hispanic	7,155	51%	6,559	56%	6,411	58%	-744
Non-res. Alien	26	<1%	13	<1%	15	<1%	-11
Pac. Islander	40	<1%	22	<1%	11	<1%	-29
Two or more	486	3%	501	4%	546	5%	60
White	4,697	34%	3,495	30%	2,984	27%	-1,713
Unknown	498	4%	230	2%	284	3%	-214
District Total	13,964	100%	11,764	100%	11,052	100%	-2,912
<b>Visalia Campus</b>							
Alas/Nat. Amer.	67	1%	45	<1%	51	1%	-16
Asian	555	5%	498	5%	422	4%	-133
Black/Af.-Amer.	362	3%	330	3%	282	3%	-80
Hispanic	6,262	51%	5,905	55%	5,805	58%	-457
Non-res. Alien	26	<1%	13	<1%	15	<1%	-11
Pac. Islander	36	<1%	22	<1%	7	<1%	-29
Two or more	449	4%	468	4%	511	5%	62
White	4,126	34%	3,174	30%	2,665	27%	-1,461
Unknown	317	3%	190	2%	175	2%	-142
Sub-total	12,200	100%	10,645	100%	9,933	100%	-2,267
<b>Hanford Educational Center</b>							
Alas/Nat. Amer.	4	1%	11	1%	11	1%	7
Asian	20	3%	54	4%	51	4%	31
Black/Af.-Amer.	27	4%	52	4%	29	2%	2
Hispanic	356	48%	718	52%	784	56%	428

	Fall 2009		Fall 2011		Fall 2013		Change from 2009 to 2013
	# of Students	% of Total Students	# of Students	% of Total Students	# of Students	% of Total Students	# of Students
Non-res. Alien	0	0%	0	0%	0	0%	0
Pac. Islander	2	<1%	0	0%	3	<1%	1
Two or more	18	2%	46	3%	67	5%	49
White	300	40%	468	34%	427	31%	127
Unknown	18	2%	19	1%	21	2%	3
<b>Sub-total</b>	<b>745</b>	<b>100%</b>	<b>1,368</b>	<b>100%</b>	<b>1,393</b>	<b>100%</b>	<b>648</b>
<b>Tulare College Center</b>							
Alas/Nat. Amer.	2	<1%	3	<1%	8	1%	6
Asian	4	1%	7	1%	24	2%	20
Black/Af.-Amer.	7	1%	8	1%	38	3%	31
Hispanic	209	38%	263	41%	803	55%	594
Non-res. Alien	0	0%	0	0%	0	0%	0
Pac. Islander	0	0%	1	<1%	2	<1%	2
Two or more	24	4%	31	5%	64	4%	40
White	293	53%	320	50%	498	34%	205
Unknown	11	2%	5	1%	20	1%	9
<b>Sub-total</b>	<b>550</b>	<b>100%</b>	<b>638</b>	<b>100%</b>	<b>1,457</b>	<b>100%</b>	<b>907</b>
<b>Other Sites</b>							
Alas/Nat. Amer.	14	1%	2	0%	1	0%	-13
Asian	64	3%	39	6%	35	5%	-29
Black/Af.-Amer.	53	2%	10	2%	12	2%	-41
Hispanic	1,179	51%	348	53%	408	53%	-771
Non-res. Alien	1	<1%	0	0%	1	<1%	0
Pac. Islander	8	<1%	1	<1%	0	0%	-8
Two or more	53	2%	18	3%	20	3%	-33
White	734	32%	196	30%	189	24%	-545
Unknown	193	8%	44	7%	109	14%	-84
<b>Sub-total</b>	<b>2,299</b>	<b>100%</b>	<b>658</b>	<b>100%</b>	<b>775</b>	<b>100%</b>	<b>-1,524</b>

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

Notes: The District Total is an annual unduplicated count of all students registered for a course past census. Each student is counted only once in the District Total even if that student is enrolled in more than one course. However, since students may enroll in courses at more than one campus, the sum of the campus counts is greater than the District Total in this data set.

Other sites include various locations, such as high schools, community centers, and clinical locations.

Ages are unknown for a small number of students; these data are in the totals and sub-totals but are not included as separate lines this data set.

- In fall 2013 the two predominate racial/ethnic groups in the District student population were students who self-identify as Hispanic (58%) and those who self-identify as White (27%). The next largest proportions of students were those who self-identify as Two or More Races (5%) and Asian (4%).
- In the past five years, there has been a shift in the District's student demographics. The proportions of students who self-identify as Hispanic increased from 51% in fall 2009 to 58% in fall 2013. Conversely, students declaring as White decreased from 34% in fall 2009 to 27% in fall 2013. The proportions of students in other racial/ethnic groups remained relatively consistent across these years.
- The same pattern of increases in the proportion of students who self-identify as Hispanic and decreases in those who self-identify as White is seen in the student demographics at all District sites.

## Data Set 22. Comparison of District and State Headcount by Race/Ethnicity

	2012/13	
	District-wide	Statewide
African-American	3%	7%
American Indian/Alaska Native	1%	1%
Asian	4%	12%
Filipino	1%	3%
Hispanic	58%	38%
Pacific Islander	0%	1%
White	29%	30%
Two or More Races	3%	3%
Unknown Ethnicity	3%	6%

Source: California Community Colleges Chancellor's Office: [scorecard.cccco.edu](http://scorecard.cccco.edu)

- In race/ethnicity demographics, the two predominant groups in both the District and statewide are students who self-identify as Hispanic (District: 58%, State: 38%) and White (District: 29%, State: 30%.)
- Compared to the statewide demographics, the District student population includes a higher proportion of Hispanic (58%) students and lower proportions of African-American (3%) and Asian students (4%).

## Data Set 23. Student Headcount by First-Generation College Student Status

	2011/12	% of Total	2012/13	% of Total	2013/14	% of Total
<b>District Total</b>	<b>3,277</b>		<b>3,078</b>		<b>3,064</b>	
First-Generation	2,322	71%	2,118	69%	2,022	66%
Not First-Generation	692	21%	666	22%	706	23%
Unknown	263	8%	294	10%	336	11%

Sources: COS Data Warehouse and COS Office of Research, Planning, and Institutional Effectiveness

- Close to 70% of first-time students who enroll in the District are also the first generation in their families to attend college. This is higher than the 2012 estimate from the California Community Colleges Chancellor's Office that 61% of first-time students were first-generation college students. (Source: Measuring the Education Level of California Community College Students' Parents: Current Status and Preliminary Findings, April 11, 2014;

## Data Set 24. Placement of First-Time Students

Placement	2008/09		2010/11		2012/13	
	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students	# of Students	Proportion of Total Students
<b>English</b>						
Re-test Referral	204	5%	154	4%	101	4%
Below College Level	2,216	59%	2,061	58%	1,598	58%
College Level	1,338	36%	1,309	37%	1,040	38%
<b>English Total</b>	<b>3,758</b>		<b>3,524</b>		<b>2,739</b>	
<b>Mathematics</b>						
Re-test Referral	181	5%	129	4%	94	3%
Below College Level	3,068	82%	2,951	84%	2,326	85%
College Level	470	13%	431	12%	320	12%
<b>Mathematics Total</b>	<b>3,719</b>		<b>3,511</b>		<b>2,740</b>	

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

Note: This data set represents all first-time college students who voluntarily completed a placement test in English or mathematics or both and then subsequently enrolled. Since students are allowed to re-take the placement test, these scores may or may not be students' original scores. Students are not required to complete the English and/or mathematics placement tests prior to enrollment at the college.

- The 2012-2013 pattern of placement data for students who voluntarily completed the English assessment is parallel to the patterns in prior years: of the first-time students who completed the English assessment, 4% were recommended for re-testing, 58% placed below college-level, and the remaining 38% placed at college-level.
- The 2012-2013 pattern of placement data for students who voluntarily completed the mathematics assessment is comparable to the patterns in prior years: of the first-time students who completed the mathematics assessment test, 3% were recommended for re-testing, 85% placed below college-level, and the remaining 12% placed at college-level.

**PROFILE OF THE DISTRICT'S  
COMMUNITIES AND STUDENTS**

# STUDENT OUTCOMES

**Data Set 25. Student Success Scorecard: Completion Rates**

	2003/04			2005/06			2007/08		
	COS		State	COS		State	COS		State
	Count	%	%	Count	%	%	Count	%	%
Cohort Completion Rate Overall	1,626	43%	47%	1,593	45%	49%	2,052	43%	48%

Source: The California Community Colleges Student Success Scorecard, 2014

Note: "Completion Rate" is the percentage of degree and/or transfer-seeking students tracked for six years through 2012-2013 who completed a degree, certificate, or transfer-related outcomes.

- The completion rates for COS students are consistent over this multi-year snapshot, in the range of 43%-45%.
- The completion rates for COS students are consistently lower than students' completion rates statewide (43% versus 47%, 45% versus 49%, and 43% versus 48%).

## Data Set 26. Student Success Scorecard: Completion Rates by Age

Cohort Completion Rates by Age	2003/04			2005/06			2007/08		
	COS		State	COS		State	COS		State
	Count	%	%	Count	%	%	Count	%	%
Younger than 20	1,286	44%	51%	1,313	48%	52%	1,709	45%	51%
Ages 20-24	127	42%	38%	122	32%	39%	146	30%	37%
Ages 25-39	135	36%	35%	114	36%	34%	135	34%	35%
Ages 40+	78	44%	33%	44	39%	33%	62	48%	34%

Source: The California Community Colleges Student Success Scorecard, 2014

Note: "Completion Rate" is the percentage of degree and/or transfer-seeking students tracked for six years through 2012-13 who completed a degree, certificate, or transfer-related outcomes.

- The completion rates for COS students in the age 20-24 cohort have steadily decreased in this multi-year comparison, from a high of 42% to 30% in the most recent data. In addition, the completion rates for COS students in college-going years (younger than 20 and 20-24) are consistently below the completion rates for students of the same ages statewide.
- The completion rates for COS students over the age of 25 are comparable to or exceed the statewide completion rates for students in older age cohorts.

## Data Set 27. Student Success Scorecard: Completion and 30 Units Rates by Preparedness

### Prepared: Student's lowest course attempted in mathematics and/or English was college level

Cohort	2003/04			2005/06			2007/08		
	COS		State	COS		State	COS		State
	Count	%	%	Count	%	%	Count	%	%
% of Total Cohort	325	20%	26%	333	21%	26%	476	23%	26%
Completion Rate	325	70%	69%	333	70%	71%	476	66%	70%
30 Units	325	74%	69%	333	69%	69%	476	71%	70%
Persistence	325	77%	72%	333	75%	71%	476	64%	72%

### Unprepared: Student's lowest course attempted in mathematics and/or English was remedial level

Cohort	2003/04			2005/06			2007/08		
	COS		State	COS		State	COS		State
	Count	%	%	Count	%	%	Count	%	%
% of Total Cohort	1,301	80%	74%	1,260	79%	74%	1,576	77%	74%
Completion Rate	1,301	37%	39%	1,260	39%	41%	1,576	36%	41%
30 Units	1,301	64%	64%	1,260	65%	65%	1,576	64%	65%
Persistence	1,301	71%	71%	1,260	71%	70%	1,576	66%	70%

Source: The California Community Colleges Student Success Scorecard, 2014

Notes: "Completion Rate" is the percentage of degree and/or transfer-seeking students tracked for six years through 2012-13 who completed a degree, certificate, or transfer-related outcomes.

"30 Units" is the percentage of degree and/or transfer seeking students tracked for six years through 2012-2013 who achieved at least 30 units.

"Persistence" is the percentage of degree and/or transfer-seeking students tracked for six years through 2012-2013 who enrolled in the first three consecutive terms.

- The proportions of COS students who are not prepared for college-level courses have been slightly but consistently above than the statewide proportions of unprepared students, with 80% versus 74%, 79% versus 74%, and 77% versus 74%.
- For students at COS and statewide, completion rates for prepared students are significantly higher than the rates for unprepared students, with approximately 70% completion rates for prepared students and approximately 40% completion rates for unprepared students. In both the prepared and unprepared categories, COS students' completion rates are lower than the rates for students statewide.

- Similar to the pattern of higher achievement levels for prepared students for both students at COS and statewide, the proportions of prepared students who have accumulated 30 units are higher than the 30 unit rates for unprepared students. The 30 unit rates for prepared students range from 69% to 74% and for unprepared students range from 64% to 65%. In both the prepared and unprepared categories, COS students' 30 unit rates and persistence rates are comparable to those rates for students statewide.
- For unprepared students, at COS and statewide, there is a consistent and striking disparity, with the rate of students who have accumulated 30 units significantly higher than the completion rates. For example, in the cohort of students who entered the District in 2007-2008, 64% had completed 30 units at the end of six years but only 36% had completed a degree, certificate or transfer related outcomes.

### Data Set 28. Student Success Scorecard: Basic Skills Rates

Cohort Improvement Rates	2003/04			2005/06			2007/08		
	COS		State	COS		State	COS		State
	Count	%	%	Count	%	%	Count	%	%
English	1,466	38%	41%	1,510	31%	42%	1,610	31%	44%
Mathematics	1,767	25%	28%	1,674	26%	29%	1,883	27%	31%

Source: The California Community Colleges Student Success Scorecard, 2014

Note: These percentages indicate the percentage of credit students tracked for six years through 2012-13 who started below transfer level in English or mathematics and completed a college-level course in the same discipline.

- COS students who begin below transfer level in English or mathematics are much less likely than students statewide to complete a college-level course in the same discipline within six years. In English, the statewide rates are 41% to 44% compared to rates of 31% to 38% for COS students. In mathematics, the statewide rates are 28% to 31% compared to rates of 25% to 27% for COS students.

### Data Set 29. Student Success Scorecard: Career Technical Education Rates

Cohort Rates	2003/04			2005/06			2007/08		
	COS		State	COS		State	COS		State
	Count	%	%	Count	%	%	Count	%	%
CTE	955	63%	54%	964	77%	54%	1,279	53%	54%

Source: The California Community Colleges Student Success Scorecard, 2014

Note: "CTE Rate" is the percentage of students tracked for six years through 2012-13 who completed several courses classified as career technical education in a single discipline and completed a degree, certificate, or transferred.

- The rates of COS students completing a degree, certificate or transferring in a career technical education program (63% to 77%) has been higher than the statewide rates (54%) in prior years, but decreased significantly for the cohort of students who began in 2007/08 (53% to 54%) and the rate is now comparable to the statewide rate.

## Data Set 30. Student Retention Rates in Credit Courses

	Fall 2009	Fall 2011	Fall 2013
<b>State Total</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>
<b>District Total</b>	<b>88%</b>	<b>92%</b>	<b>88%</b>
Successful Grades	35,783	32,604	30,093
All Grades	40,518	35,545	34,120
<b>Face-To-Face</b>	<b>89%</b>	<b>92%</b>	<b>89%</b>
Successful Grades	32,772	29,747	27,364
All Grades	36,824	32,264	30,699
<b>Online Only</b>	<b>80%</b>	<b>86%</b>	<b>78%</b>
Successful Grades	1,540	1,364	1,313
All Grades	1,916	1,588	1,689
<b>Online Hybrid</b>	<b>79%</b>	<b>88%</b>	<b>80%</b>
Successful Grades	592	659	773
All Grades	750	751	972
<b>Online w/ Orientation</b>	<b>78%</b>	<b>83%</b>	<b>75%</b>
Successful Grades	302	330	183
All Grades	385	398	243
<b>Others</b>	<b>90%</b>	<b>93%</b>	<b>89%</b>
Successful Grades	577	504	460
All Grades	643	544	517

Source: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness and California Community Colleges Chancellor's Office: [datamart.cccco.edu](http://datamart.cccco.edu)

Notes: "Retention Rate" is the ratio of all completed grades (A,B,C,D,F,CR,NC,P,NP,I) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio. The category "Online with Orientation" refers to a pilot project in which faculty and students meet once at the start of the semester for an on-campus orientation to the course and to the online-teaching/learning environment.

The category "Others" in this data set includes work experience, tutoring, directed study, field experience, independent study, hybrid video, and other instructional activities.

- COS has an impressive rate of student retention, ranging from 88% to 92% in this snapshot. These rates are consistently higher than the statewide averages for these three fall semesters.
- The rates for student retention in face-to-face courses is higher than other methods of instruction, reaching 92% in fall 2011. Student retention rates in all types of online courses are lower than face-to-face methods.

## Data Set 31. Student Successful Course Completion Rates in Credit Courses

	Fall 2009	Fall 2011	Fall 2013
<b>State Total</b>	<b>67%</b>	<b>69%</b>	<b>69%</b>
<b>District Total</b>	<b>67%</b>	<b>69%</b>	<b>68%</b>
Successful Grades	26,976	24,663	23,362
All Grades	40,518	35,545	34,120
<b>Face-To-Face</b>	<b>68%</b>	<b>70%</b>	<b>70%</b>
Successful Grades	25,064	22,671	21,431
All Grades	36,824	32,264	30,699
<b>Online Only</b>	<b>44%</b>	<b>59%</b>	<b>53%</b>
Successful Grades	840	932	902
All Grades	1,916	1,588	1,689
<b>Online Hybrid</b>	<b>57%</b>	<b>62%</b>	<b>58%</b>
Successful Grades	425	465	559
All Grades	750	751	972
<b>Online w/Orientation</b>	<b>39%</b>	<b>46%</b>	<b>41%</b>
Successful Grades	152	182	100
All Grades	385	398	243
<b>Others</b>	<b>77%</b>	<b>78%</b>	<b>72%</b>
Successful Grades	495	422	370
All Grades	643	544	517

Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness, and California Community Colleges Chancellor's Office: datamart.cccco.edu

Notes: "Successful Course Completion Rate" is the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio.

The category "Online with Orientation" refers to a pilot project in which faculty and students meet once at the start of the semester for an on-campus orientation to the course and to the online teaching/learning environment.

The category "Others" in this data set includes work experience, tutoring, directed study, field experience, independent study, hybrid video, and other instructional activities.

The District's overall successful course completion rates (67% to 68%) are consistent across this five-year summary and are comparable to the statewide average (67% to 69%) for these three fall semesters.

- COS students' successful course completion rates for face-to-face and online hybrid courses were relatively consistent across this period in the range of 68% to 70% for face-to-face courses and 57% to 62% for online hybrid courses.
- Although there has been an improvement in the COS students' successful course completion rates in online courses, increasing from 44% in fall 2009 to 53% in fall 2013, the disparity between the successful course completion rates in face-to-face versus online courses is an issue. COS students in face-to-face courses are significantly more successful in completing courses with a passing grade compared to students in online and online hybrid courses.

### Data Set 32. Students' Successful Course Completion Rates by Race/Ethnicity

Race/Ethnicity	Fall 2009		Fall 2011		Fall 2013	
	%	Count	%	Count	%	Count
Alaskan/Native American	64%	232	72%	170	58%	165
Asian	73%	1,774	76%	1,561	74%	1,277
Black/African-American	57%	1,409	62%	1,361	61%	1,180
Hispanic	64%	20,820	66%	19,610	67%	19,658
Non-Resident Alien	76%	111	72%	54	75%	63
Pacific Islander	50%	119	74%	66	74%	31
Two or More	65%	1,562	68%	1,568	68%	1,894
White	71%	13,523	76%	10,571	72%	9,286
Unknown	75%	969	74%	584	69%	570
<b>District Total</b>	<b>67%</b>	<b>40,519</b>	<b>69%</b>	<b>35,545</b>	<b>68%</b>	<b>34,124</b>
<b>State Total</b>	<b>67%</b>		<b>69%</b>		<b>69%</b>	

Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness, and California Community Colleges Chancellor's Office: [datamart.cccco.edu](http://datamart.cccco.edu)

Note: "Successful Course Completion Rate" is the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio.

- In fall 2013 the race/ethnicity cohorts with the lowest students' successful course completion rates are Alaskan/Native American (58%) and Black/African-American (61%).
- Since fall 2009 there has been improvement in students' successful course completion rates for students who self-identify as Black/African-American (from 57% to 61%), Hispanic (from 64% to 67%), Pacific Islander (from 50% to 74%), and two or more races (from 65% to 68%).
- Overall, the district's successful course completion rates are comparable to the state rates.

### Data Set 33. Students' Successful Course Completion Rates by Age

Age	Fall 2009		Fall 2011		Fall 2013	
	%	Count	%	Count	%	Count
Under 20	64%	15,418	67%	13,740	67%	11,849
20-24	65%	13,219	68%	12,661	68%	13,714
25-49	72%	10,809	74%	8,367	71%	7,981
50 and Above	79%	1,073	77%	777	73%	580
<b>District Totals</b>	<b>67%</b>	<b>40,519</b>	<b>69%</b>	<b>35,545</b>	<b>68%</b>	<b>34,124</b>
<b>State Totals</b>	<b>67%</b>	-	<b>69%</b>	-	<b>69%</b>	-
Under 20	66%	-	69%	-	69%	-
20-24	65%	-	66%	-	68%	-
25-49	72%	-	72%	-	73%	-
50 and Above	78%	-	77%	-	76%	-

Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness, and California Community Colleges Chancellor's Office: [datamart.cccco.edu](http://datamart.cccco.edu)

Note: "Successful Course Completion Rate" is the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio.

- Students 25 and older have higher student successful course completion rates (fall 2013: 71% to 73%) compared to students younger than 25 (fall 2013: 67% to 68%), over this five-year period, the successful course completion rates increased 3% for students under 25 and declined 6% for students age 50 and older.

### Data Set 34. Students' Successful Course Completion Rates by Unit Load

Student Load	Fall 2009		Fall 2011		Fall 2013	
	%	Count	%	Count	%	Count
Full-time	76%	21,143	78%	19,050	80%	17,379
Part-time	56%	19,376	59%	16,495	57%	16,745
<b>District Total</b>	<b>67%</b>	<b>40,519</b>	<b>69%</b>	<b>35,545</b>	<b>68%</b>	<b>34,124</b>
<b>State Total</b>	<b>67%</b>		<b>69%</b>		<b>69%</b>	

Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness, and California Community Colleges Chancellor's Office: [datamart.cccco.edu](http://datamart.cccco.edu)

Note: "Successful Course Completion Rate" is the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio. Full-time: Enrolled in 12 or more units, Part-time: Enrolled in fewer than 12 units

- Consistently over this five-year review, students who enroll in 12 or more units (76% to 80%) have higher student successful course completion rates compared to students who enroll in fewer than 12 units (56% to 57%).
- Full-time students' successful course completion rates steadily increased from fall 2009 (76%) to fall 2013 (80%).

## Data Set 35a. Student Degree Completion

Distribution of Degrees and Certificates						
Degree/Certificate	2008/09		2010/11		2012/13	
State Totals	Count	% of All Awards	Count	% of All Awards	Count	% of All Awards
State Associate Total	-	65%	-	62%	-	60%
State Cert. of Achievement	-	20%	-	25%	-	26%
State Skill Certificate	-	15%	-	12%	-	14%
District Totals						
Associate Degrees	736	61%	1001	58%	987	65%
Certificate of Achievement	384	32%	208	12%	213	14%
Skill Certificates	77	6%	513	30%	315	21%
<b>District Total Awards</b>	<b>1197</b>	<b>100%</b>	<b>1722</b>	<b>100%</b>	<b>1515</b>	<b>100%</b>

Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness, and California Community Colleges Chancellor's Office: [datamart.cccco.edu](http://datamart.cccco.edu)

Notes: Certificates of Achievement require 18 units or more units and are approved by the Chancellor's Office.

Skills Certificates require fewer than 18 units.

This data set presents the number of awards granted in a year. Students may earn multiple awards in a year.

- Of all COS degrees and certificates awarded in 2012-2013, 65% were associate degrees. This is a higher proportion of associate degrees compared to previous years (58% to 61%) and significantly higher than the proportion of associate degrees compared to total degrees statewide (60%). In previous years, the proportions of associate degrees awarded by COS were slightly below the proportions of associate degrees in statewide awards.
- Statewide, the proportions of certificates of achievement awarded increased from 20% to 26% between 2008-2009 and 2012-2013 while the proportions of certificates of achievement awarded by COS decreased from 32% to 14% in the same time period.

## Data Set 35b. Student Degree Completion by Race/Ethnicity

Distribution of Degrees by Race/Ethnicity						
Associate Degrees	2008/09		2010/11		2012/13	
	Count	% of Awards	Count	% of Awards	Count	% of Awards
<b>District Total</b>	<b>736</b>	<b>100%</b>	<b>1,001</b>	<b>100%</b>	<b>987</b>	<b>100%</b>
Alas/Nat. Amer	6	1%	8	1%	0	0%
Asian	44	6%	39	4%	56	6%
Black/Af.-Amer	22	3%	24	2%	19	2%
Hispanic	251	34%	391	39%	452	46%
Non-Resident Alien	0	0%	1	0%	0	0%
Pac. Islander	2	0%	3	0%	2	0%
Two or More	9	1%	53	5%	33	3%
White	260	35%	352	35%	331	34%
Unknown	142	19%	130	13%	94	10%

Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness, and California Community Colleges Chancellor's Office: [datamart.cccco.edu](http://datamart.cccco.edu)

- Between 2008-2009 and 2012-2013 the number of associate degrees awarded by COS increased 34% during this same period that the overall student headcount declined 21%. (Refer to Data Set 11)

## Data Set 36a. Student Certificate Completion by Race/Ethnicity

Distribution of Certificates of Achievement by Race/Ethnicity						
Cert. of Achievement	2008/09		2010/11		2012/13	
	Count	% of Awards	Count	% of Awards	Count	% of Awards
<b>District Total</b>	<b>384</b>	<b>100%</b>	<b>208</b>	<b>100%</b>	<b>213</b>	<b>100%</b>
Alas/Nat. Amer	1	0%	0	0%	2	1%
Asian	11	3%	7	3%	5	2%
Black/Af.-Amer	11	3%	13	6%	3	1%
Hispanic	145	38%	103	50%	125	59%
Non-Resident Alien	0	0%	0	0%	0	0%
Pac. Islander	1	0%	0	0%	0	0%
Two or More	4	1%	6	3%	5	2%
White	131	34%	48	23%	64	30%
Unknown	80	21%	31	15%	9	4%

Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness, and California Community Colleges Chancellor's Office: [datamart.cccco.edu](http://datamart.cccco.edu)

- Of all awards earned by COS students, the proportions of certificates of achievement declined from 32% to 17% and the proportions of skill certificates increased from 6% to 26% between 2008-2009 and 2012-2013. (Refer to Data Set 36b)
- The total certificates of achievement declined 45% from 384 in 2008-2009 to 213 in 2012-2013, which is greater than the 21% decline in overall student headcount. (Refer to Data Set 11)
- The proportions of certificates of achievement earned by students who self-identify as Hispanic have steadily increased, from 38% of all COS awards in 2008-2009 to 59% of all COS awards in 2012-2013. The proportions of certificates of achievement earned by students who self-identify as White have been relatively consistent across these years.

## Data Set 36b. Student Skills Certificate Completion by Race/Ethnicity

Distribution of Skill Certificate by Race/Ethnicity						
Skill Certificate	2008/09		2010/11		2012/13	
	Count	% of Awards	Count	% of Awards	Count	% of Awards
<b>District Total</b>	<b>77</b>	<b>100%</b>	<b>513</b>	<b>100%</b>	<b>315</b>	<b>100%</b>
Alas/Nat. Amer		0%	6	1%	0	0%
Asian	5	6%	13	3%	11	3%
Black/Af.-Amer	3	4%	14	3%	0	0%
Hispanic	43	56%	265	52%	173	55%
Non-Resident Alien	1	1%	0	0%	0	0%
Pac. Islander	0	0%	0	0%	1	0%
Two or More	2	3%	12	2%	17	5%
White	13	17%	185	36%	102	32%
Unknown	10	13%	18	4%	11	3%

Sources: COS Data Warehouse, COS Office of Research, Planning, and Institutional Effectiveness, and California Community Colleges Chancellor's Office: [datamart.cccco.edu](http://datamart.cccco.edu)

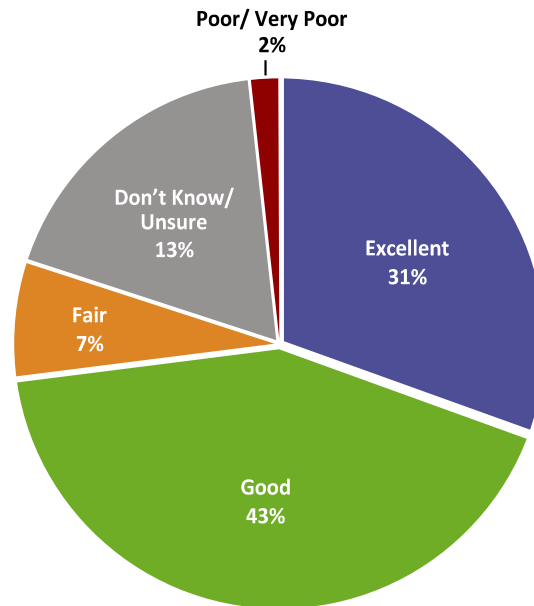
- The proportions of skill certificates earned by students who self-identify as Hispanic have remained consistent, in the range of 52% to 56%, while the proportions of skill certificates earned by students who self-identify as White have almost doubled, from 17% to 32%.

PROFILE OF THE DISTRICT'S  
COMMUNITIES AND STUDENTS

# PERCEPTIONS OF THE DISTRICT

## Data Set 37. Community Perceptions

How would you rate the quality of education provided by the College of the Sequoias?



Source: Tulare Area Reauthorization Bond Election Survey, 2012

Note: These community perceptions were gathered in 2012 when 400 community members (registered voters) were interviewed over six days to ascertain their perceptions of the District prior to a bond election.

A telephone survey of 400 likely voters (those having voted in November 2008, or registered after November 2008 and voted in November 2010, or registered after November 2010) in the District was conducted between June 01, 2012, through June 06, 2012.

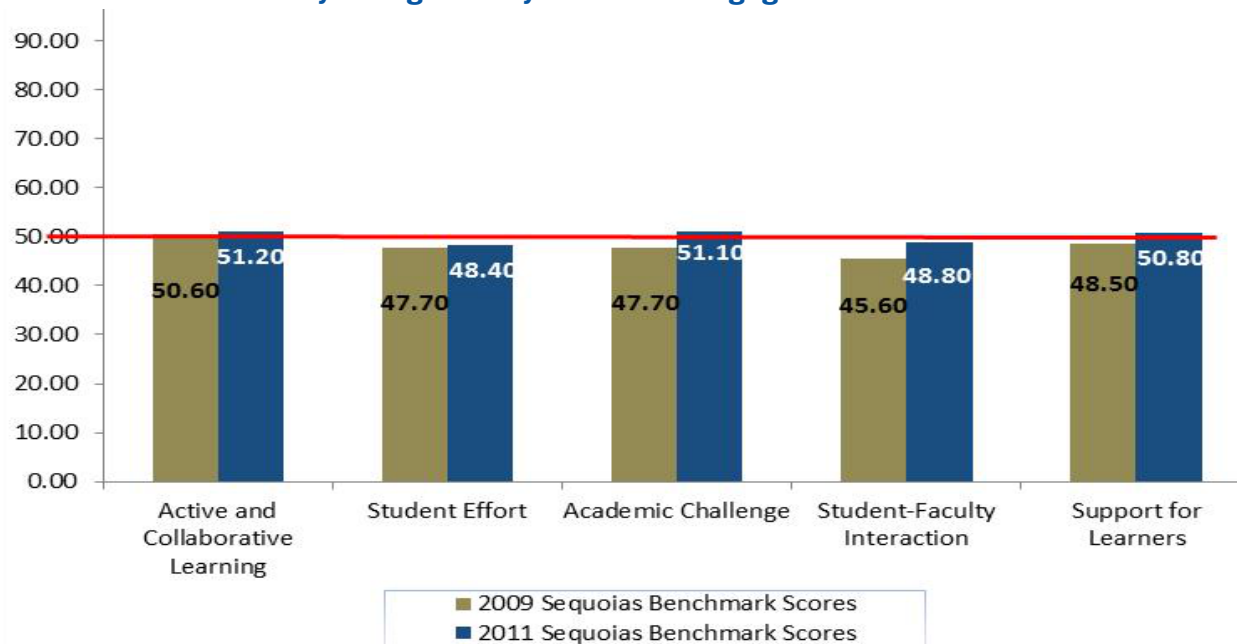
Surveys were conducted during the weekdays in the evenings.

The average length of the survey was about 10.1 minutes.

Margin of error for this sample is +/- 4.85%.

- A strong majority (74%) of the community members who participated in this survey rated the quality of education as “good” or “excellent.”

## Data Set 38. Community College Survey of Student Engagement



Source: Community College Survey of Student Engagement, 2009 and 2011

Note: This survey was completed by 933 students in spring 2009 and 889 students in spring 2011.

- Comparing the results from the 2009 and 2011 surveys, COS improved on all benchmarks of student engagement.
- COS students slightly exceeded the national average of 50.00 on three benchmarks on this national survey.
  - Active and Collaborative Learning, which asks students about their activities related to learning, such as whether they made a class presentation or worked collaboratively with a classmate on a project.
  - Academic Challenge, which asks students about the level of academic rigor, such as whether their coursework requires the analysis of the basic elements of an idea or theory and the required amount of reading and writing.
  - Support for Learners, which asks students about the level of support provided by the institution, such as financial support, and students' use of services such as academic advising.
- COS students were below the national average of 50.00 on two benchmarks on this national survey.
  - Student Effort, which asks students about the amount of effort they expend related to coursework, such as whether they prepared two or more drafts of an assignment before turning it in and whether they came to a class meeting without completing assigned readings or exercises.
  - Student-Faculty Interaction, which asks students whether or not they discuss class assignments or career plans with faculty.

### Data Set 39. Community College Faculty Survey of Student Engagement

Response	Do students ask questions in class or contribute to class discussions?		Do students make class presentations?		Do students work with other students on projects during class?	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Very Often	56%	48%	9%	16%	26%	35%
Often	28%	34%	21%	22%	30%	33%
Sometimes	14%	17%	37%	41%	30%	16%
Never	0	0	28%	22%	7%	14%
Don't Know	2%	0	5%	0	7%	2%

Source: Community College Faculty Survey of Student Engagement, 2011

Note: This survey is a companion to the Community College Survey of Student Engagement and was completed by 107 faculty members in spring 2011.

- This sample of three questions from the Community College Faculty Survey of Student Engagement focuses on the area of Academic and Collaborative Learning. Over 80% of full-time and part-time faculty report that in their perceptions, students “often” or “very often” participate during class by asking questions or making comments.
- Thirty percent of the full-time faculty requires students to make class presentations “often” or “very often” compared to 38% of the part-time faculty.
- Both part-time and full-time faculty creates venues for students to work with other students on projects during class (“often” or “very often”).

PROFILE OF THE DISTRICT'S  
COMMUNITIES AND STUDENTS

# CURRENT AND ANTICIPATED CHALLENGES

The purposes of the first two chapters of this master plan are to identify the District's benefits and successes as well as to analyze the District's effectiveness in meeting its mission.

The COS mission is:

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

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

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

Using this mission statement as the benchmark, these chapters provide evidence of some of the District's successes and benefits.

- The District's geographic region is projected to increase in population and that projection includes sustained growth in residents of college-going ages. (Data Set 1 and Data Set 2)

- Employment growth is projected for the District's geographic region. (Data Set 7, Data Set 8, and Data Set 9)
- District students are younger than the statewide student population, with 65% of the District's students age 24 years old or younger at all three District sites, compared to 56% of students in that age cohort statewide. (Data Set 18 and Data Set 19)
- College of the Sequoias has an impressive rate of student retention, ranging from 88% to 92% in a five-year summary. These retention rates are consistently higher than the statewide averages for the same semesters. (Data Set 30)
- The rates at which COS students earn passing grades are consistent across a five-year summary and are comparable to the statewide average for the same semesters. (Data Set 31)
- The successful course completion rates for COS college-age students (age 20-24) increased from 65% in fall 2009 to 68% in fall 2013. (Data Set 33)
- The successful course completion rates for COS full-time students increased from 76% in fall 2009 to 80% in fall 2013. (Data Set 34)

In order to identify its current and anticipated challenges, the District analyzed the information in these two chapters by:

- Comparing its current status to its mission (internal scans) in order to identify current challenges and
- Studying projected demographics, legislative, and economic changes (external scans) in order to anticipate the challenges that the District will be called upon to address in the coming decade.

Based on this analysis, the District identified the following current and anticipated challenges:

**CHALLENGE #1: To fulfill its mission, College of the Sequoias must accommodate the anticipated increases in student demand at all District campuses.**

Student demand is projected to increase in the next 10 years. Based on data in the previous chapters, the District projects that enrollment will grow at the rate of 1.75% per year each year in the coming decade. This projection of the overall college growth projection is based on the following demographic projections and recent history.

- Student demand is projected to increase because the populations in the communities served by the District are projected to increase. Between 2010 and 2025 Kings County is projected to increase 26% (35% by 2030) and Tulare County is projected to increase 30% (42% by 2030). (Data Set 1)

However, the impacts of these projected increases in total population are offset to some extent by the low college-going rates of local high school graduates. The population increases are projected to be evenly distributed across the age cohorts, with the

college-age population on both counties projected to remain consistent. (Data Set 2)

- Student demand is projected to increase because the District was required by reductions in state funding in recent years to limit student access to higher education. As a result, the number of students served by District decreased 21% between fall 2009 and fall 2013. (Data Set 11.) In alignment with the reduction in student headcount, the number of course enrollments decreased 29% between fall 2009 and fall 2013. (Data Set 13) The District has begun to address these unmet student needs as evidenced by the increase in FTES earned in 2013-2014 (8711 FTES in 2012-2013; 9480 FTES in 2013-2014). However, student demand/enrollment decreases as the economy improves.

- Student demand is projected to increase because the District opened two facilities that are geographically separated from the Visalia campus. This action was taken in order to expand student access to the District's programs and services. Each of the two new sites, Hanford Educational Center that opened in fall 2010 and Tulare College Center that opened in spring 2013, offer unique career technical education programs as well as general education courses. However, these additions promise to contribute to addressing student needs, contingent on the District's ability to increase programs and staffing for these sites. (Chapter 1)
- Student demand is projected to increase because jobs requiring postsecondary education are projected to increase. Adults with the lowest educational attainment have the highest rates of unemployment. (Data Set 10) This trend is likely to continue if economists are correct in projecting that the education level required for employment will increase in the next

decade. One such forecast from the Lumina Foundation project states that if the current rate of degree completion continues, 45% of California's working adults will have earned a college degree by 2025, far short of the 61% that is projected to be needed for the workforce. (Chapter 1)

**CHALLENGE #2: To fulfill its mission, College of the Sequoias must improve the rate at which its students complete degrees, certificates, and transfer objectives.**

Students' completion of degrees, certificates, and transfer requirements as a strategy to meet workforce needs is a focus of national, state, and local attention. At the national level, economists project that the majority of tomorrow's jobs will require postsecondary education. The projection for California is that by 2020, 61% of the jobs will require postsecondary education: 32% will require some college, a career technical certificate, or an associate degree; 23% will require a bachelor's degree; and 12% will require a master's degree. To meet this need and to offset the decline in the educational attainment of U.S. citizens, the President's American Graduation Initiative set a target for each community college to triple the number of degrees and certificates awarded by 2020. (Chapter 1)

On the Student Success Scorecard the metric of completion rate is calculated as the percentage of degree and/or transfer-seeking students tracked for six years through 2012-2013 who completed a degree, certificate, or transfer related outcomes. These Student Success Scorecard data indicate that completion rates for COS students over the past five years have been consistently below students' completion rates statewide. (Data Set 25)

Although below students' completion rates statewide, in recent years the number of degrees awarded by COS increased. Between 2008-2009 and 2012-2013 COS awarded 34% more associate degrees during the same period that the overall student headcount declined 21%. (Data Set 11 and Data Set 35) Although the increase in the number of associate degrees awarded by COS is impressive, this completion rate is unlikely to meet current and projected workforce needs and is below the statewide rates for completion of degrees, certificates, and transfer requirements. (Chapter 1 and Data Set 25)

In order to meet this challenge of increasing the rate of students' completion of degrees and certificates, COS will need to dedicate attention to the viability of its career technical education programs as well as to multiple benchmarks of students' matriculation, highlighted by the following specific issues.

### **CAREER TECHNICAL EDUCATION PROGRAMS**

In order to increase students' successful completion of degrees, certificates, and transfer requirements, the District must ensure that the links between program completion and employment are visible and authentic for both employers and students.

The District expanded students' access to higher education opportunities by building facilities that are geographically separated and that feature unique career technical educational programs. Increased enrollment at each location is evidence of students' positive responses to these opportunities. (Chapter 2 and Data Set 18) This expansion of access to higher education is well timed because employment growth is projected in a range of industry sectors in the next decade.

Since higher levels of educational attainment are predictive of higher income and lower unemployment, in

order to fulfill its mission, the District is committed to its role in contributing to the economic growth of the region by training students to become skilled employees and entrepreneurs. (Chapter 2 and Data Set 10)

### **STUDENTS' READINESS FOR COLLEGE**

The low level of students' preparedness for college-level coursework may be a factor in the District's lower completion rates. Of the degree- and transfer-seeking COS students who voluntarily completed course placement tests in 2012/13, 58% were not prepared for college-level coursework in English and 85% were not prepared for college-level coursework in mathematics. (Data Set 24) Using the Student Success Scorecard data, the proportions of COS students who are not prepared for college-level courses have been slightly but consistently above the proportions of unprepared students statewide, with 80% versus 74%, 79% versus 74%, and 77% versus 74%. Although prepared students have higher completion rates than unprepared students, COS students' completion rates for both prepared and unprepared students are slightly lower than the completion rates for students statewide. (Data Set 27)

### **STUDENTS' TRANSITION FROM BASIC SKILLS TO COLLEGE-LEVEL COURSEWORK**

The Student Success Scorecard data on basic skills reinforces the idea that students' level of preparedness for college-level coursework may be a factor in the District's lower completion rates. On this metric, COS students are much less likely than students statewide to begin below transfer level in English or mathematics and complete a college-level course in the same discipline within six years. In English, the statewide rates are 41% to 44% compared to rates of 31% to 38% for COS students. In mathematics, the statewide rates are 28%

to 31% compared to rates of 25% to 27% for COS students. (Data Set 28)

### **STUDENTS' TRANSITION FROM SOME COLLEGE CREDIT TO DEGREE/CERTIFICATE COMPLETION/TRANSFER**

The Student Success Scorecard data on students who continue their education after achieving 30 units indicates another area of concern for COS.

Although a significant proportion of both prepared and unprepared COS students complete 30 units, the challenge for COS is to improve the rate at which students move from reaching the 30-unit benchmark to the completion of degrees, certificates, and/or transfer requirements. For example, in the cohort of unprepared students who entered the District in 2007-2008, 64% had completed 30 units at the end of six years but only 36% completed a degree, certificate, or transfer-related outcomes. (Data Set 27)

Similar patterns are found in the data on persistence. In the Student Success Scorecard, persistence is defined as the percentage of degree and/or transfer-seeking students tracked for six years through 2012-2013 who enrolled in the first three consecutive terms. Like the 30-unit benchmark, this metric is considered a momentum point in students' matriculation because research shows that students with sustained enrollment are more likely to succeed. COS students' persistence rate was higher than the statewide rates for prepared students who entered in 2003-2004 and 2005-2006 but lower than the statewide rates for prepared students who entered in 2007-2008. The persistence rates of COS unprepared students (66%) have been comparable to the statewide persistence rates for unprepared students (70%) across the same time periods except for the cohort of 2007-2008. (Data Set 27)

Taken together, these two measures indicate that COS students are likely to enroll in three or four consecutive semesters and accumulate 30 units, but then fail to sufficiently pursue their education to complete degree and transfer requirements.

### STUDENTS' NUMBER OF UNITS PER SEMESTER

In fall 2013, approximately 65% of COS students took fewer than 12 units per semester. (Data Set 16) The good news is that this proportion of full-time to part-time students at COS is slightly higher than the statewide proportions, in which 69% were part-time in fall 2013. The bad news is that the majority of COS students are part-time and part-time students have lower successful course completion rates than full-time students, 57% compared to 80% in fall 2013. (Data Set 16 and Data Set 34)

### STUDENTS' SUCCESSFUL COMPLETION OF DISTANCE EDUCATION COURSES

Although there has been an improvement in students' successful course completion rates in COS online courses, increasing from 44% in fall 2009 to 53% in fall 2013, only about half of COS students successfully complete the distance education courses in which they enroll. (Data Set 31)

### CHALLENGE #3: To fulfill its mission, College of the Sequoias must strategically tailor its academic programs and student services to the unique demographics of its communities.

