



COLLEGE OF THE SEQUOIAS

MASTER PLAN

2025-2035

HANFORD • TULARE • VISALIA



COLLEGE OF THE SEQUOIAS



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MASTER PLAN
2025-2035

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SUPERINTENDENT/PRESIDENT'S MESSAGE



DEAR COLLEAGUES:

On behalf of College of the Sequoias, I am honored to present our 2025-2035 Master Plan, a comprehensive roadmap that will guide the District over the next decade. This plan represents the collective effort and dedication of our entire community and was developed through a collaborative process as outlined in the COS Integrated Planning and Governance and Decision-making Manuals.

The Master Plan Task Force, comprised of faculty, staff, students, and administrators, worked in close partnership with the Institutional Planning and Effectiveness Committee, District Governance Senate, and Academic Senate to ensure broad engagement and participation from across the District, including a Master Plan Summit and two forums. The venues invited all interested staff, faculty, Board members, and community stakeholders to actively contribute to the development of our District Goals.

At College of the Sequoias, we are deeply committed to making thoughtful and well-informed decisions that prioritize the success of our students. The completion of this ten-year Master Plan ensures that our District will continue to serve the evolving needs of our students and community, while also maintaining the high standards of education that we are proud to uphold.

We are grateful to the many individuals who invested their time, ideas, and expertise in the creation of this plan. It is through their commitment and collaboration that we can confidently look toward a future filled with opportunity and success for all who walk through our doors.

Sincerely,

A handwritten signature in black ink that reads "Brent Calvin". The signature is fluid and cursive.

Brent Calvin, Ed.D.
Superintendent/President



MISSION STATEMENT

Sequoias Community College District, as a designated Hispanic-Serving Institution, provides excellent, accessible, and equity-minded higher education to our diverse student population, regardless of background. We believe in students achieving their full educational potential and support teaching, student learning, and success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development (Approved by the Board of Trustees on March 10, 2025).



ACKNOWLEDGEMENTS

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STUDENT REPRESENTATIVE

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Dave Richert, Technology Committee
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Joshua Geist, Committee B
Octavio Barajas, Committee C
Liana Craven, Faculty Enrichment Committee
Elise Baker, Distance Education Coordinator
Sarah Harris, Ph.D., Curriculum Coordinator/Outcomes and Assessment/GE Committee

PURPOSES OF THE **MASTER PLAN**



The College of the Sequoias Master Plan 2025-2035 is a long-term plan that looks at the programs and services the District offers to students and the community. This plan is built upon a thorough examination of internal factors, such as the District's existing programs and services, and external elements, including demographic trends and local workforce and educational needs. Using this data, the plan anticipates the challenges the District will face over the next decade. The document presents these findings alongside an overview of current and future facilities.

The Master Plan is a comprehensive, data-driven strategy developed through extensive collaboration with the following objectives:

- Evaluate the District's effectiveness in fulfilling its mission and identify its current strengths and weaknesses.
- Analyze current state and national trends in higher education, along with demographic forecasts, to predict future challenges and needs.
- Establish District Goals to address these challenges.
- Align the District's educational requirements with its facility planning.
- Inform the public about the District's future plans.

As part of the District's integrated planning cycle, this Master Plan serves as the foundation for other planning efforts.

PREPARING THE MASTER PLAN



The District's faculty, staff, and administrators participated in the development of the College of the Sequoias Master Plan 2025-2035 in three ways.

PARTICIPATORY GOVERNANCE GROUPS

- Following the process and timeline in the **College of the Sequoias 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 2025-2035.
 - The **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 September 2023. The Institutional Planning and Effectiveness Committee monitored the work of the Master Plan task force throughout the process and partnered with it to brainstorm issues, set goals, and, along with the task force membership, served as readers of drafts.
 - **The Master Plan Task Force**, a consensus-based workgroup was formed to monitor and contribute to completion of the College of Sequoias Master Plan 2025-2035. The task force was comprised of fifteen Faculty members (appointed by Academic Senate), seven classified (appointed by CSEA), two students (appointed by Student Senate) and nine administrators (appointed by the Superintendent/President).
- 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

The Master Plan Task Force kicked off with training in September 2023. Along with the Academic Senate, it held a District-wide forum in October 2024 and completed the majority of its work in late Fall 2023 and early Spring 2024. Together with IPEC members, these individuals reviewed and circulated drafts for District-wide input. In total, District constituencies had the opportunity to review drafts of Chapter 1-4 four times.