In order to provide meaningful support to its students, the District must tailor both academic programs and student services to meet the unique demographic variables that characterize its students and communities.

These multiple and interacting demographic variables are summarized below.

Forty-two to forty-eight percent of the residents in Tulare and Kings Counties over the age of five speak a language other than English at home. (Data Set 4)

- The level of educational attainment for adult residents within the District's geographic boundaries is low compared to statewide levels. Of the adult residents in Tulare County and Kings County, 32% and 29% respectively have not graduated from high school compared to 19% statewide. The proportions of adults who have some college and an associate degree in these two counties are comparable to the statewide statistics, but the proportions of adult residents who have earned a bachelor's degree or higher (13% in Tulare County and 12% in Kings County) is significantly below the statewide rate of 31% for this level of educational attainment. (Data Set 5)
- Close to 70% of first-time students who enroll in the District are also the first generation in their families to attend college. This is higher than the 2012 estimate from the California Community Colleges Chancellor's Office that 61% of first-time students were first generation college students. (Data Set 23)
- Consistent with the link between levels of educational attainment and employment, the unemployment rate in the District's communities of 15% as of March 2014 is higher than state and national rates. (Chapter 1 and Data Set 10)
- The income for many residents within the District's geographic boundaries is below poverty level. Both Tulare (20.5%) and Kings Counties (17.1%) have a

greater proportion of families living below poverty level compared to the statewide rate of 11.5%. (Data Set 6)

Combined, these demographic variables portray a complex student profile in which as many as half of COS students have few role models who achieved high levels of educational attainment, combined with living in households with unemployment and poverty. When parents have little/no postsecondary education, they often cannot serve as effective role models to guide their children's academic success and they may not fully understand the benefits and language of postsecondary education. A corresponding factor is that these COS students live in households with high unemployment rates and poverty, which may necessitate them dedicating time and energy to their families through part-time employment and/or increased household responsibilities. These factors combine and interact, serving as significant barriers to students' pursuit of their educational goals, which thereby limits students' abilities to break the cycle of under-education and poverty. (Data Set 5, Data Set 6, Data Set 10)

Economic concerns within the family and the possible necessity to work part-time may contribute to the high portion of COS students who enroll in fewer than 12 units per semester. In fall 2013, 65% of COS students were enrolled in 11.9 or fewer units. This is a concern for student success in two ways: (1) fewer units per semester are linked to lower likelihood of completing degrees, certificates, and transfer requirements, and (2) the number of units per semester is correlated with students' successful course completion rates. Overall part-time students have lower successful course completion rates than full-time students, 57% compared to 80% in fall 2013. (Data Set 16 and Data Set 34)

**CHALLENGE #4: To fulfill its mission, College of the Sequoias must sustain and improve operational structures and systems for institutional assessment and continuous improvement.**

Based on discussions, comments, and feedback gathered at the May 3, 2014, Academic Senate Summit, which was attended by more than 80 participants/contributors representing the COS faculty, staff, students, Board, and community members, an additional challenge was identified. Since 2013, the District has undergone a major transformation in its governance, planning, decision-making, and resource allocation structures. In order to further increase its institutional effectiveness, the District must sustain and improve its operational structures and systems.

The next step is for the District to develop District Goals that describe how it intends to address the identified current and anticipated challenges.



# CHAPTER 3

## DISTRICT GOALS

MISSION STATEMENT

DISTRICT GOALS

District Goal 1

District Goal 2

District Goal 3

District Goal 4

## DISTRICT GOALS

# MISSION STATEMENT

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

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

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

## DISTRICT GOALS 2015-2025

### DISTRICT GOAL I.

College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.

### DISTRICT GOAL II.

College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

### DISTRICT GOAL III.

College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.

### DISTRICT GOAL IV.

College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

## OVERVIEW

This Master Plan is based on an analysis of the current programs and services and how well the institution has performed in fulfilling our Mission. It is also based on an analysis of the District's position in the state, and campus and community members' input, perceptions and vision for the future. The analysis in the previous chapter highlighted four primary challenges the institution needs to address in order to fulfill its mission.

### CHALLENGE #1:

College of the Sequoias must accommodate the anticipated increases in student demand.

### CHALLENGE #2:

College of the Sequoias must improve the rate at which its students complete degrees, certificates, and transfer objectives.

### CHALLENGE #3:

College of the Sequoias must strategically tailor its academic programs and student services to the unique demographics of its communities.

### CHALLENGE #4:

College of the Sequoias must sustain and improve operational structures and systems for institutional assessment and continuous improvement.

The District's Institutional Goals have been developed in response to these challenges. These are intended to serve as a guide for the District's strategic planning, decision-making, and use of resources for the next ten years.



## DISTRICT GOALS

# DISTRICT GOALS

The four District Goals were initially developed through various District meetings in spring 2014. Although these goals are numbered, the numbers do not convey a priority status; each goal is of equal priority.

### **I. College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.**

The Sequoias Community College District has a rich tradition of serving the educational and workforce development needs of the region. The District has kept pace with demands for increased student enrollment through modernization of facilities, expanding course and program offerings, and, most recently, the addition of two new educational centers for increased student access to higher education. The District-wide support for the institution is best evidenced by the passage by local voters of three facilities bonds to continue regional investment in College of the Sequoias. College of the Sequoias is now a three-campus District with centers in Hanford and Tulare. The District has modernized older facilities and constructed new facilities on all three campuses. An Enrollment Management Team has been implemented as part of the annual systems for effective operations. The District has demonstrated consistent effectiveness in accommodating and sustaining increased enrollment to ensure that the college plays a vital role in the educational and economic development of the region. To maintain this standing, the District places effective management of increased student enrollment among its priorities.

### **II. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.**

The low number of students who complete degrees and certificates is a top concern at state and national levels. President Obama's call for an increase of five million degrees and certificates by 2020 is in response to a decline in levels of higher education attainment in the United States compared to other large industrialized nations. To meet this challenge, each college would need to increase the number of degrees and certificates awarded by 12% per year for each of the next 10 years. This national agenda to increase completion rates is aligned with the majority of the District's students, who report that their educational goal is to earn an associate degree.

A high percentage of students entering the District are assessed and placed in basic skills English, reading, and mathematics. However, only a small percentage of the District's basic skills students successfully complete the next higher level course in the sequence. This goal shows the District's commitment to developing and implementing strategies that will result in quantifiable gains in student achievement at all levels.

### **III. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in the workforce.**

Seventy percent of all College of the Sequoias students are the first in their family to attend college, and this is a challenge for the District. Student achievement data also demonstrates that high percentages of students need more effective approaches to strengthening prerequisite skills in the areas of English and math. These are just two examples of many facts that illustrate the District must be strategic in its implementation of programs and services based on the data describing student demographics and specific barriers to student success. Continuous improvement through repurposing of existing resources will be important for improved efficiency and effectiveness. Similarly, the District must continue ongoing efforts to meet workforce development needs. These needs will shift several times over the next ten years and the District must build delivery and support systems with the capacity to be flexible in the expansion and contraction of programs and services. This goal shows the District's commitment to developing and implementing strategies that will meet the unique needs of students and the demands of ongoing changes in the workforce.

### **IV. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.**

In 2013, the District underwent significant transformation in its structures and systems for governance and decision-making, integrated planning, resources allocation, and improving student achievement and institutional efficiency and effectiveness. This transformation served to change the fundamental culture of the District through a collective commitment to open, honest communication, transparency in decision-making, and collaborative but efficient processes. A software renewal metaphor was adopted called "COS 2.0" and served as the driving theme for the sustainability of this positive change.

In addition to clearly documented roles, responsibilities, processes and systems, the District institutionalized activities such as district-wide information forums and summits as important tools in the culture of collaboration. In order for the District to meet this goal there must be continued assessment and refinement of the processes in COS 2.0 and an ongoing commitment to data-driven decision-making for continuous improvement. This goal shows the District's commitment to a culture of collaboration, self-assessment, and continuous improvement.



# CHAPTER 4

## PROGRAMS AND SERVICES

ACADEMIC PROGRAMS

STUDENT SERVICES

SUMMARY OF GROWTH  
PROJECTIONS FOR ACADEMIC  
PROGRAMS

## PROGRAMS AND SERVICES OVERVIEW

The educational plan portion of the *College of the Sequoias 2015-2025 Comprehensive Master Plan* is data-driven, using an analysis of the programs and services currently offered to students as well as external scan data as the foundation to plan the District's future.

The analysis of programs and services presented in this chapter is comprised of three components for each COS academic program and student service:

- Description,
- Data, and
- Growth projection.

The first two components – *Description* and *Data* – describe the programs and services currently offered to students. The *Description* is a narrative that summarizes the role of that program or service in a student's matriculation through the college. The student services' *Data* sections present student use data. The academic programs' *Data* sections present two types of data:

- Efficiency of academic programs: these data elements are those that are used statewide to assess academic programs, such as the number of weekly student contact hours.
- Student success: these data elements reflect the percentage of students who complete a course with a passing grade at the end of the semester. The analysis in this chapter compares each academic discipline's rate of successful course completion with the statewide average of successful course completion for that discipline.

The operational definitions of these data elements are included at the end of the Academic Programs section of this chapter.

The growth projection for each program and service is derived from an analysis of the potential of that specific program or service to keep pace with the overall college growth rate. Based on the data in the Chapter 2, COS projects that the District's credit enrollment will grow at the rate of 1.75% per year each year in the coming decade.

Obviously all components of the District will need to grow in order to serve greater numbers of students, but all will not grow at the same rate as the overall college enrollment. Therefore, in the following growth projections, each academic discipline and student service is rated as growing slower than, at the same rate as, or faster than the projected overall District growth rate of 1.75% per year each year for ten years.

## PROGRAMS AND SERVICES

# ACADEMIC PROGRAMS

## AGRICULTURE DIVISION

The primary functions of the Agriculture Division are to:

- Provide the theoretical foundation and hands-on skills and training that students need to transfer or directly enter the labor force in order to succeed in careers related to agriculture;
- Serve as a resource for the local community to educate and enhance knowledge of the agriculture and related industries.

The Agriculture Division offers six associate degrees, nine certificates of achievement, and six skills certificates. The certificates of achievement provide the major course work for an associate degree in those disciplines.

“Agriculture” includes both theoretical and applied courses in general agricultural sciences, such as soil science, environmental conservation, and entomology that help a student understand regulatory issues and state requirements in production agriculture.

“Agriculture Management” prepares students with an educational foundation to enter agribusiness-related careers such as sales and services, finance, marketing, manufacturing, public relations, management, and advertising.

“Agriculture Technology” provides students with both theoretical and applied courses in the operation, repair, and maintenance of agricultural equipment.

“Animal Science” is designed for students interested in working with food animal production as well as equine industry. The curriculum combines practical experience with technical knowledge for the management and production of livestock, such as beef cattle, horses, goats, sheep, and swine.

“Dairy Science” gives students interested in dairy production and management the theoretical and applied foundation to pursue careers as a herdsman, sales representative, or technician and gives them the foundation to pursue advanced careers in dairy management and nutrition.

“Ornamental Horticulture” includes theoretical and applied courses in science, technology, and business to prepare students for positions in nursery production, landscape management, landscape design, and floral design.

“Plant Science” provides students with theoretical and applied courses in the science of agricultural plant production and management that lead to careers such as a pest control advisor, farm management, and plant protection.

“Veterinary Assistant” gives students the knowledge and skills to provide health care to animals and professional support to veterinarians through understanding of animal care, anatomy and physiology, parasitology, small animal handling, and general office practices.

**Efficiency and Success – Agriculture Division**

	Efficiency		Successful Course Completion		Statewide Successful Course Completion
	(WSCH/FTEF)		Average: Fall 2009- Fall 2013	2025 Target	Average: Fall 2009- 2013
	Average: Fall 2009- Fall 2013	2025 Target			
AG	383	383	76%	76%	74%
AGMT	354	370	73%	75%	73%
AGTC	209	215	81%	80%	77%
ASCI	378	400	80%	80%	79%
DSCI	320	320	82%	82%	80%
OH	286	290	74%	74%	73%
PLSI	435	435	78%	73%	73%
VT	410	385	65%	65%	76%

**ANALYSIS**

All of the disciplines in the Agriculture Division demonstrate efficiency levels below the 525 standard for lecture courses, which is to be expected given that these courses include extensive hands-on laboratory experiences where a limited number of students can be safely accommodated. In some disciplines, enrollment is a challenge due to the cyclic nature of the agriculture industry, which challenges recruitment strategies and enrollment. The student successful course completion rate is comparable to the statewide averages for all disciplines except Veterinary Technician. However, recent data show that basic skills are a challenge within many of the disciplines within the Agriculture pathway. Past work with the Basic Skills Initiative has shown that cohorting programs with embedded basic skills and career/industry connections provide greater opportunities for success. District efforts in equity and student success must be applied to this population of student within this Division.

## **GROWTH PROJECTIONS**

All of the disciplines in the Agriculture Division are projected to grow at the same rate as the District growth, much of which can be accomplished through student recruitment and by balancing larger enrollment in introductory courses with smaller enrollment in advanced courses. The programs that are staffed entirely with adjunct faculty will grow at a lower rate due to the challenge of offering programs at times most convenient to the student population.

## **CHALLENGES**

The primary challenges for the disciplines in the Agriculture Division are to:

- Maintain growth of enrollment across multiple and varied disciplines;
- Maintain currency with ever-changing technology;
- Improve the rates at which students successfully complete certificates; and
- Support the varied laboratories required by a diverse agriculture program.

## **BUSINESS DIVISION**

The primary purposes of the disciplines in the Business Division are to prepare students for entry into the job market in business settings, to update the skills of those currently employed, and/or to prepare students for transfer to baccalaureate institutions. The placement of students in internships is a focus of this division. The Business Division offers five associate degrees and seven certificates of achievement.

“Accounting” includes both theoretical and applied courses in the systematic recording, analysis, explanation, and interpretation of financial transactions of a business.

“Business” includes both theoretical and applied courses for students in the practices and products of commerce.

“Computer” includes both theoretical courses and hands-on experiences in the use of computers to evaluate and to solve business issues.

“Paralegal” prepares students to successfully perform a variety of tasks to support lawyers, including maintaining and organizing files, conducting legal research, and drafting documents

### Efficiency and Success – Business Division

	Efficiency WSCH/FTEF		Successful Course Completion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009- Fall 2013	2025 Target	Average: Fall 2009- Fall 2013	2025 Target	Average: Fall 2009- Fall 2013
ACCT	478	525	57%	65%	65%
BUS	530	530	60%	60%	58%
COMP	443	443	58%	63%	63%
PARA	377	400	69%	72%	72%

### ANALYSIS

All the disciplines except for Business in the Business Division demonstrate efficiency levels below the 525 standard for lecture courses. The number of computers in classrooms/laboratories and the physical size of the classrooms in the Business Division cap enrollment in courses. The student successful course completion rate for Business is comparable to the statewide averages for this discipline. However, the student successful course completion rates for Accounting, Computer, and Paralegal are below the statewide rates for these disciplines.

### GROWTH PROJECTIONS

All disciplines in Business Division are projected to grow at the same rate as the overall District growth rate. This growth can be accomplished through increased efficiencies. In addition to growth and increased efficiencies, a second focus for the disciplines in this division is to increase students' successful completion of courses.

### CHALLENGES

The primary challenges faced by all of the disciplines in the Business Division are:

- To provide adequate and appropriate student support to increase students' successful completion of the courses and programs;
- To increase student awareness of the benefits of the Paralegal program.

## CONSUMER/FAMILY STUDIES

The primary purposes of the disciplines in the Consumer/Family Studies Division are to train students for entry into the job market, to update the skills of those currently employed, and/or to prepare students for transfer to baccalaureate institutions for further education in child development, education, nutrition and foods, fashion merchandising, and design. The Consumer/Family Studies Division offers four associate degrees, five certificates of achievement, and four skills certificates. The certificates of achievement provide the major coursework for associate degrees in those disciplines.

“Consumer Family Studies” is a single course on lifespan development that supports other degree and certificate programs.

“Child Development” includes theoretical and applied courses in working with children from infancy to third grade.

“Culinary” includes theoretical and applied courses in the study of selecting, preparing, and cooking food.

“Education” includes two theoretical and applied transfer courses designed to introduce students to careers in teaching.

“Fashion” includes theoretical and applied courses for students interested in fashion design and/or merchandising.

“Nutrition” offers theoretical and applied courses for students interested in the study of how food is assimilated into and used by the body.

### Efficiency and Success – Consumer and Family Studies Division

	Efficiency (WSCH/FTEF)		Successful Course Completion		Statewide Successful Course Completion
	Average: Fall 2009- Fall 2013	2025 Target	Average:	2025 Target	Average:
			Fall 2009- Fall 2013		Fall 2009-2013
CFS	563	525	67%	72%	72%
CHLD	497	480	74%	74%	72%
CULN*	371	376	90%	75%	71%
EDUC	381	350	61%	73%	73%
FASH	622	530	61%	71%	71%
NUTR	588	530	70%	71%	71%

\*Fewer than five terms of data

## **ANALYSIS**

“Consumer Family Studies” Efficiency for this lecture course is above the statewide benchmark for lecture courses. Students’ successful course completion rate is below the statewide average for this discipline.

“Child Development” Efficiency is below the statewide benchmark for lecture courses and students’ successful course completion rate is slightly above the statewide average for this discipline.

“Culinary” Efficiency is below the 525 standard for lecture courses, which is to be expected because the kitchen limits class size to 20 students. Students’ successful course completion rate is significantly above the statewide average for this discipline.

“Education” Efficiency is below the statewide benchmark for these lecture courses and students’ successful course completion rate is below the statewide average for this discipline.

“Fashion” Efficiency is strong for these lecture and laboratory courses. Students’ successful course completion rate is below the statewide average for this discipline.

“Nutrition” Efficiency is slightly above the statewide benchmark for lecture courses and students’ successful course completion rate is comparable to the statewide average for this discipline.

## **GROWTH PROJECTIONS**

Three disciplines in the Consumer and Family Studies Division are projected to grow at the same rate as the overall District growth rate: Child Development, Fashion, and Nutrition. For Child Development, this growth can be accomplished through increased efficiencies. Three disciplines in the Consumer and Family Studies Division are projected to grow slower than the overall District growth rate: Consumer Family Studies, Culinary, and Education. In addition to growth and increased efficiencies, a second focus for the following disciplines is to increase students’ successful completion of courses: Consumer Family Studies, Education, and Fashion.

## **CHALLENGES**

The primary challenges for the Consumer Family Studies, Education, and Fashion disciplines are:

- To develop and implement strategies to improve students’ successful course completion rates;
- To develop skills certificates in design and merchandising to allow student matriculation pathways from skills to achievement certificates and then technical associate degrees;
- To expand course offerings to other District sites; and
- To develop and offer an additional skills certificate in Sanitation and Safety.

## FINE ARTS DIVISION

The purpose of the Fine Arts Division is to offer a comprehensive arts and humanities curriculum to provide students with an awareness of the creative processes and strategies for adapting to the changing culture, ideas, and technologies of the 21<sup>st</sup> century as well as opportunities for artistic self-expression in a variety of media.

“Art” is the application of creativity, imagination, and skill development in a variety of applications including, but not limited to: drawing, color and design, painting, printmaking, digital media, ceramics, sculpture, and stained glass. The Art program also includes art appreciation, art history, and gallery management classes to introduce the history and an appreciation for these disciplines.

“Communication” provides students with the theoretical foundation and applied skills for both personal and work-place communication to increase the understanding of and strategies for successful relationships.

“Music” is the production of vocal and/or instrumental sounds combined in such a way as to create beauty of form, harmony, and expression of emotion. The Music program offers courses in music appreciation, theory, and history as well as opportunities for group and solo performances that contribute to students’ skills as well as cultural life of the District and the community.

“Theater” provides students with theory and practice in acting, set construction, lighting, costuming, make-up, and the history and appreciation of theater to prepare students for transfer or entry-level work in the theater. This discipline includes Cinema Arts courses. Cinema Arts courses are developed, taught, and evaluated by Theatre Department faculty; data from Cinema Arts courses are included in data for Theater in the following table:

### Efficiency and Success – Fine Arts Division

	Efficiency WSCH/FTEF		Successful Course Com- pletion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009- Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Tar- get	Average: Fall 2009-Fall 2013
ART	504	525	71%	74%	73%
COMM	549	550	76%	79%	84%
THTR	664	664	81%	84%	77%
MUS	577	577	63%	68%	71%

## **ANALYSIS**

“Art” Efficiency is close to the state benchmark for 525 for lecture courses. Students’ successful course completion rate is comparable to the statewide average for this discipline.

“Communication” Efficiency is above the state benchmark for 525 for lecture courses. Students’ successful course completion rate is significantly lower than the statewide average for this discipline.

“Music” Although efficiency is above the state benchmark for 525 for lecture courses, students’ successful course completion rate is below the statewide average for this discipline.

“Theater” Efficiency is well above the state benchmark for 525 for lecture courses. Students’ successful course completion rate is higher than the statewide average for this discipline.

## **GROWTH PROJECTIONS**

Art and Music are projected to grow slower than the District’s overall growth rate. Communications and Theater are projected to grow at the same pace as the District’s growth in enrollment.

## **CHALLENGES**

Given recent changes in state regulations and policies, all of the disciplines in the Fine Arts Division are challenged to:

- Strengthen and expand student involvement in the community and arts organizations;
- Develop and implement strategies to improve students’ successful course completion rates.

## INDUSTRY AND TECHNOLOGY DIVISION

The Industry and Technology Division provides:

- Students with up-to-date education and training to gain entry-level skills, upgrade their skills, or prepare for transfer; and
- Local businesses and industries with educated, trained, and competent personnel to advance the economic growth and global competitiveness of the region.

The Industry and Technology Division offers a total of nine associate degrees, eight certificates of achievement and twenty-two skills certificates in the following disciplines:

“Architecture” offers training in the process and the product of planning, designing, and constructing physical structures. The curriculum includes four clusters of transferrable courses: design, visual communication, theory and history, and construction.

“Automotive” offers a comprehensive array of automotive technology courses designed to give students the skills and knowledge required to perform diagnosis, service, and repair of automotive systems in an automotive shop environment.

“Construction Technology” provides students with the opportunity to acquire fundamental knowledge and skills needed for a career in building construction and associated businesses.

“Drafting Technology” offers training in the drawing techniques needed to represent two- and three-dimensional buildings and objects. The courses include instruction in tactile and digital drafting techniques.

“Electrician Training” offers training in the principles of electricity, circuitry, and power distribution, electrical building, and safety codes. This sequence of state-approved courses is required of any person who wants to work as an electrician trainee and prepares students for the certification test mandated by law for any person performing work as an electrician.

“Electronics” is a single survey course for non-electronics majors.

“Environment Control Technology” prepares students for careers in heating and air conditioning industries.

“Graphic Design” is the study of how to combine words, symbols, and images using computer software to create visual representations of ideas, messages, and animation.

“Industry and Technology” includes programs of study related to industrial maintenance, programmable logic controllers, and automation. This discipline includes training in water and wastewater treatment, which prepares students for entry-level opportunities.

“Information Technology” prepares students to become computer service technicians by introducing them to the skills needed to repair computers and to create and repair networks.

“Manufacturing” prepares students for careers in metalworking and follows the National Institute for Metalworking Skills standards.

“Welding” is a fabrication or sculptural process that joins materials, usually metals. When students complete a series of courses, they are eligible for American Welding Society Certification.

**Efficiency and Success – Industry and Technology Division**

	Efficiency WSCH/FTEF		Successful Course Comple- tion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013
ARCH	310	315	62%	65%	74%
AUTO	386	386	69%	71%	74%
CT	311	330	73%	75%	84%
DRFT	321	325	54%	62%	83%
ECT	446	446	71%	74%	77%
ELEC	470	470	80%	82%	82%
ET*	388	390	83%	85%	96%
GD	318	320	71%	72%	72%
IT	468	468	82%	80%	65%
ITEC	483	483	76%	78%	79%
MANU*^			100%	77%	77%
WELD	278	290	78%	78%	77%

\*Fewer than five terms of data ^ Does not generate WSCH

## **ANALYSIS**

The efficiency ratings of the disciplines in the Industry and Technology Division are lower than the state benchmark of 525, which is to be expected given that these courses include extensive hands-on laboratory experiences and a limited number of students can be safely accommodated in these settings. Students' successful course completion rates for most all of the programs in this division are below the statewide averages for the same disciplines. The only disciplines with successful course completion rates that exceed the statewide averages are Information Technology, Manufacturing, and Welding. Student success rates are a challenge in multiple disciplines. Some of the success challenges revolve around the deficiencies that students have with basic skills and problem solving, which are required in these highly technical fields. The challenge is to develop and implement strategies to integrate instruction in basic skills with content-specific instruction in a way that enhances success. Secondly, students often choose programs in the Industry and Technology department as they have been led to believe the coursework is less rigorous. Research has shown that cohort programs with embedded basic skills and career/industry connections provide greater opportunities for success. District efforts in equity and student success must be applied to this population of student.

## **GROWTH PROJECTIONS**

Seven disciplines are projected to grow slower than the District's overall growth rate due to the size of available facilities, amount of available current equipment, and/or limited job market needs: Architecture, Automotive, Construction Technology, Electronics, Graphic Design, Manufacturing, and Information Technology. Four disciplines are projected to keep pace with the District's overall growth rate contingent on available facilities and/or continued job market demands: Environment Control Technology, Electrical Training, Industrial Maintenance, and Welding.

## **CHALLENGES**

The primary challenges of the Industry and Technology Division are:

- To provide sufficient and appropriate facilities to house all Industry and Technology programs;
- To develop and implement strategies to integrate instruction in basic skills with content-specific instruction;
- To develop and implement strategies to integrate instruction in basic skills with content-specific instruction in a way that enhances success; and
- To increase Career guidance in the programs within Industry and Technology to help students understand the rigor and commitment necessary to achieve the career pathways within these disciplines.

## LANGUAGE ARTS DIVISION

The Language Arts Division is committed to enriching the lives of students through enhancing their language and thinking skills. The Language Arts Division offers four associate degrees (American Sign Language, English, Journalism, and Spanish), two certificates of achievement (writing consultancy and Spanish interpretation), and three skills certificates (English as a Second Language: Beginning, Intermediate, and Advanced).

“American Sign Language” is the predominant sign language of deaf communities. ASL courses focus on effective communication and introduce hearing students to the deaf community and culture.

“English” courses focus on the development of composition, critical thinking, and critical reading skills. Offered at the developmental and transfer-levels, these courses provide students with intensive instruction and practice in the composition, reading, revision, and editing of academic essays and literary analysis.

“English as a Second Language” courses provide foundational speaking, reading, and writing skills in English that address the needs of immigrants, refugees, multilingual, and international students for literacy skills that are essential for successful postsecondary education and employment.

“Journalism” is the academic study of reporting the news in multiple formats including print, online, and visual media. Student participation in the journalism program includes an opportunity to contribute and develop leadership in the District’s student newspaper.

“Linguistics” is the study of the nature, structure, and acquisition of human language. Linguistics offers a single course that addresses how language acquisition intersects with K-12 pedagogy.

“Portuguese” courses provide an introduction to understanding, speaking, reading, and writing Portuguese, which is one of two foreign languages offered by the District.

“Spanish” courses provide an introduction to understanding, speaking, reading, and writing Spanish, which is one of two foreign languages offered by the District.

## Efficiency and Success – Language Arts Division

	Efficiency WSCH/FTEF		Successful Course Comple- tion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013
ASL	488	450	82%	80%	74%
ENGL	390	380	61%	64%	67%
ESL^		375	76%	75%	75%
JOUR	416	400	66%	69%	69%
LING*	406	425	70%	70%	66%
PORT	444	435	72%	70%	62%
SPAN	425	435	79%	75%	68%

\*Less than five terms of data

^FTEF value very small in fall 2009

### ANALYSIS

All disciplines in the Language Arts Division are below the state efficiency benchmark of 525. This lower efficiency is to be expected in three disciplines in this Division due to limited enrollment: English composition classes are capped at 25 students and all other English courses are capped at 30 students; Spanish courses are capped at 29 students; and English as a Second Language courses are capped at 27-30 students. Students' successful course completion rates meet or exceed the statewide averages for these five disciplines: American Sign Language, English as a Second Language, Linguistics, Portuguese, and Spanish. The success rates for English and Journalism are below the statewide averages for these disciplines. Targets for success rates take into account increased rigor in assessment moving forward.

### GROWTH PROJECTIONS

English is projected to grow faster than the District's overall growth rate due to the current unmet demand for these courses and the implementation of English 251(pre-transfer level) as a prerequisite for many social science courses. Four disciplines in the Language Arts Division are projected to keep pace with the District's overall growth rate: American Sign Language, English as a Second Language, Linguistics, and Spanish. Both Journalism and Portuguese are projected to grow slower than the District's overall growth rate.

### CHALLENGES

The primary challenges for the disciplines in the Language Arts Division are to:

- Extend offerings to Hanford Education Center and Tulare College Center;
- Increase the rate at which students successfully complete English courses.

## LEARNING RESOURCE CENTER

The primary purposes of the Learning Resource Center are to:

- Develop and maintain a collection of current print, multimedia, and electronic sources and materials that support curricula;
- Ensure student, faculty, and staff access to those materials both on all campuses and through remote access by maintaining electronic databases, an online catalog, and circulation system;
- Provide students with the information competency skills of finding and evaluating information through classroom presentations and Library courses; and
- Assist students in developing and strengthening the knowledge and skills they need to reach their academic goals.

The three components of the Learning Resource Center are:

- The “Computer Commons” is an open-access student computer laboratory with access to Blackboard, the Internet, and Microsoft Office products needed to complete homework assignments. There are 94 computers at Visalia Campus, 16 computers at Hanford Educational Center, and 36 computers at Tulare College Center.
- The “Library” collection of print materials, which includes 55,064 at Visalia Campus, 639 at Hanford Educational Center, and 869 at Tulare College Center, can be accessed from any site through inter-library loans. Students across the District are served by the Library online collection that includes over 13,000 eBooks as well as videos and over 20 databases that provide access to thousands of magazine, journal and newspaper articles, and online reference books. Reference librarians at each District location provide students with one-on-one help in locating materials and completing assignments. The COS Library website provides links to materials and formats for citing resources, a research planner, and an opportunity to email questions to a librarian.
- “Tutorial Services” provides students with support of course content and study strategies in basic skills as well as a wide range of transfer courses clustered into these categories:
  - Tutorial Center: A place for small-group tutoring from trained peer tutors in almost all subjects.
  - Learning Skills Lab: A part of the Disability Resource Center, the lab offers classes in applied study skills (open to all COS students), and provides assistance to COS students with verified disabilities and helps them improve their study skills.
  - Math Center: The Math Center is staffed by both full-time and adjunct members of the Mathematics Department as well as trained tutors. Students who are enrolled in a math course can get quality tutoring in the Math Center, which will help them succeed in their courses and increase their understanding of mathematical concepts.
  - Writing Center: A place for writers in any discipline, at any level of experience to come for useful, practical feedback on any stage of their writing from trained peer writing consultants, supervisors, and faculty.

## Efficiency and Success – Library Division

	Efficiency WSCH/FTEF		Successful Course Completion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013
LIBR	NA*		75%	75%	66%

\*LIBR courses do not generate WSCH, therefore no Efficiency ratio

## Learning Resources

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Writing Center (ENGL 400)</b>					
Student Count	647	1,106	1,280	1,429	1,362
Hours Logged	2,629	3,714	3,558	4,986	3,541
<b>Math/Tutorial Center (MATH 400 + LIB 425)</b>					
Student Count	927	1,387	1,788	1,826	1,810
Hours Logged	9,460	12,839	20,811	22,701	17,653

## ANALYSIS

Student use of the Learning Resource Center building does correlate with the FTES of the college (data set 11b in Chapter 2). Data for tutorial services do not show clear trends in hour usage, making it difficult to anticipate need. This could be due to hours, availability, and/or budget fluctuations in individual tutoring service areas. The student count for tutorial services mostly trends upward leading us to prepare for growth in this area.

## GROWTH PROJECTION

The Learning Resource Center is projected to grow at the same rate as the overall District growth rate.

## CHALLENGES

Challenges for the Learning Resource Center are:

- Assess the unmet need for overall LRC services at site locations;
- Standardize data to analyze and evaluate areas providing different services in one department; and
- Increase faculty and students' awareness of the available services.

## MATHEMATICS AND ENGINEERING DIVISION

The Mathematics and Engineering Division includes three disciplines: mathematics, engineering, and computer science. The Mathematics and Engineering Division offers two associate degrees.

“Computer Science” is the systematic study of the feasibility, structure, expression, and mechanization of the algorithms that underlie the acquisition, representation, processing, storage, communication of, and access to information. The District offers two introductory computer sciences courses as support for the engineering program.

“Mathematics” is the abstract deductive study of structure and pattern that is the foundation of science and technology. The mathematics department’s mission is to provide a foundation for liberal arts education and the sciences by providing students with a broad range of courses taught through several delivery options, including traditional lecture, hybrid, online, and simulcast courses. Mathematics courses are offered at the basic skills level and the transfer, general education level. Mathematics courses are prerequisites to other majors as well as many career technical education programs.

“Engineering” is the application of scientific, mathematical, economic, social, and practical knowledge in order to design, build, maintain, and improve structures, machines, devices, systems, materials, and processes. Engineering courses are designed to prepare students for transfer to university engineering programs by providing the lower division courses typically required for this major.

Efficiency and Success – Math and Engineering Division

	Efficiency WSCH/FTEF		Successful Course Completion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013
CSCI	265	300	70%	70%	63%
ENGR	303	320	84%	84%	73%
MATH	619	625	51%	55%	55%

## **ANALYSIS**

Efficiency for engineering and computer science is significantly below the state benchmark of 525 and the student successful course completion rate is higher than the statewide average for engineering. Both of these results can be attributed to the prerequisite that students complete calculus courses prior to enrolling in engineering courses. Efficiency for mathematics is above the state benchmark of 525 and the student successful course completion rate for mathematics is slightly below the statewide average for this discipline.

## **GROWTH PROJECTIONS**

Mathematics is projected to grow faster than the District overall growth rate, Engineering is projected to grow at the same rate, and Computer Science is projected to grow slower.

## **CHALLENGES**

The primary challenges for Mathematics are:

- To keep current on innovative methods to improve student success;
- To provide the needed courses at all three District sites.

The primary challenges for the disciplines of Engineering and Computer Science are:

- To increase student awareness and enrollment;
- To expand student support programs, such as PASEO (Promoting Achievement and Scholarship with Enrichment Opportunities), SURGE (Science Undergraduate Research Group Experience), and MESA (Mathematics Engineering Science Achievement).

## NURSING/ALLIED HEALTH DIVISION

The primary purpose of the disciplines in the Allied Health Division is to train beginning practitioners to effectively meet clients' health care needs in a variety of settings. The programs prepare students for entry-level occupations as well as transfer to baccalaureate institutions.

“Emergency Medical Technician” consists of one five-unit course that includes both theory and clinical skill practice that prepares students with the knowledge and skills required to safely practice as an entry-level Emergency Medical Technician. Successful completion of this course culminates in a certificate of completion that may be used for job entry or as a prerequisite to the Fire Academy and other career technical education programs. Students who complete the certificate may apply to take the National Registry of Emergency Medical Technician exam.

“Registered Nursing” consists of 43 units of theory and clinical practice, which prepares students to practice safe, competent, compassionate, ethical, and quality care as a registered nurse. Upon successful completion of this associate degree, students may take the National Council Licensure Examination for state licensure and may pursue job entry and/or transfer to a baccalaureate institution. The nursing program is accredited by the California Board of Registered Nursing.

“Nursing Assistant” consists of one six-unit course that includes both theory and clinical skill practice that prepares students with the knowledge and skills required to safely practice as an entry-level nursing assistant. Successful completion of this course culminates in a skills certificate that may be used for job entry and/or as a prerequisite for taking the Certified Nursing Assistant Examination.

“Pharmacy Technician” includes both theoretical and externship courses to prepare students with the knowledge and skills required to safely practice as an entry-level pharmacy technician. Successful completion of the courses required for the 10-unit skills certificate may be used for job entry and/or as a prerequisite for taking the Pharmacy Technician Certification Examination (PTCE).

“Physical Therapist Assistant” prepares students to provide competent, caring, and quality physical therapy under the supervision of a physical therapist. Upon successful completion of this associate degree (43.5 units), students may take the Physical Therapist Assistant Examination and the California Law Examination. The program is accredited by the Commission on Accreditation of Physical Therapy Education.

## Efficiency and Success – Nursing/Allied Health Division

	Efficiency WSCH/FTEF		Successful Course Completion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013
EMT*	816	600	43%	72%	72%
NURS	228	228	95%	92%	91%
NURS 260 (Nursing Assistant)	Embedded in NURS N/A	N/A	N/A	N/A	N/A
PT	528	525	78%	78%	78%
PTA*	270	270	97%	94%	93%

\*Less than five terms of data

### ANALYSIS

Efficiency is exceptionally high for the Emergency Medical Technician course, but the student successful course completion rate is exceptionally low. Low efficiency levels for the Nursing and Physical Therapist Assistant programs are to be expected given the mandated student-faculty ratio for clinical courses in these disciplines. The student successful course completion rates are on par with the statewide averages for Nursing, Pharmacy Technician, and Physical Therapist Assistant.

### GROWTH PROJECTIONS

All disciplines in this division are projected to grow more slowly than the overall District growth rate due to limitations of available clinical sites.

### CHALLENGES

The primary challenges faced by all of the programs in the Allied Health Division are:

- To provide adequate and appropriate student support to increase students' successful completion of the courses and programs;
- To maintain currency in fields that is rapidly and consistently changing.

## PHYSICAL EDUCATION/ATHLETICS DIVISION

The Physical Education/Athletics Division provides activity/exercise courses, information on healthy lifestyle and choices, and opportunities for students to make a personal commitment to a healthier, happier, and longer life. The Physical Education/Athletics Division offers four associate degrees.

“Dance” is the discipline of moving rhythmically usually to music, using prescribed or improvised steps and gestures. This program examines dance choreography and performance in diverse dance styles and offers students dance skill development and performance opportunities.

“Health and Wellness” is a discipline that explores many facets of health, including principles and practices of personal health, concepts of prevention and treatment of disease, maintenance of a healthy lifestyle, and nutrition.

“Intercollegiate Athletics” consists of 17 organized sports and is committed to the success of student-athletes through participation, retention, and matriculation with athletics representing the vehicle to impact life success.

“Kinesiology” is the scientific study of human movement including physiological, mechanical, and psychological mechanisms.

“Physical Education Activity” courses provide students with training and practice in non-competitive physical activities, such as aerobics, swimming, and yoga. This program’s mission is to develop students’ physical skills, critical thinking, and to foster students’ values, principles, ethics, and healthy lifestyles.

“Sports Medicine” refers generically to a broad field of health care related to physical activity and sports with unique specializations including performance enhancement, such as strength and conditioning training and exercise physiology, and injury care and management, such as athletic training. Through this program students have the opportunity to study prevention and treatment of disease and injuries related to exercise and sports as well as cardio-vascular fitness, muscle strength, flexibility, and body composition.

## Efficiency and Success – Physical Education Division

	Efficiency WSCH/FTEF		Successful Course Comple- tion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013
DANC	686	690	83%	85%	72%
HW	1053	990	64%	70%	69%
IA	408	450	91%	91%	90%
KINE*	360	400	70%	74%	74%
PEAC**	571	525	84%	85%	77%
SMED***	472	472	82%	82%	76%

\*Only one term of data is available

\*\* PEAC was previously referred to as PE. Figures combined. Only 4 terms of data were used

\*\*\* Figures combined from both SPLP SMED and PE SMED

### ANALYSIS

Three of the disciplines in Physical Education/Athletics Division are above the state efficiency benchmark, including dance, health and wellness, and physical education activities. All disciplines in the division meet or exceed the statewide average of students' successful course completion rates for these disciplines, except Health and Wellness and Kinesiology.

### GROWTH PROJECTIONS

Almost all disciplines in the Physical Education/Athletics Division are projected to grow at the same rate as the District's overall growth rate: Dance, Health and Wellness, Kinesiology, Physical Education Activity, and Sports Medicine. For many of these disciplines, growth is attainable within existing resources by increasing efficiency, such as class sizes. Intercollegiate Athletics is projected to grow slower than the District's overall growth rate because it is unlikely that additional intercollegiate sports will be added.

### CHALLENGES

The primary challenges for the Physical Education/Athletics Division are:

- To meet the need to expand offerings to Hanford Education Center and Tulare College Center;
- To increase students' successful course completion rates of Health and Wellness and Kinesiology.

## SCIENCE DIVISION

The Science Division provides a wide range of courses that are program/major specific, transfer level, general education; pre-vocational, and courses provided as community service with a focus on the process and product of scientific inquiry. The courses are designed to develop basic skills, knowledge levels, and critical thinking abilities in order to provide a foundation for future education in science majors. The Science Division offers five associate degrees.

“Physical Anthropology” introduces the concepts, methods of inquiry and scientific explanations for biological evolution and their application to human species, including genetics, evolutionary theory, human variation and adaptations, comparative primate anatomy and behavior, and the fossil record. The District offers one transferrable general education lecture course in physical anthropology.

“Astronomy” is the study of the formation, composition, interactions, and evolution of the universe as a whole and the celestial objects comprising it, such as planets, stars, nebulae, galaxies, and black holes. The District offers one transferrable general education course in astronomy.

“Biology” is the study of life and living organisms, including their structure, function, growth, origin, evolution, and distribution. The largest department in the Division, the Biology Department offers a variety of courses for non-majors and majors alike. An associate degree in biology prepares students for further study, and in some cases, for entry-level employment. Most biology courses meet four-year university transfer and community college associate degree requirements. Biology courses are required for students majoring in allied health fields such as nursing, dental hygiene, physical therapy, and sports medicine.

“Earth Science” emphasizes the application of the scientific method to the study of Earth systems. Topics include: geology (minerals, rocks, earthquakes, volcanoes, rivers, glaciers, the fossil record), oceanography (ocean composition, currents, tides, coastlines), meteorology (atmospheric composition, weather, storms), and astronomy (phases of the moon, eclipses, the solar system).

“Chemistry” is the study of the composition, structure, properties, and reactions of physical matter. The Chemistry Department offers a variety of courses: an associate degree in chemistry for students who wish to transfer with a major in chemistry, introductory courses for students who wish to enter various allied health fields, and a basic chemistry course for students who need to acquire basic skills as preparation for completing a college-level chemistry course.

“Geography” (physical) is the study of the earth, including the distribution and interconnectedness of natural phenomena. The Geography Department offers one transfer general education course in physical geography.

“Geology” is the study of solid earth, the rocks of which it is composed, and the processes by which they change. The Geology Department offers transfer and general education courses, some of which include laboratories and field trips. An associate degree in geology prepares students for further study.

“Meteorology” is the study of the structure and processes of the earth’s atmosphere. The District offers one transferrable general education course in meteorology.

“Natural Science” uses scientific methodology to identify the rules that govern the natural world. The District offers one transferrable general education course in natural science.

“Physical Science” is the study of the physics, chemistry, astronomy, and geology of nature. The District offers one transferrable general education course in physical science.

“Physics” is the study of the fundamentals of the natural world and includes classical mechanics, thermodynamics, electricity and magnetism, waves, relativity, and quantum mechanics. The Physics Department offers a variety of transfer-level courses. A three-semester calculus-based physics sequence is offered for students majoring in physics, engineering, or mathematics. A two-semester algebra/trigonometry-based physics sequence is offered for biological science and computer science majors. An associate degree in physics prepares students for further study and transfer.

### Efficiency and Success – Science Division

	Efficiency WSCH/FTEF		Successful Course Comple- tion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013
ANTH*	980	980	74%	74%	67%
ASTR	762	762	51%	60%	65%
BIOL	585	585	70%	70%	66%
CHEM	471	480	56%	62%	67%
ESCI	494	494	92%	92%	66%
GEOG**	657	657	81%	81%	65%
GEOL	483	490	77%	77%	68%
MET***	735	735	76%	76%	64%
NSCI	330	350	88%	88%	64%
PHYS	323	350	75%	75%	70%
PSCI***	490	490	66%	66%	64%

\*Includes ANTH 011 and ANTH 012 (physical Anthropology) only

\*\*Includes GEOG 001 and GEOG 011L (physical Geography) only

\*\*\*Fewer than five terms of data

### ANALYSIS

Five of the disciplines in the Science Division exceed the state benchmark for efficiency (525): Anthropology (physical), Astronomy, Biology, Geography (physical), and Meteorology. Three of the disciplines are slightly below the state benchmark: Chemistry, Geology, and Physical Science. Two of the disciplines are significantly below the state benchmark: Natural Science and Physics. All disciplines in the Science Division have successful course completion rates greater than the statewide averages in those disciplines, except Astronomy and Chemistry.

### GROWTH PROJECTIONS

Contingent on the availability of laboratory space, both Biology and Chemistry are projected to grow faster than the District's overall growth rate. All remaining disciplines in this division are projected to grow at the same rate as the District: Anthropology (physical), Astronomy, Geography (physical), Meteorology, Natural Science, Physical Science, and Physics.

## CHALLENGES

The challenges for the Science Division include developing strategies:

- To support faculty currency in the ever changing field of science;
- To expand course offerings and services to both the Hanford Education Center and Tulare College Center.

## SOCIAL SCIENCE DIVISION

The Social Science Division is dedicated to helping students develop their intellectual, personal, and civic potential through the study of the human condition. Social scientists use various methods to make decisions including reasons, emotions, and the scientific method. The Social Science Division offers seven associate degrees and one certificate of achievement.

“Administration of Justice” examines the structure, function, laws, procedures, and decision-making processes of the police, courts, and correctional agencies that constitute the criminal justice system. The courses in this discipline prepare students for transfer to four-year institutions as well as advanced technical training that includes basic peace officer and correctional academies. The basic police academy is described in this document under Police Science.

“Anthropology” includes cultural and archaeology anthropology. Cultural anthropology studies and compares human culture focusing on a set of central issues: how people make a living and organize themselves; how they communicate; how they make distinctions among themselves; and the effect of social inequalities, culture change, and globalization. Archaeology contributes to knowledge of the human past, including the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences. The District offers two transferrable general education lecture courses in anthropology: introduction to cultural anthropology and introduction to archaeology.

“Economics” examines the production, distribution, and consumption of goods and services through the study of economic theories that explain how the choices made by individuals, firms, and governments impact scarce resources.

“Ethnic Studies” uses an interdisciplinary approach covering periods of social, cultural, and historical developments of various ethnic groups. Topics include: motives for migration, immigration, assimilation, social mobility, social change, contributions, and conflicts as well as the creation of a modern multicultural society.

“Geography” (cultural) is the study of the earth, including the distribution and interconnectedness of cultural phenomena. The Geography Department offers one transfer general education course in cultural geography.

“History” is the study of the context of all human activity, with an emphasis on using that knowledge to foster students’ understanding of today’s society and their place in it.

“Human Services” is a career technical education program that prepares students for entry-level paraprofessional positions in social services agencies and/or for transfer to four-year institutions.

“Philosophy” is the study of the fundamental nature of reality, knowledge, and values through a critical analysis of assumptions or beliefs. Religious studies encompass the nature, function, origin, history, and tenets of the various religions.

“Political Science” is the study of the processes, principles, and structures of government and political institutions and includes an analysis of issues that governments face in developing policies in the current domestic and global context.

“Psychology” is the scientific study of mental processes and behavior. The District offers a wide range of psychology courses.

“Social Science” consists of two courses, statistics and street law, both of which complement all social sciences programs.

“Sociology” is the study of human social behavior, groups, and the influence of environment on behavior.

## Efficiency and Success – Social Science Division

	Efficiency WSCH/FTEF		Successful Course Completion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013
AJ*	583	583	67%	70%	80%
ANTH**	849	849	62%	65%	70%
ECON	583	583	65%	65%	64%
ETHN	699	699	68%	68%	66%
GEOG***	716	716	67%	67%	65%
HIST	589	589	57%	60%	62%
HSRV	428	490	53%	60%	73%
PHIL	514	525	63%	65%	65%
POLS	675	680	56%	60%	64%
PSY	628	650	71%	71%	67%
SOC	425	525	72%	72%	66%
SSCI****	390	450	66%	66%	66%

\*Does not include Police Science courses

\*\*Includes ANTH 010 (cultural) only

\*\*\*Includes GEOG 002 (cultural) only

\*\*\*\*Fewer than five terms of data

### ANALYSIS

All of the disciplines in the Social Science Division are comparable to or exceed the state benchmark for efficiency (525) except Human Services and Sociology. The successful student course completion rates for five disciplines in the Social Science Division are below the statewide success rates: Administration of Justice, Anthropology (cultural), History, Human Services, Philosophy, and Political Science. The remaining seven disciplines in the Social Science Division meet or exceed the statewide student successful course completion rate for those disciplines. In spring 2013 the Social Science Division added an English prerequisite to many courses, which has resulted in improved rates of successful course completion.

## **GROWTH PROJECTIONS**

Psychology, Philosophy, and Social Science (Statistics) are projected to grow faster than the District's overall growth rate. All other disciplines in this Division are projected to grow at the same rate as the District: Administration of Justice, Anthropology (cultural), Economics, Ethnic Studies, Geography (cultural), History, Human Services, Political Science, and Sociology.

## **CHALLENGES**

The challenges for the Social Science Division include:

- Developing and implementing instructional strategies to successfully engage students in large lecture sections;
- Expanding course offerings to the Hanford Educational Center and the Tulare College Center to support program completion and transfer from those sites;
- Maintain increased efficiency (FTES/FTEF) for all courses; and
- Identify strategies that will improve online course success and completion.

## **FIRE TECHNOLOGY, POLICE SCIENCE, AND WORK EXPERIENCE**

The purpose of the “Fire Technology” program is to provide a cost-effective, professional and technical education and training program to prepare students for entry-level or higher employment opportunities in the fire service field. The program includes three components: firefighter 1 and 2 academies, six core courses, and nine fire officer courses. Students who successfully complete the firefighter 1 and firefighter 2 academy courses are eligible to take certification tests in firefighting. Students who complete the fire academy and the six core courses along with general degree requirements are awarded an associate degree in fire technology.

The program complies with the regulations of and is accredited by California State Fire Training, a division of the State Fire Marshal's Office. The Fire Technology program offers one associate degree, one certificate of achievement, and one skills certificate.

The purpose of the “Police Science” program is to provide the highest quality possible in basic and in-service training courses for law enforcement and corrections personnel who protect and serve local communities. The course content and required instructional hours meet or exceed the California Commission on Peace Officers' Standards and Training and the Standards and Training for Corrections mandates.

The purpose of the “Work Experience” program is to provide students with the opportunity to develop skills and knowledge by integrating classroom study with planned, supervised work experience. Three primary benefits of this program are:

- Expose students to situations beyond classroom activities by offering learning in a real world setting;
- Validate or revise students’ career choice; and
- Offer the opportunity for students to build a network of mentors and/or potential employers.

These courses document students’ experiences related to their careers outside of the classroom and earn units that transfer as elective credit. Courses may be linked to specific occupations or may be general work experience. Students may enroll in a total of four semesters, earning a maximum of four units each semester. Work experience courses are offered in most of the District’s disciplines.

#### Efficiency and Success – Special Programs Division

	Efficiency WSCH/FTEF		Successful Course Completion Rate		Statewide Successful Course Completion Rate
	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013
FIRE	344	344	79%	79%	87%
PS*	220	220	90%	90%	66%
WEXP*	347	300	78%	73%	73%

\*Fewer than five terms of data

#### ANALYSIS

Fire Technology, Police Science, and Work Experience programs are all below the state benchmark of 525 in efficiency. This is to be expected in Fire Technology and Police Science courses because the mandated student-to-instructor ratio limits enrollment in both applied and lecture courses in these disciplines. Although the student successful course completion rate for Fire Technology is below the statewide average for this discipline, fall data are not a fair representation of student success in this program because the basic fire academy is only offered in spring semester at COS. Fall data includes only prerequisite courses where success rates are lower, thereby not creating a fair comparison.

The data presented for Work Experience only represents sections of general work experience, (WEXP 191 and WEXP 192). Data for vocationally specific sections of Work Experience, (WEXP 193,194,195, and 196) have been distributed to related departments or divisions and are not included here. Because of the nature of work experience

courses, WSCH, as a measure of efficiency, may not be the best calculation for program evaluation. Work Experience is outside the standard parameters of academic departments. In Work Experience courses, students are able to enroll in variable units (1-4) depending on the number of hours they will complete. WSCH will appear low if a majority of students are participating in 1-2 unit sections. The student successful course completion rates for Police Science and Work Experience courses are significantly above the statewide averages for similar programs.

### **GROWTH PROJECTIONS**

Fire Technology: Projected to grow at the same rate as the District contingent on local workforce demands

Police Science: Projected to grow at the same rate as the District contingent on local workforce demands

Work Experience: Projected to grow at the same rate as the District

### **CHALLENGES**

The primary challenges of the Fire Technology and Police Science programs are:

- To make students aware of the career opportunities in these fields;
- To maintain the currency of the curriculum given changes in state regulations.

The primary challenge of the Work Experience program is:

- To increase both student and employers' awareness of the benefits offered by this program.

## OPERATIONAL DEFINITIONS FOR ACADEMIC DIVISIONS PLANNING TABLES

### **Efficiency - (WSCH/FTEF)**

*This table reflects the ratio of WSCH / FTEF. Please reference the WSCH and FTEF tables to better understand the productivity values. The statewide goal for this ratio is 525.*

*A course-level example:*

*WSCH = 3 hours x 35 students = 105 divided by .20 teaching load = 525 productivity.*

### **Weekly Student Contact Hours (WSCH)**

*Weekly Student Contact Hours refers to the total number of student contact hours generated in an active class (section) regardless of the accounting method used.*

*WSCH = (equivalent weekly contact hours \* all enrollments)*

*For example, if a lecture class with 25 students meets three hours per week, the WSCH for the class is 75. All contact hours accounting methods are incorporated into this figure (daily, actual, and weekly)*

### **Full-Time Equivalent Faculty (FTEF)**

*Full-time equivalent generated by full time faculty and adjunct faculty (including administrative educators).*

*The typical or normal faculty workload is 15 instructional/lecture hours per semester, or 1.0 Full-Time Equivalent Faculty (FTEF). Thus, a three hour lecture course will generate 1/5 of a Full-Time Equivalent Faculty load, or .2 FTEF*

### **Successful Course Completion Rate**

*(Letter grades A, B, C, CR, or P / all grades issued). Plus and minus grades are included.*

### **Statewide Successful Course Completion**

*(Letter grades A, B, C, CR, or P / all grades issued). Plus and minus grades are included.*

*Note: Statewide success rates are grouped by the TOPS Codes associated within each Department.*

**PROGRAMS AND SERVICES**

# STUDENT SERVICES PROGRAMS

## ADMISSIONS AND RECORDS

The principle functions of Admissions and Records are:

- To provide for efficient and orderly processes of applications, admissions, registration, program changes, grade reporting, degree and enrollment verification, official transcripts, general education certification, transcript evaluation, and residency issues;
- To develop, implement and support Admissions and Records services in accordance with all applicable laws, regulations, and policies.

The Admissions and Records Office is staffed during regular business hours at all three District sites. Students may access information and forms online as well as complete certain tasks, such as registering and making payments.

### Official Transcripts, Applications, and Awards Processed

	2008/09	2009/10	2010/11	2011/12	2012/13
Transcript Production Total	12,171	11,674	12,498	11,592	11,677
Paper	12,171	11,658	11,839	10,796	10,185
Electronic	0	16	659	796	1,492
Incoming Transcript Total	2,401	2,446	2,371	,2255	1,942
Paper	2,401	2,305	2,155	1,993	1,589
Electronic	0	1	138	174	250
Student not in Banner	0	140	78	88	103
Applications Processed Total	20,999	23,576	22,938	17,050	15,739
Fall	13,816	15,084	15,134	10,876	10,126
Spring	7,183	8,492	7,804	6,174	5,613
Awards Processed Total	1,198	1,635	1,724	1,427	1,549
Associate Degrees	737	852	1,001	901	988
Certificate of Achievement	384	278	208	210	229
Skills Certificate	77	505	515	316	332

## **ANALYSIS**

Although the number of transcripts produced electronically doubled between 2012 and 2013, the percentage of those produced electronically is relatively low, with 13% of the transcripts produced electronically in the most recent year. Similarly, the receipt of transcripts electronically has steadily increased in the past three years, but constitutes only 14% of the total incoming transcripts.

## **GROWTH PROJECTION**

Admissions and Records services are projected to grow at the same pace as the District enrollment, 1.75%.

## **CHALLENGES**

Admissions and Records anticipates an increase in demand for services associated with applications, transcripts, and awards issued. Specific challenges in these areas are:

- How to reduce the handling of paper;
- How to increase students' reliance on services provided online.

## **ASSESSMENT**

The primary purposes of Assessment services are to:

- Provide students and counselors with basic skills assessment data to be used for accurate placement in English, English-as-a-Second-Language, and mathematics courses;
- Monitor and evaluate assessment instruments and procedures for validity, reliability, and sensitivity to cultural differences.

Assessment services are available at Visalia campus on a walk-in basis during regular business hours and by appointment at the Hanford Educational Center and the Tulare College Center. Students may access information about the assessments and review materials for English and mathematics tests on the Assessment website.

### Assessments Administered by Academic Year

Location of Assessment	2008/09	2009/10	2010/11	2011/12	2012/13
COS Campus (any)	4,327	5,192	4,311	4,010	4,119
At High Schools	1,840	2,077	2,062	1,796	1,688
Ability to Benefit	315	303	183	77	6
Mathematics Competency	216	132	121	71	29
<b>Total</b>	<b>6,698</b>	<b>7,704</b>	<b>6,677</b>	<b>5,954</b>	<b>5,842</b>

### ANALYSIS

The number of students completing placement tests on campus and at high schools has fluctuated with the District's enrollment over this five-year snapshot. There is a decline in the numbers of students taking the Ability to Benefit assessment because the Ability to Benefit testing option for establishing federal financial aid eligibility was eliminated effective June 2012. There is a decline in the numbers of students taking the mathematics competency examination because students entering the District in fall 2009 and beyond can no longer use assessment test results to demonstrate competency in mathematics. The associate degree requirement is now completion of Intermediate Algebra or an equivalent course with Elementary Algebra as a prerequisite.

### GROWTH PROJECTION

Assessment services are projected to grow at the same pace as the District enrollment, 1.75%.

### CHALLENGES

The primary challenges for Assessment services are:

- Ensuring evaluations of the assessment instruments in a timely manner;
- Keeping abreast of changing state regulations on assessment; and
- Establishing new procedures as needed in concert with the state's implementation of a centralized assessment system.

### COUNSELING

The principle functions of Counseling are to:

- Empower, educate, and advise students on how to achieve their academic, vocational, and personal goals by development of student educational plans and/or referrals to campus and community resources;

- Support transfer by developing, maintaining, and disseminating general education/breadth, major preparation, course-to-course, and system-wide transferrable articulation agreements with the California State University, University of California, California Independent Colleges and Universities, and out-of-state colleges and universities.

Counseling services are available by appointment and on a drop-in basis at all three District sites during regular business hours and during selected evening times. The counseling web page provides students with an online opportunity to submit questions to a counselor; these questions are answered daily.

#### Number of Counseling Appointments

	2008/09	2009/10	2010/11	2011/12	2012/13
<b>Visalia Campus Total</b>	<b>14,727</b>	<b>15,671</b>	<b>15,558</b>	<b>20,783</b>	<b>17,791</b>
General	10,313	12,017	10,998	14,777	10,383
Extended Opportunity Programs & Services	3,326	2,867	3,202	3,017	3,073
Disability Resource Center	Not tracked	Not tracked	Not tracked	1,008	1,244
Upward Bound	Not tracked	Not tracked	Not tracked	Not tracked	676
First Year Experience & Student Support Services	1,088	787	1,358	1,585	2,251
Athletic	Not tracked	Not tracked	Not tracked	396	164
<b>Hanford Educational Center Total</b>	<b>936</b>	<b>1,159</b>	<b>1,265</b>	<b>1,372</b>	<b>1,388</b>
General	936	1,159	1,265	1,372	1,388
<b>Tulare College Center Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>604</b>
General	NA	NA	NA	NA	604

Notes: These data present the number of appointments, not the number of students served; students may have had more than one appointment in a year.

Tulare College Center opened in spring 2013.

### Student Services Course Success and Efficiency

Courses	Efficiency		Successful Course Completion		Statewide Successful Course Completion
	(WSCH/FTEF)				
	Average: Fall 2009- Fall 2013	2025 Target	Average: Fall 2009- Fall 2013	2025 Target	Average: Fall 2009 - Fall 2013
Counseling	529	530	67%	70%	73%
Human Development	193	300	67%	70%	74%

Note: Enrollment is low in these courses because student participation in these grant-funded programs is limited.

### Transfer Volume (number of transfers)

Transfer Institution	2009/10	2010/11	2011/12	2012/13
UC	26	37	50	44
CSU	276	420	469	377
In-State-Private	320	275	241	261
Out-of-State	129	125	147	164
Total	751	857	907	846

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

### Number of ID Approved Courses

	Approved	Conditionally Approved	In Progress	Submitted
C-ID Courses*	76	30	41	15

Note: C-ID: Course Identification Numbering System, a statewide system developed to address the need for common course numbering in California community colleges, is the assignment of the same C-ID number to transfer courses that have been judged to be comparable following a peer review of the course outlines.

### ANALYSIS

The number of counseling appointments for special groups increased in the past couple of years. The efficiency of Human Development courses is low for a lecture class. The successful course completion rates for both Counseling and Human Development courses are below the statewide rates for these disciplines. The number of students

who transfer has increased over the last four years, from 751 in 2009-2010 to 846 in 2012-2013, with the greatest increase seen in the number of students transferring to CSU. (Counseling maintains record of all transfer students.)

### **GROWTH PROJECTION**

Counseling services are projected to grow at the same pace as the District enrollment, 1.75%.

### **CHALLENGES**

The challenges for counseling in the next decade are:

- How to provide the needed services across the District's three sites during the day and evening hours;
- How to improve students' success in Guidance and Human Development courses; and
- How to establish a Career/Transfer Center.

### **DISABILITY RESOURCE CENTER**

The principle function of the Disability Resource Center is to provide services and academic accommodations to students with disabilities to mitigate educational limitations affiliated with students' disabling conditions so that they have equal access to educational information, thereby allowing them to reach their potential.

Disability Resource Center services are available by appointment and on a drop-in basis at Visalia campus during regular business hours and by appointment at the Hanford Educational Center and the Tulare College Center. The High Tech Center is located at the Visalia campus and is open during regular business hours. The Disability Resource Center web page provides students with information regarding services and accommodations, alternate media, assessment/testing services, the High Tech Center, Learning Skills Lab, and office and contact information.

### Disability Resource Center – Students, Visits, and Services Provided

	2011/12	2012/13	Change
Disabled Student Duplicate Count			
First Contact (eligibility determination)	1,529	1,331	-13%
Enrolled	692	777	12%
Primary Disabilities	1,529	1,331	-13%
Secondary Disabilities	368	285	-23%
Counseling Appointments	1,008	1,244	23%
Authorized Accommodation Forms Issued	1,000	909	-10%
Test Accommodations	1,663	2,069	24%
Interpreting Services	28	18	-36%
Learning Skills Lab			
Student Count Total	343	342	0%
Disabled	178	193	8%
Non-Disabled	165	149	-10%
Positive Attendance Hours	20,233	19,008	-6%
Learning Disabilities Assessments Completed	48	26	-46%
Alternate Media			
Requests Submitted/Students	250/88	272/106	9%/20%
Requests Filled	31	49	58%
Contacts with Students who Received Alternate Media Service	404	219	-43%
High Tech Center Students Served	31	23	-26%
Intakes Conducted	404	394	-3%
Total Service Contacts	26,821	25,054	-7%

**Learning Skills Course Success Rate**

	Efficiency (WSCH/FTEF)		Successful Course Completion		Statewide Successful Course Completion
	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-Fall 2013	2025 Target	Average: Fall 2009-2013
Learning Skills	NA	NA	59%	65%	72%

**ANALYSIS**

Overall the total number of service contacts decreased almost 7% over the past two years. The number of counseling appointments increased 2% between 2011-2012 and 2012-2013. The fall-to-spring persistence of students using services of the Disability Resource Center is slightly higher than the persistence of students in the First-year Experience program. The successful course completion rate for Learning Skills courses is below the statewide rates for these disciplines.

**GROWTH PROJECTION**

Disability Resource services are projected to grow at the same pace as the District enrollment, 1.75%.

**CHALLENGES**

The challenges for the Disability Resource Center are to:

- Provide the needed services efficiently and effectively across all three District sites;
- Develop and implement strategies to process potential students with disabilities in a timely manner; and
- Improve students’ successful completion of Learning Skills courses.

## DISTRICT POLICE

The primary purpose of the District Police is to provide a safe environment in which the District's diverse student population can learn and achieve their transfer and/or occupational goals.

### District Police Staffing Schedule

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Chief		7am-5pm	7am-5pm	7am-5pm	7am-5pm	7am-5pm	
Visalia Day		6am-2pm	6am-2pm	6am-2pm	6am-2pm	6am-2pm	
Visalia Night		2pm-10pm	2pm-10pm	2pm-10pm	2pm-10pm	2pm-10pm	
Wknd/Tul Day	8am-6pm	8am-8pm	8am-8pm				8am-6pm
Tulare PM		1pm-11pm	1pm-11pm	1pm-11pm	1pm-11pm		
Hanford PM		1pm-11pm	1pm-11pm	1pm-11pm	1pm-11pm		
Hanford Day (PT)		8am-4pm	8am-4pm	8am-4pm			

### District Police – Volume of Services Performed

	January-June 2012	July-December 2012
Call Type	Total Number of Responses	Total Number of Responses
Calls from Emergency Phones	13	3
Suspicious Circumstance	38	24
Patrol Checks	334	441
Traffic Stops	93	33
Alarms	14	15
Escorts (person and money)	88	143
Jumpstarts	20	28
Door Unlocks	6,720	6,375
Crime Reports	135	168
Traffic Collisions	32	27
Total Arrest	7	6
Parking Citations	1,932	1,870
Student Code of Conduct Reports	6	5
TipNow	26	31
Assist Students/Faculty/Staff	113	133
Found Property	251	210
Student Class Interviews	26	14

Total estimate of telephone calls and walk-in customers at front counter each day 30-40

### ANALYSIS

District Police provide an array of services. Use of these services by and for students, faculty, and staff was comparable in the spring and fall semesters of last year.

### GROWTH PROJECTION

Services provided by the District Police are projected to grow at the same pace as the District enrollment, 1.75%.

### CHALLENGES

The challenges for District Police are to:

- Provide the needed services efficiently and effectively across all three District sites;
- Integrate communication between two different counties, two court systems, and three municipal police agencies.

## EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

The primary functions of the Extended Opportunity Programs and Services are to:

- Recruit and successfully retain college students of educationally and socioeconomically challenged backgrounds from Kings and Tulare Counties;
- Prepare students to transfer to a four-year university or complete an associate degree or vocational certificate in order to acquire the career-related skills needed to attain rewarding employment.

The Extended Opportunity Programs and Services also provide additional support for families that receive Temporary Assistance for Needy Families as authorized by the Co-operative Agencies Resources for Education and the California Work Opportunity and Responsibility to Kids Act programs.

The Extended Opportunity Programs and Services office is open at the Visalia campus during regular business hours for appointments as well as drop-in requests. At the Hanford Educational Center and the Tulare College Center most requests are met by the cross-trained student services staff working in the student services areas and if needed appointments are made with counselors who visit the campuses on a routine basis. The Extended Opportunity Programs and Services web page provides students with information regarding services as well as an online application.

### EOPS Applicants by Status

New Applicants	Applicants	Admitted	Pending	Ineligible
2012-2013	1,399	625	483	291
2013-2014	1,447	655	536	256

### EOPS Students Served

Students Type	Fall 2012	Spring 2013	2012/13 Total	Fall 2013	Spring 2014	2013/14 Total
New EOPS Students	341	284	625	446	209	655
Continuing EOPS Students	412	495	907	440	554	994
Total EOPS Students	753	779	1,532	886	763	1,649

### ANALYSIS

Forty percent of the new applicants to this program were admitted in 2013-2014. Sixty percent of the students served were continuing students. Although the unduplicated student headcount decreased from 2012-2013 and 2013-2014, the number of students served by this program increased.

### GROWTH PROJECTION

The number of students that can be supported by the Extended Opportunity Programs and Services program and associated programs is contingent on state funding.

## CHALLENGES

The challenges for Extended Opportunity Programs and Services are to:

- Provide the needed services efficiently and effectively across all three District sites;
- Implement a timeline and other strategies to meet the challenge is based on fluctuating funding for categorical programs.

## FINANCIAL AID

The primary functions of the Financial Aid program are to:

- Provide equal access and opportunity for all eligible students to receive financial and educational support to promote their academic success;
- Ensure the District's compliance with current local, state, and federal regulations governing student financial aid.

Financial Aid representatives are available during regular business hours at all three District sites. Students may access information and forms online as well as track financial aid applications and financial aid payments.

### Financial Aid Applicants and Recipients

Year	# SFA Applicants	# SFA Recipients	Total Expenditures	# Board of Governors Fee Waivers	Board of Governors Expenditures
2002/03	9,617	7,088	\$ 12,523,824	6,833	\$ 1,277,183
2003/04	9,869	8,028	\$ 13,766,661	7,119	\$ 2,020,126
2004/05	9,998	8,207	\$ 14,140,159	7,191	\$ 3,033,936
2005/06	10,695	7,273	\$ 13,605,525	6,643	\$ 2,967,653
2006/07	11,171	7,634	\$ 12,763,508	6,600	\$ 2,593,383
2007/08	11,098	7,075	\$ 15,410,002	7,023	\$ 2,462,740
2008/09	13,380	8,253	\$ 19,208,059	8,231	\$ 2,908,320
2009/10	15,193	9,703	\$ 26,146,461	9,620	\$ 4,438,317
2010/11	17,173	10,058	\$ 29,438,051	10,016	\$ 4,478,656
2011/12	16,830	9,541	\$ 28,997,343	9,502	\$ 5,837,339
2012/13	10,610	9,209	\$ 29,336,994	9,458	\$ 7,555,914
2013/14	17,120	9,884	\$ 30,884,134	9,837	\$ 8,094,183

## ANALYSIS

The number of financial aid applicants has increased steadily over the past decade and the amount of financial aid paid to students has doubled. The number of financial aid recipients increased 20% between 2004-2005 and 2013-2014.

## GROWTH PROJECTION

The demand for Financial Aid services is projected to grow at the same pace as the District enrollment, 1.75%.

## CHALLENGES

The challenge for Financial Aid is to:

- Provide the needed services efficiently and effectively at all three District sites.

## STUDENT ACTIVITIES AND AFFAIRS

The primary purpose of the Student Activities and Affairs Office is to provide opportunities for students to enhance their educational experience, to grow personally, and to develop leadership skills through co-curricular learning activities. Students are encouraged to participate in and influence the District's social and political environment through participation on the Student Senate and student clubs.

### Student Senate Participation

Shared Governance/Student Representation	2010/11	2011/12	2012/13	2013/14
College-Wide Committees Student Reps	41	33	39	36
Student Senators/Academic Divisions	13	13	13	13
Student Senate Officers	9	9	9	9
Club Charters	50	33	43	45
Leadership Courses - Student Enrollment	66	52	48	70
Inter-Club Council Committee (reps from clubs)	50	33	43	39
Events Hosted or Participated	21	20	34	22
# Conferences/# Participants	3/32	3/49	3/43	3/47

### Services Provided by Student Activities and Affairs

Services	2010/11	2011/12	2012/13	2013/14
Process Student ID Cards (new & replacement)	7,506	7,346	5,311	4,268
Process Activity Benefits Stickers	5,463	5,765	5,918	5,807
Process Transit Stickers	3,367	6,234	7,091 *	7,683*
Student Driver Request Form	66	68	58	59
Process Activity Date Requests - Master Calendar	325	322	394	329
Hall Lockers	112	141	122	203
# Students in Commencement Ceremony/ % of Participants to Total # of Students Awarded Degrees	357/41%	354/40%	428/46%	465/46%
Who's Who Awards	36	34	62	74
# of Grads Eligible for Honors Designation/ # Attended Honors Reception	231/ No Honors Reception	228/43	226/47	260/58
Honors Cords - processed	77	71	102	123

\* This number includes summer school. There was no summer school in 2011 and 2012; summer school was reinstated in 2013.

### ANALYSIS

The Student Activities and Affairs Office provides a wide range of services to all students and ensures student involvement in District governance through the Student Senate. Over the last four years, eight of ten services provided by the Student Activities and Affairs Office have increased the number of students served.

### GROWTH PROJECTION

Services provided by Student Activities and Affairs are projected to grow at the same pace as the District enrollment, 1.75%.

### CHALLENGES

The challenge for the Student Activities and Affairs is to:

- Provide student representation and involvement, efficiently and effectively, at all three District sites.

### STUDENT HEALTH SERVICES

The primary function of Student Health Services is to assist the District's diverse student population in achieving and maintaining optimal physical and emotional/mental health so that they can achieve their educational and career goals. The services provided are focused in these areas:

- Prevention of stress and illness and promotion of physical and mental health;

- Life-coping skills;
- Communicable disease education and prevention; and
- Community service involvement.

The Student Health Services Office is staffed during regular business hours at the Visalia campus. Student health services at Hanford and Tulare are staffed on a part-time basis and also provide student access to a nurse by telephone. The Student Health Services web page provides students with access to information about the available services and office schedule.

### Health Services Provided

Service	Visalia Campus			Hanford Educational Ctr	Tulare College Ctr
	2011/12	2012/13	2013/14	2013/14	2013/14
Over-the-counter Medicine	3,602	3,150	1,842	Not Available	Not Available
Nursing	2,163	677	590	73	85
Planned Parenthood	426	286	313	Not Applicable	Not Applicable
Mental Health Counseling	960	867	575	Not Applicable	Not Applicable
Health Events	N/A	457	691	Not Applicable	Not Applicable
Flu Immunizations	704	543	684	Not Applicable	Not Applicable
Blood Drives	30 Drives Total/1,245 Units Donated			Not Applicable	Not Applicable
Total Appointments or Attended Events	7,855	5,523	4,004	73	85

Note: The number of students tallied for health events is under-reported because many students received information but did not sign an attendance sheet.

### ANALYSIS

The number of nursing visits has decreased significantly over the past three years due to reductions in the number of hours that the office is open and a reduction in staffing.

### GROWTH PROJECTION

Student Health Services are projected to grow at the same pace as the District enrollment, 1.75%.

### CHALLENGES

The challenges for the Student Health Center are to:

- Provide the needed services efficiently and effectively at all three District sites;
- Ensure that students are aware of the available services.

## VETERAN SERVICES

The primary function of the Veteran Services Office is to:

- Assist student veterans in their transition to college by providing services that address their academic, social, and physical needs;
- Assist active duty personnel and veterans' dependents in reaching their educational goals; and
- Provide access to resources especially for veterans.

Veteran Services is available by appointment and on a drop-in basis at the Visalia campus during regular business hours.

### Veteran Benefit Services Provided

Benefit Received	2008/09	2009/10	2010/11	2011/12	2012/13
Process Applications and Certifications for GI Bill	204	205	152	113	116
Reserve Educational Assistance Program	13	10	11	6	5
Vocational Rehabilitation	16	25	16	11	9
GI Bill – Selected Reserve	18	17	16	12	11
Dependent Assistance	46	62	60	34	43
Post 9/11 GI Bill	-	52	129	177	199
Assist with Processing BOGS Waiver	84	98	91	60	54
Veterans Served	297	371	384	353	383
Total Served	381	469	475	413	437

Note: The Veteran's Services Office serves dependents of Veterans that are not counted as veteran students, but are entitled to the benefits.

### ANALYSIS

Over the past five years, the number of veterans receiving services has increased from 297 in 2008-2009 to 387 in 2012-2013. The GI bill is the service used most often by students.

### GROWTH PROJECTION

Veteran's Services are projected to grow at the same pace as the District enrollment, 1.75%.

### CHALLENGES

The challenge for Veteran's Services is to:

- Provide the needed services efficiently and effectively at each of the three District sites.

## WELCOME CENTER

The primary purposes of the Welcome Center are to:

- Serve as the call center for the District;
- Compile, update, and maintain all information related to District policies, student services resources, and referrals to special programs;
- Provide students and visitors with materials and technology to complete steps as outlined by the Student Success and Support Program;
- Assist and train students in developing skills to navigate the District's integrated software program, email system, and course management system independently; and
- Implement other strategies as needed to ease the transition process for new students.

The four components of the Welcome Center are:

- **Resource Services and Referrals:** The Welcome Center maintains current information about special programs, campus and community events, student success workshops, Board policies, and administrative directives that affect students, staff, and visitors. This information is readily available to students and campus visitors and assistance and referrals are provided as needed.
- **Orientation:** The orientation program facilitates new students' transition to college by connecting them to resources that describe the District's educational opportunities, services, and expectations for students.
- **Outreach:** This program increases visibility, strengthens internal and external partnerships, and ensures accurate information is disseminated throughout the District's communities.
- **HireCOS** is a job system designed to serve the needs of College of the Sequoias students. COS students registered for class may use this website to find employment, internships, and job-related resources. Employers may use this site to post jobs for students at College of the Sequoias. The system is free to use and all services are available 24 hours a day, seven days a week.

Services comparable to those provided at the Welcome Center at the Visalia campus are provided at the Hub at the Hanford Educational Center. Students at Tulare College Center can access many of these services electronically through a student kiosk.

### Orientation and Admissions Workshop Participants

Orientation	In-Person	Online	Total Participants
2011/12	1,235	2,135	3,370
2012/13	925	2,554	3,479
STEPS Participation	Registered at Event	Registered after Event	Total Participants
2013/14	1,359	197	1,556
Workshop Events	Schools Visited	Total Workshops	Total Workshop Participants
2013/14	22	36	1,235

### ANALYSIS

The number of students who completed orientation online increased in the past two years.

### GROWTH PROJECTION

Services provided by Outreach are projected to grow at the same pace as the District enrollment, 1.75%.

### CHALLENGES

The challenges for the Welcome Center are to:

- Increase faculty and students' awareness of the available services;
- Provide the needed services efficiently and effectively at each of the three District sites; and
- Find a more appropriate home for HireCOS so that it is a more useful resource for students seeking employment and for employers looking for qualified staff.



# CHAPTER 5

## FACILITIES PLAN

TULARE COLLEGE CENTER  
HANFORD EDUCATIONAL CENTER  
VISALIA CAMPUS

## FACILITIES PLAN

# FACILITIES MASTER PLAN

College of the Sequoias serves the communities of Corcoran, Exeter, Hanford, Farmersville, Lindsay, Orosi, Three Rivers, Tulare, Woodlake, and Visalia, as well as major portions of both Tulare and Kings Counties. The District's master plan is to continue serving these communities through three campus/center sites: Hanford, Tulare, and Visalia. The development of a facilities master plan provides analysis of the District's effectiveness in meeting its mission and goals. The mission and goals are helpful to restate here as the foundation of the facilities master plan:

### MISSION STATEMENT

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

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

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

### DISTRICT GOAL I.

College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.

### DISTRICT GOAL II.

College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

### DISTRICT GOAL III.

College of the Sequoias will strategically tailor and implement academic programs and student services that match the needs of its unique student population and the demands of ongoing changes in workforce development.

### DISTRICT GOAL IV.

College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain and improve operational structures and systems for institutional assessment and continuous improvement.

In order to increase student enrollment, improve rates at which students complete their objectives, and tailor academic programs to meet student needs, the District must have facilities and campuses that promote these goals.

The College of the Sequoias Community College District experienced significant facilities expansion in recent years with the building of the new Hanford campus, the new Tulare campus, and the renovations to the Visalia campus. The expansion and construction were primarily made possible from the passage of three series of bonds: College of the Sequoias – Hanford Campus Improvement District No. 1, Measure C 2006 for \$22 million, College of the Sequoias – Visalia Area Improvement District No. 2, Measure I 2008 General Obligation Bonds for \$28 million, and College of the Sequoias – Tulare Area Improvement District No. 3, Measure J 2008 General Obligation Bonds for \$60 million (of which only \$41.5 million was issued). These bond funds were matched with state construction funds totaling \$74,775,000 since 2006, which helped to expand the scope of facilities construction and renovation. At this time, all bond funds have been expended, except for small remaining contingency funds and some interest earned.

The District also receives annual State Scheduled Maintenance funds to maintain the District facilities, with the exception of fiscal years 2010, 2011, 2012, and 2013, during which the state did not provide scheduled maintenance funds due to budget restrictions. In fiscal year 2014 the District received \$109,000 for which the District provided an equal match to fund the needed scheduled maintenance projects, and in fiscal year 2015 the District received over \$1 million for both scheduled maintenance and instructional equipment, of which neither component required a District match.

The Board of Trustees approves facility projects annually, as outlined in the District's five-year construction plan, which is then submitted to the state for funding consideration.

This facilities master plan will describe in detail the Tulare College Center facilities master plan overview, the Hanford Educational Center facilities master plan overview, and the Visalia campus facilities master plan overview. It will explain where we are as a District and what we have planned for the next few years regarding facilities projects, access, facility inventory, and sustainability.

## **CALCULATING SPACE NEEDS**

Facilities inventory is tracked through the California Community Colleges Facilities Space Inventory database (FUSION) and includes descriptive data on buildings and rooms for each campus. This information is essential for developing the annual Five Year Capital Outlay Plan, planning for capital outlay construction projects, projecting future facility needs, and analyzing space utilization.

## **SPACE UTILIZATION AND PLANNING STANDARDS**

Enrollment and program forecasts are applied to a set of standards for each type of space to project space capacity requirements of a college district. Following Title 5 and Chancellor's Office standards for space utilization and applying those standards to the total number of students served; counted as weekly student contact hours (WSCH) creates total capacity requirements ex-

pressed in Assignable Square Feet (ASF). Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square-foot capacity requirement for each category of space, as seen in the table below:

#### Space Utilization Planning Standards

Category	Formula	Rates/Allowances
Classrooms	Assigned Square Footage/Student Station utilization Rate/Average hours room/week	15 ASF per station/66% utilization/48 hours per week
Labs	Assigned Square Footage/Student Station utilization Rate Average hours room/week	85% Utilization 27.5 Hours per week
Offices/Conference Rooms	Assigned Square Footage per FTEF	140 ASF at Visalia 160 ASF at Tulare and Hanford

### SPACE INVENTORY

The 2014 College of the Sequoias Community College District Space Inventory Report was used as the basis for the analysis of space. The table below includes a summary of the capacity load categories of space and their respective totals. The College of the Sequoias Community College District has renovation plans and reconstruction plans for the Visalia Campus, additional space project plans for the Tulare and Hanford Campuses that are currently in pre-design/design phase or in line for state funding, and no planned removal of facilities (permanent or temporary), which would adjust these calculations:

#### District-Wide Space Inventory

Space Type	Current Inventory
Lecture + Lab	60,908
Lab	114,822
Office	63,474
Library	50,659
Instructional Media	10,139
Other*	205,150
Totals	505,152

Note: Other includes all other assignable spaces: physical education spaces, lounges, meeting rooms, study rooms, staff rooms, bookstores, cafeterias, health services, data processing, etc.

## PROJECTED HEADCOUNT, WSCH, AND FTES

The table below summarizes the master plan forecast for Headcount, WSCH, and FTES.

### District-Wide Enrollment Projections

	2014 (college data)	2024 SCCD projections
Headcount (Fall)	10,861	12,919
WSCH (Fall)	140,625	159,587
FTES (Fall)	4,474	5,319
FTES (Annual)	9,478	11,151

## SPACE NEEDS ANALYSIS

Using previous data and calculating both prescribed State Space Standards (for lecture, lab, office, library, and instructional media) and Non-Space State Standards (all “other” as described above), the table below provides a net assessment for Assignable Square Feet (ASF) for all campus facilities to meet the needs in the baseline year.

### District-Wide Space Inventory Needs

Space Type	2013-14 Space Inventory	2013-14 Additional Space Needs	2024-25 Additional Space Needs
Lecture	60,908	0	0
Lab	114,822	1,443	4,461
Office	63,474	1,157	4,898
Library	50,659	3,440	4,697
Instructional Media	10,139	9,957	9,883
Other	205,150	3,065	14,988
<b>Totals</b>	<b>505,152</b>	<b>19,062</b>	<b>38,926</b>

## TECHNOLOGY NEEDS ANALYSIS

The technology available at each campus consists of desktop computers in student computer labs, desktop computers for faculty and staff use, and laptops for mobile computing needs. Each campus enjoys a wired network capable of 1-gigabit speeds and wireless access throughout most buildings, which also allows video to the desktop. Exterior wireless “hotspots” are available in various places on each campus.

The District has ensured that all campus facilities are technologically supported. All of the classrooms and meeting rooms are equipped with sufficient technology to be classified as smart classrooms. In addition, each campus has rooms that have simulcast equipment for instructional purposes to the other sites. Some older buildings at the Visalia campus need technology infrastructure upgrades, and are identified and described in the Visalia campus section below.

The District has established ongoing General Fund budgets for all necessary technology repair and replacement, which includes a four-year refresh cycle for all student desktops and laptops, and a five to six-year refresh cycle for all staff desktops and laptops.

## DEPARTMENTS

The Facilities Department is primarily responsible for grounds, maintenance, and custodial activities. It also serves as the lead department for any safety concerns reported, and conducts regularly scheduled safety meetings within the department regarding appropriate responses to facility safety issues.

The COS Police Department is primarily responsible for ensuring a safe and secure environment for all students and employees of the college, as well as for the security of real and personal property of the district. The COS Police Department works collaboratively with local agencies.

The Facilities Dean and the Police Chief co-chair the Facilities Safety Council, which meets regularly to address facility safety issues on the three campuses.

## SUMMARY

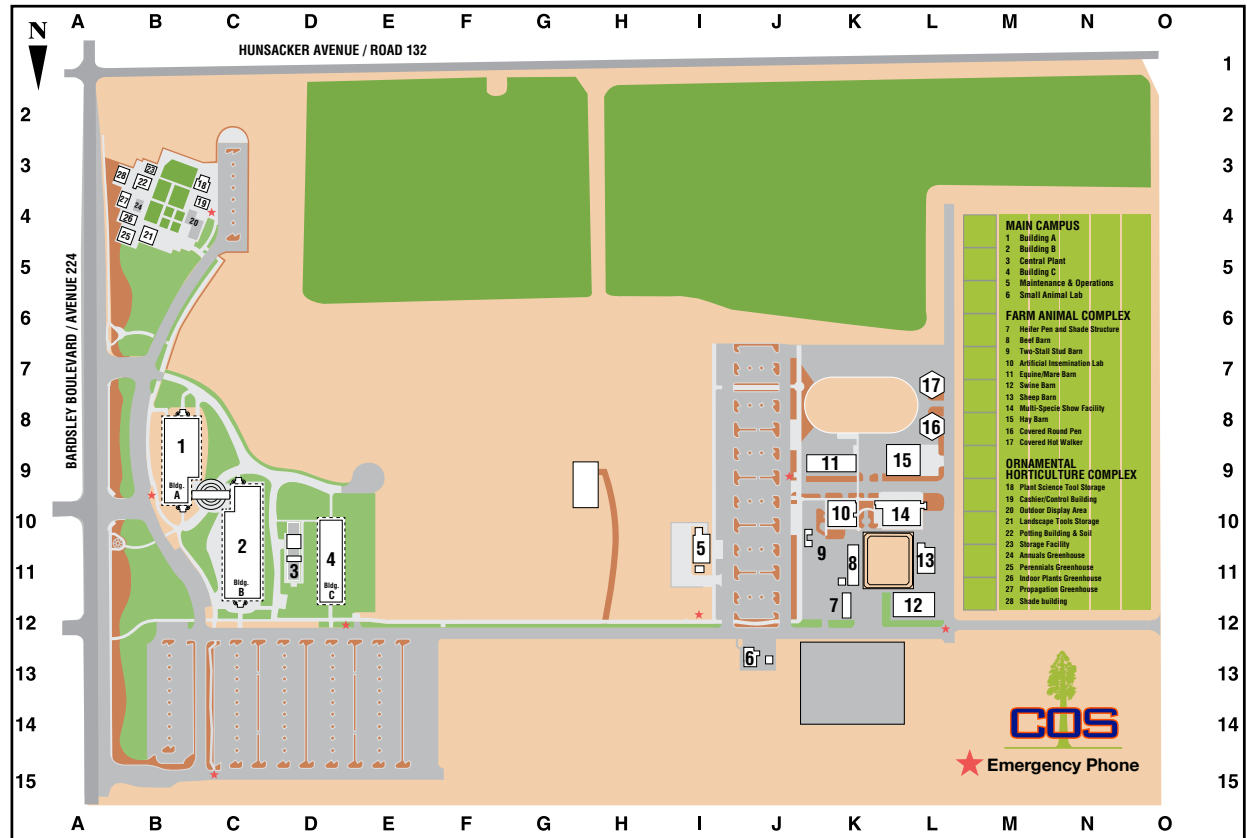
The findings in the facilities Planning Data section highlight that, overall the College of the Sequoias Community College District will not require a substantial amount of additional space in the master plan horizon of 2025. There will be a need for increased space at the Hanford campus by 2025, and the Visalia campus will need to continue to direct overflow students to the Tulare and Hanford campuses as planned. It is anticipated that no new bond issuances will be authorized in the next seven years, but sometime between 2022 and 2023, the District will want to begin pursuing additional bond issuances for all three campuses to address space and inventory needs during the 2025-2035 decade.

FACILITIES PLAN

# TULARE COLLEGE CENTER - FACILITIES MASTER PLAN

## TULARE COLLEGE CENTER

4999 E. Bardsley Ave. • Tulare, CA 93274 • www.cos.edu



The Tulare College Center is located on 495 acres near the City of Tulare. The full service campus is an educational facility that serves approximately 1,580 Full-Time Equivalent Students (732 face-to-face FTES, and 848 online/off-site FTES) and offers degrees and certificates in Agricultural Business Management, Agricultural Science, Agricultural Technology, Animal Science, Architecture, Dairy Science, Drafting, Graphic Design, Landscape Management, Ornamental Horticulture, Plant Science, Veterinary Technician, and Welding. The new campus opened in January 2013.

Facilities on the Tulare campus include 27 buildings comprised of 172,146 Gross Square Feet (GSF) and 123,905 Assignable Square Feet (ASF). The marquee programs for this location are Agriculture and Architecture.

These certificate and degree programs are housed in Phases I and III of the Tulare College Center. Phase I facilities include the Instructional Building B, which houses classrooms and labs, and the Student Services Building A, which houses the library, bookstore, cafeteria, and instructional and administrative support facilities and offices. Phase I also includes Building C, which is dedicated to Equipment Repair and Welding Instructional areas and offices.

Phase III constitutes Livestock, Equine, and Horticulture facilities. The Livestock facilities include the Swine unit with a farrowing house and market pens, the Beef unit with pasture access, the Sheep unit with pasture access, the Dairy unit with related labs, an Artificial Insemination Lab for all species, and a multi-species show barn. Equine facilities include an open arena, a hot walker and round pen, and equine and stud barns. The Horticulture facilities include a retail nursery, shade houses and greenhouses, and equipment storage.

The Tulare College Center farms about 320 acres, creating a source of revenue to support the agriculture education program. The master plan for the college campus consists of 120 acres of land designated for current and future expansion of instructional buildings. Of the 120 acres designated for the campus, approximately 10 acres houses the Animal Science and Technology Center and Horticulture Science and Technology buildings and facilities.

In Tulare, the Educational Master Plan includes:

- General Education courses: Critical for those students whose goal is to transfer or earn an AA/AS degree. General education courses at Tulare currently enable a student to meet the transfer requirements for CSU and IGETC. Currently the largest majors at the Tulare College Center are for students in transfer studies in such areas as science, mathematics, and social science. The campus is equipped with four multiuse laboratories for teaching chemistry, biology, anatomy, physiology, and other science courses, and attracts numerous nursing and physical therapy assistant students to these courses.
- Agriculture Education: The Agriculture instructional facilities are state-of-the-art facilities and utilize generous space and extensive specialized equipment. The campus has a complete nursery operation consisting of greenhouses, shade house, and ornamental laboratory space. The Animal Science and Technology Center houses equine, beef, sheep, swine, and dairy facilities, complete with a large pavilion for hosting animal events.
- Architecture Education: The Architecture and Industrial Design programs are well known throughout the state of California, and boast excellently qualified faculty and numerous regional, state, and national awards for student design.
- Once a state facilities bond is passed, the campus will commence Phase II construction to bring the remainder of the industrial technology programs from the Visalia Campus. The Tulare College Center will then house the majority of Career Technical

Education instruction for the District, including automotive, construction, electrical, information technology, environmental control technology, industrial maintenance, and electronics on the campus.

### SPACE INVENTORY – TULARE COLLEGE CENTER

The 2013-14 College of the Sequoias Space Inventory Report was used as the basis for the analysis of space. Following Title 5 and Chancellor’s Office standards for space utilization and applying those standards to the total number of students creates total capacity requirements expressed in Assignable Square Feet. The table below includes a summary of the capacity load categories of space and their respective totals. The Tulare College Center has no additional space projects that are currently in design or in construction and no planned removal of facilities (permanent or temporary), which would adjust these calculations:

#### Tulare Campus Space Inventory

Space Type	Current Inventory
Lecture	6,810
Lab	35,549
Office	8,376
Library	11,514
Instructional Media	3,799
Other	57,857
Totals	123,905

### PROJECTED HEADCOUNT, WSCH, AND FTES

The table below summarizes the master plan forecast for Headcount, WSCH, and FTES.

#### Tulare Campus Enrollment Projections

	2014 Tulare College Center	2024 Projections TCC
Headcount (Fall)	1,532	2,058
WSCH (Fall)	24,411	32,806
FTES (Fall)	749	1,006
FTES (Annual)	1,627	2,187

Using previous data and calculating both prescribed State Space Standards and Non-Space State Standards, the table below provides a net assessment for Assignable Square Feet (ASF) for the Tulare College Center facilities to meet the needs in the baseline year.

#### Tulare Campus Space Needs

Space Type	2013-14 Space Inventory	2013-14 Additional Space Needs	2024-25 Additional Space Needs
Lecture	6,810	0	0
Lab	35,549	0	0
Office	8,376	0	2,122
Library	11,514	0	0
Instructional Media	3,799	0	128
Other	57,857	0	6,228
Totals	123,905	0	8,478

## **FUTURE FACILITIES PLANS**

Phase II of the construction plan is dependent upon statewide bond fund availability, which the District anticipates in 2017 (following November 2016 state bond election). Phase II will house Automotive, Construction Technology, Electronics, Environmental Technology, Industrial Maintenance, and Informational Technology programs, currently housed at the Visalia campus. The project cost is estimated at \$36.5 million. When these programs move to the Tulare campus, a variety of general education courses will also increase to meet the demand, and will be housed in the current Phase I instructional buildings. These will include written communication, oral communication/analytical thinking, natural science, humanities, and social/behavioral science. Phase II is currently a Final Project Proposal at the Chancellor's Office for California Community Colleges, and College of the Sequoias administration file the necessary annual updates to keep this FPP at a priority level for the state.

The Tulare College Center has "Center Status" with the State of California, and anticipates growth of approximately 3% annually. When Phase II is complete and the remaining programs are moved to the Tulare College Center, the Center is planned to reach an FTES of over 2,100 (including online and off-site FTES). It is anticipated that facility space and classrooms will be sufficient, after completion of Phase II, for the student population through 2025. Space inventory calculations project a need for additional office space and additional "other" space; however, the District has not moved administrative positions to the campus as it is not yet a "college" status, and the current space available is deemed to be sufficient for the next 10 years.

## **SUSTAINABILITY**

Buildings A and B were constructed to LEED Certified status and the buildings are 27% more energy efficient than Title 24 standards.

A possible solar project is planned for the Tulare College Center in the next three years. This project would add ground-mounted solar panels that would either track with the sun or have a fixed angle, depending on which type has the better overall economics. This solar field would cover between four and seven acres and would be located north and east of the maintenance and operations building. The project would not infringe on planned instructional facility space, nor on planned agricultural crop and planting space. See Exhibit 1 (refer to page 175) for an aerial photo of the proposed placement. This potential project and location has received a CEQA waiver, and is entering the Request for Proposal stage. If the District moves forward with this project, construction would commence in 2015.

The Tulare Campus Center was built with 50 electric charging stations which utilize special designations for those favorable parking slots. These charging stations are well ahead of the local trend, and even ahead of current need, but the District anticipates growing utilization over the next decade.

The Tulare College Center plans to farm several acres for instructional purposes, and almost 320 acres are farmed for agricultural revenue-generating purposes. The instructional acreage is utilized to test different varieties of row crops for drought-resistance, and also to test for different water resource efficient irrigation methods.

## **SAFETY**

The Tulare College Center has seven “Code Blue Phones” installed throughout the campus. These are well-lit (24 hours per day) emergency phones. When anyone picks up the phone, the District Police emergency line is dialed, and assistance will be dispatched immediately. The Tulare campus also has an alarm system throughout the campus, and 24-hour coverage through District Police and Matson Alarm. When District Police are present, the alarm system is monitored. When District Police are not present, Matson Alarm is notified immediately of any break-ins or compromises, and then contacts the police.

## **PARKING**

Parking at the Tulare College Center is deemed more than sufficient for the next decade through 2025. Parking is easily accessible and the parking areas are well maintained. Parking and access traffic flow is sensible and well-designed. Tulare has 949 parking stalls, 50 of these stalls have recharging stations available for electric vehicles and currently display signage for electric vehicles or carpools. The District will consider in the next few years whether to remove some of this signage, as currently majority of these 50 stalls are not utilized.

With a fall unduplicated headcount of 1,487, the parking ratio is 1.57:1. The District’s target ratio is under 4.5:1, thus the Tulare campus can accommodate large growth in student enrollment with sufficient parking.

## **SUMMARY AND RECOMMENDATIONS**

A top priority for the Tulare College Center is the completion of Phase II, which will house many industrial and technology programs currently located at the Visalia campus. Funding for Phase II is tenuous, being dependent upon passage of a state facilities bond. Eligibility

for state funding for this project is variable from year to year. When the state bond funds become available, if the District qualifies for 50% state funding instead of the 100% state funding planned, the District may be able to sell additional local bonds under the current Tulare Area Measure J authorization (with another \$18 million authorized), when housing assessment values rise enough to allow for additional bond issuance.

It is recommended that District administration continue to communicate with the Agriculture Division regarding needed revisions or expansions of agricultural facilities to better serve the agriculture instructional needs. Any revisions or expansions would be dependent upon available resources.

FACILITIES PLAN

# HANFORD EDUCATIONAL CENTER FACILITIES MASTER PLAN



The College of the Sequoias Hanford Educational Center has provided residents of Kings County greater access to education. On November 7, 2006, Hanford voters approved the Measure C bond to build a permanent educational center in Hanford. The bond supported acquiring, constructing, and equipping buildings, sites, libraries, classrooms, science, and computer labs to prepare students for university transfer, skilled jobs, and public safety programs. Funds from the Hanford Campus Improvement District were used to build the permanent center (Phase I) in Hanford, which opened in fall 2010. Facilities on the Hanford campus include five buildings on 180 acres of jointly

owned land that also houses Hanford High School District-Sierra Pacific High School and City of Hanford athletics facilities. The campus presently is comprised of 55,891 Gross Square Feet (GSF) and 35,359 Assignable Square Feet (ASF). The marquee programs for this location are Police and Fire Academies.

The Hanford campus offers transfer degrees, basic skills classes, and career and technical education courses. In addition, programs and courses are offered for employed workers and others who are looking to upgrade skills for employment/advancement opportunities. Students are also able to complete the general education requirements for transfer and AA/AS degrees. With excellent transportation services offered through transit passes with Kings Area Regional Transportation (KART), many of the College's students have opportunities to attend college that might not exist without transportation. The Hanford Educational Center also assists economic development of the area.

The Hanford Educational Center's primary role is to serve as a gateway center, providing students access to initial basic skills and general education courses, as well as skills training opportunities. The two anchor Career Technical Education programs at the Hanford Educational Center are the Fire and Police Academies comprising the Tulare/Kings Regional Public Safety Training Center. The Public Safety Training Center for the police and fire programs is a new state-of-the-art facility. The Public Safety Training Department provides degrees and certificates in basic training courses for civilians and advanced training courses for peace officers and firefighters.

Currently the District offers two Basic Police Academy Cohorts per year at the Hanford campus. The Fire Technology Program trains students in the Basic Fire Academy. In the Hanford Educational Center, all classes are offered in one location. Prerequisites and advanced courses are offered year-round, with the fire academy offered in the spring semester.

The Hanford campus opened with over 575 Full-Time Equivalent students (FTES), and is now generating 954 annual FTES. The growth has been partially due to a natural shift of enrollment from the Visalia campus to the Hanford and Tulare College Centers, which in turn relieves the pressure on the Visalia campus to absorb expected growth district-wide. The campus was built to house 1,500 annual FTES, and with an assumed 3.25% growth rate per year, will reach approximately 1,275 FTES by 2025. This growth will create a need for additional classroom and lab space within the next decade. This need is addressed in the Hanford Center Status Needs Assessment, with intentions to build additional academic facilities commencing in 2021 and occupancy in fall 2025.

Hanford facilities center house services for students including the Health Center, Disability Resource Center (DSPS Disabled Services Programs and Services), Veterans' Services, and Career Counseling/Work Study offered on a rotating basis. Additional state-of-the-art educational facilities include wet labs for science classes, an adequate gym facility, Student Services Division, a library, a bookstore, and technology-equipped classrooms.

- In Hanford, the Educational Master Plan includes:  
General education courses: Critical for those students whose goal is to transfer or earn an AA/AS degree. General education courses at Hanford currently enable a student to meet the transfer requirements for CSU and IGETC.
- Public Safety Training (Police and Fire): The Police and Fire Academies are currently housed in state-of-the-art facilities and utilize extensive specialized equipment.
- Administration of Justice: The Administration of Justice Program is closely related to Public Safety training and courses are offered in Hanford.
- Industrial Maintenance Technology: This is an anchor program for vocational training opportunities at the Hanford Center for Kings County.
- Electrician Training
- Agriculture Business Management Certificate Program

Other facility spaces include allocations for Financial Aid, Counseling, a Transfer & Career Center, and accessibility for Disabled Students. The campus provides space for clubs and student government, a Health Center, a Business Office, a bookstore, and a full-service library. The dedicated library space functions as a resource center for students and houses copiers and computers for student use for research and registration purposes.

### SPACE INVENTORY – HANFORD CAMPUS

The 2013-14 College of the Sequoias Space Inventory Report was used as the basis for the analysis of space. Following Title 5 and Chancellor’s Office standards for space utilization and applying those standards to the total number of students creates total capacity requirements expressed in Assignable Square Feet. The table below includes a summary of the capacity load categories of space and their respective totals. The Hanford Educational Center has no additional space projects that are currently in design or in construction and no planned removal of facilities (permanent or temporary), which would adjust these calculations:

#### Hanford Campus Space Inventory

Space Type	Current Inventory
Lecture	9,583
Lab	7,451
Office	3,613
Library	958
Instructional Media	1,940
Other	11,814
Totals	35,359

### PROJECTED HEADCOUNT, WSCH, AND FTES

The table below summarizes the master plan forecast for Headcount, WSCH, and FTES.

#### Hanford Campus Enrollment Projection

	2014 Hanford Educational Center	2024 HEC Projections
Headcount (Fall)	1,421	1,957
WSCH (Fall)	13,920	19,166
FTES (Fall)	459	654
FTES (Annual)	928	1,278

Using previous data and calculating both prescribed State Space Standards and Non-Space State Standards, the table below provides a net assessment for Assignable Square Feet (ASF) for the Hanford Educational Center facilities to meet the needs in the baseline year.

#### Hanford Campus Space Assessment

Space Type	2013-14 Space Inventory	2013-14 Additional Space Needs	2024-25 Additional Space Needs
Lecture	9,583	0	*0
Lab	7,451	1,443	4,461
Office	3,613	1,157	2,776
Library	958	3,440	4,697
Instructional Media	1,940	27	354
Other	11,814	3,065	8,760
Totals	35,359	9,131	21,048

Note: According to the prescribed state space standards, the Hanford Campus does not currently have a need for additional lecture space, and will likewise not need additional lecture space in 2024-25. This is because the state expects lecture rooms to be used in afternoons and evenings as well as mornings and mid-day, and the Hanford Campus will need to extend class offerings to afternoons and evenings even further than currently offered in order to qualify for state funding for additional lecture space.

## **FUTURE FACILITIES PLANS**

Projected student growth will create demand for additional facility space and this will be scheduled as a second phase. A tentative planning schedule for the construction of the Phase II and site build-out is presented in Exhibit 2 (refer to page 176), and Exhibit 3 (refer to page 177) details ASF space allocations by designated programs for Phase II. It is anticipated that Phase II on-site infrastructure and building construction costs will be funded equally (50/50 matching funds) with local and state capital outlay monies.

A ten-year tentative capital outlay budget for Phase II is provided as Exhibit 4 (refer to page 178). The ten-year funding projection proposes that the state and local capital outlay funds required for the Phase II infrastructure, facilities, and group II equipment costs would be \$20,712,647. Of this amount, the state and local match proposed would be 50 percent each, with that cost being \$10,356,323. The new facilities for Phase II will provide additional needed facility space. The total capital outlay and support costs for Phase II are provided as Exhibit 5 (refer to page 179).

The Hanford campus does not currently have center status with the Chancellor's Office. The application process commenced in 2011 and was completed and submitted in July 2014. The District will know if the status is approved shortly after the District Master Plan is completed in January 2015. The District feels the Hanford campus is in a strong position to receive center status. Center status, combined with a projection of over 1,000 FTES for the Hanford campus in the next few years, will help ensure adequate resources for the continued growth of the center.

Once the Hanford Educational Center has received state approval as a recognized center, the District anticipates possible future funding from the state, in combination with local matching funds, for the construction of the Phase II expansion of the Hanford Educational Center. This will be necessary to meet ongoing and future community needs and enrollment demands in the northeast Kings County portion of the District's service area. This long-range funding request will be dependent upon growth and the identification of supportable need, in accordance with state capital outlay funding requirements, and availability of state funds. Any future facilities expansion at the existing Hanford Educational Center will be funded from a combination of the following sources:

1. Future local bond measure funds
2. District capital projects funds
3. State capital outlay funds

## **SUSTAINABILITY**

The Hanford campus was built with ten electric charging stations that utilize special designations for those favorable parking slots. These charging stations are ahead of local trends, and even ahead of current need, but the District anticipates growing utilization over the next decade.

The Hanford campus is on a metered water system, which allows the District staff to monitor water usage and adjust in accordance with state guidance and to decrease water usage if necessary due to the current drought.

## **SAFETY**

The Hanford campus has two "Code Blue Phones" installed on the campus. These are well-lit (24 hours per day) emergency phones. When anyone picks up the phone, the District Police emergency line is dialed and

assistance will be dispatched immediately. The Hanford campus also has an alarm system throughout the campus and 24-hour coverage through District Police and Matson Alarm. When District Police are present, the alarm system is monitored. When District Police are not present, Matson Alarm is notified immediately of any break-ins or compromises, and then contacts the police.

### **PARKING**

Hanford has 415 parking stalls. With a fall unduplicated head count of 1,407, the ratio is 3.39:1. The District's target ratio is under 4.5:1. Hanford parking is considered sufficient and in good condition in 2015. The back parking lot has a new slurry seal applied in summer 2014. The front drive/parking lot will have a new slurry seal applied in the next year or two.

If Hanford unduplicated headcount grows to 1,957, the ratio will then be over 4.5:1. As such, the District will need to address addition of parking stalls in approximately seven or eight years. The Hanford site facility plans were designed to allow for additional parking immediately west of the current main parking lot. When necessary, the District will fund the expansion of the parking lot using District capital projects funds.

### **SUMMARY AND RECOMMENDATIONS**

The Hanford Educational Center, being newly designed and constructed, is well suited to meet the District mission and goals for education of students. Recommendations for additions, renovations, or improvements are minimal:

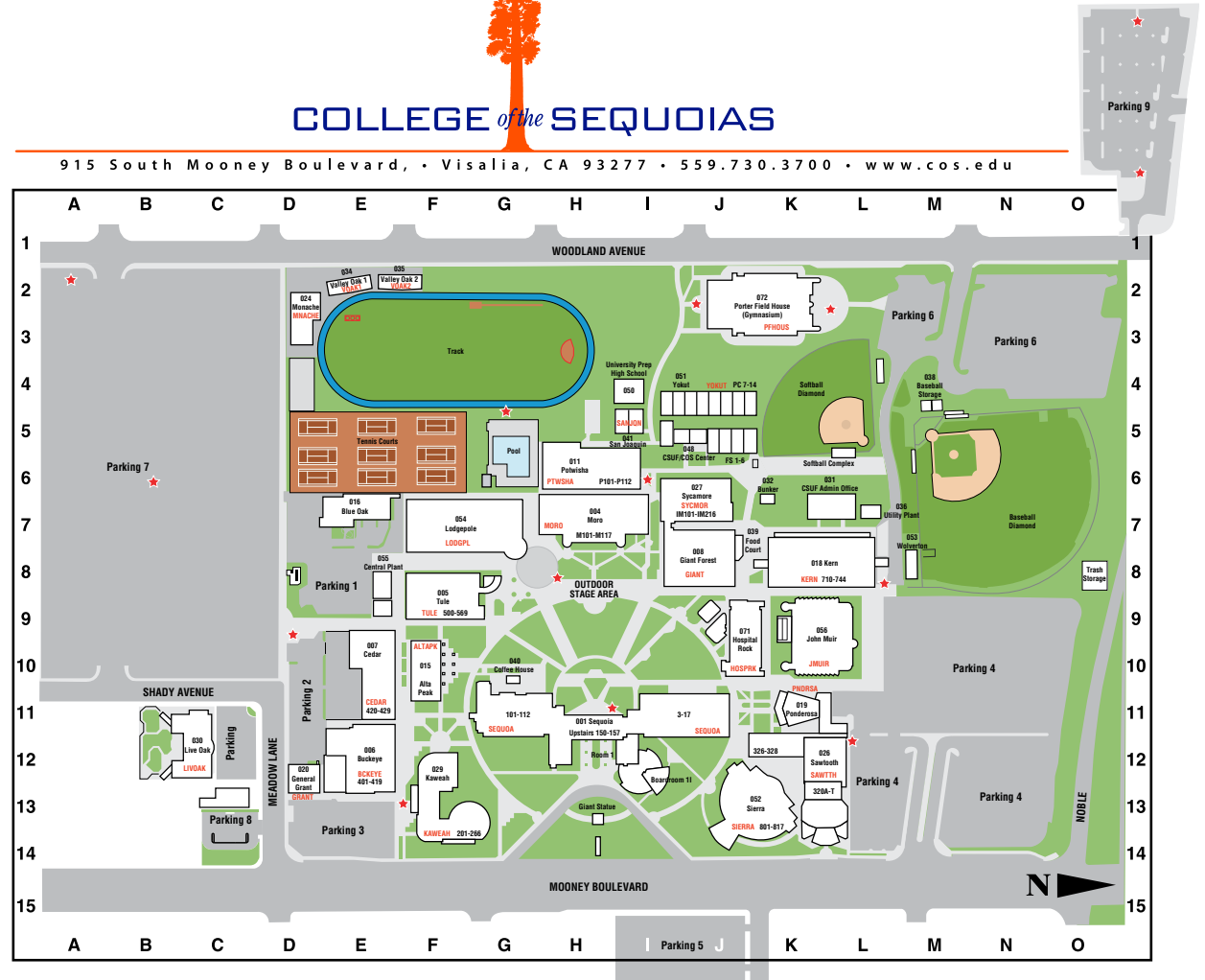
- It is recommended that Phase II be constructed for occupancy in 2025, which will expand capacity for instructional programs.
- It is recommended that the District create a plan for accommodating increased food service needs in the next decade. Currently, due to the fact the Hanford campus opened as a very small campus, food and snack options consist only of vending machines in the food service area. The District should explore options for expanding the on-campus food service area into a small café serving cold foods from the District food services program, or possibly creating an outdoor food courtyard that could be serviced by food vendors and be desirable as a seating and gathering space for students.
- Future parking expansion should be addressed in the next decade to be available by approximately 2025.

FACILITIES PLAN

# VISALIA CAMPUS FACILITIES MASTER PLAN



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The College of the Sequoias provided for facility expansion to the additional two campuses (Tulare and Hanford) for two reasons. First, according to the last Educational Master Plan, the physical plant in Visalia could not accommodate expected growth, and planned growth is limited. Second, the voters of the Hanford and Tulare Communities voted to build permanent facilities in their part of the College District service area to provide higher education to residents of their area.

Facilities on the Visalia campus include 38 buildings on 70.6 acres. The Visalia campus presently is comprised of 477,488 Gross Square Feet (GSF) and 345,888 Assignable Square Feet (ASF). The marquee Career Technical Education programs for this location are Nursing and Allied Health. The campus itself is land-locked, with the exception of some small parcels in the southeast block that could be acquired by purchase or imminent domain. As a result, facility capacity expansion and parking capacity expansion would require multi-story construction and would be planned accordingly. The need for this type of expansion is not projected within the next decade.

2008 Measure I for Visalia Area Improvement District No. 2 provided \$28 million in facility improvements. Bond proceeds were used for an upgrade to the Kern Building, a remodel of and additional equipment for the Tule Building, expansion of the parking lots on the campus (including purchasing the homes on additional property), computer technology and lease costs, additional equipment for the nursing program, emergency and safety systems, expansion of the Energy Management System, coverage of additional costs for parking lot renovations, John Muir building renovations, resurfacing the track and adding AstroTurf to the field, gymnasium amenities, deferred maintenance costs, and theater upgrades and renovation.

In Visalia, the Educational Master Plan includes:

- General education courses: Critical for those students whose goal is to transfer or earn an AA/AS degree. General education courses at Visalia currently enable a student to meet the transfer requirements for CSU and IGETC, resulting in high transfer rates.

- Nursing and Allied Health Programs: The nursing program is currently housed in a state-of-the-art facility built in 2010, and utilizes generous specialized equipment. Allied Health includes physical therapy assistant training and has recently expanded this program, boasting some of the most well-qualified faculty in the Central Valley.
- Theater, Music and Performing Arts: Performing arts programs are housed at the Visalia campus and include vocal and instrumental music, theater, and a new pep band. The theatre building is regularly used for music and performing arts productions. The programs have gained widespread esteem in Tulare County.
- Athletics and Sports Medicine: The Visalia campus houses all of the District's athletics programs. The various sports facilities are well-maintained and the District sports teams are very competitive throughout the state. The Division of Physical Education and Athletics includes dance, fitness, health and wellness, and sports medicine/athletic training. Facilities include a new gymnasium, newly renovated and equipped weight room, dance studio, and sports facilities.
- Numerous other Career Technical Education Programs, such as industry and technology, business, paralegal, and consumer and family studies.

The Visalia college campus is considerably older than the other two campuses, and as such, it is beneficial to analyze the age and condition of each building (smaller storage and concessions excluded):

## Building Condition and Age

Building Name	Building#	Placed in Service	Last Addition/ Reno	Assigned S.F.	Facilities Condition Index*	Plans/Issues/ Assessment
Alta Peak	15	1961	1999/2013	5,988	33.69%	Café modernized in 2013
Blue Oak	16	1951	1992	6,912	23.10%	
Buckeye	6	1940		12,029	53.76%	
Cedar	7	1961	1998	11,300	46.95%	Renovation 2018
Central Plant	55	2004		3,100	1.78%	Replacement value, due to nature of infrastructure, is very high = low FCI
General Grant	20	1963		2,070	28.79%	Minor renovations in 1992
Giant Forest	8	1940	2005	15,178	15.35%	
Hospital Rock	71	2009		11,564	0	
John Muir	56	2007		25,563	0.05%	
Kaweah	29	1996		17,777	0	
Kern	18	1966		26,265	43.80%	Renovation 2018
Live Oak	30	1996	2015	6,633	0	Mold remediation /renovation planned for 2015
Lodgepole	54	2004		38,804	0.10%	
Monache	24	1976	1981	4,111	101.39%	Removal/move office 2018
Moro	4	1940	2011	18,823	15.85%	
Ponderosa	19	1966	2008	4,335	57.25%	
Porter Field House	72	2010		20,983	1.52%	
Potwisha	11	1963	2011	13,786	44.60%	Weight room renovation completed 2014
San Joaquin	41	1998		1,794	5.36%	Modular to be repaired or replaced soon
Sawtooth/Theatre	26	1955	1978	19,063	49.14%	
Sequoia	1	1940	1976/2010	29,791	66.35%	Student services wing will need modernization soon
Sierra	52	2001		9,072	0.28%	
Sycamore	27	1980	2005	12,832	2.11%	
Tule	5	1993		12,474	5.29%	
Wolverton	53	2002		1,254	-	Older modulares
Yokut	51	2000		4,485	-	Older modulares
Tennis Courts	n/a	1960	2014		n/a	Resurfaced 2014
Track & Field	n/a	2010			n/a	Includes artificial turf and all-weather track-good condition
Baseball Stadium	n/a	1980	1990		n/a	Good condition. New scoreboard and shade structure planned in 2015.
Softball Stadium	n/a	1960			n/a	Good condition.
Swimming Pool	n/a	1960		1,400	n/a	Complete renovation/possible expansion in future recommended.

Note: Facilities Condition Index is the estimated repair costs divided by replacement value. Generally, the lower the index, the better the condition. Many older buildings without recent renovations will have higher scores.

**SPACE INVENTORY – VISALIA CAMPUS**

The Visalia campus is designated a college with the State of California, and anticipates growth of approximately 1.21% annually. Note that the 1.21% planned growth is less than the 1.75% projected growth for the District as a whole, as the District plans to grow the Hanford and Tulare campuses at a faster pace, thus steering some students and programs to the other campus sites. The Visalia campus is planned to reach an FTES of approximately 7,686 and an unduplicated fall enrollment of 10,692 by 2025. It is anticipated that facility space and classrooms will be sufficient for the student population through 2025. The reconstruction of facility space to house the District basic skills programs will only enhance the facility capacity during the decade. The new basic skills building is planned as soon as state bond funds are available, and is anticipated to begin the design phase of construction in 2017 (following November 2016 state bond election).

The 2013-14 College of the Sequoias Space Inventory Report was used as the basis for the analysis of space. Following Title 5 and Chancellor’s Office standards for space utilization and applying those standards to the total number of students creates total capacity requirements expressed in Assignable Square Feet. The table below includes a summary of the capacity load categories of space and their respective totals.

**Visalia Campus Space Inventory**

Space Type	Current Inventory
Lecture	44,031
Lab	71,822
Office	51,485
Library	39,145
Instructional Media	4,400
Other	135,505
Totals	345,888

**Projected Headcount, WSCH, and FTES**

The table below summarizes the master plan forecast for Headcount, WSCH, and FTES.

**Visalia Campus Enrollment Projections**

	2014 (college data)	2024 COS Projections
Headcount (Fall)	9,485	10,692
WSCH (Fall)	102,294	115,293
FTES (Fall)	3,320	3,672
FTES (Annual)	6,820	7,686

Using previous data and calculating both prescribed State Space Standards and Non-Space State Standards, the table below provides a net assessment for Assignable Square Feet (ASF) for the Visalia campus facilities to meet the needs in the baseline year.

## Visalia Campus Space Assessment

Space Type	2013-14 Space Inventory	2013-14 Additional Space Needs	2024-25 Additional Space Needs
Lecture	44,031	0	0
Lab	71,822	0	0
Office	51,485	0	0
Library	39,145	0	0
Instructional Media	4,400	9,931	9,400
Other	135,005	0	0
Totals	345,888	9,931	9,400

### FUTURE PROJECTS:

**Kern Building:** The District is planning to remodel and modernize the Kern building, consisting of 41,766 Gross Square Feet of faculty offices, classrooms, classroom labs, information technology, and non-assignable spaces. The building spaces will be adjusted to accommodate changes to program needs. The building, due to its age, currently lacks the ability to facilitate state-of-the-art instructional programs, and is not capable of supporting new educational delivery systems and teaching methods currently utilized by various programs. The project is in the Initial Project Proposal stage and will include modern infrastructure and technology changes in connection to each space remodeled. To support this technology, the building's computer server room will be expanded. All hazardous materials will be abated, and a code-compliant elevator will be installed. The project budget is estimated at \$16.1 million and is expected to be 100% state funded, contingent upon a successful state educational bond passing in November 2016.

**Basic Skills Center:** The District is planning construction of a new building for basic skills educational

programs. This project proposes to construct a much needed Basic Skills Center in the footprint of the current Buckeye/Industrial Education building. The vocational programs within the Buckeye building are slated to move to the Tulare College Center, leaving the 74 year-old, 20,000 gross square foot facility vacant. Basic Skills is a major initiative being implemented at the District and this project will allow many more students, including disabled students, to increase their skills in English as a Second Language (ESL), Math, English and other Language Arts; an Educational Master Plan goal. The project budget is estimated at \$15.6 million and is proposed to be 100% state funded contingent upon a successful state educational bond passing in November 2016.

**Solar:** A possible one megawatt solar project is planned for the Visalia campus in the next three years; however, dependent upon responses to the Request for Proposals; a portion of this solar project may be built at the Visalia campus. This project would add parking shelters with solar panels that have a fixed angle. This solar project would be constructed in Parking Lot 7 at the

Visalia campus (Southwest parking lot), and would utilize three or four of the four quadrants in the parking lot. Parking Lot 7 was deemed the best option due to its proximity to the site electrical transformers. See Exhibit 6 (refer to page 180) for an aerial photo of the proposed placement. This potential project location has received a CEQA waiver. If the District decides to move forward with this project, construction would take place in 2015.

**Cedar Building/Maintenance and Operations Renovation:** This project consists of renovating 11,350 Assignable Square Feet in the then-vacant Cedar building (Industrial Shop) into a functional and efficient Maintenance and Operations facility. This project will allow the department to consolidate its staff, equipment, and materials in a central, but out of the way location and operate in a much more efficient manner. Under the current schedule, the project would be completed in 2020 and would be funded entirely with state money. The current academic programs in the existing facility, which include Automotive, Construction Technology and Computer Repair, are slated to move to the Tulare College Center as part of another state-funded project.

### SUSTAINABILITY

A 69 KWH solar field was added to the roof of the Hospital Rock facility when it was constructed. A second possible solar project for the campus is mentioned above. In addition, the District will pursue electric charging stations when the need is deemed sufficient; most likely within the next decade. It is anticipated that electric charging stations would be funded through a partnership with an automotive or energy generating agency. The District also anticipates the need to add meters to the ground water wells/pumps in the next decade. This will be dictated by state legislation, as needed for water conservation measurement purposes.

## **SAFETY**

The Visalia campus has 14 “Code Blue Phones” installed throughout the campus. These are well-lit (24 hours per day) emergency phones. When anyone picks up the phone, the District Police emergency line is dialed, and assistance will be dispatched immediately. The Visalia campus also has an alarm system throughout the campus, and 24-hour coverage through District Police and Matson Alarm. When District Police are present, the alarm system is monitored. When District Police are not present, Matson Alarm is notified immediately of any break-ins or compromises, and then contacts the police.

## **PARKING:**

Parking availability at the Visalia campus is currently sufficient, having undergone a large addition in 2011, which added 555 parking spaces in Parking Lot 7, and having constructed Parking Lot 9 in 2009, the additional parking lot across Woodland Avenue, which added 228 parking spaces. Visalia has 2,448 stalls available. Subtracting 136 staff stalls and eight 20-minute stalls, the campus has 2,304 stalls for the 9,468 unduplicated students, which equals a ratio of 4.11:1. The District goal is a ratio of 4.5:1 or less. It is noted that the District only intends slow growth for the Visalia campus, but additional parking will likely need to be addressed in the next decade. The conditions of all current Visalia campus parking lots are considered good at this point in time, with adequate resurfacing and routine maintenance planned as needed.

Of additional note is the successful partnership with the Tulare County Agency of Governments to provide unlimited-use bus passes to District students, which allows students to travel between the three campuses, or to

and from their home, for a very nominal cost. With this transportation option, the District has been successful in lowering the number of cars parked on campus, lowering the need for parking stalls, and in lowering overall gas emissions in the District communities.

Of continued concern to students is the accessibility of the parking to classrooms, and the traffic flow/vehicular circulation in Parking Lot 7 (Southwest side of campus). There is also possible concern regarding the traffic flow/vehicular circulation in Parking Lot 4 (Northeast side of campus):

- The accessibility is considered adequate, and could not be easily changed. As a result, the District does not plan to move any buildings to create easier access from parking lots.
- Regarding the vehicular circulation in Parking Lot 7, the District administration agrees that the flow of traffic is not ideal. This issue will be contemplated in the next decade with the assistance of a consultant as part of an in-depth facility study.
- The vehicular circulation in Parking Lot 4 could be improved. The long range plan is to either restructure the parking lot for better traffic flow, if parking is deemed sufficient, or to add a parking structure at such time as deemed absolutely necessary due to growing enrollments. The parking structure would be planned in Parking Lot 4. Funding would require passage of a local bond, which will be a challenge for this community. This issue will be contemplated in the next decade as part of an in-depth facility study.

## **SUMMARY**

There are plans to renovate the Kern building and the Cedar building (Maintenance and Operations building) in future years. There are plans to build a new Basic Skills Center building in upcoming years. There are also possible plans for a solar project at the Visalia campus. All of these projects are in initial or final plan stages at the Chancellor’s Office (solar RFP has been issued).

Recommendations:

- The condition of the swimming pool may need to be addressed in this next decade, but there are no specific plans at this time. Funding a swimming pool renovation is not possible without the support of a local bond measure. A study under the new educational master plan and facilities master plan is recommended to provide direction.
- The layout of the parking lots at the Visalia campus and parking capacity may need to be addressed in this next decade, but there are no specific plans at this time. The Visalia campus will need to build a multi-story parking structure to meet future parking demand, but funding a parking structure is not possible without the support of a local bond measure. A study under the new educational master plan and facilities master plan is recommended to provide direction.
- The San Joaquin two modulares will most likely be replaced, but it is anticipated that this would be part of a larger growth facility project, occurring after 2025. When an additional building is needed on the Visalia campus, the Yokut/CSUF/San Joaquin area would be the most likely location.
- Though the Sawtooth/Theatre building is functioning well, it will need modernization sometime after 2020 for aesthetic purposes.

- Similarly, the Sequoia building has undergone extensive modernization on the North wing. The South wing (student services section) will need modernization efforts in the next decade.
- The Blue Oak building is aging, but currently serving its purpose for office space well. If the Cedar building/maintenance & operations renovation is completed as planned in the next few years, this building could be renovated or repurposed for another use.
- The General Grant building is vacated and slated to be demolished as part of the Basic Skills project.
- Electric charging stations are recommended within the next decade.

All other facilities are in good condition and well maintained, being either newly built or fairly recently renovated, and provide updated infrastructure (electrical, mechanical, phone, plumbing, sewer) technology, laboratory resources, roofing, ADA access, and HVAC systems.

#### **OFF-CAMPUS AND LEASED FACILITIES**

In 2015, the District will vacate the 20,882 square foot building it has leased for its Business, Industry, and Community Services (BICS) educational program, along with other vocational for-credit industry or technology-related programs. The BICS program, which provides educational opportunities for secondary education students, adult students, and local business and industry, will be primarily relocated to the Tulare College Center. District administration has organized an alternate plan for housing each program in various manners on the three District campuses.

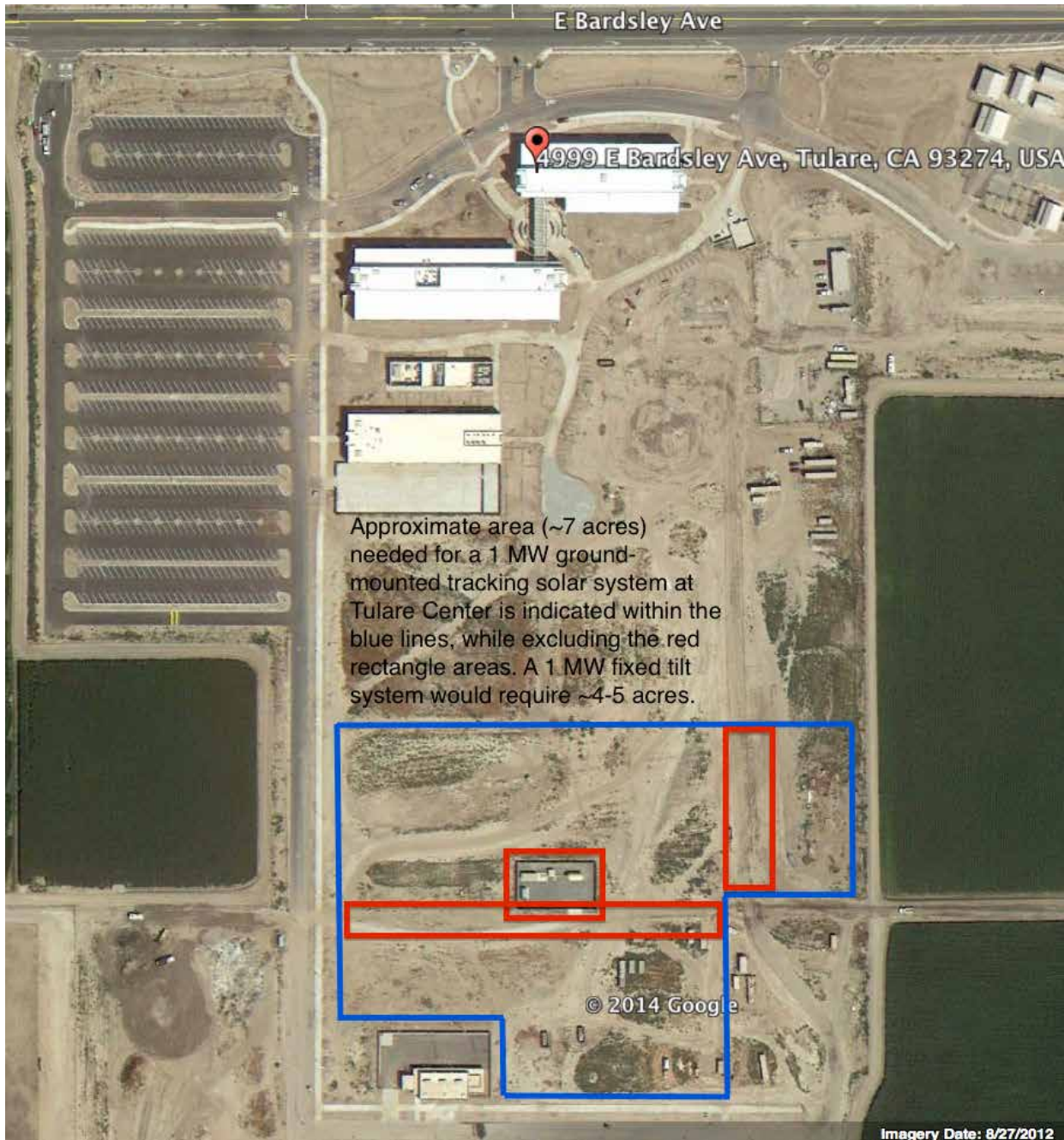
The District does not currently rent any other outside facilities; however, the District does hold classes at various high school, adult school, or vocational school

sites as deemed beneficial through partnerships with surrounding educational and governmental agencies.

#### **SUMMARY**

The findings in this Facilities Master Plan highlight that, overall, the College of the Sequoias Community College District does not require a substantial amount of additional space for the master plan horizon of 2025. While there are program needs that have been identified in certain areas of the three campuses, these needs can for the most part be accommodated through planned renovations or repurposing of existing space. With the future addition of the Phase II construction project at the Tulare College Center, and the other Phase II construction project at the Hanford Educational Center, the largest identified needs for additional space will be met. The District also notes a need to address parking capacity at the Hanford Educational Center and the Visalia campus in the next decade. The largest future facility plans for the District are contingent upon the state passing an educational facilities bond, hopefully in the next two years. When passed, the facility and construction plans identified can be implemented. As a result, the District is well situated to address the enrollment and program forecasts in this Educational and Facilities Master Plan.

**Exhibit 1: Aerial Photo of the proposed Placement for Possible Ground-mounted Solar Panel Project at Tulare College Center.**



## Exhibit 2: Tentative Time Schedule for Development of the Hanford Educational Center Approval Status and Phase II Construction

(TIMING CONTINGENT UPON STATE BOND FUND AVAILABILITY)

### Time Schedule For Development of the Hanford Educational Center

Date	Activity
June 2011	Submit Letter of Intent
July 2011	Letter of Intent approved by Chancellor's Office
April 2012	Population and enrollment projections approved by DOFDRU
June 2014	Needs Study draft completed
July 2014	Needs Study submitted to Chancellor's Office Needs Study scheduled as information item before BOG Needs Study scheduled as information before the Board of Governors Needs Study scheduled as action item before BOG
June 2017	Submit IPP for facilities
June 2018	Submit FPP for facilities
August 2021	Request PW for facilities
July 2023	Request CE for facilities
March 2025	Site Preparation/construction/equipping/completion
March 2025	Occupancy of facilities
August 2025	Begin classes in new center

**Exhibit 3: ASF Space Allocation by Program for Hanford Educational Center  
Phase II Construction**

**COLLEGE OF THE SEQUOIAS**  
Hanford Education Center Planning

Space Program (ASF)	Activity
Type	Phase II
Interdisciplinary Lecture	6,000
Interdisciplinary and Science Labs	9,500
Tutorial Lab (30 stations)	1,000
Distance Learning Lab (30 stations)	1,000
Office/Administration/Faculty/Student Services	5,300
Conference/Meeting	2,000
Data Processing	200
	25,000

#### Exhibit 4: Ten-Year Tentative Capital Outlay Cost Schedule for Phase II

##### HANFORD EDUCATIONAL CENTER Ten-Year Tentative Capital Outlay Cost Schedule For Phase II

	Cost	ASF	Funds Source	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
P/W - Phase II Onsite Infrastructure and Facilities	1,538,000	25,000	State & Local			1,538,000				
Phase II Onsite Infrastructure and Facilities Construction	17,466,000	25,000	State & Local				17,466,000			
Equipment Phase II Facilities	1,708,000	25,000	State & Local						1,708,000	
										Occupancy Fall Term 2025

#### Exhibit 5: Sequoias CCD Hanford Education Center Projected Capital Outlay and Support Costs

##### Hanford Education Center Projected Capital Outlay and Support Costs

Project Type	Projected Capital Outlay			Projected Support Cost Increases				Anticipate District Budget Increase
	State Funded	District Funded	Total	FTE Staffing	Personnel Cost	Operations	Total	
Phase II On-site Infrastructure and Academic Facilities	\$10.356m	\$10.356m	\$20.712m	36	\$2.9m	\$0.4m	\$3.3m	\$3.3m from 2025-2026 budget

M = millions Notes: District budget projections are based upon growth projections approved by Department of Finance. District budget projections did not include cost of living adjustments. All calculations expressed in current 2014 dollars.

FTE = full time equivalent staff positions (faculty and staff)

Exhibit 6: Aerial Photo of the Proposed Placement for Possible Solar Panel Parking Carport Project at Visalia Campus.





**Sequoias Community  
College District**



**College of the Sequoias**

Visalia Campus - 915 S. Mooney Blvd., Visalia, CA 93277

Hanford Educational Center - 925 13th Ave., Hanford, CA 93230

Tulare College Center - 4999 East Bardsley Avenue, Tulare, CA 93274

2018  
2015



2015-2018  
**STRATEGIC PLAN**  
VISALIA • HANFORD • TULARE

Sequoias Community  
College District



College of the Sequoias

**College of the Sequoias  
Strategic Plan 2015–2018**

**Sequoias Community College District  
College of the Sequoias**

Visalia Campus  
915 S. Mooney Blvd.  
Visalia, CA 93277

Hanford Educational Center  
925 13<sup>th</sup> Ave.  
Hanford, CA 93230

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

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# College of the Sequoias Vision and Mission Statement

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## **Vision**

The entire College of the Sequoias community works in an environment of mutual respect to realize the following vision:

1. COS students achieve their full educational potential. The College provides an educational pathway for every student without regard to background, disability, location, culture, learning modality, and preconceived time frames.
2. COS has an environment that creates a positive attitude among COS employees that carries over to the students and into the community.
3. COS is a community leader whose contributions positively impact the lives of the population it serves.
4. Educational programs at COS are aligned to meet the constantly emerging economic and workforce development needs of the community through partnerships with business, government, industry and labor.

## **Mission**

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

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

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

## **Letter from the Superintendent/President**

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The College of the Sequoias Community College District (COS) integrated planning model is a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. Through this annual cycle the district assesses institutional effectiveness and improves its services to our students.

The COS 2015-2018 Strategic Plan is the result of our district-wide collaboration to create a plan that is focused on progress toward Institutional Goals as outlined in the COS Educational Master Plan 2015 - 2025.

Our District has been heavily engaged in dialogue throughout the process. Following an extensive review of data provided in our Master Plan, an initial draft of Strategic Plan Objectives were introduced in January, 2015. The process began with a discussion of the draft Objectives at our annual Board of Trustees retreat. Our Institutional Planning and Effectiveness Committee further reviewed the draft Objectives and began presentations for input across the District. In January, 2015, a district-wide forum was held to review the Strategic Plan development process and timelines and invited and encourage broad-based participation for all district stakeholders. In February, 2015, a Strategic Plan workshop was held that included the members of the Institutional Planning & Effectiveness Committee, Academic Senate Executive Board, representatives of the Student Senate, Deans' Council and Senior Management Council. In February, the administration also made an informational presentation to the Board of Trustees explaining the Strategic Plan development process and timeline. In March, 2015, the Academic Senate held a Strategic Plan Summit as a voluntary event on a Saturday and seventy (70) participants attended including faculty, administrators, students, Board members, and community representatives. In April, 2015, the administration presented an overview of the draft Strategic Plan Objectives to the COS Community Advisory Committee for input and feedback. The Institutional Planning & Effectiveness Committee constantly updated Strategic Plan Objectives throughout this participatory process and presented a final draft to the District Governance Senate for multiple public readings and approval. The District Governance Senate then advanced the COS 2015-18 Strategic Plan to the COS Board of Trustees for multiple public readings and formal adoption.

Thank you to all parties for their hard work, commitment and dedication to our integrated planning process.

Respectfully,



Stan A. Carrizosa  
Superintendent/President  
College of the Sequoias

This document was produced by:

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## Institutional Planning and Effectiveness Committee

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### **Administrative Representatives:**

Stephanie Collier, *Dean, Arts and Letters,  
Learning Resource Center*  
Belen Kersten, *Director, Nursing*  
Mehmet Ozturk, *Ph.D., Director, Research,  
Planning and Institutional Effectiveness*  
Jonna Schengel, *Ed.D., Director, Physical  
Therapy Assistant Program*  
Jennifer Vega La Serna, *Ph.D., Vice President,  
Academic Services (Co-chair)*

### **Faculty Representatives:**

Juan Arzola, *Political Science*  
Lisa Loewen, *Counselor*  
Milena Seyed, *Librarian*  
Marvin Turk, *Counselor*  
Gregory Turner, *English (Co-chair)*  
Jesse Wilcoxson, *Ed.D., Science*

### **Staff Representatives:**

Ryan Barry-Souza, *Research Analyst*  
Khantee See, *Administrative Assistant,  
Academic Services*

### **Student Representatives:**

Melissa Alanis, *Student Senate*  
Daniel Villafana, *Student Senate*

In collaboration with:

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## Workshop Participants

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### **Administrative Representatives:**

Brent Calvin, *Vice President, Student Services*  
Stan Carrizosa, *Superintendent/President*  
Stephanie Collier, *Dean, Arts and Letters,  
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Brent Davis, *Associate Dean/Director, Physical  
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Therapy Assistant Program*  
Christine Statton, *Vice President, Administrative  
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Angela Tos, *Dean, Student Services*  
Juan Vazquez, *Director, Student Services*

Jennifer Vega La Serna, *Ph.D., Vice President,  
Academic Services*  
Louann Waldner, *Ph.D., Dean, Career Technical  
Education*

### **Faculty Representatives:**

Linda Amaral, *Physical Education*  
Christian Anderson, *Economics*  
Juan Arzola, *Political Science*  
Joni Jordan, *Curriculum Coordinator, Outcomes  
and Assessment, GE Committee Chair*  
Lisa Loewen, *Counselor*  
Deborah Nolan, *Ph.D., Distance Education  
Coordinator, Faculty Enrichment Committee*  
Milena Seyed, *Librarian*  
Thea Trimble, *Ph.D., President, Academic  
Senate, Science*  
Gregory Turner, *Vice President, Academic  
Senate, English*  
Jesse Wilcoxson, *Ed.D., Science*

**Staff Representatives:**

Ryan Barry-Souza, *Research Analyst*  
Khantee See, *Administrative Assistant,*  
*Academic Services*

**Student Representatives:**

Daniel Beauchamp, *Student Senate*

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**March 14, 2015 Academic Senate Summit Attendees**

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Administrators /Managers - 17  
Faculty - 31  
Confidential/Classified Staff - 5  
Students - 15  
Board members - 1  
Community members - 1

## Introduction

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The Strategic Plan is the District's short-term plan.

The current strategic plan is *College of the Sequoias 2010 – 2015 Strategic Plan*. The district intends to prepare a new 10-year master plan in 2014 – 2015. This process will include the development of District Goals for the coming decade. The next strategic plan will be developed after the *College of the Sequoias Master Plan 2015 – 2025* is completed.

The District intends to revise both the term and the format of its strategic plan. Beginning in 2015, the term of the strategic plan will be three years and the new format will include the following components:

- **District Goals** that were developed as part of the *College of the Sequoias Master Plan 2015 – 2025* are broad statements that articulate how the District intends to address current and anticipated challenges.
- **District Objectives** describe more specifically the Actions that will be undertaken to achieve the District Goals.
- **Assessment of District Objectives** describes how effective the Actions were in moving the District toward achievement of the District Objectives. These results will be consolidated in the *College of the Sequoias Annual Report on the Master Plan*.
- **Actions** describe in step-by-step sequence how the District Objectives will be accomplished. Each Action includes these components:
  1. **Responsible party** identifies the group or office assigned with the responsibility to launch, oversee, and complete the Actions. The responsible group or office may complete the Actions or may collaborate with others to complete the Actions. The assignment of a responsible group or office is essential for accountability.
  2. **Target completion date** conveys the timeline for completion. As such, the target completion date also conveys the District's priority for effort to be dedicated to the District Objective.
  3. **Estimated budget** identifies approximately how much new funding will be needed, if any, to complete the Actions. Personnel costs for current employees are not included in this estimate.
- **Progress** is a brief statement describing the results of the Actions. The information in this column is used to prepare the *College of the Sequoias Annual Report on the Master Plan*.
- **Implications for Next Year's Action Plans** describe adjustments that may be needed if the progress described in the previous column requires changes to subsequent Actions. The information in this column is included in the *College of the Sequoias Annual Report on the Master Plan*.

## Summary: Institutional Goals 2015-2025 and Institutional Objectives 2015-2018

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**District Goal #1. College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.**

District Objective 1.1: Increase overall enrollment by 1.75% annually.

**District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.**

District Objective 2.1: Increase the number of students who are transfer-prepared annually.

District Objective 2.2: Increase the number of students who earn an associate degree or certificate annually.

District Objective 2.3: Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.

District Objective 2.4: Increase Career Technical Education course success rates and program completion annually.

**District Goal #3. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.**

District Objective 3.1: Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.

District Objective 3.2: Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.

**District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.**

District Objective 4.1: Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.

District Objective 4.2: Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.

**District Goal #1. College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.**

**District Objective 1.1:** Increase overall enrollment by 1.75% annually.

**Rationale for District Objective 1.1:** The College of the Sequoias 2015-2025 Master Plan revealed that between 2010 and 2030 there will be a significant increase in the number of residents living in the COS service area. Between 2010 and 2030 the number of residents living in Kings and Tulare County is projected to increase by 35% and 42% respectively. This increase is significantly more than the 19% growth rate projected for the state. The College of the Sequoias 2015-2025 Master Plan also revealed that the number of Full-Time Equivalent Students (FTES) for the district is projected to increase 19% between 2015 and 2025, with a much faster growth rate for Hanford (34%) and Tulare (31%) than for Visalia (13%). These projections, along with the fact that the number of students served by the District decreased 21% between fall 2009 and fall 2013 provided the basis for increasing overall enrollment by 1.75% annually. (2015-2025 Master Plan, P.29 &, 43)

**Assessment of District Objective 1.1:** Review and compare the following to the most current prior year data:

- Unduplicated student headcount and FTES to the prior year's data

<b>Action for District Objective #1</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget (If any)</b>	<b>Progress</b>	<b>Implications for Next Year's Actions</b>
<b>1.1.1</b> Develop and implement a marketing plan designed to increase enrollment.	Superintendent / President and Marketing/ Public Info Coordinator	August 2015 (Plan)  October 2015 (Implement)			
<b>1.1.2</b> Develop and implement a plan to increase outreach to local schools and collaborate with school administrators to increase opportunities for local students.	Superintendent / President, Vice President, Student Services, and Marketing/ Public Info Coordinator	August 2015 (Plan)  October 2015 (Implement)			
<b>1.1.3</b> Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016			

**District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.**

**District Objective 2.1:** Increase the number of students who are transfer-prepared annually.

**Rationale for District Objective 2.1:** The District is expected to grow at a higher rate than the state, so it follows that the district should also increase the number of students who are transfer-prepared. More importantly, the percentage of students who are not prepared for college-level courses has been slightly but consistently above the statewide average. This is compounded by the fact that under-prepared students are significantly less likely to reach their educational goals. For example, among the cohort entering the district in 2007-2008, 64% had completed 30 units at the end of six years but only 36% had completed a degree, certificate or transfer related outcomes. (2015-2025 Master Plan, P.79)

**Assessment of District Objective 2.1:** Review and compare the following to the most current prior year data:

- Number of students transferring to the UC System, CSU System, In-State-Private, and Out-of-State 4-year institutions.
- Number of students who have achieved transfer-prepared status (completed transfer-level Math, English, and 60+ CSU Units)
- Transfer Rate (Transfer Velocity Cohort)

<b>Action for District Objective #2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget (If any)</b>	<b>Progress</b>	<b>Implications for Next Year's Actions</b>
<b>2.1.1</b> Develop and implement an informational campaign for students on CSU and UC pathways (Associate Degrees for Transfer (AA-T/AS-T) and Transfer Agreement Guarantees (TAG)).	Superintendent/ President, Vice President, Student Services, and Marketing/ Public Info Coordinator	October 2015			
<b>2.1.2</b> Map required courses for CSU and UC pathways and publish flowcharts for all approved Associate Degrees for Transfer (AA-T/AS-T).	Vice President, Student Services and Vice President, Academic Services	February 2016			
<b>2.1.3</b> Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016			

**District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.**

**District Objective 2.2:** Increase the number of students who earn an associate degree or certificate annually.

**Rationale for District Objective 2.2:** As cited in the College of the Sequoias Master Plan 2015 – 2025, completion rates for COS students are consistently below the statewide average. Whereas COS completion rates range in the low 40%’s, the statewide average rates range in the high 40%’s. Furthermore, upon evaluation of the disaggregated data in the College of the Sequoias Student Equity Plan, successful completion of certificates and degrees for certain populations are even lower than the COS average.

**Assessment of District Objective 2.2:** Review and compare the following to the most current prior year data.

- Number of students earning an Associate Degree or certificate

<i>Action for District Objective #2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
2.2.1 Implement the Degree Works web-based academic advising tool to help students and advisors navigate pathways to completion.	Vice President, Student Services, Dean, Technology Services, and Vice President, Academic Services	June 2016			
2.2.2 Develop an informational campaign and workshops informing students, faculty, and staff about Degree Works.	Vice President, Student Services	June 2016			
2.2.3 Assess the District’s progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016			

[Link to Degree Works](#)

**District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.**

**District Objective 2.3:** Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.

**Rationale for District Objective 2.3:** California Community Colleges Student Success Scorecard data cited in the Sequoias Community College District Master Plan, 2015 - 2025 indicates that students who begin below transfer level in English or mathematics are much less likely than “prepared” students statewide to complete a college-level course in the same discipline within six years. They are also significantly less likely to complete their educational objectives. The district has been consistently slightly above the state average in underprepared students who place in basic skills. The district is also slightly higher than the state average in the number of residents (age five and older) who speak a language other than English at home, providing a need for a strong ESL program that prepares students to enter into basic skills English and other college courses.

**Assessment of District Objective 2.3:** Review and compare the following to the most current prior year data.

- Course success rates for ENG 360, ENGL 251, ENG 261, MATH 360, MATH 200, MATH 230, and all credit ESL courses with a C or above.
- Course completion (“retention”) rates for ENG 360, ENGL 251, ENG 261, MATH 360, MATH 200, MATH 230, and all credit ESL courses.

<b>Action for District Objective #2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget (If any)</b>	<b>Progress</b>	<b>Implications for Next Year’s Actions</b>
<p><b>2.3.1</b> Ensure curriculum is aligned within basic skills/ESL disciplines and schedule courses to maximize students’ opportunities to complete the basic skills/ESL sequence in a timely manner.</p>	<p>Dean, Arts/Letters, Curriculum Committee, and Academic Senate</p>	<p>November 2015</p>			
<p><b>2.3.2</b> Design and implement proven best practices for increased basic skills/ESL success and completion (acceleration, prep courses, alternate assessment models).</p>	<p>Dean, Arts/Letter, Deans, Student Services, Academic Senate, Instructional Council, Faculty Enrichment Committee</p>	<p>March 2016</p>			

<b>2.3.3</b> Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016			
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**District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.**

**District Objective 2.4:** Increase Career Technical Education course success rates and program completion annually.

**Rationale for District Objective 2.4:** In survey results cited in the College of the Sequoias Master Plan 2015–2025, the rates of COS students completing a degree, certificate or transferring in a career technical education programs (63% to 77%) has been higher than the statewide rates (54%) in prior years, but decreased significantly for the cohort of students who began in 2007/08 (53% to 54%) and the rate is now comparable to the statewide rate (refer to Data Set 29. Student Success Scorecard: Career Technical Education Rates, page 70). Additionally, the Student Success and Support Program mandates have placed renewed focus on assuring student completion of a student education plan.(2015-2025 Master Plan, P.70)

**Assessment of District Objective 2.4:** Review and compare the following to the most current prior year data.

- Number of students earning a CTE associate degree
- Number of students earning a CTE certificate
- Overall success rates of CTE courses (C or above)

<b>Action for District Objective #2</b>	<b>Responsible Party</b>	<b>Target Completion Date</b>	<b>Estimated Budget (If any)</b>	<b>Progress</b>	<b>Implications for Next Year's Actions</b>
<b>2.4.1</b> Ensure curriculum is aligned within Career Technical Education discipline and schedule courses to maximize students' opportunities to complete CTE program sequences in a timely manner.	Dean, Career Technical Education, Provosts, Curriculum Committee, Academic Senate	November 2015			
<b>2.4.2</b> Design and implement proven best practices for increased CTE success and completion (linked learning pathways, embedded basic skills).	Dean, Career Technical Education, Provosts	March 2016			
<b>2.4.3</b> Develop and implement Career Development/ College Prep Program (non-credit) Certificates.	Vice President, Academic Services	June 2016			

<p><b>2.4.4</b> Implement the Sequoias consortium plan for alignment of adult education CTE programs within the region.</p>	<p>Superintendent / President, Vice President, Academic Services, and Dean, Career Technical Education</p>	<p>June 2016</p>			
<p><b>2.4.5</b> Map high school Linked Learning Pathways programs to COS courses/ programs.</p>	<p>Dean, Career Technical Education</p>	<p>June 2016</p>			
<p><b>2.4.6</b> Assess the District's progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>March 2016</p>			

**District Goal #3. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.**

*District Objective 3.1. Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.*

*Rationale for District Objective 3.1: The achievement gaps identified in the College of the Sequoias Student Equity Plan cut across a variety of populations from certain ethnic groups to students of certain ages. In addition, with respect to equity, students in the District succeed at lower rates than their counterparts in other parts of the state.*

*Assessment of District Objective 3.1: Review and compare the following to the most current prior year data.*

- *Progress on metrics/measures identified in the 2014 Student Equity Plan (Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer) to the most current prior year data.*

<i>Action for District Objective #3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<b>3.1.1</b> Implement strategies as described in the Student Equity Plan.	Vice President, Student Services	June 2016			
<b>3.1.2</b> Assess progress and implement recommended changes following the timelines in the Student Equity Plan.	Vice President, Student Services	June 2016			

[Link to Student Equity Plan](#)

**District Goal #3. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.**

*District Objective 3.2: Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.*

*Rationale for District Objective 3.2: Data from the Master Plan shows that the District is significantly higher than the state average of residents without a Bachelor’s degree or higher. Since the majority of students place in pre-collegiate mathematics and English, the likelihood that these students transfer or meet other educational objectives is diminished. The completion rates for these underprepared students is significantly lower than those who are prepared, and the District’s course completion rates are consistently lower than the state average. Academic services and Student services are the areas that can best address these unique student needs.*

*Assessment of District Objective 3.2: For the 2014/15 year, review:*

- *Number and type of training sessions/workshops provided to academic and student services staff and faculty.*

<i>Action for District Objective #3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
<p><b>3.2.1</b> Conduct a needs assessment and develop a faculty training plan focused on teaching pedagogy and maximizing student learning.</p>	<p>Faculty Enrichment Committee, Director, Research, Planning and Institutional Effectiveness, and Vice President, Academic Services</p>	<p>August 2015 (Conduct)  October 2015 (Develop)</p>			
<p><b>3.2.2</b> Conduct a needs assessment and develop a staff training plan focused on improved customer service to increase student retention and success.</p>	<p>Professional Association of Classified Employees and Senior Management</p>	<p>January 2016</p>			

<b>3.2.3</b> Develop an evaluation instrument/form for training sessions provided.	Director, Research, Planning and Institutional Effectiveness	December 2015			
<b>3.2.4</b> Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016			

**District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.**

*District Objective 4.1: Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.*

*Rationale for District Objective 4.1: Since 2013, the District has undergone a major transformation in its governance, planning, decision-making, and resource allocation structures. In order to further increase institutional effectiveness, the District must assess and continually improve its operational structures and systems.*

**Assessment of District Objective 4.1:**

- Review/assess how data was used to make decisions as prescribed in the COS 2.0 manuals.

<i>Action for District Objective #4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<b>4.1.1</b> Identify data-driven decisions made as described in the COS 2.0 manuals.	Institutional Planning and Effectiveness Committee	January 2016			
<b>4.1.2</b> Design, develop and provide training on continuous improvement methods, tools, and techniques including the availability and use of data.	Senior Management, Faculty Enrichment Committee, Professional Association of Classified Employees, and Research Office	February 2016			
<b>4.1.3</b> Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016			

**District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.**

*District Objective 4.2: Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.*

*Rationale for District Objective 4.2: Accreditation Standards require that the institution effectively uses its human, physical, technology, and financial resources to achieve its mission and improve academic quality and effectiveness.*

**Assessment of District Objective 4.2:**

- Review and assess the Service Area Outcomes that are designed to advance the District’s mission.

<i>Action for District Objective #4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
<b>4.2.1</b> Conduct a needs assessment to identify operational areas for improvement.	Vice President, Administrative Services and Dean of Human Resources	October 2015			
<b>4.2.2</b> Develop Service Area Outcomes based on the operational needs assessment.	Vice President, Administrative Services and Dean of Human Resources	December 2015			
<b>4.2.3</b> Implement strategies as documented in service area outcomes.	Vice President, Administrative Services and Dean of Human Resources	March 2016			
<b>4.2.4</b> Assess the District’s progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016			

## Appendix

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# Workshop Materials

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## College of the Sequoias Community College District

Joint Meeting: Institutional Planning and Effectiveness Committee, Institutional Program Review Committee, Deans Council, Academic Senate Executive Board

Purpose: Review of the Draft Objectives and Actions for the 2015-2018 Strategic Plan

1:05 – 1:15	1. Welcome 2. Today our focus is the <i>COS Strategic Plan 2015-2018</i>	Stan	<b>PPT slide 1</b>
1:15 – 1:25	1. Where does a Strategic Plan fit in our Model of Integrated Planning? 2. What is the purpose of a Strategic Plan? 3. The reason we're meeting today is give you the opportunity to hear an update about and provide feedback on the draft District Objectives and Actions.	Greg	<b>PPT slide 2</b>  <i>Handout</i> <i>1- COS Model of Integrated Planning</i> <i>2- Purposes of the COS Master Plan 2015-2025</i>
1:25 – 1:35	1. Goals are the 30,000 foot view, broad statements. Objectives are short-term and describe how we will meet our goals. 2. SMART Objectives	Dali	<b>PPT slide 3</b>
1:35 – 1:45	Objectives 1	Kristin	<b>PPT slides 6-12</b>
1:45 – 1:55	Small group work: Discuss, critique and add anything missing from Objective 1	Small Group	
1:55 – 2:10	Actions for Objectives 1  <b>Small Group: Critique, Revise, Add</b>	Kristin	<b>PPT slide 9</b>
2:10 – 2:20	Objective 2.1 Objective 2.2 Objective 2.3 Objective 2.4 Objective 2.5	Jennifer	<b>PPT slides 13-26</b>
2:20 – 2:30	Small group work: Discuss, critique, and revise Objectives 2.1-2.4	Small Group	

2:30 – 2:45	Actions for Objective 2.x <b>Small Group work – critique, revise and add</b>	Jennifer	
2:45– 2:55	Break		
2:55 – 3:05	Objective 3.1 Objective 3.2	Jessica	<b>PPT slide 27-35</b>
3:05 – 3:15	Small Group discussion – Critique, revise, add		
3:15 – 3:25	Actions for Objectives 3.x <b>Small Group discussion – critique, revise, add</b>	Jessica	
3:25 – 3:35	Objective 4.1 Objective 4.2	Thea	<b>PPT slides 36-41</b>
3:35 – 3:45	Small group work: Discuss, critique, and add District Objective 4	Small Group	
3:45 – 4:00	Actions for Objective 4.x		
4:00 – 4:05	Thank you and next steps!	Stan and Thea	<b>PPT slide 42</b>

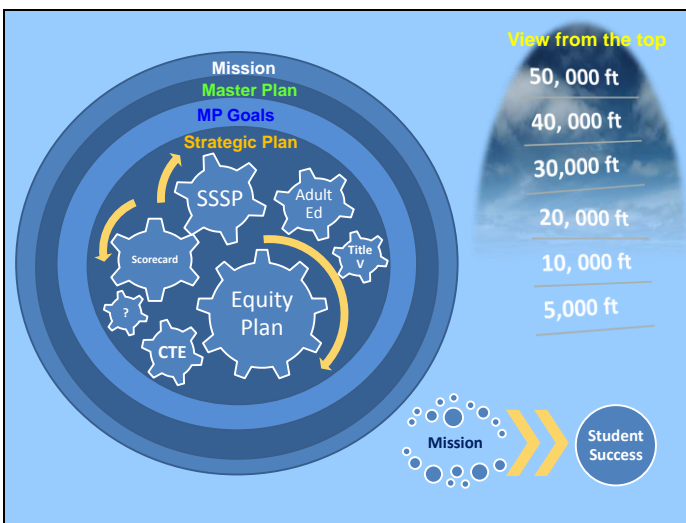
# Strategic Plan Workshop

COLLEGE of the SEQUOIAS

Joint meeting of the Institutional Planning and Effectiveness Committee, Academic Senate Executive Board, Institutional Program Review Committee, and Deans' council  
February 12, 2015

## What is the purpose of the Strategic Plan?

- Three year plan to include:
- District Objectives and corresponding Actions that will be undertaken to achieve the District Goals
- Assessment of how effective the Actions are in moving the District toward achieving the District Objectives



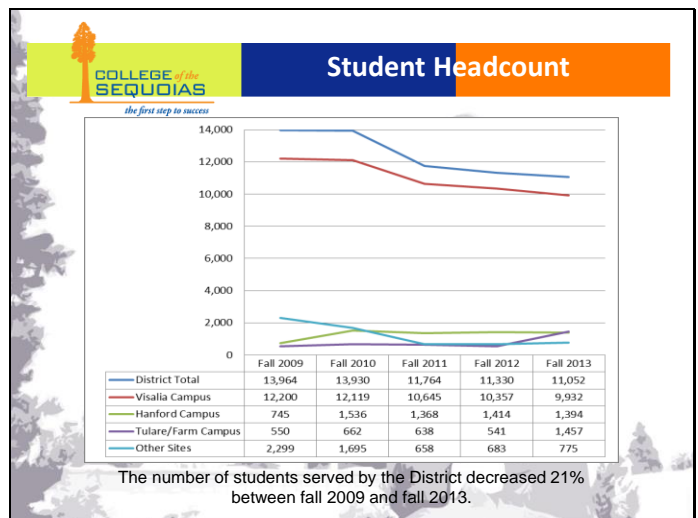
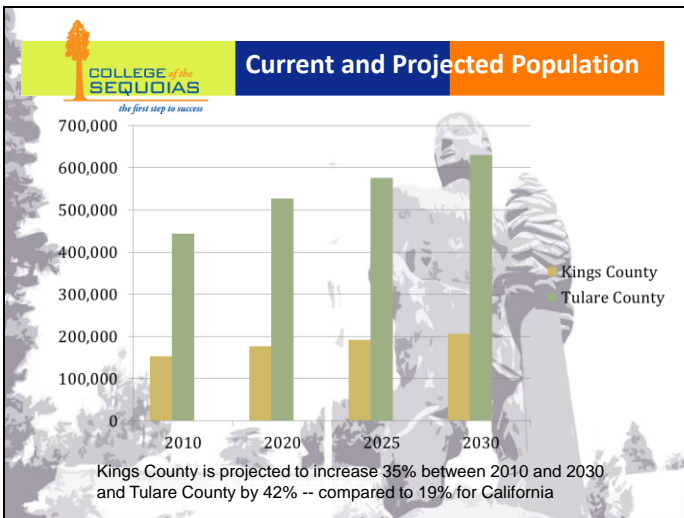
## SMART Objectives

- Goals are broad statements
- Objectives are short-term and describe how the District will achieve the goals.

## SMART Objectives

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

## Master Plan 2015-2025 Goals



**District Goal #1**

College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.

**District Goal #1**

College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.

- Objective 1.1:** Increase overall growth by 1.75% annually as identified in the College of the Sequoias 2015-2025 Master Plan

**- Actions**

**Feedback on Objective 1.1**

- Critique**
- Revise**
- Add**

**District Objective 1.1:** Increase overall growth by 1.75% annually as identified in the College of the Sequoias 2015-2025 Master Plan.

**Actions**

- 1.1.1** Develop and implement a marketing plan designed to increase enrollment in target areas.
- 1.1.2** Develop pathways to completion for Hanford and Tulare, which includes scheduling general education and major courses to maximize students' opportunities to complete the degree or pathway requirements in two years.
- 1.1.3** Develop and implement a plan to increase outreach to the local high schools, and collaborate with high school administrators to increase opportunities for local high school students.
- 1.1.4** Assess progress and implement recommended changes.

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## Feedback on Actions for Objective 1.1

- Critique
- Revise
- Add

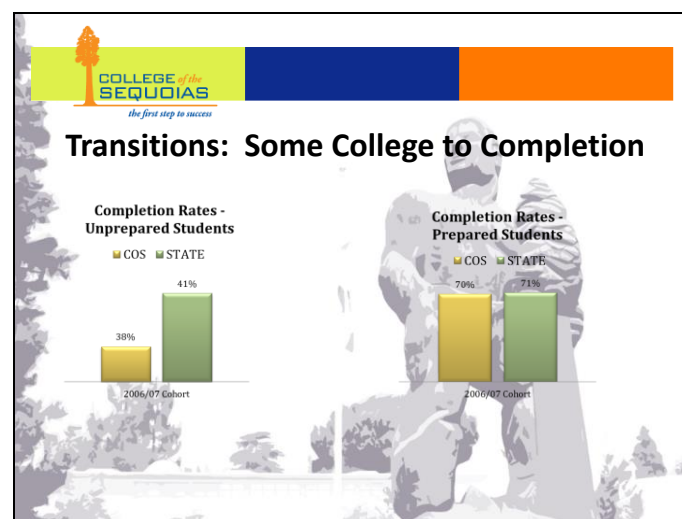
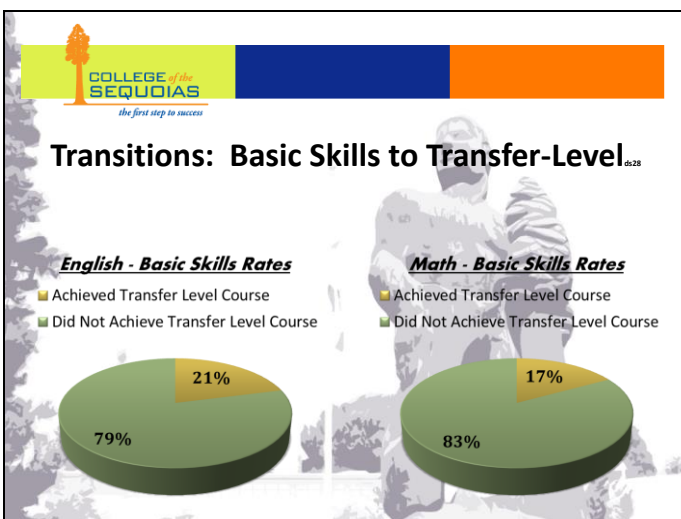
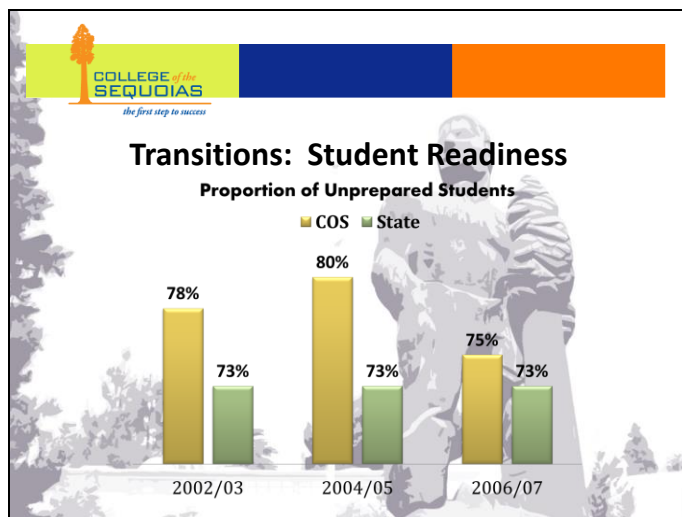
**COLLEGE of the SEQUOIAS**  
the first step to success

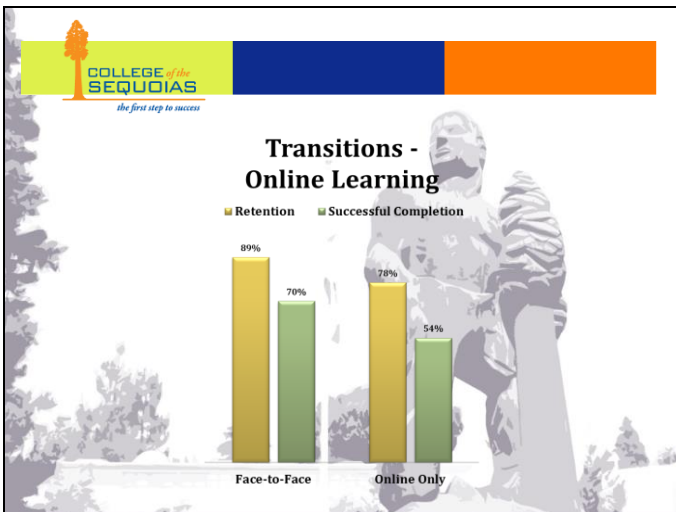
## Low completion rates

Link certificates/degrees to employment.

Transition students through college

- Student readiness
- Basic skills to college level
- Some college to completion
- Online learning





## District Goal #2

College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

## District Goal #2

College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

- Objective 2.1 :** Increase the percentage of transfer-directed students who become transfer prepared annually.
  - **Actions**
- Objective 2.2 :** Increase the percentage of students who successfully complete certificates and degrees annually.
  - **Actions**
- Objective 2.3 :** Increase the retention rates for first-time students from fall to spring.
  - **Actions**
- Objective 2.4 :** Increase Basic Skills and English as a Second Language course success and completion rates.
  - **Actions**

## Feedback on Objectives 2.1-2.4

- Critique
- Revise
- Add

### District Objective 2.1: Increase the percentage of transfer-directed students who become transfer prepared annually.

## Actions

- **2.1.1** Develop and implement an informational campaign and workshops for students on Associate Degrees for Transfer (ADT) and Transfer Agreement Guarantees (TAG).
- **2.1.2** Develop pathways for students to complete Associate Degrees for Transfer in two years (start with 1-2 high transfer areas)
- **2.1.3** Schedule general education and major courses to maximize students' opportunities to complete the ADT transfer pathways in two years.
- **2.1.4** Assess progress and implement recommended changes.

### District Objective 2.2: Increase the percentage of students who successfully complete certificates and degrees annually.

## Actions

- **2.2.1** Develop a work plan for implementation of Degree Works
- **2.2.2** Assign a Degree Works workgroup to collaborate with the Degree Works consultants and provide regular updates and feedback to deans' council.
- **2.2.3** Finalize implementation of Degree Works.
- **2.2.4** Develop an informational campaign and workshops informing students about Degree Works
- **2.2.5** Assess progress and implement recommended changes.

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**District Objective 2.3: Increase the retention rates for first-time students from fall to spring.**

**Actions**

- **2.3.1** Develop a retention study on students who are not retained.
- **2.3.2** Develop and implement a plan for increased student support based on the findings from the study.
- **2.3.3** Research and propose a faculty development plan targeted to improve teaching pedagogy to increase student success. Staff development will be incorporated as part of required FLEX activities.
- **2.3.4** Research and propose a staff development plan focused on increasing customer service to increase student success.
- **2.3.5** Assess progress and implement recommended changes.

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**District Objective 2.4: Increase Basic Skills and English as a Second Language course success and completion rates.**

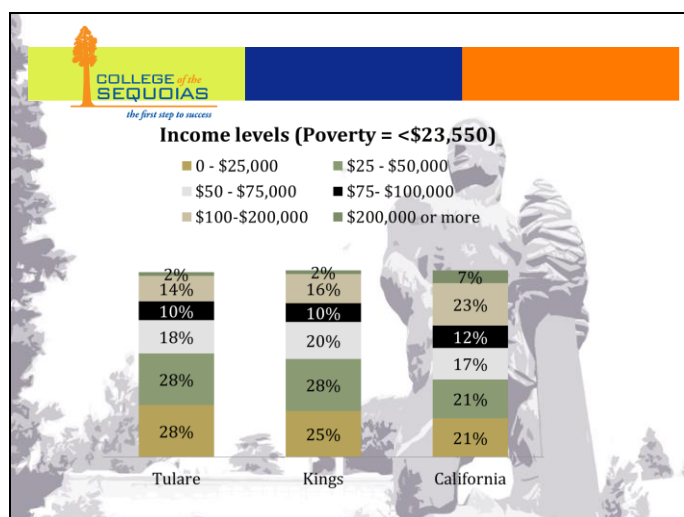
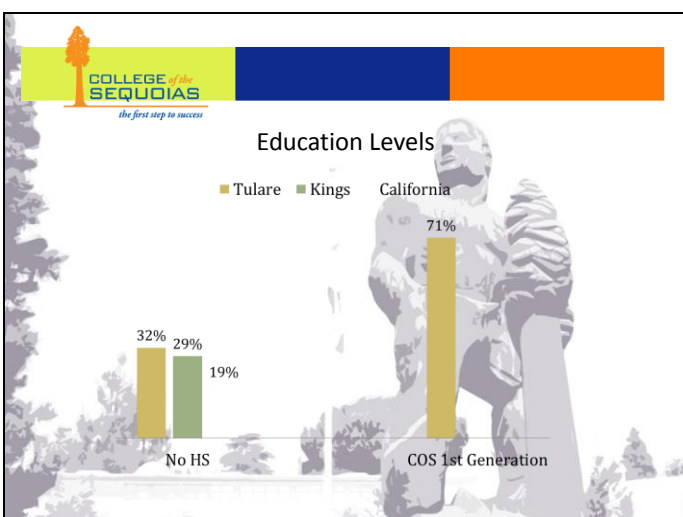
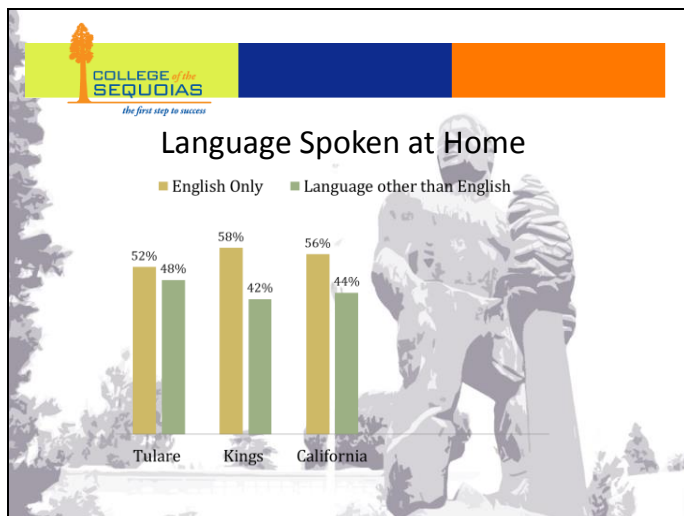
**Actions**

- **2.4.1** Design and implement a plan for basic skills and ESL students to complete a student education plan (SEP) in the first semester.
- **2.4.2** Ensure curriculum is aligned within basic skills/ESL disciplines and schedule courses to maximize students' opportunities to complete the basic skills/ESL sequence in a timely manner.
- **2.4.3** Design and implement proven best practices for increased basic skills/ESL success and completion (acceleration, prep courses, alternate assessment models)
- **2.4.4** Research and propose a faculty development plan that includes effective teaching strategies for basic skills/ESL students.
- **2.4.5** Assess progress and implement changes.

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**Feedback on Actions for Objectives 2.1-2.4**

- **Critique**
- **Revise**
- **Add**



**District Goal #3**

College of the Sequoias will strategically tailor and implement academic programs and student services that match the needs of its unique student population and the demands of ongoing changes in workforce development.

**District Goal #3**

*College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.*

- Objectives 3.1 :** Reduce the achievement gap of disproportionately impacted student groups, as identified in the 2014 Student Equity Plan.
  - Actions**
- Objectives 3.2 :** Increase Career Technical Education successful course and program completion rates and implement programs to support student success in CTE.
  - Actions**

**Feedback on Objectives 3.1 and 3.2**

- Critique**
- Revise**
- Add**

**District Objective 3.1: Reduce the achievement gap of disproportionately impacted student groups, as identified in the 2014 Student Equity Plan.**

**Actions**

- 3.1.1** Establish a Student Success Center that houses the FYE program, Student Success counselors, and staff.
- 3.1.2** Provide Student Success personnel dedicated to these disproportionately impacted groups.
- 3.1.3** Provide additional English and Math instructors to increase available classes for disproportionately impacted groups.
- 3.1.4** Expand the Student Athlete Mentor Program.
- 3.1.5** Provide an accelerated English sequence (English 261).
- 3.1.6** Start a Summer Math Jam program
- 3.1.7** Provide and increase support services for disproportionately impacted groups (Writing Center, Math Lab, ESL, and Tutorial).
- 3.1.8** Provide linked-learning pathways for CTE areas.
- 3.1.9** Provide additional counselors to support categorical programs that serve disproportionately impacted groups.
- 3.1.10** Assess progress and implement recommended changes in accordance with the timelines for the Student Equity Plan.

**District Objective 3.2: Increase Career Technical Education successful course and program completion rates and implement programs to support student success in CTE.**

**Actions**

- 3.2.1** Design and implement a plan for Career Technical Education students to complete a student education plan (SEP) in the first semester.
- 3.2.2** Ensure curriculum is aligned within Career Technical Education disciplines and schedule courses to maximize students' opportunities to complete CTE program sequences in a timely manner.
- 3.2.3** Design and implement proven best practices for increased CTE success and completion (linked learning pathways, embedded basic skills)
- 3.2.4** Develop and implement Career Development/ College Prep Program (non-credit) Certificates
- 3.2.5** Implement the SEQUOIAS consortium plan for alignment of adult education CTE programs within the region.
- 3.2.6** Collaborate with the local K-12 districts on the Linked Learning Pathways programs.
- 3.2.7** Research and propose a faculty development plan including best practices for CTE student success. Staff development will be incorporated as part of required FLEX activities.
- 3.2.8** Assess progress and implement recommended changes.

**Feedback on Actions for Objectives 3.1 and 3.2**

- Critique**
- Revise**
- Add**

## District Goal #4

**College of the Sequoias District Board of Trustees, administration, faculty and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.**

## District Goal #4

*College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.*

- **Objectives 4.1 :** Ensure that data drives decision-making to improve operational systems as described in the COS 2.0 Manuals.  
**-Actions**
- **Objectives 4.2 :** Identify and implement best practices to manage human, physical, technology and financial resources and advance the District Mission.  
**- Actions**

## Feedback on Objectives 4.1 and 4.2

- Critique
- Revise
- Add

## District Objective 4.1: Ensure that data drives decision-making to improve operational systems as described in the COS 2.0 Manuals.

### Actions

- **4.1.1** Complete the timeline and processes for reviewing the District Mission in 2017.
- **4.1.2** Implement and assess the actions from the 2015-2018 Strategic Plan.
- **4.1.3** Complete the timeline and process for Institutional Program Review on an annual basis; including outcomes assessments; an assess the process annually.
- **4.1.4** Complete the Annual College Report on the Master plan including progress reports on District Objectives and Actions.
- **4.1.5** Assess planning and decision-making processes on a three year cycle.

## District Objective 4.2: Identify and implement best practices to manage human, physical, technology and financial resources and advance the District Mission.

### Actions

- **4.2.1** Achieve a balanced budget that supports student success and learning.
- **4.2.2** Support student learning and success through fiscal support of materials and equipment and by providing clean, safe, comfortable and well-equipped classrooms and facilities.
- **4.2.3** Provide wireless internet access to all students in all classrooms and common areas.
- **4.2.4** Provide ongoing staff development to support the implementation of best practices for continuous improvement.
- **4.2.5** Assess the resource allocation process on an annual basis and implement recommendations.

## Feedback on Actions for Objectives 4.1 and 4.2

- Critique
- Revise
- Add

**Thank you!**

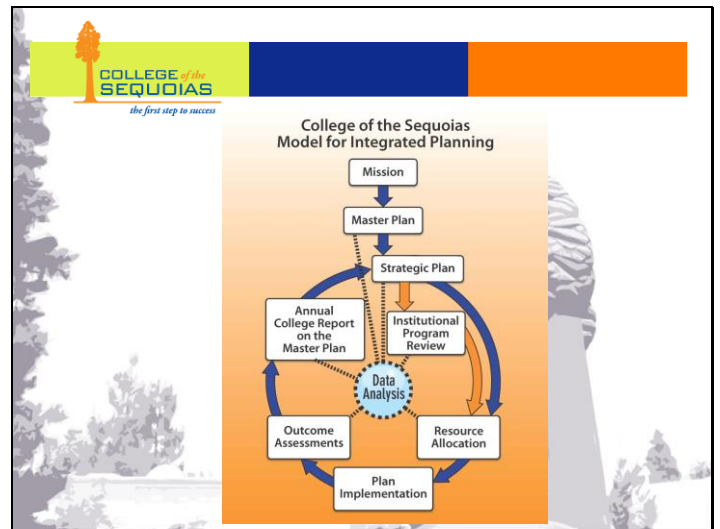
- **Next Steps**
- **Final thoughts?**

## Forum Materials

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### Detailed Agenda for Strategic Plan Forum

<b>Topic</b>	<b>Person</b>	<b>Slides</b>
Welcome Explanation of process (What has happened so far)	Jennifer/Greg	PPT 1 PPT 2 PPT 3
District Goal 1 – Objectives	Kristin	PPT 4
Actions for Objectives 1.x	Kristin	PPT 5
District Goal 2 – Objectives Objective 2.1 Objective 2.2 Objective 2.3 Objective 2.4 Objective 2.5	Juan/Jesse	PPT 6
Actions for Objective 2.x	Cindy	PPT 7 PPT 8 PPT 9 PPT 10 PPT 11
District Goal 3 - Objectives Objective 3.1 Objective 3.2	Jennifer	PPT 12
Actions for Objectives 3.x	Jonna	PPT 13 PPT 14
District Goal 4 – Objectives Objective 4.1 Objective 4.2	Thea	PPT 15
Actions for Objective 4.x	Thea	PPT 16 PPT 17
Next Steps & Thank you	Jennifer/Greg	PPT 18



### What is a Strategic Plan?

- **Three year plan**
- **Contains *District Objectives* and corresponding *Actions* that will help to achieve the *District Goals***
- **Includes *Assessment* of how effective the *Actions* are in moving the *District* toward achieving the *District Objectives***
- **Guides the allocation of resources**

### District Goal #1

*College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.*

**Objective 1.1 : Increase overall growth by 1.75% annually.**

**District Objective 1.1: Increase overall growth by 1.75% annually.**

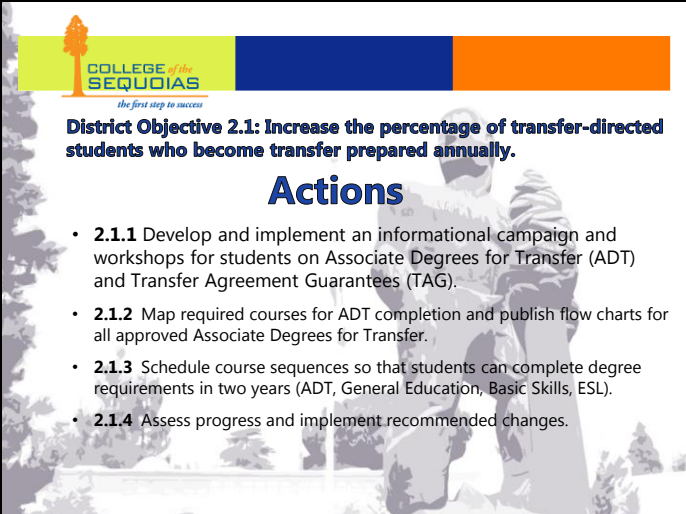
### Actions

- **1.1.1** Develop and implement a marketing plan designed to increase enrollment.
- **1.1.3** Develop and implement a plan to increase outreach to local schools; and collaborate with school administrators to increase opportunities for local students.
- **1.1.4** Assess progress and implement recommended changes.

### District Goal #2

*College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.*

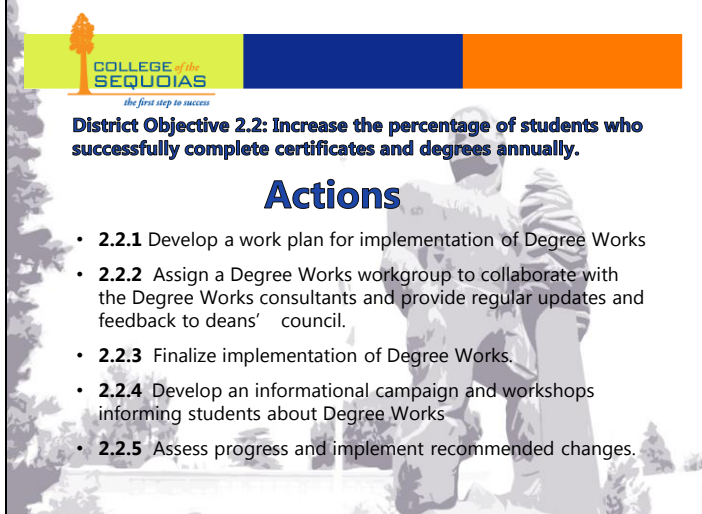
- **Objective 2.1 :** Increase the percentage of transfer-directed students who become transfer prepared annually.
- **Objective 2.2 :** Increase the percentage of students who successfully complete certificates and degrees annually.
- **Objective 2.3 :** Increase the retention rates for first-time students from fall to spring.
- **Objective 2.4 :** Increase Basic Skills and English as a Second Language course success and completion rates.
- **Objective 2.5 :** Increase Career Technical Education successful course completion rates and implement programs to support student success in CTE.



**District Objective 2.1: Increase the percentage of transfer-directed students who become transfer prepared annually.**

### Actions

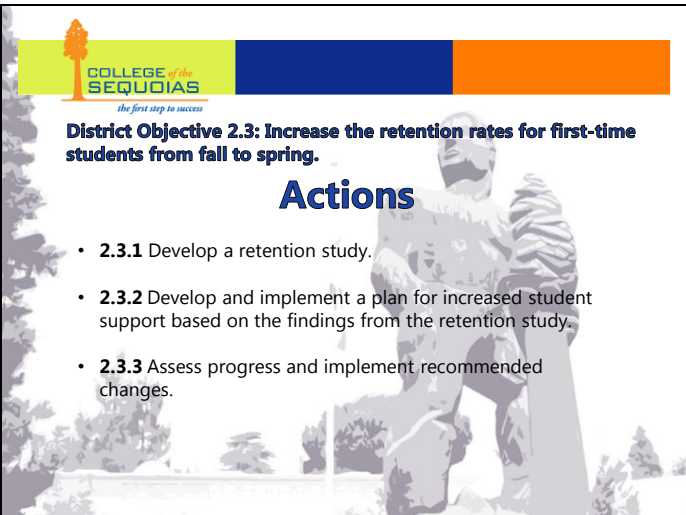
- **2.1.1** Develop and implement an informational campaign and workshops for students on Associate Degrees for Transfer (ADT) and Transfer Agreement Guarantees (TAG).
- **2.1.2** Map required courses for ADT completion and publish flow charts for all approved Associate Degrees for Transfer.
- **2.1.3** Schedule course sequences so that students can complete degree requirements in two years (ADT, General Education, Basic Skills, ESL).
- **2.1.4** Assess progress and implement recommended changes.



**District Objective 2.2: Increase the percentage of students who successfully complete certificates and degrees annually.**

### Actions

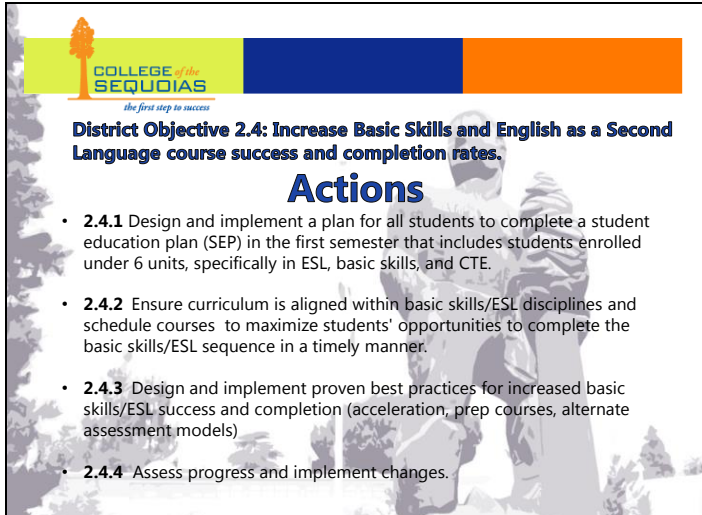
- **2.2.1** Develop a work plan for implementation of Degree Works
- **2.2.2** Assign a Degree Works workgroup to collaborate with the Degree Works consultants and provide regular updates and feedback to deans' council.
- **2.2.3** Finalize implementation of Degree Works.
- **2.2.4** Develop an informational campaign and workshops informing students about Degree Works
- **2.2.5** Assess progress and implement recommended changes.



**District Objective 2.3: Increase the retention rates for first-time students from fall to spring.**

### Actions

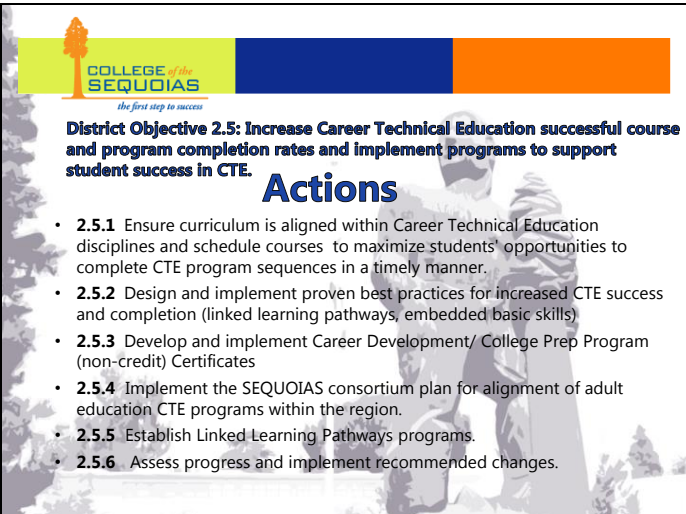
- **2.3.1** Develop a retention study.
- **2.3.2** Develop and implement a plan for increased student support based on the findings from the retention study.
- **2.3.3** Assess progress and implement recommended changes.



**District Objective 2.4: Increase Basic Skills and English as a Second Language course success and completion rates.**

### Actions

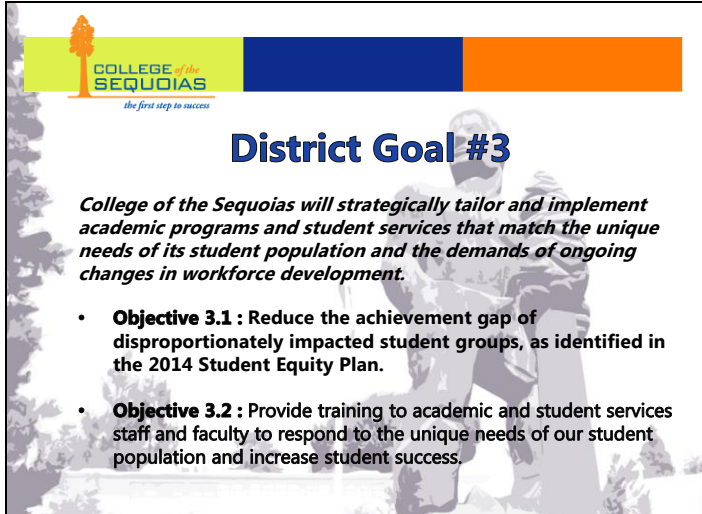
- **2.4.1** Design and implement a plan for all students to complete a student education plan (SEP) in the first semester that includes students enrolled under 6 units, specifically in ESL, basic skills, and CTE.
- **2.4.2** Ensure curriculum is aligned within basic skills/ESL disciplines and schedule courses to maximize students' opportunities to complete the basic skills/ESL sequence in a timely manner.
- **2.4.3** Design and implement proven best practices for increased basic skills/ESL success and completion (acceleration, prep courses, alternate assessment models)
- **2.4.4** Assess progress and implement changes.



**District Objective 2.5: Increase Career Technical Education successful course and program completion rates and implement programs to support student success in CTE.**

### Actions

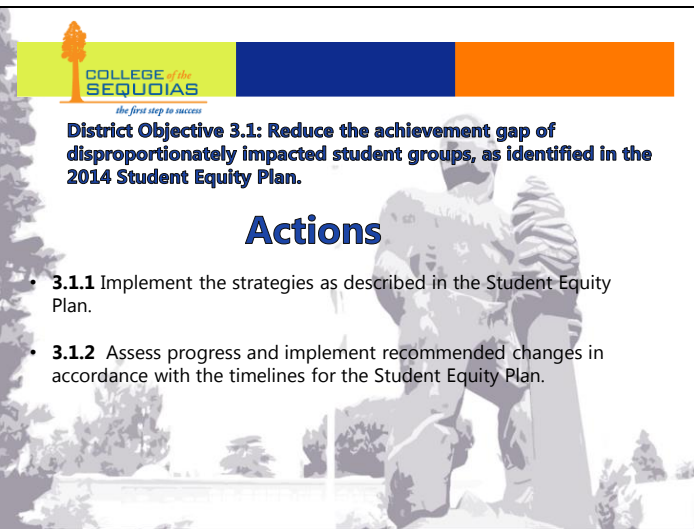
- **2.5.1** Ensure curriculum is aligned within Career Technical Education disciplines and schedule courses to maximize students' opportunities to complete CTE program sequences in a timely manner.
- **2.5.2** Design and implement proven best practices for increased CTE success and completion (linked learning pathways, embedded basic skills)
- **2.5.3** Develop and implement Career Development/ College Prep Program (non-credit) Certificates
- **2.5.4** Implement the SEQUOIAS consortium plan for alignment of adult education CTE programs within the region.
- **2.5.5** Establish Linked Learning Pathways programs.
- **2.5.6** Assess progress and implement recommended changes.



## District Goal #3

*College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.*

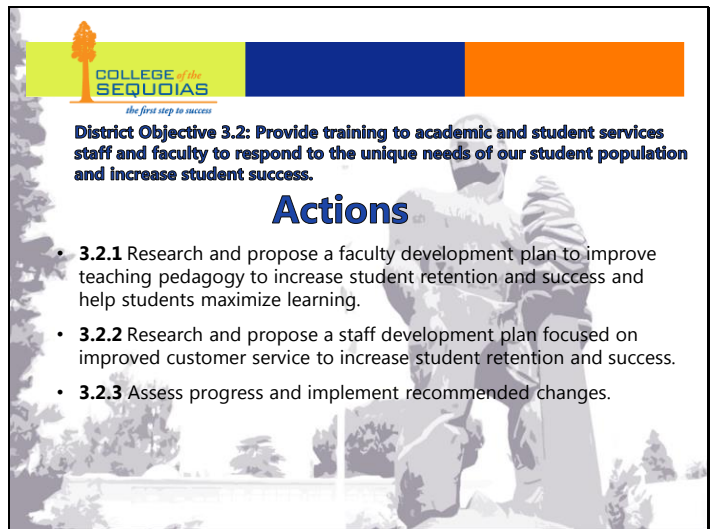
- **Objective 3.1 :** Reduce the achievement gap of disproportionately impacted student groups, as identified in the 2014 Student Equity Plan.
- **Objective 3.2 :** Provide training to academic and student services staff and faculty to respond to the unique needs of our student population and increase student success.



**District Objective 3.1: Reduce the achievement gap of disproportionately impacted student groups, as identified in the 2014 Student Equity Plan.**

## Actions

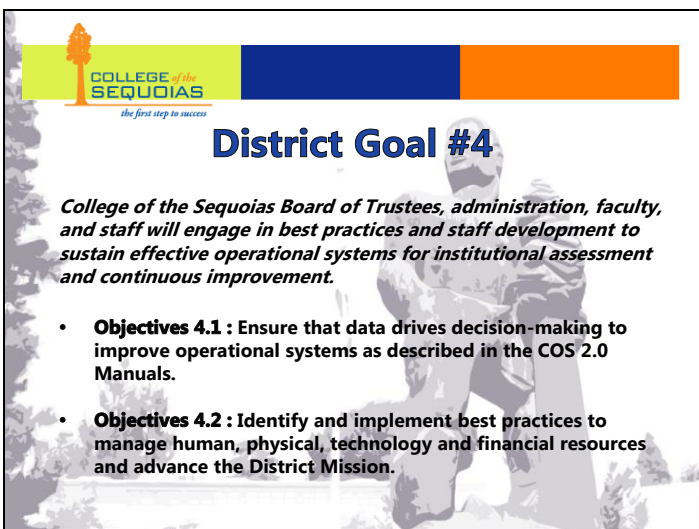
- **3.1.1** Implement the strategies as described in the Student Equity Plan.
- **3.1.2** Assess progress and implement recommended changes in accordance with the timelines for the Student Equity Plan.



**District Objective 3.2: Provide training to academic and student services staff and faculty to respond to the unique needs of our student population and increase student success.**

## Actions

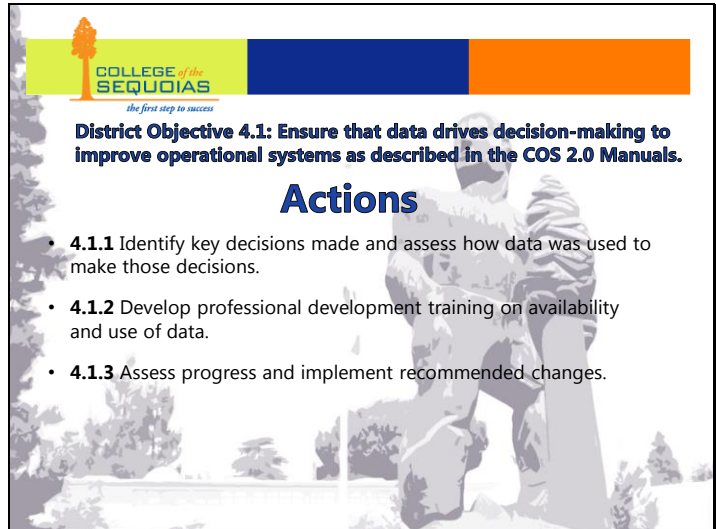
- **3.2.1** Research and propose a faculty development plan to improve teaching pedagogy to increase student retention and success and help students maximize learning.
- **3.2.2** Research and propose a staff development plan focused on improved customer service to increase student retention and success.
- **3.2.3** Assess progress and implement recommended changes.



**District Goal #4**

*College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.*

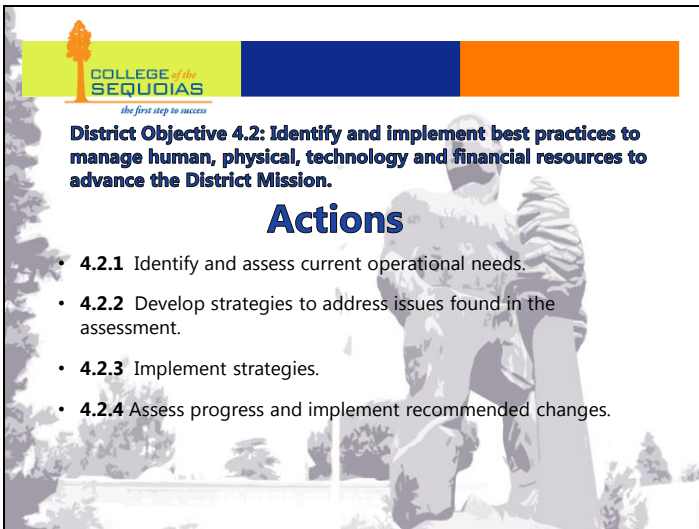
- **Objectives 4.1** : Ensure that data drives decision-making to improve operational systems as described in the COS 2.0 Manuals.
- **Objectives 4.2** : Identify and implement best practices to manage human, physical, technology and financial resources and advance the District Mission.



**District Objective 4.1: Ensure that data drives decision-making to improve operational systems as described in the COS 2.0 Manuals.**

## Actions

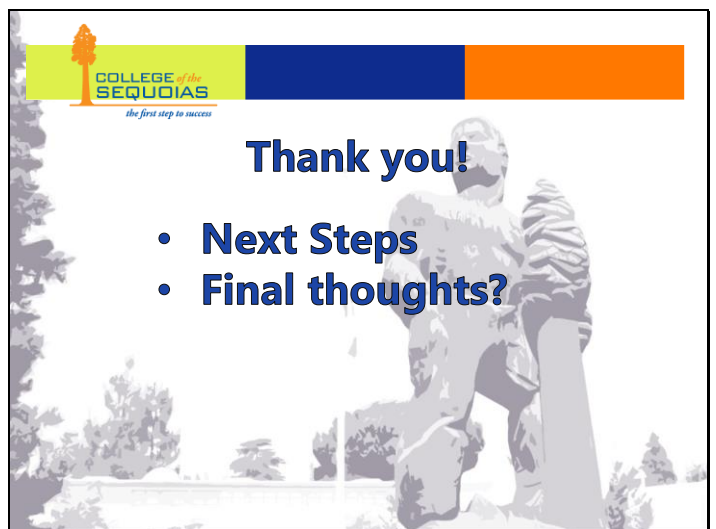
- **4.1.1** Identify key decisions made and assess how data was used to make those decisions.
- **4.1.2** Develop professional development training on availability and use of data.
- **4.1.3** Assess progress and implement recommended changes.



**District Objective 4.2: Identify and implement best practices to manage human, physical, technology and financial resources to advance the District Mission.**

## Actions

- **4.2.1** Identify and assess current operational needs.
- **4.2.2** Develop strategies to address issues found in the assessment.
- **4.2.3** Implement strategies.
- **4.2.4** Assess progress and implement recommended changes.



## Thank you!

- **Next Steps**
- **Final thoughts?**

# College of the Sequoias Strategic Plan 2015-2018

## Timeline and Process

Timeline	Responsible Parties	Tasks
November 1 – December 11	Institutional Planning & Effectiveness Committee	Develop definition of Objectives and review sample Strategic Plans
December 9	District Governance Senate	The Co-chairs of the District Governance Senate charge the Institutional Planning and Effectiveness Committee with developing the next College of the Sequoias Strategic Plan
January 13 –27	Institutional Planning & Effectiveness Committee	Prepare process for developing the Strategic Plan
January 27	District Governance Senate	Reviews proposed process and timeline for developing the Strategic Plan
January 27 – March 15	Institutional Planning & Effectiveness Committee	<p>Review feedback from May 2014 Master Plan Summit</p> <p>Review the District Goals in the College of the Sequoias Master Plan 2015 – 2025;</p> <p>Review progress on achieving the objectives described in the College of the Sequoias 2010 – 2015 Strategic Plan as documented in the 2013 and 2014 College of the Sequoias Annual Report on the Master Plan; and</p> <p>Based on these reviews, develop District Objectives, assessments for those objectives, and Actions for the next three years. The Actions identify specific tasks, target completion dates, and the group or office responsible for completing each task</p>
February 2015	Institutional Planning & Effectiveness Committee, Institutional Program Review Committee, Academic Senate Executive Board, Deans Council	<p>Planning Workshop with Institutional Planning and Effectiveness Committee, Institutional Program Review Committee, Academic Senate Executive Board, Deans Council to review draft objectives and actions.</p> <p>Tentative date: Thursday, February 12, 2015.</p>
	Institutional Planning & Effectiveness Committee	Institutional Planning and Effectiveness Committee meets with responsible parties to discuss implications based on objectives and proposed actions

March 2015	Institutional Planning & Effectiveness Committee	Leads open forum to inform the District-wide internal community about purposes and content of the COS Strategic Plan 2015-2018 and the processes that will be used to develop this document. Tentative date: Wednesday, March 11, 2015.
	Institutional Planning & Effectiveness Committee, Academic Senate	Lead Academic Senate Summit on the COS Strategic Plan 2015-2018 draft Objectives and Actions. Tentative date: Saturday, March 14, 2015.
March 15 – 30	Institutional Planning & Effectiveness Committee	<p>Institutional Planning and Effectiveness Committee distributes the draft <i>College of the Sequoias Strategic Plan 2015 – 2018</i> District-wide for review and comment</p> <p>Institutional Planning and Effectiveness Committee incorporates feedback from the District-wide review to prepare the final draft of the <i>College of the Sequoias Strategic Plan 2015 – 2018</i></p> <p>Institutional Planning and Effectiveness Committee forwards the final draft the <i>College of the Sequoias Strategic Plan 2015 – 2018</i> to the District Governance Senate for final review and approval.</p>
April 1 – 30	District Governance Senate	<p>District Governance Senate members distribute the final draft of the <i>College of the Sequoias Strategic Plan 2015 – 2018</i> to their constituents for final review and comment.</p> <p>District Governance Senate considers the feedback from that review; makes final changes as warranted; and recommends the document to the Superintendent/President.</p>
May 1 – 31	Superintendent/President	<p>If the Superintendent/President approves, the final draft of the <i>College of the Sequoias Strategic Plan 2015 – 2018</i> is presented to the Board of Trustees for information.</p> <p>If the Superintendent/President does not approve, collaboration and compromise between the Superintendent/President and the District Governance Senate continues until the Superintendent/President approves.</p> <p>The final draft of the <i>College of the Sequoias Strategic Plan 2015 – 2018</i> is implemented beginning in fall 2015.</p>

**College of the Sequoias**  
**Student Equity Plan**



**Due by:**  
**December 18, 2015**

# College of the Sequoias

## STUDENT EQUITY PLAN

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# Signature Page

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# College of the Sequoias

## *Student Equity Plan Signature Page*

**District:** Sequoias CCD **Board of Trustees Approval Date:** 12/14/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature] stanc@cos.edu  
[College President Name] Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

[Signature] christines@cos.edu  
[College Chief Business Officer Name] Email

[Signature] christines@cos.edu  
[District Chief Business Officer<sup>1</sup>] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] brentc@cos.edu  
[Chief Student Services Officer Name] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] Jenniferl@cos.edu  
[Chief Instructional Officer Name] Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature] theat@cos.edu  
[Academic Senate President Name] Email

<sup>1</sup> If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

[stevel@cos.edu](mailto:stevel@cos.edu)

---

[Classified Senate President Name]

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

[Bridget.carreon@giant.cos.edu](mailto:Bridget.carreon@giant.cos.edu)

---

[Associated Student Body President Name]

Email

*[Signature]*

[juanv@cos.edu](mailto:juanv@cos.edu)

559/737-6176

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[Student Equity Coordinator/Contact]

Email

Phone

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# Executive Summary

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## EXECUTIVE SUMMARY

The College of the Sequoias has developed the following Student Equity Plan through a collaborative process that included research, dialogue, and programmatic planning. The Student Equity Plan Work Group met regularly from April through October 2015 and consistently shared its progress with the Academic Senate's Equity Committee.

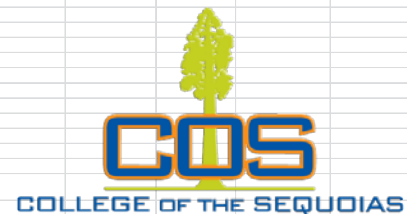
The Office of Research, Planning, and Institutional Effectiveness provided data sets through the 2014-15 school year for all groups prescribed by the California Community College Chancellor's Office Student Equity Plan guidelines. As described in the introduction to the Campus-Based Research section, the Proportionality Index methodology was used by the College to compare the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. A summary of the findings is as follows:

Demographics	Access	Course Completion	ESL	Math	English	30-Unit Rate	Persistence	Completion SPAR	SPAR Certificates	SPAR Degrees	SPAR Transferred Prepared	SPAR Transferred to 4-YR	Transfer Velocity
Female		1.0270	1.2670	1.1288	1.1594	1.0152	0.9950	1.0279	0.7697	1.1126	1.0809	0.9753	0.9137
Male		0.9681	0.4967	0.8036	0.7803	0.9755	1.0056	0.9619	1.2898	0.8582	0.9041	1.0198	1.1085
Gender Unknown		0.8951	0.0000	1.9958	1.9057	1.3710	1.0179	1.2910	0.0000	1.4940	1.0144	1.5366	1.3217
African-American	0.6887	0.9235		0.8642	0.6352	1.0616	1.1897	1.1770	0.5094	1.3969	0.7114	1.3471	1.2947
American Indian/Alaskan Native	0.3342	0.9665		0.6022	0.8004	0.5365	0.9958	0.9093	0.0000	1.1692	0.4763	1.2026	1.0986
Asian	0.8029	1.0566	1.7738	1.3817	1.1101	1.0144	1.0041	1.0886	0.3534	0.8237	1.2501	1.1213	1.0790
Hispanic	1.0032	0.9758	0.9634	0.9027	0.9604	0.9827	0.9855	0.8862	1.2314	0.9138	0.9340	0.8237	0.8650
Pacific Islander	0.4085	0.9460	0.0000	1.4969	1.4293	0.7011	0.9716	1.2675	0.0000	0.4889	0.3320	1.8859	2.1579
Two or More Races	9.1179*	1.0488											
White Non-Hispanic	0.8908	1.0535	0.0000	1.2030	1.1576	1.0363	0.9827	1.1455	1.1084	1.0976	1.1408	1.2050	1.1783
Unknown	9.1179*	1.0158	0.0000	1.0992	0.9879	1.0097	1.0362	1.0188	0.4712	1.0660	0.9869	1.0175	0.9113
Disability Status - No		1.0039	0.8466	1.0191	1.0159	1.0014	1.0019	1.0119	0.9075	0.9880	1.0037	1.0272	1.0184
Disability Status - Yes		0.9467	2.1912	0.7828	0.8280	0.9741	0.9643	0.7746	2.7526	1.2266	0.9289	0.4853	0.5862
Economically Disadvantaged - No		0.9994	0.0000	1.2478	1.1572	0.9378	0.9254	1.2530	0.3750	1.0798	1.0962	1.5139	1.0170
Economically Disadvantaged - Yes		1.0197	1.2213	0.9015	0.9430	1.0186	1.0223	0.9245	1.1866	0.9762	0.9713	0.8466	0.6220
Veterans Status - No		0.9992											
Veterans Status - Yes		1.0365											
Foster Youth - No		1.0034				0.9965							
Foster Youth - Yes		0.8670				1.1533							

\* = Two or More Races and Unknown are combined

### Equity as a Measure of Performance

Performance Level	Equity Index Value	Description
High Performance	Greater than or equal to 1	At or above equity
Medium-High Performance	0.85 ≤ Equity Index ≤ 0.99	Almost at equity
Medium-Low Performance	0.70 ≤ Equity Index < 0.85	Below equity
Low Performance	Equity Index < 0.70	Far below equity



(Source: Bensimon and Malcom-Piqueux, L., 2014; p.14.)

#### References

Bensimon, E. M. & Malcom-Piqueux, L. (2014). Assessing 'Hispanic Servingness' at HSIs. The AAHE Annual Conference "Americas Prosperity: The Academic Success of Hispanics" March 6-8; Costa Mesa, CA  
 California Community Colleges Chancellor's Office (2013). Guidelines for Measuring Disproportionate Impact in Equity Plans. October 2013; Extracted from the CCCC Website.

This data allowed the College to identify the following subgroups that are “below equity” or “far below equity” in one or more areas:

#### Access

African-American, American-Indian/Alaskan Native, and Pacific Islander groups are each in the Low Performance range (Far below equity) in the area of access while the Asian population is in the Medium-Low Performance range (Below equity).

#### Course Completion

As was the case in College of the Sequoias’ 2014-15 plan, no subgroup was below equity in the area of course completion.

#### ESL and Basic Skills Completion

- ESL improvement rates by the Male population are in the Low Performance range (Far below equity).
- English improvement rates by the African American population are in the Low Performance range (Far below equity) while the Male, American-Indian/Alaskan Native, and Disabled populations are in the Medium-Low Performance range (Below equity).
- Math improvement rates by the African American population are in the Low Performance range (Far below equity).

#### Degree and Certificate Completion

- Degree and Certificate completion rates by the African American, American-Indian/Alaskan Native, and Asian population are in the Low Performance range (Far below equity) while the Female population was in the Medium-Low Performance range (Below equity) for certificate completion.

#### Transfer

- Transfer rates by the economically-disadvantaged and disabled cohorts are in the Low Performance range (Far below equity) while the Hispanic population is in the Medium-Low Performance range (Below equity).

In addition, with respect to equity on a statewide level, students here at the College of the Sequoias succeed at lower rates than their counterparts in other parts of the state. Therefore, any discussion on equity should also consider the Chancellor’s Office Student Success Scorecard. Using the most recent Scorecard data (students tracked through 2012-13), this report chronicles the achievement gap between students at the College of the Sequoias and the statewide average in the Scorecard areas of Remedial and Degree/Transfer (See Attachment). Consequently, while the primary mission of this Equity Plan is to close the achievement gap between our local disproportionately impacted groups and the other District populations, we believe we must also simultaneously close the huge equity gaps that exist between our students as a whole and statewide averages.

Based on this information, goals were adopted to address local need while simultaneously aligning with the District's 2015-25 Master Plan. The goals for each individual section are as follows:

#### Access

In alignment with the College of the Sequoias Community College District's 2015-25 Master Plan, the College "will increase student enrollment relative to population growth and educational and workforce development needs" (District Goal #1).

#### Course Completion

In alignment with the College of the Sequoias Community College District's 2015-25 Master Plan, the College "will improve the rate at which its students complete degrees, certificates, and transfer objectives" (District Goal #2).

#### ESL and Basic Skills Completion

In alignment with the College of the Sequoias Community College District's 2015-25 Master Plan, the College "will improve the rate at which its students complete degrees, certificates, and transfer objectives" (District Goal #2) and "strategically tailor and implement academic programs and student services that match the needs of its unique student population and the demands of ongoing changes in workforce development" (District Goal #3).

#### Degree and Certificate Completion

In alignment with the College of the Sequoias Community College District's 2015-25 Master Plan, the College "will improve the rate at which its students complete degrees, certificates, and transfer objectives" (District Goal #2) and "strategically tailor and implement academic programs and student services that match the needs of its unique student population and the demands of ongoing changes in workforce development" (District Goal #3).

#### Transfer

In alignment with the College of the Sequoias Community College District's 2015-25 Master Plan, the College "will improve the rate at which its students complete degrees, certificates, and transfer objectives" (District Goal #2) and "strategically tailor and implement academic programs and student services that match the needs of its unique student population and the demands of ongoing changes in workforce development" (District Goal #3).

#### Goals and Activities

By utilizing the data generated on the District's Disproportionately-Impacted Groups and considering (a) the District Goals as identified in the 2015-25 Master Plan and (b) the District Objectives as identified in the 2015-18 Strategic Plan, the Student Equity Plan Work Group has identified the following goals for the 2015-016 year to address the achievement gaps identified above. The Evaluation Summary section further details these goals, the activities linked to them, and the evaluation methods and timelines.

**Goal A.1 Increase the enrollment number of African American, American Indian, Asian, and Pacific Island students by 5% in the next 3 years.**

**Activity A.1** Collaborate with Outreach staff to focus on enrolling disproportionately impacted students.

**Goal A.2 Research and collaborate with service area counties to gain additional data on foster youth students.**

**Activity A.2** Conduct research to determine whether our foster youth student population has equitable access to our District.

**Goal B. There are currently no disproportionately impacted student groups in the area of course completion.**

**Goal C.1: Increase Math improvement rates by 3% in the next 3 years among male, students with disabilities, and American Indian students.**

**Activity C.1.1** Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Activity C.1.2** Provide supplemental instruction in Math for students identified within these disproportionately impacted groups.

**Activity C.1.3** Implement Jam Sessions for Math courses.

**Activity C.1.4** Conduct a study to better understand where inequalities emerge in the basic skills pathway for COS students.

**Goal C.2: Increase English improvement rates by 3% in the next 3 years among male, African American, students with disabilities, and American Indian students.**

**Activity C.2.1** Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Activity C.2.2** Provide supplemental instruction in English for students identified within these disproportionately impacted groups.

**Activity C.2.3** Implement Jam Sessions for English courses.

**Activity C.2.4** Conduct a study to better understand where inequalities emerge in the basic skills pathway for COS students.

**Goal C.3: Increase ESL improvement rates by 3% in the next 3 years among male students.**

**Activity C.3.1** Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Activity C.3.2** Implement Jam Sessions for ESL courses.

**Activity C.3.3** Conduct a study to better understand where inequalities emerge in the basic skills pathway for COS students.

**Goal C.4: Increase the number of ESL students who attend the Off-Site Orientation.**

**Activity C.4** Provide transportation for students attending the ESL Off-Site Orientation.

**Goal D.1: Increase the number of certificates earned by female, Asian, African American, and American Indian students by 2% in the next 3 years.**

**Activity D.1.1** Assign Student Success Coordinators and Counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Activity D.1.2** Hire a new Career Technical Education Student Success Coordinator to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Goal D.2: Increase the number of degrees earned by Asian students by 2% in the next 3 years.**

**Activity D.2.1** Assign Student Success Coordinators and Counselors from the Student Success Program to provide a comprehensive range of support for students in this disproportionately impacted group.

**Activity D.2.2** Hire a new Career Technical Education Student Success Coordinator to provide a comprehensive range of support for students in this disproportionately impacted group.

**Goal D.3: Increase the transfer preparedness of African American students by 2% in the next 3 years.**

**Activity D.3.1** Assign Student Success Coordinators and Counselors from the Student Success Program to provide a comprehensive range of support for students in this disproportionately impacted group.

**Activity D.3.2** Take African American male students to the A2MEND conference. Faculty and staff will also be invited to attend the conference.

**Goal D.4: Provide more equitable access to Student Success Program services by increasing evening hours for disproportionately impacted students.**

**Activity D.4** Provide evening hours for the Student Success Program students to have increased access to Student Success Coordinators, computer labs, workshops, etc. .

**Goal E: Increase the transfer rates of Hispanic, students with disabilities, African American, American Indian, and economically disadvantaged students by 2% in the next 3 years.**

**Activity E.1.1** Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Activity E.1.2** Develop and implement a program for students in disproportionately impacted groups to go on 4-year college and university campus field trips.

### **Other College- or District-wide Initiatives Affecting Several Indicators**

**Goal F.1: Prevent student dismissals from the institution by decreasing the number of students on probation (progress and academic).**

**Activity F.1** Provide Academic and Progress probation workshops to those who are on continued probation.

**Goal F.2: Inform and educate our disproportionately impacted students about the Financial Aid process and all facets of funding their college education.**

**Activity F.2** Provide workshops that include information on FAFSA, scholarships, loans, and financial literacy.

**Goal F.3: Based on funding, provide direct student support to economically disadvantaged students and students who are disproportionately impacted.**

**Activity F.3** Provide student vouchers, gas vouchers, and/or required course material.

**Goal F.4: Increase professional development opportunities for faculty and staff.**

**Activity F.4** Provide faculty and staff professional development opportunities to gain in-depth knowledge on our District's disproportionately impacted student groups.

In terms of evaluation, the Office of Research, Planning, and Institutional Effectiveness will work collaboratively with the Dean of Student Services and the Director of Student Success each spring to collect data and monitor progress on activity outcomes. The Office of Research, Planning, and Institutional Effectiveness will also re-compile the equity data to determine progress on proposed goals or identify new areas of concern.

The Student Equity Plan Work Group will continue to meet as needed throughout the academic year and collaborate with the Student Success and Support Work Group where appropriate. The status report will be prepared each summer and submitted to the Student Equity Plan Work Group at the first meeting each fall. The Office of Research, Planning, and Institutional Effectiveness and Director of Student Success will lead presentations and discussion of the findings.

Contact Person/Student Equity Coordinator:

Juan Vazquez

Director, Student Success

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## **Planning Committee and Collaboration**

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## PLANNING COMMITTEE AND COLLABORATION

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The College of the Sequoias Student Equity Plan Work Group consists of representatives from across campus and includes the following:

<u>Member</u>	<u>Area(s) Representing</u>
Vice President of Student Services	Senior Management Council and District Governance Senate
Dean of Student Services	Student Services programs, categorical programs, and Program Review Committee
Dean of Academic Services	Academic programs, categorical programs, and Basic Skills
Director of Trio	Trio program and Equity Committee
Director of Research	Research, Planning, and Institutional Effectiveness
Research Specialist (Staff)	Research, Planning, and Institutional Effectiveness
Student Success Coordinator	Staff - Student Success Program
Student Success Counselor	Faculty – Student Success Program
Faculty Chair of Equity Committee	Academic Senate, Chair of Equity Committee
Faculty Member	Equity Committee
Student	Student Senate

The Work Group meets twice per month in the fall as research is being reviewed and the Student Equity Plan is being developed. Each member is charged with sharing information with the area(s) they represent and then bringing feedback back to the Work Group. Once the Plan has been shared back and forth with these constituency groups, a final draft is prepared and presented to the District-wide District Governance Senate and Academic Senate for two reads. Both of these groups' members are charged with sharing the plan with their constituency groups and providing any feedback. Upon approval from both the District Governance Senate and Academic Senate, the Plan is presented to the Board of Trustees for final approval.

It is important to note that District-wide coordination of services and resources is done not only through Work Group, District Governance Senate, and Academic Senate involvement and participation but also through collaboration between Academic Services and Student Services. The respective deans from each area that are responsible for SSSP, Student Equity, and other grants or categorical programs meet regularly to coordinate services and collaborate on initiatives. The District's Student Success Program is an example of SSSP, Equity, and Title V grant funds all being used to serve students through one collaborative and inclusive process.

**Student Equity Plan Committee Membership List**

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<b>Member Name</b>	<b>Title</b>	<b>Organization(s), Program(s) or Role(s) Represented</b>
Brent Calvin	Vice President of Student Services	District
Jessica Figallo	Dean of Student Services	EOPS/CARE/WIA/DSPS/ Veterans/Title V
Stephanie Collier	Dean of Academic Services	Academic Services, ESL, and Basic Skills Initiative
Dr. Mehmet Ozturk	Director of Institutional Research	Institutional Effectiveness
Juan Vazquez	Director of Student Success	Student Success Program
Juan Arzola	Faculty Member	Academic Senate, Faculty, and Equity Committee
Elise Garcia	Student Success Coordinator	Student Success Program
Ricardo Marmolejo	Director of Trio	Trio and Equity Committee
Deysi Sanchez-Arreola	Student Success Counselor	Student Success Program, Faculty
Priscilla Pereschica	Research Analyst	Institutional Effectiveness
Jennifer Cho	Student	Student Senate

## Disproportionate Impact Methodology

The methodology that was used for this plan was the **Proportionality Index**, which is the California Community Colleges Chancellor's Office's (CCCCO) preferred methodology (California Community Colleges Chancellor's Office, 2015). According to the Guidelines for Measuring Disproportionate Impact in Equity Plans (California Community Colleges Chancellor's Office, 2013, pp. 3-4; 2015, Attachment C, p. 5):

The **Proportionality Index** methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate (see below).

<b>Proportionality Index</b>	<b>Interpretation</b>
1.0	Proportions of subgroups are equal.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

The District Student Equity Plan Analysis Team considered institutional history, context, and local conditions in determining which disaggregated subgroups should be considered as disproportionately impacted. In addition, the *Equity Index Method* and its *Equity as a Measure of Performance* 'rubric', which were developed by Professor Estela Mara Bensimon (2014) and her colleagues at the Center for Urban Education, University of Southern California, were employed (see below). The 'rubric' was used to interpret the proportionality/equity index values. Professor Bensimon and her colleagues have determined that a disproportionate impact occurs when the proportionality index falls below the cutoff of .85 (California Community Colleges Chancellor's Office, 2015).

The CCCC's (2015) template suggested conducting analyses and creating activity plans for the disproportionately impacted groups for each success indicator. The District used its discretion to include all disproportionately impacted groups for each success indicator unless the group total number was below 20.

# Equity as a Measure of Performance

Performance Level	Equity Index Value	Description
High Performance	Greater than or equal to 1	At or above equity
Medium-High Performance	$0.85 \leq \text{Equity Index} \leq 0.99$	Almost at equity
Medium-Low Performance	$0.70 \leq \text{Equity Index} < 0.85$	Below equity
Low Performance	Equity Index $< 0.70$	Far below equity

(Source: Bensimon and Malcom-Piqueux, 2014, p.14.)

## References

Bensimon, E. M., & Malcom-Piqueux, L. (2014, March). *Assessing 'Hispanic Servingness' at HSIs*. Presented at the AAHHE Annual Conference, Costa Mesa, CA. Retrieved from [link](#).

California Community Colleges Chancellor's Office (2013, October). *Guidelines for Measuring Disproportionate Impact in Equity Plans (Revised July 2014)*. Retrieved from [link](#).

California Community Colleges Chancellor's Office. (2015, August). *Student Equity Plan Template (Revised August 2015)*. Retrieved from [link](#).

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# Access

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## CAMPUS-BASED RESEARCH: ACCESS

**A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Access: Service Area Population vs. District Population by Ethnicity								
Ethnicity	2010 Service Area Adult Population	2010 Adult Service Area Population %	2014 Service Area Adult Population	2014 Adult Service Area Population %	2013-14 District Enrollment	2013-14 District Enrollment %	2012-13 District Enrollment %	Proportionality Index
	White	159,464	38.94%	161,564	36.51%	3,835	27.27%	28.76%
Black	12,993	3.17%	13,289	3.00%	398	2.83%	2.89%	0.9424
American Indian	3,286	0.80%	3,760	0.85%	66	0.47%	0.45%	0.5523
Asian & Filipino	14,144	3.45%	15,483	3.50%	616	4.38%	4.67%	1.2519
Pacific Island	433	0.11%	519	0.12%	21	0.15%	0.17%	1.2732
Hispanic	214,204	52.31%	241,899	54.67%	8,386	59.64%	57.53%	1.0909
Two or more & Unknown	4,998	1.22%	5,973	1.35%	740	5.26%	5.53%	3.8985

Access: Service Area Population vs. District Population by Age Group								
Age at Term	2010 Service Area Adult Population	2010 Adult Service Area Population %	2014 Service Area Adult Population	2014 Adult Service Area Population %	2013-14 District Enrollment	2013-14 District Enrollment %	2012-13 District Enrollment %	Proportionality Index
	17 to 19	19,774	4.8%	29,616	6.7%	4,398	31.3%	31.5%
20 to 24	45,772	11.2%	50,943	11.5%	4,900	34.8%	34.8%	3.0267
25 to 49	201,639	49.2%	204,513	46.2%	4,357	31.0%	30.7%	0.6704
50 +	142,337	34.8%	157,415	35.6%	407	2.9%	2.9%	0.0814

Student population was sourced from the Chancellor's Office Datamart and referenced the 2013-2014 academic year.

Access: First-Time Students vs. Feeder High Schools by Ethnicity								
Ethnicity	2014/15 Feeder HS Enrollment	2014/15 Feeder HS Enrollment %	2013/14 Feeder HS Grads	2013/14 Feeder HS Grads %	Fall 2014 COS First-Time Feeder HS	Fall 2014 COS First-Time Feeder HS %	Fall 2013 COS First-Time Feeder HS %	Proportionality Index
	White	2,510	20.82%	941	24.25%	342	21.60%	21.97%
Black	392	3.25%	121	3.12%	34	2.15%	1.79%	0.6887
American Indian	101	0.84%	44	1.13%	6	0.38%	0.43%	0.3342
Asian	362	3.00%	174	4.48%	57	3.60%	2.44%	0.8029
Pacific Island	23	0.19%	12	0.31%	2	0.13%	0.07%	0.4085
Hispanic	8,593	71.29%	2,563	66.06%	1,049	66.27%	65.61%	1.0032
Two or more & Unknown	73	0.61%	25	0.64%	93	5.87%	7.68%	9.1179

### Access by Ethnicity and Age Group

Demographics for Tulare and Kings Counties were combined into one figure defined as the service area. In addition, the figures reflect only adults (17+) within the service area. The ethnicity labels are different from other tables due to the categories defined by the California Department of Finance.

Service area adult population was sourced from the 2010 and 2014 years of the 2010-2060 projections.

### Access by Ethnicity

Demographics for all feeder high schools (Sequoia high school not available) were combined into one figure defined as the service area. Student population of 10th, 11th, and 12th graders were combined into one figure by ethnicity.

Students identified as Filipino are included in the Asian row.

Feeder high schools are defined as one of the following:

{Student.HIGHSCHOOL} startswith [{"Corcoran", "El Diamante", "Exeter", "Farmersville", "Golden West", "Hanford High", "Hanford West", "Lindsay", "Mission Oak", "Mt Whitney", "Orosi", "Redwood high", "Sequoia High", "Siera Pacific", "Tulare High", "Tulare Western", "Woodlake"}]

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

**Goal A.1** Increase the enrollment number of African American, American Indian, Asian, and Pacific Island students by 5% in the next 3 years.

**Goal A.2:** Research and collaborate with service area counties to gain additional data on foster youth students.

### ACTIVITIES: A. ACCESS

#### A.1

- **Activity Type(s)**

**Activity A.1:** Collaborate with Outreach staff to focus on enrolling disproportionately impacted students.

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.1	African American	392
A.1	American Indian	101
A.1	Asian	362
A.1	Pacific Island	23

- **Activity Implementation Plan**

Outreach will reach out to feeder high schools and target clubs or organizations highly concentrated with African American, American-Indian, Asian, and/or Pacific Island students. Outreach staff will provide information on the matriculation process, highlight the different programs and services that are relevant and geared toward them, and connect them with other COS staff and faculty that could help with their student experience. Feeder high schools will be utilized for demographic data on African American, American Indian, Asian, and Pacific Island students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Spring 2016	\$0	\$0

- **Link to Goal**

Strategically reaching out to our disproportionately impacted students and assisting them with assessment, counseling, and orientation will increase their chances of attending and making a successful transition to College of the Sequoias.

- **Evaluation**

Review and compare annually, for the next three years, the enrollment of first time COS students from feeder high schools to student populations (enrollment and graduate) in feeder high schools by race/ethnicity.

**A.2**

- **Activity Type(s)**

Conduct research to determine whether our foster youth student population has equitable access to our District.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- **Activity Implementation Plan**

Our District will collaborate with our service area counties and other agencies to determine if our District’s foster youth student population is receiving equitable access to College of the Sequoias.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Spring 2016	\$0	\$0

- **Link to Goal**

Currently there is no data on the foster youth in our area in regards to access. Access being a critical component in the Student Equity Program, we would like to assess how our District is serving the foster youth in our community. After examining our access need, we would like to learn more about our foster youth and their needs.

- **Evaluation**

Review and compare the number of COS foster youth students to foster youth student population data in our service area (if available).

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## **Success Indicator: Course Completion**

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**CAMPUS-BASED RESEARCH: COURSE COMPLETION**

**B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

<b>Course Completion (Success) Rates and Proportionality Index by Gender</b>						
<b>Gender</b>	<u>Fall 2014</u>	<u>Fall 2014</u>	<u>Course</u>	<u>Cohort</u>	<u>2015</u>	<u>2014</u>
	<u>Enrollment</u>	<u>Successful</u>	<u>Completion</u>		<u>Proportionality</u>	<u>Proportionality</u>
	<u>Count</u>	<u>Count</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Index</u>	<u>Index</u>
Female	18,568	12,959	56.85%	55.36%	1.0270	1.0196
Male	14,659	9,644	42.31%	43.70%	0.9681	0.9764
Unknown	314	191	0.84%	0.94%	0.8951	0.8960
District Total	33,541	22,794	100%	100%		

<b>Course Completion (Success) Rates and Proportionality Index by Ethnicity</b>						
<b>Ethnicity</b>	<u>Fall 2014</u>	<u>Fall 2014</u>	<u>Course</u>	<u>Cohort</u>	<u>2015</u>	<u>2014</u>
	<u>Enrollment</u>	<u>Successful</u>	<u>Completion</u>		<u>Proportionality</u>	<u>Proportionality</u>
	<u>Count</u>	<u>Count</u>	<u>Percentage</u>	<u>Percentage</u>	<u>Index</u>	<u>Index</u>
African-American	1,066	669	2.93%	3.18%	0.9235	0.8996
American Indian Indian/Alaskan Native	169	111	0.49%	0.50%	0.9665	0.8497
Asian	1,433	1,029	4.51%	4.27%	1.0566	1.0751
Hispanic	20,820	13,806	60.57%	62.07%	0.9758	0.9791
Two or More Races	1,135	809	3.55%	3.38%	1.0488	1.0165
Pacific Islander	56	36	0.16%	0.17%	0.9460	1.0478
Unknown	423	292	1.28%	1.26%	1.0158	1.0113
White Non-Hispanic	8,439	6,042	26.51%	25.16%	1.0535	1.0471
District Total	33,541	22,794	100%	100%		

<b>Course Completion (Success) Rates and Proportionality Index by Age Group</b>						
<b>Age Group</b>	<u>Fall 2014</u>	<u>Fall 2014</u>	<u>Course</u>	<u>Cohort</u>	<u>2015</u>	<u>2014</u>
	<u>Enrollment</u>	<u>Successful</u>	<u>Completion</u>		<u>Proportionality</u>	<u>Proportionality</u>
	<u>Count</u>	<u>Count</u>	<u>Percentage</u>	<u>Proportion</u>	<u>Index</u>	<u>Index</u>
17 to 19	13,767	9,095	39.90%	41.05%	0.9721	0.9841
20 to 24	12,062	8,175	35.86%	35.96%	0.9973	0.9880
25 to 49	7,182	5,135	22.53%	21.41%	1.0521	1.0415
50 +	530	389	1.71%	1.58%	1.0800	1.0713
District Total	33,541	22,794	100%	100%		

**Successful Completion Rate is the ratio of the two counts:**

\*Completion count is number of enrollments with grade of A,B,C,P

Divided by:

\* Enrollment count is number of enrollments with grade of A,B,C,D,F,P,NP,I,P,FW,W,DR

Plus and minus grades are included.

**Notes:**

The directions prescribed by the Chancellors office direct the user to the "Enrollment Retention and Success Rate" report to download the data. However, it does not specify exactly which measurement(s) to disaggregate. For now, the decision was made to disaggregate only the success rate. Upon further investigation, we learned that other colleges in the CCC system also only included the success rates for course completion. Non-CalWORKs and Non-DRC cohort counts were derived by subtracting the identified cohort counts from the district total counts.

Students are designated as "DSPS" if they are reported as having one or more disabilities.

Course completion and Transfer Velocity rates are sourced from Data Mart, which defines economically disadvantaged as those students receiving CalWORKs services.

All scorecard metrics data are sourced from Data on Demand, which identifies students as economically disadvantaged if they meet any of the following criteria:

1. A recipient of a Board Of Governors Waiver;
2. A client of the California Department of Social Services;
3. A recipient of CalWORKs, Temporary Assistance for Needy Families, Supplemental Security Income, or General Assistance;

4. A recipient of a Pell grant,
5. A participant in the Workforce Investment Act.

The veterans subgroup was defined on Data Mart as those students identified as Veterans, Active Duty, Reserved Duty and National Guard students.

The foster youth subgroup was defined on Data Mart as those students identified as foster youth.

<b>Course Completion (Success) Rates and Proportionality Index by Disability Status</b>						
	<u>Fall 2014</u> <u>Enrollment</u> <u>Count</u>	<u>Fall 2014</u> <u>Successful</u> <u>Count</u>	<u>Course</u> <u>Completion</u> <u>Percentage</u>	<u>Cohort</u> <u>Proportion</u>	<u>2015</u> <u>Proportionality</u> <u>Index</u>	<u>2014</u> <u>Proportionality</u> <u>Index</u>
<b>Disability Status</b>						
No	31,281	21,340	93.62%	93.26%	1.0039	1.0024
Yes	2,260	1,454	6.38%	6.74%	0.9467	0.9626
District Total	33,541	22,794	100%	100%		

<b>Course Completion (Success) Rates and Proportionality Index by Economically Disadvantaged</b>						
	<u>Fall 2014</u> <u>Enrollment</u> <u>Count</u>	<u>Fall 2014</u> <u>Successful</u> <u>Count</u>	<u>Course</u> <u>Completion</u> <u>Percentage</u>	<u>Cohort</u> <u>Proportion</u>	<u>2015</u> <u>Proportionality</u> <u>Index</u>	<u>2014</u> <u>Proportionality</u> <u>Index</u>
<b>Economically Disadvantaged</b>						
No	32,603	22,144	97.15%	97.20%	0.9994	1.0013
Yes	938	650	2.85%	2.80%	1.0197	0.9535
District Total	33,541	22,794	100%	100%		

<b>Course Completion (Success) Rates and Proportionality Index by Veterans Status</b>						
	<u>Fall 2014</u> <u>Enrollment</u> <u>Count</u>	<u>Fall 2014</u> <u>Successful</u> <u>Count</u>	<u>Completion</u> <u>Proportion</u>	<u>Cohort</u> <u>Proportion</u>	<u>2015</u> <u>Proportionality</u> <u>Index</u>	<u>2014</u> <u>Proportionality</u> <u>Index</u>
<b>Veterans Status</b>						
No	32,790	22,265	97.68%	97.76%	0.9992	0.9984
Yes	751	529	2.32%	2.24%	1.0365	1.0615
District Total	33,541	22,794	100%	100%		

<b>Course Completion (Success) Rates and Proportionality Index by Foster Youth</b>						
	<u>Fall 2014</u> <u>Enrollment</u> <u>Count</u>	<u>Fall 2014</u> <u>Successful</u> <u>Count</u>	<u>Course</u> <u>Completion</u> <u>Percentage</u>	<u>Cohort</u> <u>Proportion</u>	<u>2015</u> <u>Proportionality</u> <u>Index</u>	<u>2014</u> <u>Proportionality</u> <u>Index</u>
<b>Foster Youth</b>						
No	32,706	22,302	97.84%	97.51%	1.0034	1.0019
Yes	835	492	2.16%	2.49%	0.8670	0.9207
District Total	33,541	22,794	100%	100%		

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

### GOAL B.

There are currently no disproportionately impacted student groups in the area of course completion.

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## **Success Indicator: ESL and Basic Skills Completion**

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**CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION**

**C. ESL AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

<b>ESL Improvement Rates and Proportionality Index by Gender</b>						
<b>Gender</b>	<u>2008/09 ESL Cohort Count</u>	<u>2008/09 Cohort</u>	<u>ESL</u>	<u>Cohort</u>	<u>2015</u>	<u>2014</u>
		<u>ESL Improved Count</u>	<u>Improvement Proportion</u>	<u>Proportion</u>	<u>Proportionality Index</u>	<u>Proportionality Index</u>
Female	98	10	83.33%	65.77%	1.2670	1.0691
Male	50	2	16.67%	33.56%	0.4967	0.9196
Unknown	1	0	0.00%	0.67%	0.0000	0.0000
District Total	149	12	100%	100%		

<b>ESL Improvement Rates and Proportionality Index by Ethnicity</b>						
<b>Ethnicity</b>	<u>2008/09 ESL Cohort Count</u>	<u>2008/09 Cohort</u>	<u>ESL</u>	<u>Cohort</u>	<u>2015</u>	<u>2014</u>
		<u>ESL Improved Count</u>	<u>Improvement Proportion</u>	<u>Proportion</u>	<u>Proportionality Index</u>	<u>Proportionality Index</u>
Asian	21	3	25.00%	14.09%	1.7738	6.0372
African American						0.0000
Hispanic	116	9	75.00%	77.85%	0.9634	0.5960
American Indian/Alaskan Native						
Pacific Islander	1	0	0.00%	0.67%	0.0000	0.0000
Two or More Races						
White	5	0	0.00%	3.36%	0.0000	0.0000
Unknown	6	0	0.00%	4.03%	0.0000	2.8509
District Total	149	12	100%	100%		

<b>ESL Improvement Rates and Proportionality Index by Age Group</b>						
<b>Age Group</b>	<u>2008/09 ESL Cohort Count</u>	<u>2008/09 Cohort</u>	<u>ESL</u>	<u>Cohort</u>	<u>2015</u>	<u>2014</u>
		<u>ESL Improved Count</u>	<u>Improvement Proportion</u>	<u>Proportion</u>	<u>Proportionality Index</u>	<u>Proportionality Index</u>
17 to 19	14	4	33.33%	9.40%	3.5476	3.1676
20 to 24	23	4	33.33%	15.44%	2.1594	1.6688
25 to 49	93	4	33.33%	62.42%	0.5341	0.8069
50 +	19	0	0.00%	12.75%	0.0000	0.0000
District Total	149	12	100%	100%		

ESL Improvement Rates and Proportionality Index by Disability Status						
<u>Disability Status</u>	<u>2008/09 ESL Cohort Count</u>	<u>2008/09 Cohort ESL Improved Count</u>	<u>ESL Improvement Proportion</u>	<u>Cohort Proportion</u>	<u>2015 Proportionality Index</u>	<u>2014 Proportionality Index</u>
No	132	9	75.00%	88.59%	0.8466	0.8829
Yes	17	3	25.00%	11.41%	2.1912	3.4211
District Total	149	12	100%	100%		

ESL Improvement Rates and Proportionality Index by Economically Disadvantaged						
<u>Economically Disadvantaged</u>	<u>2008/09 ESL Cohort Count</u>	<u>2008/09 Cohort ESL Improved Count</u>	<u>ESL Improvement Proportion</u>	<u>Cohort Proportion</u>	<u>2015 Proportionality Index</u>	<u>2014 Proportionality Index</u>
No	27	0	0.00%	18.12%	0.0000	0.2883
Yes	122	12	100.00%	81.88%	1.2213	1.8618
District Total	149	12	100%	100%		

**Notes:**

The cohort size is relatively small (149) which may lead to challenges when trying to analyze/interpret the data.

ESL improvement may not be the best representation of the action of COS students, due to the fact that most of the ESL students do not have the intent to complete a college-level English course. In addition, ESL students typically are awarded a certificate, as that is their declared goal upon enrolling at the college.

Success rates are virtually zero for many ethnic groups.

**Math Improvement Rate:**

The percentage of credit students who attempted a course designated at “levels below transfer” in Math and successfully completed a college-level course in Math within six years.

Math Improvement Rates and Proportionality Index by Gender						
<u>Gender</u>	<u>2008/09 Math Cohort Count</u>	<u>2008/09 Cohort Math Improved Count</u>	<u>Math Improvement Proportion</u>	<u>Cohort Proportion</u>	<u>2015 Proportionality Index</u>	<u>2014 Proportionality Index</u>
Female	1,250	404	65.48%	58.00%	1.1288	1.0676
Male	891	205	33.23%	41.35%	0.8036	0.9101
Unknown	14	8	1.30%	0.65%	1.9958	0.9159
District Total	2,155	617	100%	100%		

Math Improvement Rates and Proportionality Index by Ethnicity						
Ethnicity	2008/09 Math	2008/09 Cohort	Math	Cohort	2015	2014
	Cohort Count	Math Improved	Improvement		Proportionality	Proportionality
		Count	Proportion	Proportion	Index	Index
Asian	91	36	5.83%	4.22%	1.3817	1.5898
African American	97	24	3.89%	4.50%	0.8642	0.6529
Hispanic	1,153	298	48.30%	53.50%	0.9027	0.9444
American Indian/Alaskan Native	29	5	0.81%	1.35%	0.6022	0.6784
Pacific Islander	14	6	0.97%	0.65%	1.4969	1.4654
Two or More Races						
White	591	186	30.15%	27.42%	1.0992	1.0361
Unknown	180	62	10.05%	8.35%	1.2030	1.0775
District Total	2,155	617	100%	100%		

Math Improvement Rates and Proportionality Index by Age Group						
Age Group	2008/09 Math	2008/09 Cohort	Math	Cohort	2015	2014
	Cohort Count	Math Improved	Improvement		Proportionality	Proportionality
		Count	Proportion	Proportion	Index	Index
17 to 19	1,233	360	58.35%	57.22%	1.0198	1.1177
20 to 24	416	105	17.02%	19.30%	0.8816	0.8506
25 to 49	481	150	24.31%	22.32%	1.0892	0.8360
50 +	25	2	0.32%	1.16%	0.2794	0.4579
District Total	2,155	617	100%	100%		

Math Improvement Rates and Proportionality Index by Disability Status						
Disability Status	2008/09 Math	2008/09 Cohort	Math	Cohort	2015	2014
	Cohort Count	Math Improved	Improvement		Proportionality	Proportionality
		Count	Proportion	Proportion	Index	Index
No	1,981	578	93.68%	91.93%	1.0191	0.9920
Yes	174	39	6.32%	8.07%	0.7828	1.0855
District Total	2,155	617	100%	100%		

Math Improvement Rates and Proportionality Index by Economically Disadvantaged						
Economically Disadvantaged	2008/09 Math	2008/09 Cohort	Math	Cohort	2015	2014
	Cohort Count	Math Improved	Improvement		Proportionality	Proportionality
		Count	Proportion	Proportion	Index	Index
No	613	219	35.49%	28.45%	1.2478	1.1341
Yes	1,542	398	64.51%	71.55%	0.9015	0.9411
District Total	2,155	617	100%	100%		

**English Improvement Rate:**

The percentage of credit students who attempted a course designated at “levels below transfer” in English and successfully completed a college-level course in English within six years.

English Improvement Rates and Proportionality Index by Gender						
Gender	2008/09 ENGL	2008/09 Cohort	ENGL	Cohort	2015	2014
	Cohort Count	ENGL Improved	Improvement		Proportionality	Proportionality
		Count	Proportion	Proportion	Index	Index
Female	969	393	65.39%	56.40%	1.1594	1.1164
Male	740	202	33.61%	43.07%	0.7803	0.8604
Unknown	9	6	1.00%	0.52%	1.9057	0.6389
District Total	1,718	601	100%	100%		

English Improvement Rates and Proportionality Index by Ethnicity						
Ethnicity	2008/09 ENGL	2008/09 Cohort	ENGL	Cohort	2015	2014
	Cohort Count	ENGL Improved	Improvement		Proportionality	Proportionality
		Count	Proportion	Proportion	Index	Index
Asian	103	40	6.66%	6.00%	1.1101	1.4811
African American	72	16	2.66%	4.19%	0.6352	0.6158
Hispanic	1,009	339	56.41%	58.73%	0.9604	0.9314
American Indian/Alaskan Native	25	7	1.16%	1.46%	0.8004	0.4792
Pacific Islander	10	5	0.83%	0.58%	1.4293	0.6389
Two or More Races						
White	363	147	24.46%	21.13%	1.1576	1.1476
Unknown	136	47	7.82%	7.92%	0.9879	0.9961
District Total	1,718	601	100%	100%		

English Improvement Rates and Proportionality Index by Age Group						
Age Group	2008/09 ENGL	2008/09 Cohort	ENGL	Cohort	2015	2014
	Cohort Count	ENGL Improved	Improvement		Proportionality	Proportionality
		Count	Proportion	Proportion	Index	Index
17 to 19	1,144	429	71.38%	66.59%	1.0720	1.1036
20 to 24	269	75	12.48%	15.66%	0.7970	0.6880
25 to 49	284	92	15.31%	16.53%	0.9260	0.9159
50 +	21	5	0.83%	1.22%	0.6806	0.8712
District Total	1,718	601	100%	100%		

English Improvement Rates and Proportionality Index by Disability Status						
Disability Status	2008/09 ENGL	2008/09 Cohort	ENGL	Cohort	2015	2014
	Cohort Count	ENGL Improved	Improvement		Proportionality	Proportionality
		Count	Proportion	Proportion	Index	Index
No	1,573	559	93.01%	91.56%	1.0159	0.9916
Yes	145	42	6.99%	8.44%	0.8280	1.0875

English Improvement Rates and Proportionality Index by Economically Disadvantaged						
Economically Disadvantaged	2008/09 ENGL	2008/09 Cohort	ENGL	Cohort	2015	2014
	Cohort Count	ENGL Improved	Improvement		Proportionality	Proportionality
		Count	Proportion	Proportion	Index	Index
No	457	185	30.78%	26.60%	1.1572	1.0719
Yes	1,261	416	69.22%	73.40%	0.9430	0.9721
District Total	1,718	601	100%	100%		

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

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**Goal C.1:** Increase Math improvement rates by 3% in the next 3 years among male, students with disabilities, and American Indian students.

**Goal C.2:** Increase English improvement rates by 3% in the next 3 years among male, African American, students with disabilities, and American Indian students.

**Goal C.3:** Increase ESL improvement rates by 3% in the next 3 years among male students.

**Goal C.4:** Increase the number of ESL students who attend the Off-Site Orientation.

### ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

#### C.1.1, C.2.1, C.3.1

- **Activity Type(s)**

- Activity C.1.1, C.2.1, C.3.1: Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups including academic counseling; career and academic mentoring; workshops with topics such as money management, goal setting, and stress management; and other services that promote and increase the likelihood of course completion.

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.1.1 C.2.1 C.3.1	Male – ESL	50
C.1.1 C.2.1	Male basic skills –Math	891
C.1.1 C.2.1	American Indian basic skills – Math	29
C.1.1 C.2.1	Disability Status basic skills – Math	174
C.1.1 C.2.1	Male basic skills - English	740
C.1.1 C.2.1	African American basic skills – English	72
C.1.1 C.2.1	American Indian basic skills – English	25

C.1.1	Disability Status – English	145
C.2.1		

• **Activity Implementation Plan**

The Student Success Coordinators reach out to the disproportionately impacted students and assist them in navigating their way through a successful college experience. The Coordinator assesses the needs, strengths, and challenges of the student and creates a series of strategies to maximize the student’s opportunity to succeed. The coordinator and student meet frequently throughout the semester. The Student Success Coordinator reviews the syllabi, discusses assignments, helps establish goals, and follows up on general course material deadlines with the student.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1.1 C.2.1 C.3.1	Fall 2015 and ongoing	75% Equity \$352,941	25% SSSP \$112,059

• **Link to Goal**

Student engagement has shown to have positive results in academic achievement. A student meeting with a full-time staff member helps foster a connection for that student. Early reports from students have indicated they have an increased feeling of support and connection to the school.

• **Evaluation**

Review and compare annually, for the next three years, ESL and basic skills completion rates for the following target populations identified in the campus based research as experiencing a disproportionate impact: male, students with disabilities, American Indian, and African American students.

**C.1.2 & C.2.2**

• **Activity Type(s)**

- Activity C.1.2 & C.2.2: Provide supplemental instruction in English and Math for students identified within these disproportionately impacted groups.

Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation		Professional Development		

•

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.1.2	Male basic skills –Math	891
C.1.2	American Indian basic skills – Math	29
C.1.2	Disability Status basic skills – Math	174
C.2.2	Male basic skills - English	740
C.2.2	African American basic skills – English	72
C.2.2	American Indian basic skills – English	25
C.2.2	Disability Status – English	145

• **Activity Implementation Plan**

Hire a faculty member to hire, train, and coordinate students and instructors to run Supplemental Instruction sessions for students in Math and English that assist our disproportionately impacted students in achieving student success.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.1.2	Fall 2015	\$70,000	\$0
C.2.2			

• **Link to Goal**

It is well documented that additional tutoring from someone who is in the class of instruction will increase successful completion rates.

• **Evaluation**

Review and compare the success rates for courses with supplemental instruction to the success rates for courses without supplemental instruction.

**C.1.3, C.2.3, & C.3.2**

• **Activity Type(s)**

- Activity C.1.3, C.2.3, C.3.2: Implement Jam Sessions for Math, ESL, and English courses.

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.3.1	Male – ESL	50
C.1.3	Male basic skills –Math	891

C.1.3	American Indian basic skills – Math	29
C.1.3	Disability Status basic skills – Math	174
C.2.3	Male basic skills - English	740
C.2.3	African American basic skills – English	72
C.2.3	American Indian basic skills – English	25
C.2.3	Disability Status – English	145

• **Activity Implementation Plan**

Coordinate and conduct a multiple day jam session leading up to the start of the semester. The goals will be to have faculty and staff facilitate student interaction, enrichment, and course material preparation to increase ESL, Math, and English improvement rates. The instructor of the class will be able to provide a friendly, stress-free environment to learn course material. Student Success Coordinators will also be on hand during portions of the jam session to help facilitate student engagement and building a network of friends and support group that carries into the academic year.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.1.3	Fall 2016	\$12,000	\$0
C.2.3			
C.3.2			

• **Link to Goal**

Campus-based research show a positive result in academic success when participating in Jam Session but students also have an opportunity to interact with their instructor(s) in a more friendly and stress-free environment. This will allow our District’s disproportionately impacted students a greater chance of success. The courses that are designated for Jam Sessions will be basic skills ESL, Math, and English courses.

• **Evaluation**

- Review and compare the success rates for courses with Jam Sessions to the success rates for courses without Jam Sessions.
- Where applicable, utilize “Training/Workshop Evaluation Form” to assess the effectiveness of the Jam Sessions.

**C.1.4, C.2.4, & C.3.3**

• **Activity Type(s)**

- **Activity C.1.4, C.2.4, C.3.3:** Conduct a study to better understand where inequalities emerge in the basic skills pathway for COS students.

Outreach	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support

X	Research and Evaluation	Professional Development	
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• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
C.3.3	Male – ESL	50
C.1.4	Male basic skills –Math	891
C.1.4	American Indian basic skills – Math	29
C.1.4	Disability Status basic skills – Math	174
C.2.4	Male basic skills - English	740
C.2.4	African American basic skills – English	72
C.2.4	American Indian basic skills – English	25

• **Activity Implementation Plan**

The Office of Research, Planning and Institutional Effectiveness will design a study to review the basic skills pathway for each disproportionately impacted group from Access to Completion Outcomes. The Office will also analyze Assessment data for each group.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1.4 C.2.4 C.3.3	Spring/Summer 2016	\$0	\$0

• **Link to Goal**

This study will help the District better understand and identify leakage points in the basic skills pathway for each disproportionately impacted group. This information will help the District improve outcomes for students who are on the basic skills pathway.

• **Evaluation**

Review and analyze the results of the Basic Skills Pathway Study.

**C.4**

• **Activity Type(s)**

- **Activity C.4:** Provide transportation for students attending the ESL Off-Site Orientation.

X	Outreach	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
C.4	Male – ESL	50

- **Activity Implementation Plan**

The current Off-Site Orientation program requires our disproportionately impacted students, many of which live in small rural towns and are economically disadvantaged, to travel to the College of Sequoias Visalia campus. We plan to reserve buses or other means of transportation to get students on to campus for their Orientation.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Fall 2016	\$ 1000	\$0

- **Link to Goal**

By providing transportation, we can increase the number of ESL Orientation participants and have an increased chance of moving the course completion success indicator. Campus-based research shows how critical and beneficial the Off-site Orientation is in a student’s academic career.

- **Evaluation**

Count the number of students who participate in the Off-Site Orientation.

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## **Success Indicator: Degree and Certificate Completion**

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**CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION**

**D. DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

<b>Completion Rates and Proportionality Index by Gender</b>						
<b>Gender</b>	<u>2008/09 Cohort</u>	<u>2008/09 Cohort</u>	<u>Completion</u>	<u>Cohort</u>	<u>2015</u>	<u>2014</u>
	<u>Count</u>	<u>Count</u>	<u>Proportion</u>	<u>Proportion</u>	<u>Proportionality Index</u>	<u>Proportionality Index</u>
Female	1,223	541	55.26%	53.76%	1.0279	1.0028
Male	1,034	428	43.72%	45.45%	0.9619	0.9970
Unknown	18	10	1.02%	0.79%	1.2910	0.9613
<b>District Total</b>	<b>2,275</b>	<b>979</b>	<b>100%</b>	<b>100%</b>		

<b>Completion Rates and Proportionality Index by Ethnicity</b>						
<b>Ethnicity</b>	<u>2008/09 Cohort</u>	<u>2008/09 Cohort</u>	<u>Completion</u>	<u>Cohort</u>	<u>2015</u>	<u>2014</u>
	<u>Count</u>	<u>Count</u>	<u>Proportion</u>	<u>Proportion</u>	<u>Proportionality Index</u>	<u>Proportionality Index</u>
Asian	111	52	5.31%	4.88%	1.0886	1.1672
African American	77	39	3.98%	3.38%	1.1770	1.0233
Hispanic	1,083	413	42.19%	47.60%	0.8862	0.8542
American Indian/Alaskan Native	23	9	0.92%	1.01%	0.9093	1.1672
Pacific Islander	11	6	0.61%	0.48%	1.2675	0.6670
Two or More Races						
White	637	314	32.07%	28.00%	1.1455	1.1218
Unknown	333	146	14.91%	14.64%	1.0188	1.2592
<b>District Total</b>	<b>2,275</b>	<b>979</b>	<b>100%</b>	<b>100%</b>		

<b>Completion Rates and Proportionality Index by Age Group</b>						
<b>Age Group</b>	<u>2008/09 Cohort</u>	<u>2008/09 Cohort</u>	<u>Completion</u>	<u>Cohort</u>	<u>2015</u>	<u>2014</u>
	<u>Count</u>	<u>Count</u>	<u>Proportion</u>	<u>Proportion</u>	<u>Proportionality Index</u>	<u>Proportionality Index</u>
17 to 19	1,896	864	88.25%	83.34%	1.0589	1.0381
20 to 24	168	44	4.49%	7.38%	0.6086	0.6875
25 to 49	199	66	6.74%	8.75%	0.7707	0.8881
50 +	12	5	0.51%	0.53%	0.9682	1.0774
<b>District Total</b>	<b>2,275</b>	<b>979</b>	<b>100%</b>	<b>100%</b>		

Completion Rates and Proportionality Index by Disability Status						
Disability Status	2008/09 Cohort	2008/09 Cohort	Completion Proportion	Cohort Proportion	2015	2014
	Count	Completion Count			Proportionality Index	Proportionality Index
No	2,161	941	96.12%	94.99%	1.0119	1.0091
Yes	114	38	3.88%	5.01%	0.7746	0.8413
District Total	2,275	979	100%	100%		

Completion Rates and Proportionality Index by Economically Disadvantaged						
Economically Disadvantaged	2008/09 Cohort	2008/09 Cohort	Completion Proportion	Cohort Proportion	2015	2014
	Count	Completion Count			Proportionality Index	Proportionality Index
No	523	282	28.80%	22.99%	1.2530	1.2298
Yes	1,752	697	71.20%	77.01%	0.9245	0.9138
District Total	2,275	979	100%	100%		

**Completion Rate:**

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

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

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

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

Certificate Rates and Proportionality Index by Gender						
Gender	2008/09 Cohort	2008/09 Cohort	Certificate Proportion	Cohort Proportion	2015	2014
	Count	Certificate Count			Proportionality Index	Proportionality Index
Female	1,223	24	41.38%	53.76%	0.7697	0.9590
Male	1,034	34	58.62%	45.45%	1.2898	1.0751
Unknown	18	0	0.00%	0.79%	0.0000	0.0000
District Total	2,275	58	100%	100%		

Certificate Rates and Proportionality Index by Ethnicity						
Ethnicity	2008/09 Cohort	2008/09 Cohort	Certificate Proportion	Cohort Proportion	2015	2014
	Count	Certificate Count			Proportionality Index	Proportionality Index
Asian	111	1	1.72%	4.88%	0.3534	1.1440
African American	77	1	1.72%	3.38%	0.5094	0.8776
Hispanic	1,083	34	58.62%	47.60%	1.2314	0.9280
American Indian/Alaskan Native	23	0	0.00%	1.01%	0.0000	2.6693
Pacific Islander	11	0	0.00%	0.48%	0.0000	0.0000
Two or More Races						
White	637	18	31.03%	28.00%	1.1084	0.9590
Unknown	333	4	6.90%	14.64%	0.4712	1.3589
District Total	2,275	58	100%	100%		

Certificate Rates and Proportionality Index by Age Group						
Age Group	2008/09 Cohort	2008/09 Cohort	Certificate Proportion	Cohort Proportion	2015	2014
	Count	Certificate Count			Proportionality Index	Proportionality Index
17 to 19	1,896	37	63.79%	83.34%	0.7654	0.7506
20 to 24	168	2	3.45%	7.38%	0.4670	1.5357
25 to 49	199	18	31.03%	8.75%	3.5479	2.6112
50 +	12	1	1.72%	0.53%	3.2687	4.9279
District Total	2,275	58	100%	100%		

Certificate Rates and Proportionality Index by Disability Status						
Disability Status	2008/09 Cohort	2008/09 Cohort	Certificate Proportion	Cohort Proportion	2015	2014
	Count	Certificate Count			Proportionality Index	Proportionality Index
No	2,161	50	86.21%	94.99%	0.9075	0.9596
Yes	114	8	13.79%	5.01%	2.7526	1.6859
District Total	2,275	58	100%	100%	1.0000	1.0000

Certificate Rates and Proportionality Index by Economically Disadvantaged						
Economically Disadvantaged	2008/09 Cohort	2008/09 Cohort	Certificate Proportion	Cohort Proportion	2015	2014
	Count	Certificate Count			Proportionality Index	Proportionality Index
No	523	5	8.62%	22.99%	0.3750	0.6292
Yes	1,752	53	91.38%	77.01%	1.1866	1.1394
District Total	2,275	58	100%	100%		

**Certificate Rate:**

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:  
 Earned credit Certificate (Chancellor's Office approved).

Associate Degree Rates and Proportionality Index by Gender						
Gender	2008/09 Cohort	2008/09 Cohort	Associate Degree Proportion	Cohort Proportion	2015	2014
	Count	AA/AS Degree Count			Proportionality Index	Proportionality Index
Female	1,223	253	59.81%	53.76%	1.1126	1.0081
Male	1,034	165	39.01%	45.45%	0.8582	0.9833
Unknown	18	5	1.18%	0.79%	1.4940	1.2897
District Total	2,275	423	100%	100%		

Associate Degree Rates and Proportionality Index by Ethnicity						
Ethnicity	2008/09 Cohort	2008/09 Cohort	Associate	Cohort	2015	2014
	Count	AA/AS Degree Count	Degree Proportion	Proportion	Proportionality Index	Proportionality Index
Asian	82	8	1.89%	3.60%	0.5247	0.6666
Filipino	29	9	2.13%	1.27%	1.6691	2.4522
African American	77	20	4.73%	3.38%	1.3969	1.3515
Hispanic	1,083	184	43.50%	47.60%	0.9138	0.9473
American Indian/Alaskan Native	23	5	1.18%	1.01%	1.1692	0.4568
Pacific Islander	11	1	0.24%	0.48%	0.4889	0.0000
Two or More Races			0.00%			
White	637	130	30.73%	28.00%	1.0976	0.9354
Unknown	333	66	15.60%	14.64%	1.0660	1.3620
District Total	2,275	423	100%	100%		

Associate Degree Rates and Proportionality Index by Age Group						
Age Group	2008/09 Cohort	2008/09 Cohort	Associate	Cohort	2015	2014
	Count	AA/AS Degree Count	Degree Proportion	Proportion	Proportionality Index	Proportionality Index
17 to 19	1,896	366	86.52%	83.34%	1.0382	1.0051
20 to 24	168	20	4.73%	7.38%	0.6403	0.7509
25 to 49	199	35	8.27%	8.75%	0.9459	1.1022
50 +	12	2	0.47%	0.53%	0.8964	1.6865
District Total	2,275	423	100%	100%		

Associate Degree Rates and Proportionality Index by Disability Status						
Disability Status	2008/09 Cohort	2008/09 Cohort	Associate	Cohort	2015	2014
	Count	AA/AS Degree Count	Degree Proportion	Proportion	Proportionality Index	Proportionality Index
No	2,161	397	93.85%	94.99%	0.9880	1.0051
Yes	114	26	6.15%	5.01%	1.2266	0.9135
District Total	2,275	423	100%	100%		

Associate Degree Rates and Proportionality Index by Economically Disadvantaged						
Economically Disadvantaged	2008/09 Cohort	2008/09 Cohort	Associate	Cohort	2015	2014
	Count	AA/AS Degree Count	Degree Proportion	Proportion	Proportionality Index	Proportionality Index
No	523	105	24.82%	22.99%	1.0798	0.9299
Yes	1,752	318	75.18%	77.01%	0.9762	1.0264
District Total	2,275	423	100%	100%		

**Associate Degree Rate:**

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:  
Earned AA/AS (Chancellor's Office approved).

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

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**Goal D.1:** Increase the number of certificates earned by female, Asian, African American, and American Indian students by 2% in the next 3 years.

**Goal D.2:** Increase the number of degrees earned by Asian students by 2% in the next 3 years.

**Goal D.3:** Increase the transfer preparedness of African American students by 2% in the next 3 years.

**Goal D.4:** Provide more equitable access to Student Success Program services by increasing evening hours for disproportionately impacted students.

### ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

#### D.1.1, D.2.1, & D.3.1

- **Activity Type(s)**

- Activity D.1, D.2, D.3: Assign Student Success Coordinators and Counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups including academic counseling; career and academic mentoring; workshops with topics such as money management, goal setting, and stress management; and other services that promote and increase the likelihood of course completion.

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
D.1.1	Female, Asian, African American, American Indian	1434
D.2.1	Asian	82
D.3.1	African American	77

- **Activity Implementation Plan**

The Student Success Coordinators reach out to the disproportionately impacted students and assist them in navigating their way through a successful college experience. The Coordinator assesses the needs, strengths, and challenges of the student and creates a

series of strategies to maximize the student’s opportunity to succeed. The coordinator and student meet frequently throughout the semester. The Student Success Coordinator reviews the syllabi, discusses assignments, helps establish goals, and follows up on general course material deadlines with the student.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1.1 D.2.1 D.3.1	Fall 2015 and ongoing	75% Equity \$352,941	25% SSSP \$112,059

• **Link to Goal**

Many of the Student Success Coordinators and Counselors strategies will be geared toward certificate and degree completion as well as transfer preparedness. Strategies include but are not limited to: transfer workshops, counseling appointments geared toward certificate or degree completion, academic or progress probation workshops, scholarship workshops, FAFSA workshops, graduation application workshops, and goal setting workshops to name a few.

• **Evaluation**

Review and compare annually, for the next 3 years, the number of certificates earned by female, Asian, African American, and American Indian students.

Review and compare annually, for the next 3 years, the number of degrees earned by Asian students.

**D.1.2 & D.2.2**

**Activity D.1.2 & D.2.2:** Hire a new Career Technical Education Student Success Coordinator to provide a comprehensive range of support for students in these disproportionately impacted groups.

• **Activity Type(s)**

	Access	X	Degrees and Certificate Completion
X	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
D.1.2 D.2.2	Female	1,223
D.1.2 D.2.2	Asian	111
D.1.2 D.2.2	African American	77

D.1.2	American Indian	23
D.2.2		

• **Activity Implementation Plan**

Coordinator will meet with students in CTE majors and help them accomplish their unique educational goals. The grant funded coordinator will be doing follow up services, presenting resume and interview workshops, and connecting students to appropriate campus and community services.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.1.2 D.2.2	Spring 2016 and ongoing	\$0	\$75,000 California Career Pathways Trust Grant

• **Link to Goal**

Having a Student Success Coordinator dedicated to providing a support system to many disproportionately impacted students who are seeking certificates has proven to be beneficial in achieving academic goals.

• **Evaluation**

Review and compare annually, for the next 3 years, the number of certificates earned by female, Asian, African American, and American Indian students.

**D.3.2**

• **Activity Type(s)**

Activity D.3.2: Take African American male students to the A2MEND conference. Faculty and staff will also be invited to attend the conference.

Outreach		Student Equity Coordination/Planning		Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
D.3.2	African American	77

• **Activity Implementation Plan**

The A2MEND conference is an opportunity for faculty, staff, students and administrators to collectively address the administrative and instructional strategies that have an impact on the success of African American male students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3.2	March of each year	\$ 15,000	\$0

• **Link to Goal**

This annual conference offers informative presenters and interactive workshops that will develop realistic strategies and concrete recommendations that can be put into practice in our District. One of the objectives for the students is to surround them with academically successful people so that they feel a sense of empowerment and support on achieving their own goals, including transfer to a 4-year university.

• **Evaluation**

Review and compare the number of students, faculty, and staff attending the conference. Conduct focus group interviews with students who attend the A2MEND conference to understand what they learned and experienced at the conference.

**D.4**

**Activity Type(s)**

- Activity D.4: Provide evening hours for the Student Success Program students to have increased access to Student Success Coordinators, computer labs, workshops, etc.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
D.4	Female	1,223
D.4	Asian	111
D.4	African American	77
D.4	American Indian	23

• **Activity Implementation Plan**

Currently the Student Success Program offers services from 7:45 – 4:45 pm. Although many students are able to take advantage of these hours it has become apparent through qualitative data that many of our disproportionately impacted students are best available in

the evening. Student Success Program staff will continue to reevaluate and work on the best balance of day and evening hours to provide optimal access.

<b>ID</b>	<b>Timeline(s)</b>	<b>Student Equity Funds</b>	<b>Other Funds**</b>
D.4	Spring 2016	\$0	\$0

- ***Link to Goal***

By providing evening hours, more disproportionately impacted students are going to be able to utilize the services that help them reach their potential and persist in school. Based on a comprehensive district-wide survey, results indicated a demand for evening hours.

- ***Evaluation***

- Review and analyze service usage data collected through the activity logs which will be tracked by the check-in/check-out system.

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# Transfer

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## CAMPUS-BASED RESEARCH: TRANSFER

- E. TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years. Calculate transfer rates by dividing:

Transfer Prepared and Proportionality Index by Gender						
	2008/09 Cohort	2008/09 Cohort	Transfer	Cohort	2015	2014
Gender	Count	Transfer	Prepared	Proportion	Proportionality	Proportionality
		Prepared Count	Proportion		Index	Index
Female	1,223	362	58.11%	53.76%	1.0809	0.9851
Male	1,034	256	41.09%	45.45%	0.9041	1.0237
Unknown	18	5	0.80%	0.79%	1.0144	0.8162
District Total	2,275	623	100%	100%		

Transfer Prepared and Proportionality Index by Ethnicity						
	2008/09 Cohort	2008/09 Cohort	Transfer	Cohort	2015	2014
Ethnicity	Count	Transfer	Prepared	Proportion	Proportionality	Proportionality
		Prepared Count	Proportion		Index	Index
Asian	111	38	6.10%	4.88%	1.2501	1.3627
African American	77	15	2.41%	3.38%	0.7114	0.5702
Hispanic	1,083	277	44.46%	47.60%	0.9340	0.8386
American Indian/Alaskan Native	23	3	0.48%	1.01%	0.4763	1.1562
Pacific Islander	11	1	0.16%	0.48%	0.3320	0.4955
Two or More Races						
White	637	199	31.94%	28.00%	1.1408	1.1580
Unknown	333	90	14.45%	14.64%	0.9869	1.2824
District Total	2,275	623	100%	100%		

Transfer Prepared and Proportionality Index by Age Group						
	2008/09 Cohort	2008/09 Cohort	Transfer	Cohort	2015	2014
Age Group	Count	Transfer	Prepared	Proportion	Proportionality	Proportionality
		Prepared Count	Proportion		Index	Index
17 to 19	1,896	564	90.53%	83.34%	1.0863	1.0567
20 to 24	168	24	3.85%	7.38%	0.5217	0.6177
25 to 49	199	32	5.14%	8.75%	0.5872	0.7541
50 +	12	3	0.48%	0.53%	0.9129	1.3341
District Total	2,275	623	100%	100%		

Transfer Prepared and Proportionality Index by Disability Status						
	2008/09 Cohort	2008/09 Cohort	Transfer	Cohort	2015	2014
Disability Status	Count	Transfer	Prepared	Proportion	Proportionality	Proportionality
		Prepared Count	Proportion		Index	Index
No	2,161	594	95.35%	94.99%	1.0037	1.0033
Yes	114	29	4.65%	5.01%	0.9289	0.9432
District Total	2,275	623	100%	100%		

Transfer Prepared and Proportionality Index by Economically Disadvantaged						
Economically Disadvantaged	2008/09 Cohort	2008/09 Cohort	Transfer Prepared	Cohort	2015	2014
	Count	Transfer Prepared Count	Proportion	Proportion	Proportionality Index	Proportionality Index
No	523	157	25.20%	22.99%	1.0962	1.0840
Yes	1,752	466	74.80%	77.01%	0.9713	0.9684
District Total	2,275	623	100%	100%		

**Transfer Prepared:**

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

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

Transferred to 4yr Rates and Proportionality Index by Gender						
Gender	2008/09 Cohort	2008/09 Cohort	Transfer to 4-yr	Cohort	2015	2014
	Count	Transfer to 4yr Count	Proportion	Proportion	Proportionality Index	Proportionality Index
Female	1,223	345	52.43%	53.76%	0.9753	0.9511
Male	1,034	305	46.35%	45.45%	1.0198	1.0657
Unknown	18	8	1.22%	0.79%	1.5366	1.0219
District Total	2,275	658	100%	100%		

Transferred to 4yr Rates and Proportionality Index by Ethnicity						
Ethnicity	2008/09 Cohort	2008/09 Cohort	Transfer to 4-yr	Cohort	2015	2014
	Count	Transfer to 4yr Count	Proportion	Proportion	Proportionality Index	Proportionality Index
Asian	111	36	5.47%	4.88%	1.1213	1.3627
African American	77	30	4.56%	3.38%	1.3471	0.5702
Hispanic	1,083	258	39.21%	47.60%	0.8237	0.8386
American Indian/Alaskan Native	23	8	1.22%	1.01%	1.2026	1.1562
Pacific Islander	11	6	0.91%	0.48%	1.8859	0.4955
Two or More Races						
White	637	222	33.74%	28.00%	1.2050	1.1580
Unknown	333	98	14.89%	14.64%	1.0175	1.2824
District Total	2,275	658	100%	100%		

Transferred to 4yr Rates and Proportionality Index by Age Group						
Age Group	2008/09 Cohort	2008/09 Cohort	Transfer to 4-yr	Cohort	2015	2014
	Count	Transfer to 4yr Count	Proportion	Proportion	Proportionality Index	Proportionality Index
17 to 19	1,896	613	93.16%	83.34%	1.1178	1.0849
20 to 24	168	25	3.80%	7.38%	0.5145	0.6426
25 to 49	199	20	3.04%	8.75%	0.3475	0.5476
50 +	12	0	0.00%	0.53%	0.0000	0.2673
District Total	2,275	658	100%	100%		

Transferred to 4yr Rates and Proportionality Index by Disability Status						
Disability Status	2008/09 Cohort	2008/09 Cohort	Transfer to 4-yr	Cohort	2015	2014
	Count	Transfer to 4yr	Proportion	Proportion	Proportionality Index	Proportionality Index
No	2,161	642	97.57%	94.99%	1.0272	1.0033
Yes	114	16	2.43%	5.01%	0.4853	0.9432
District Total	2,275	658	100%	100%		

Transferred to 4yr Rates and Proportionality Index by Economically Disadvantaged						
Economically Disadvantaged	2008/09 Cohort	2008/09 Cohort	Transfer to 4-yr	Cohort	2015	2014
	Count	Transfer to 4yr	Proportion	Proportion	Proportionality Index	Proportionality Index
No	523	229	34.80%	22.99%	1.5139	1.0840
Yes	1,752	429	65.20%	77.01%	0.8466	0.9684
District Total	2,275	658	100%	100%		

**Transferred to 4yr:**

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

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

Transfer Velocity Rates and Proportionality Index by Gender						
Gender	2008-09 Cohort	2008-09 Cohort	Transfer Velocity	Cohort	2015	2014
	Count	Transfer Velocity Count	Proportion	Proportion	Proportionality Index	Proportionality Index
Female	896	271	51.92%	56.82%	0.9137	0.9130
Male	665	244	46.74%	42.17%	1.1085	1.1173
Unknown	16	7	1.34%	1.01%	1.3217	1.0659
District Total	1,577	522	100%	100%		

Transfer Velocity Rates and Proportionality Index by Ethnicity						
Ethnicity	2008-09 Cohort	2008-09 Cohort	Transfer Velocity	Cohort	2015	2014
	Count	Transfer Velocity Count	Proportion	Proportion	Proportionality Index	Proportionality Index
African-American	49	21	4.02%	3.11%	1.2947	1.0534
American Indian/Alaskan Native	11	4	0.77%	0.70%	1.0986	0.9949
Asian	84	30	5.75%	5.33%	1.0790	1.0466
Hispanic	702	201	38.51%	44.51%	0.8650	0.9092
Pacific Islander	7	5	0.96%	0.44%	2.1579	0.8528
Unknown	242	73	13.98%	15.35%	0.9113	1.0896
White Non-Hispanic	482	188	36.02%	30.56%	1.1783	1.0798
District Total	1,577	522	100%	100%		

Transfer Velocity Rates and Proportionality Index by Age Group						
Age Group	2008-09 Cohort	2008-09 Cohort	Transfer Velocity	Cohort Proportion	2015	2014
	Count	Transfer Velocity Count	Proportion		Proportionality Index	Proportionality Index
17 to 19	1,351	488	93.49%	85.67%	1.0913	1.0714
20 to 24	101	19	3.64%	6.40%	0.5683	0.6202
25 to 49	119	15	2.87%	7.55%	0.3808	0.5350
50 +	6	0	0.00%	0.38%	0.0000	0.3731
District Total	1,577	522	100%	100%		

Transfer Velocity Rates and Proportionality Index by Disability Status						
Disability Status	2008-09 Cohort	2008-09 Cohort	Transfer Velocity	Cohort Proportion	2015	2014
	Count	Transfer Velocity Count	Proportion		Proportionality Index	Proportionality Index
No	1,510	509	97.51%	95.75%	1.0184	1.0133
Yes	67	13	2.49%	4.25%	0.5862	0.7347
District Total	1,577	522	100%	100%		

**Completed 30+ Units Rate:**

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or milestone) within six years of entry: Earned at least 30 units in the CCC system.

Completed 30-Units Rates and Proportionality Index by Gender						
Gender	2008/09 Cohort	2008/09 Cohort	Completed 30-	Cohort Proportion	2015	2014
	Count	30-Unit Count	Unit Proportion		Proportionality Index	Proportionality Index
Female	1,223	805	54.58%	53.76%	1.0152	1.0202
Male	1,034	654	44.34%	45.45%	0.9755	0.9709
Unknown	18	16	1.08%	0.79%	1.3710	1.0826
District Total	2,275	1,475	100%	100%		

Completed 30-Units Rates and Proportionality Index by Ethnicity						
Ethnicity	2008/09 Cohort	2008/09 Cohort	Completed 30-	Cohort Proportion	2015	2014
	Count	30-Unit Count	Unit Proportion		Proportionality Index	Proportionality Index
Asian	111	73	4.95%	4.88%	1.0144	1.0955
African American	77	53	3.59%	3.38%	1.0616	1.0294
Hispanic	1,083	690	46.78%	47.60%	0.9827	0.9495
American Indian/Alaskan Native	23	8	0.54%	1.01%	0.5365	0.8946
Pacific Islander	11	5	0.34%	0.48%	0.7011	1.3145
Two or More Races						
White	637	428	29.02%	28.00%	1.0363	1.0308
Unknown	333	218	14.78%	14.64%	1.0097	1.1061
District Total	2,275	1,475	100%	100%		

Completed 30-Units Rates and Proportionality Index by Age Group						
Age Group	2008/09 Cohort	2008/09 Cohort	Completed 30-	Cohort	2015	2014
	Count	30-Unit Count	Unit Proportion	Proportion	Proportionality Index	Proportionality Index
17 to 19	1,896	1,250	84.75%	83.34%	1.0169	1.0105
20 to 24	168	98	6.64%	7.38%	0.8997	0.8403
25 to 49	199	120	8.14%	8.75%	0.9301	1.0252
50 +	12	7	0.47%	0.53%	0.8997	1.0617
District Total	2,275	1,475	100%	100%		

Completed 30-Units Rates and Proportionality Index by Disability Status						
Disability Status	2008/09 Cohort	2008/09 Cohort	Completed 30-	Cohort	2015	2014
	Count	30-Unit Count	Unit Proportion	Proportion	Proportionality Index	Proportionality Index
No	2,161	1,403	95.12%	94.99%	1.0014	0.9963
Yes	114	72	4.88%	5.01%	0.9741	1.0501
District Total	2,275	1,475	100%	100%		

Completed 30-Units Rates and Proportionality Index by Economically Disadvantaged						
Economically Disadvantaged	2008/09 Cohort	2008/09 Cohort	Completed 30-	Cohort	2015	2014
	Count	30-Unit Count	Unit Proportion	Proportion	Proportionality Index	Proportionality Index
No	523	318	21.56%	22.99%	0.9378	0.9339
Yes	1,752	1157	78.44%	77.01%	1.0186	1.0248
District Total	2,275	1,475	100%	100%		

Completed 30-Units Rates and Proportionality Index by Foster Youth						
Foster Youth*	2013/14 Cohort	2013/14 Cohort	Completed 30-	Cohort	2015	2014
	Count	30-Unit Count	Unit Proportion	Proportion	Proportionality Index	Proportionality Index
No	13,398	5,958	97.42%	97.76%	0.9965	1.0070
Yes	307	158	2.58%	2.24%	1.1533	0.7562
District Total	13,705	6,116	100%	100%		

**Persistence Rate:**

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or momentum point):

Enroll in first three consecutive primary semester terms (or four quarter terms) anywhere in the CCC system.

Persistence Rates and Proportionality Index by Gender						
Gender	2008/09 Cohort	2008/09 Cohort	Persistence	Cohort	2015	2014
	Count	Persist Count	Proportion	Proportion	Proportionality Index	Proportionality Index
Female	1,223	797	53.49%	53.76%	0.9950	0.9744
Male	1,034	681	45.70%	45.45%	1.0056	1.0384
Unknown	18	12	0.81%	0.79%	1.0179	0.8119
District Total	2,275	1,490	100%	100%		

Persistence Rates and Proportionality Index by Ethnicity						
Ethnicity	2008/09 Cohort	2008/09 Cohort	Persistence	Cohort	2015	2014
	Count	Persist Count	Proportion	Proportion	Proportionality Index	Proportionality Index
Asian	111	73	4.90%	4.88%	1.0041	1.0133
African American	77	60	4.03%	3.38%	1.1897	1.0925
Hispanic American	1,083	699	46.91%	47.60%	0.9855	1.0000
Indian/Alaskan Native	23	15	1.01%	1.01%	0.9958	0.8946
Pacific Islander	11	7	0.47%	0.48%	0.9716	1.0955
Two or More Races						
White	637	410	27.52%	28.00%	0.9827	0.9803
Unknown	333	226	15.17%	14.64%	1.0362	1.0410
District Total	2,275	1,490	100%	100%		

Persistence Rates and Proportionality Index by Age Group						
Age Group	2008/09 Cohort	2008/09 Cohort	Persistence	Cohort	2015	2014
	Count	Persist Count	Proportion	Proportion	Proportionality Index	Proportionality Index
17 to 19	1,896	1,221	81.95%	83.34%	0.9833	0.9979
20 to 24	168	116	7.79%	7.38%	1.0543	0.8403
25 to 49	199	145	9.73%	8.75%	1.1125	1.1336
50 +	12	8	0.54%	0.53%	1.0179	1.1797
District Total	2,275	1,490	100%	100%		

Persistence Rates and Proportionality Index by Disability Status						
Disability Status	2008/09 Cohort	2008/09 Cohort	Persistence	Cohort	2015	2014
	Count	Persist Count	Proportion	Proportion	Proportionality Index	Proportionality Index
No	2,161	1,418	95.17%	94.99%	1.0019	0.9961
Yes	114	72	4.83%	5.01%	0.9643	1.0639
District Total	2,275	1,490	100%	100%		

Persistence Rates and Proportionality Index by Economically Disadvantaged						
Economically Disadvantaged	2008/09 Cohort	2008/09 Cohort	Persistence	Cohort	2015	2014
	Count	Persist Count	Proportion	Proportion	Proportionality Index	Proportionality Index
No	523	317	21.28%	22.99%	0.9254	0.9695
Yes	1,752	1173	78.72%	77.01%	1.0223	1.0115
District Total	2,275	1,490	100%	100%		

Transfer Velocity Rates and Proportionality Index by Economically Disadvantaged						
Economically Disadvantaged	2008-09 Cohort	2008-09 Cohort	Transfer	Cohort	2015	2014
	Count	Transfer Velocity Count	Velocity Proportion	Proportion	Proportionality Index	Proportionality Index
No	1,509	508	97.32%	95.69%	1.0170	1.0200
Yes	68	14	2.68%	4.31%	0.6220	0.5330
District Total	1,577	522	100%	100%		

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

**Goal E.1:** Increase the transfer rates of Hispanic, students with disabilities, African American, American Indian, and economically disadvantaged students by 2% in the next 3 years.

### ACTIVITIES: E. TRANSFER

#### E.1.1

- **Activity Type(s)**
  - **Activity E.1.1:** Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups including academic counseling; career and academic mentoring; workshops with topics such as money management, goal setting, and stress management; and other services that promote and increase the likelihood of transfer.

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group(s)	# of Students Affected
E.1.1	Hispanic	1083
E.1.1	Disability Status	114
E.1.1	Economically disadvantaged	1752
E.1.1	African American	77
E.1.1	American Indian	23

• **Activity Implementation Plan**

- The Student Success Coordinators reach out to the disproportionately impacted students and assist them in navigating their way through a successful college experience. The Coordinator assesses the needs, strengths, and challenges of the student and creates a series of strategies to maximize the student’s opportunity to succeed. The coordinator and student meet frequently throughout the semester. The Student Success Coordinator reviews syllabi, discusses assignments, helps establish goals, and follows up on general course material deadlines with the student.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1.1	Fall 2015 and ongoing	75% Equity \$352,941	25% SSSP \$112,059

• **Link to Goal**

- Many of the Student Success Coordinators and Counselors strategies will be geared toward certificate and degree completion as well as transfer preparedness. Strategies include but are not limited to: transfer workshops, counseling appointments geared toward certificate or degree completion, academic or progress probation workshops, scholarship workshops, FAFSA workshops, graduation application workshops, and goal setting workshops to name a few.

• **Evaluation**

Review and compare annually, for the next 3 years, the number of transfer and transfer prepared Hispanic, students with disabilities, economically disadvantaged, African American, and American Indian students.

**E.1.2**

• **Activity Type(s)**

Activity E.1.2: Develop and implement a program for students in disproportionately impacted groups to go on 4-year college and university campus field trips.

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
E.1.2	Hispanic	1083
E.1.2	Disability Status	114

E.1.2	Economically disadvantaged	1752
E.1.2	African American	77
E.1.2	American Indian	23

- **Activity Implementation Plan**

These types of field trips are common among community colleges, College of the Sequoias being no different. Feedback from students who attend similar trips have been stated it was the personal experience of seeing a campus that motivated them to transfer. Our plan is to increase the amount of trips offered. Programs with high numbers of disproportionately impacted students such as Puente, EOPS, and Trio will have opportunities to expand their transfer rate strategies.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.2	Spring 2016	\$ 7,400	\$0

- **Link to Goal**

In an effort to increase the transfer rate for our disproportionately impacted students, these field trips will encourage and help make the transfer process more of a reality.

- **Evaluation**

Collect the number of students attending these field trips and the number of field trips offered.

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## **Other College- or District-wide Initiatives Affecting Several Indicators**

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**GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**

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**ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS**

**F.1**

**Goal F.1:** Prevent student dismissals from the institution by decreasing the number of students on probation (progress and academic).

• **Indicators/Goals to be affected by the activity**

	Access	X	Degrees and Certificate Completion
	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

**F.1** Provide Academic and Progress probation workshops to those who are on continued probation.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.1	Academic Probation status	975
F.1	Progress Probation status	325

• **Activity Implementation Plan**

Reach out to students who are subject to dismissal due to progress or academic probation and invite them to one of many academic/progress probation workshops. Student Success Coordinators along with the Equity funded Financial Aid Outreach Specialist will provide information on the probation process. The interactive workshop will also discuss the different services available for students that can help alleviate any road block in their academic career. The Financial Aid Outreach Specialist will provide information on the Financial Aid probation policy and explain the difference between the two probation policies.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Fall 2015 and ongoing	\$0	\$0

- **Link to Goal**

By intervening with students who are at risk of being dismissed and getting them involved with our Student Success Program there is an increased chance that they regain good academic standing.

- **Evaluation**

Review and compare annually, for the next three years, the number of student dismissals from the institution and the number of students on probation (progress and academic). Where applicable, utilize “Training/Workshop Evaluation Form” to assess the effectiveness of the workshop session.

## **F.2**

- **Indicators/Goals to be affected by the activity**

- **Goal F.2:** Inform and educate our disproportionately impacted students about the Financial Aid process and all facets of funding their college education.

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

**F.2** Provide workshops that include information on FAFSA, scholarships, loans, and financial literacy.

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.2	Financial Aid students	7,500

- **Activity Implementation Plan**

Hire a full-time Financial Aid Outreach Specialist. The Outreach Specialist will be the liaison with the Student Success Program students. The Outreach Specialist will provide FAFSA workshops, assist in the Academic/Progress Probation workshops, and outreach to feeder

high schools to provide increase access for the District’s disproportionately impacted students.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015 and ongoing	\$64,612	\$0

• **Link to Goal**

The Financial Aid Outreach Specialist will assist with access by working directly with students on Financial Aid issues and bringing a higher level of awareness and information to our disproportionately impacted student groups.

• **Evaluation**

Where applicable, utilize “Training/Workshop Evaluation Form” to assess the effectiveness of the workshop session.

**F.3**

• **Indicators/Goals to be affected by the activity**

- **Goal F.3:** Based on funding, provide direct student support to disproportionately impacted students.

	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

• **Activity Type(s)**

**F.3** Provide student vouchers, gas vouchers, and/or required course material to students who have are in a disproportionately impacted group.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.3	Disproportionately Impacted Students	8003

- **Activity Implementation Plan**

Students who participate in the Student Success Program and are designated as being part of a disproportionately impacted student group will receive, pending on funds, required books for classes and vouchers to pay for gas that will assist in their academic pursuits.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.3	Fall 2015 and ongoing	\$242,060	\$0

- **Link to Goal**

Student books, transportation, and other supplies are noted as barriers or challenges in achieving success. By assisting students with these essential needs they will have an increase chance to succeed.

- **Evaluation**

Collect the number of students assisted and requests submitted for student books, transportation, and other supplies.

#### F.4

**Goal F.4:** Increase professional development opportunities for faculty and staff.

X	Access	X	Degrees and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

Provide faculty and staff professional development opportunities to gain in-depth knowledge on our District's disproportionately impacted student groups.

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected\*:**

ID	Target Group	# of Students Affected
F.4	COS disproportionately impacted students	8003

- **Activity Implementation Plan**

Staff and Faculty will be invited to participate in an ongoing professional development series. Speakers will be funded by Equity Funds and topics will include but are not limited

to students with disabilities, student-athletes, African American students, classroom confidence, and additional information on effects of inequities. Faculty and staff will have a time and place to discuss equity issues and best practices when interacting with different student groups.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.4	Spring 2016 and ongoing	\$60,000	\$0

- **Link to Goal**

Providing faculty and staff a place to learn about and discuss equity issues in our institution contributes to a more welcoming and accessible community college.

- **Evaluation**

Review the list and type of workshops provided. Where applicable, utilize “Training/Workshop Evaluation Form” to assess the effectiveness of the professional development opportunity.

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# Summary Budget

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<b>2015-16 Student Equity Plan Summary Budget</b>			
Sequoias CCD			
College of the Sequoias			
<b>Part I: Student Equity Funding</b>		<i>Enter whole numbers only</i>	
<b>Total 2015-16 College Student Equity Allocation</b>		\$	1,385,652
<b>If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level</b>			
<b>Part II: 2015-16 Planned Student Equity Expenditures</b>		\$	1,385,652
<b>Balance 2015-16 College Student Equity Allocation</b>		\$	-
<b>2014-15 Student Equity Plan Summary Budget.</b>			
<b>Part I: Funding</b>			
<b>Specific Entry Instructions</b>			
This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.			
<b>cell:</b>			
F9	Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCC only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.		
F12	Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.		
F14	This cell will populate once the Part II Planned SE Expenditures section has been completed.		
F17	This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.		
0	If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.		
+	If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.		
-	If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. <b>The Summary Budget cannot be submitted if balance is negative.</b>		

**2015-16 Student Equity Plan Summary Budget**  
 Sequoias CCD  
 College of the Sequoias

**Part II: Planned Student Equity (SE) Expenditures**

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoryicals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	Activity ID	Outreach	Student Services & Categoryicals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	<b>Academic Salaries: Position Title(s)</b>	<b># of Hours</b>									
	Director, Student Equity Program	1.00	\$ 21,056	\$ 21,056	\$ 21,056	\$ 21,056	\$ -	\$ 21,056	\$ -	\$ -	105,280
	Supplemental Instruction Coordinator		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,792	\$ -	12,792
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 21,056	\$ 21,056	\$ 21,056	\$ 21,056	\$ -	\$ 21,056	\$ 12,792	\$ -	\$ 118,072
2000	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>	<b># of Hours</b>									
	Student Success Coordinators	4.50	\$ 68,750	\$ 68,750	\$ -	\$ 68,750	\$ -	\$ -	\$ -	\$ -	206,250
	Financial Aid Outreach Specialist	1.00	\$ 17,492	\$ 17,492	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	34,984
	Senior Clerical Assistant	1.00	\$ -	\$ -	\$ -	\$ 29,452	\$ -	\$ -	\$ -	\$ -	29,452
	Research Analyst	1.00	\$ -	\$ -	\$ 55,888	\$ -	\$ -	\$ -	\$ -	\$ -	55,888
	Sr. Instructional Specialist Lead	2.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 89,520	\$ -	89,520
	Instructional Support- Students		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,000	\$ -	90,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	<b>Subtotal</b>		\$ 86,242	\$ 86,242	\$ 55,888	\$ 98,202	\$ -	\$ -	\$ 179,520	\$ -	\$ 506,094
3000	<b>Employee Benefits</b>	<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoryicals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum/Course Dev. &amp; Adaptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Director, Student Equity Program	1	\$ 8,021	\$ 8,021	\$ 8,021	\$ 8,021	\$ -	\$ 8,021	\$ -	\$ -	40,105
	Supplemental Instruction Coordinator		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,594	\$ -	1,594
	Sr. Instructional Specialist Lead	2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 63,144	\$ -	63,144
	Student Success Coordinators	4.5	\$ 48,897	\$ 48,897	\$ -	\$ 48,897	\$ -	\$ -	\$ -	\$ -	146,691
	Financial Aid Outreach Specialist	1	\$ 14,814	\$ 14,814	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	29,628
	Senior Clerical Assistant	1	\$ -	\$ 13,326	\$ -	\$ 13,326	\$ -	\$ -	\$ -	\$ -	26,652
	Research Analyst	1	\$ -	\$ -	\$ 35,712	\$ -	\$ -	\$ -	\$ -	\$ -	35,712
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
	<b>Subtotal</b>		\$ 71,732	\$ 85,058	\$ 43,733	\$ 70,244	\$ -	\$ 8,021	\$ 64,738	\$ -	\$ 343,526

4000	Supplies & Materials	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Travel and Conferences		\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ 20,000	\$ -	\$ -	25,000
	Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,000	\$ -	\$ -	60,000
	ESL and English Jam Sessions		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,000	\$ 3,000	12,000
	A2MEND Conference		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000	\$ -	\$ 9,000	15,000
	College/University field trips		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,400	7,400
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ 86,000	\$ -	\$ 19,400	\$ 119,400
6000	Capital Outlay	Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Student equipment and technology		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 55,000	55,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 55,000
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Gas Vouchers		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 75,000	75,000
	Book Vouchers		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 167,060	167,060
	ESL Off-Site Orientation		\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	1,500
		Subtotal	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 243,060
<b>Grand Total</b>			\$ 179,530	\$ 192,356	\$ 120,677	\$ 194,502	\$ -	\$ 115,077	\$ 257,050	\$ 317,460	\$ 1,385,652

A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>.

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# Summary Evaluation

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## Evaluation Summary: Student Equity Plan (2015 – 2016)

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**Goal A.1 Increase the enrollment number of African American, American Indian, Asian, and Pacific Island students by 5% in the next 3 years.**

**Activity A.1** Collaborate with Outreach staff to focus on enrolling disproportionately impacted students.

**Goal A.2 Research and collaborate with service area counties to gain additional data on foster youth students.**

**Activity A.2** Conduct research to determine whether our foster youth student population has equitable access to our District.

**Goal B. There are currently no disproportionately impacted student groups in the area of course completion.**

**Goal C.1: Increase Math improvement rates by 3% in the next 3 years among male, students with disabilities, and American Indian students.**

**Activity C.1.1** Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Activity C.1.2** Provide supplemental instruction in Math for students identified within these disproportionately impacted groups.

**Activity C.1.3** Implement Jam Sessions for Math courses.

**Activity C.1.4** Conduct a study to better understand where inequalities emerge in the basic skills pathway for COS students.

**Goal C.2: Increase English improvement rates by 3% in the next 3 years among male, African American, students with disabilities, and American Indian students.**

**Activity C.2.1** Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Activity C.2.2** Provide supplemental instruction in English for students identified within these disproportionately impacted groups.

**Activity C.2.3** Implement Jam Sessions for English courses.

**Activity C.2.4** Conduct a study to better understand where inequalities emerge in the basic skills pathway for COS students.

**Goal C.3: Increase ESL improvement rates by 3% in the next 3 years among male students.**

**Activity C.3.1** Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Activity C.3.2** Implement Jam Sessions for English courses.

**Activity C.3.3** Conduct a study to better understand where inequalities emerge in the basic skills pathway for COS students.

**Goal C.4: Increase the number of ESL students who attend the Off-Site Orientation.**

**Activity C.4** Provide transportation for students attending the ESL Off-Site Orientation.

**Goal D.1: Increase the number of certificates earned by female, Asian, African American, and American Indian students by 2% in the next 3 years.**

**Activity D.1.1** Assign Student Success Coordinators and Counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Activity D.1.2** Hire a new Career Technical Education Student Success Coordinator to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Goal D.2: Increase the number of degrees earned by Asian students by 2% in the next 3 years.**

**Activity D.2.1** Assign Student Success Coordinators and Counselors from the Student Success Program to provide a comprehensive range of support for students in this disproportionately impacted group.

**Activity D.2.2** Hire a new Career Technical Education Student Success Coordinator to provide a comprehensive range of support for students in this disproportionately impacted group.

**Goal D.3: Increase the transfer preparedness of African American students by 2% in the next 3 years.**

**Activity D.3.1** Assign Student Success Coordinators and Counselors from the Student Success Program to provide a comprehensive range of support for students in this disproportionately impacted group.

**Activity D.3.2** Take African American male students to the A2MEND conference. Faculty and staff will also be invited to attend the conference.

**Goal D.4: Provide more equitable access to Student Success Program services by increasing evening hours for disproportionately impacted students.**

**Activity D.4** Provide evening hours for the Student Success Program students to have increased access to Student Success Coordinators, computer labs, workshops, etc.

**Goal E: Increase the transfer rates of Hispanic, students with disabilities, African American, American Indian, and economically disadvantaged students by 2% in the next 3 years.**

**Activity E.1.1** Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.

**Activity E.1.2** Develop and implement a program for students in disproportionately impacted groups to go on 4-year college and university campus field trips.

## **Other College- or District-wide Initiatives Affecting Several Indicators**

**Goal F.1: Prevent student dismissals from the institution by decreasing the number of students on probation (progress and academic).**

**Activity F.1** Provide Academic and Progress probation workshops to those who are on continued probation.

**Goal F.2: Inform and educate our disproportionately impacted students about the Financial Aid process and all facets of funding their college education.**

**Activity F.2** Provide workshops that include information on FAFSA, scholarships, loans, and financial literacy.

**Goal F.3: Based on funding, provide direct student support to economically disadvantaged students and students who are disproportionately impacted.**

**Activity F.3** Provide student vouchers, gas vouchers, and/or required course material.

**Goal F.4: Increase professional development opportunities for faculty and staff.**

**Activity F.4** Provide faculty and staff professional development opportunities to gain in-depth knowledge on our District's disproportionately impacted student groups.

**Goal A.1: Increase the number of African American, American Indian, Asian, and Pacific Island students by 5% in the next 3 years.**

**Goal A.1 Evaluation:** Review and compare annually, for the next three years, the enrollment of first time COS students from feeder high schools to student populations (enrollment and graduate) in feeder high schools by race/ethnicity.

Activity	Assessment	Timeline
<p><b>A.1</b> Collaborate with Outreach staff to focus on enrolling these disproportionately impacted students.</p>	<p>Review and compare annually, for the next three years, the enrollment of first time COS students from feeder high schools to student populations (enrollment and graduate) in feeder high schools by race/ethnicity.</p>	<p>Spring 2016</p>

**Goal A.2 Research and collaborate with Service Area Counties to gain additional data on foster youth students.**

**Goal A.2 Evaluation:** Review and compare the type and number of agencies in the Service Area Counties that were contacted/collaborated.

Activity	Assessment	Timeline
<p><b>A.2</b> Conduct research to determine whether our foster youth student population has equitable access to our District.</p>	<p>Review and compare the number of COS foster youth students to foster youth student population data in our Service Area Counties (if available).</p>	<p>Spring 2016</p>

**Goal C.1: Increase Math improvement rates by 3% in the next 3 years among male, students with disabilities, and American Indian students.**

**Goal C.1 Evaluation:** Review and compare annually, for the next three years, math completion rates for the following target populations identified in the campus-based research as experiencing a disproportionate impact: male, students with disabilities, and American Indian students.

Activities	Assessment	Timeline
<p><b>C.1.1</b> Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.</p>	<p>Review and compare the number of students served, the number of academic coaching appointments, and the number of hours served.</p>	<p>Fall 2015 and ongoing</p>
<p><b>C.1.2</b> Provide supplemental instruction in Math for students identified within these disproportionately impacted groups.</p>	<p>Review and compare the success rates for courses with supplemental instruction to the success rates for courses without supplemental instruction.</p>	<p>Fall 2015</p>
<p><b>C.1.3</b> Implement Jam Sessions for Math courses.</p>	<p>Review and compare the success rates for courses with Jam Sessions to the success rates for courses without Jam Sessions. Where applicable, utilize “Training/Workshop Evaluation Form” to assess the effectiveness of the workshop session.</p>	<p>Fall 2016</p>
<p><b>C.1.4</b> Conduct a study to better understand where inequalities emerge in the basic skills pathway for COS students.</p>	<p>Review and analyze the results of the Basic Skills Pathway Study.</p>	<p>Spring/Summer 2016</p>

**Goal C.2: Increase English improvement rates by 3% in the next 3 years among male, African American, students with disabilities, and American Indian students.**

**Goal C.2 Evaluation:** Review and compare annually, for the next three years, English completion rates for the following target populations identified in the campus-based research as experiencing a disproportionate impact: male, African American, students with disabilities, and American Indian students.

<b>Activities</b>	<b>Assessment</b>	<b>Timeline</b>
<p><b>C.2.1</b> Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.</p>	<p>Review and compare the number of students served, the number of academic coaching appointments, and the number of hours served.</p>	<p>Fall 2015 and ongoing</p>
<p><b>C.2.2</b> Provide supplemental instruction in English for students identified within these disproportionately impacted groups.</p>	<p>Review and compare the success rates for courses with supplemental instruction to the success rates for courses without supplemental instruction.</p>	<p>Fall 2015</p>
<p><b>C.2.3</b> Implement Jam Sessions for English courses.</p>	<p>Review and compare the success rates for courses with Jam Sessions to the success rates for courses without Jam Sessions. Where applicable, utilize “Training/Workshop Evaluation Form” to assess the effectiveness of the workshop session.</p>	<p>Fall 2016</p>
<p><b>C.2.4</b> Conduct a study to better understand where inequalities emerge in the basic skills pathway for COS students.</p>	<p>Review and analyze the results of the Basic Skills Pathway Study.</p>	<p>Spring/Summer 2016</p>

**Goal C.3: Increase ESL improvement rates by 3% in the next 3 years among male students.**

**Goal C.3 Evaluation:** Review and compare annually, for the next three years, ESL completion rates for male students.

<b>Activities</b>	<b>Assessment</b>	<b>Timeline</b>
<b>C.3.1</b> Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in this disproportionately impacted group.	Review and compare the number of students served, the number of academic coaching appointments, and the number of hours served.	Fall 2015 and ongoing
<b>C.3.2</b> Implement Jam Sessions for ESL courses.	Review and compare the success rates for courses with Jam Sessions to the success rates for courses without Jam Sessions. Where applicable, utilize “Training/Workshop Evaluation Form” to assess the effectiveness of the workshop session.	Fall 2016
<b>C.3.3</b> Conduct a study to better understand where inequalities emerge in the basic skills pathway for COS students.	Review and analyze the results of the Basic Skills Pathway Study.	Spring/Summer 2016

<b>Goal C.4: Increase the number of ESL students who attend the Off-Site Orientation.</b>		
<b>Goal C.4 Evaluation:</b> Review and compare annually, for the next three years, the number of students who participate in the Off-Site Orientations.		
<b>Activity</b>	<b>Assessment</b>	<b>Timeline</b>
<b>C.4</b> Provide transportation for students attending the ESL Off-Site Orientation.	Review and compare the number of students who participate in the Off-Site Orientations.	Fall 2016

<b>Goal D.1: Increase the number of certificates earned by female, Asian, African American, and American Indian students by 2% in the next 3 years.</b>		
<b>Goal D.1 Evaluation:</b> Review and compare annually, for the next three years, the number of certificates earned by female, Asian, African American, and American Indian students.		
<b>Activities</b>	<b>Assessment</b>	<b>Timeline</b>
<b>D.1.1</b> Assign Student Success Coordinators and Counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.	Review and compare the number of students served, the number of academic coaching appointments, and the number of hours served.	Fall 2015 and ongoing
<b>D.1.2</b> Hire a new Career Technical Education Student Success Coordinator to provide a comprehensive range of support for students in these disproportionately impacted groups.	Review the status of the hiring process.	Spring 2016 and ongoing

**Goal D.2: Increase the number of degrees earned by Asian students by 2% in the next 3 years.**

**Goal D.2 Evaluation:** Review and compare annually, for the next three years, the number of degrees earned by Asian students.

Activities	Assessment	Timeline
<p><b>D.2.1</b> Assign Student Success Coordinators and Counselors from the Student Success Program to provide a comprehensive range of support for students in this disproportionately impacted group.</p>	<p>Review and compare the number of students served, the number of academic coaching appointments, and the number of hours served.</p>	<p>Fall 2015 and ongoing</p>
<p><b>D.2.2</b> Hire a new Career Technical Education Student Success Coordinator to provide a comprehensive range of support for students in this disproportionately impacted group.</p>	<p>Review the status of the hiring process.</p>	<p>Spring 2016 and ongoing</p>

**Goal D.3: Increase the transfer preparedness of African American students by 2% in the next 3 years.**

**Goal D.3 Evaluation:** Review and compare annually, for the next three years, the percentage of transfer prepared African American students.

<b>Activities</b>	<b>Assessment</b>	<b>Timeline</b>
<b>D.3.1</b> Assign Student Success Coordinators and Counselors from the Student Success Program to provide a comprehensive range of support for students in this disproportionately impacted group.	Review and compare the number of students served, the number of academic coaching appointments, and the number of hours served.	Fall 2015 and ongoing
<b>D.3.2</b> Take African American male students to the A2MEND conference. Faculty and staff will also be invited to attend the conference.	Review and compare the number of students, faculty, and staff attending the conference. Conduct focus group interviews with students who attend the A2MEND conference to understand what they learned and experienced at the conference.	March of each year

**Goal D.4: Provide more equitable access to Student Success Program services by increasing evening hours for disproportionately impacted students.**

**Goal D.4 Evaluation:** Review and compare the number of evening hours provided to disproportionately impacted students.

Activity	Assessment	Timeline
D.4 Provide evening hours for the Student Success Program students to have increased access to Student Success Coordinators, computer labs, workshops, etc.	Review and compare service usage data collected through the activity logs which will be tracked by the check-in/check-out system.	Spring 2016

**Goal E: Increase the transfer rates of Hispanic, students with disabilities, African American, American Indian, and economically disadvantaged students by 2% in the next 3 years.**

**Goal E Evaluation:** Review and compare annually, for the next three years, the transfer rates of Hispanic, students with disabilities, African American, American Indian, and economically disadvantaged students.

Activities	Assessment	Timeline
E.1.1 Assign Student Success Coordinators and counselors from the Student Success Program to provide a comprehensive range of support for students in these disproportionately impacted groups.	Review and compare the number of students served, the number of academic coaching appointments, and the number of hours served.	Fall 2015 and ongoing
E.1.2 Develop and implement a program for students in disproportionately impacted groups to go on 4-year college and university campus field trips.	Review and compare the number of students attending these field trips and the type and number of field trips offered.	Spring 2016

**Goal F.1: Prevent student dismissals from the institution by decreasing the number of students on probation (progress and academic).**

**Goal F.1 Evaluation:** Review and compare annually, for the next three years, the number of student dismissals from the institution and the number of students on probation (progress and academic).

Activity	Assessment	Timeline
<b>F.1</b> Provide Academic and Progress probation workshops to those who are on continued probation.	Where applicable, utilize “Training/Workshop Evaluation Form” to assess the effectiveness of the workshop session.	Fall 2015 and ongoing

**Goal F.2: Provide our disproportionately impacted students with workshops about the Financial Aid process and all facets of funding their college education.**

**Goal F.2 Evaluation:** Review and compare the number and type of Financial Aid workshops and the number of disproportionately impacted students attending the workshops.

Activity	Assessment	Timeline
<b>F.2</b> Provide workshops that include information on FAFSA, scholarships, loans, and financial literacy.	Where applicable, utilize “Training/Workshop Evaluation Form” to assess the effectiveness of the workshop session.	Fall 2015 and ongoing

<b>Goal F.3: Based on funding, provide direct student support to disproportionately impacted students.</b>		
<b>Goal F.3 Evaluation:</b> Review and compare the amount and type of student support provided.		
<b>Activity</b>	<b>Assessment</b>	<b>Timeline</b>
<b>F.3</b> Provide student vouchers, gas vouchers, and/or required course material.	Review and compare the number of students assisted and requests submitted for student vouchers, gas vouchers, and/or required course material.	Fall 2015 and ongoing

<b>Goal F.4: Provide faculty and staff professional development opportunities to gain in-depth knowledge on our District’s disproportionately impacted student groups.</b>		
<b>Goal F.4 Evaluation:</b> Review and compare the type and volume of professional development opportunities provided.		
<b>Activity</b>	<b>Assessment</b>	<b>Timeline</b>
<b>F.4</b> Develop and conduct workshops and trainings, provide funding for conference attendance, and institute a guest speaker series.	Review the list and type of workshops provided. Where applicable, utilize “Training/Workshop Evaluation Form” to assess the effectiveness of the workshop session. Review and compare the type and number of conferences funded. Review and compare the number and type of speaking engagements.	Spring 2016 and ongoing