The task force was divided into four working groups—one for each of the first four chapters. From there, the subgroups representing the first three chapters drafted and revised upon input through the draft process. Members of Chapter 4 subgroup were the liaisons to programs and services who prepared drafts of the chapter. To provide an opportunity for content-specific dialogue, representatives of each academic program and student service areas were asked to review data sets and draft and revise after input Chapter 4. Please refer to the Acknowledgments page of this document for a list of the faculty, staff, and administrators who participated in this process.

COLLEGE-WIDE PARTICIPATION

Several processes were used to promote District-wide participation and feedback in the development of this document. They included:

- 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, PowerPoint presentations, and current Chapter drafts. The Master Plan Task Force used a feedback form to gather input for each of the four drafts and prepare the subsequent drafts of the document.
- In September 2023, an Open Forum was held to share with the internal community about purposes of the COS Master Plan 2025 - 2035 and the processes that was used to develop this document.
- In October 2023, Academic Senate along with representatives of the Task Force held District-wide Summit to review data and provide feedback regarding current and anticipated challenges and District Goals 2025-2035. In February 2024, a Forum was held to update the District-wide internal community on the COS Master Plan 2025 - 2035 and to gather feedback on the District Goals.

The first drafts of every chapter was reviewed by the Master Plan Task Force. The second draft was reviewed by members of the Institutional Planning and Effectiveness Committee and the Master Plan Task Force. District-wide feedback was gathered for both the third and fourth drafts of each chapter.



EXECUTIVE SUMMARY

The College of the Sequoias Master Plan 2025-2035 serves as a comprehensive long-term plan that evaluates the programs and services offered to students and the broader community within the District. This document forms the foundation for other elements of the District's integrated planning processes, all of which are designed to enhance the District's effectiveness in delivering enriching programs and services that promote student success.

Chapter 1: Background provides the historical, geographical, and educational context of the College of the Sequoias. Since its start as Visalia Junior College in 1926, COS has remained committed to expanding access and opportunities for students. As the District adapts to future challenges, it stays focused on serving its communities. This chapter lays the groundwork for the strategic goals detailed in the rest of the Master Plan and outlines the District's geographic location, neighboring community college districts, and provides an overview of the District's programs and services, along with the local, state, and national economic and higher education context.

College of the Sequoias (COS) originated as Visalia Junior College in 1926. By 2022-2023, COS served over 17,000 students as a single-college district across three campus locations of Visalia, Hanford,

and Tulare, in addition to numerous offsite locations where classes are held. Each site offers general education courses along with distinct career technical education programs.

Chapter 2: Profile of the District's Communities and Students looks at data from both inside and outside the District to evaluate how well the District is fulfilling its mission and to identify current and future challenges. Population growth in Kings County is expected to rise by 10.8% between 2025 and 2040, and by 11.1% in Tulare County, compared to 6.2% growth across California. Unemployment rates are higher in Kings County (8.1%) and Tulare County (9.3%) compared to the State average of 5.6%.

Between Fall 2018 and Fall 2020, student enrollment increased by 3.7%, even accounting for the pandemic period. However, Full-Time Equivalent Students (FTES) dropped by 6% during that time but have since returned to pre-pandemic levels. The District expects a steady 1% enrollment growth per year over the next decade. Additionally, the student population is younger, with 72.5% under the age of 24, compared to the state average of 60.3%.

In response to AB 705, the District changed its placement process in Fall 2019, allowing more students to enroll in Transfer-Level English based

on their self-reported high school coursework. This led to an increase in the number of students placing into transfer-level English without needing support. By Fall 2022, 77% of first-time students were ready for college-level English without extra help. Additionally, changes in math curriculum have allowed 100% of students the opportunity to take transfer-level math without support.

Based on this data, the District has identified four key challenges it will need to address over the next decade.

Chapter 3: District Goals addresses the challenges from the previous chapter and outlines the goals for the next ten years. These goals for the 2025-2035 Master Plan are:

- College of the Sequoias will increase student enrollment relative to population growth and labor market/workforce demands, with an intentional emphasis on underserved populations within our community.
- College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.
- College of the Sequoias will provide equitable academic offerings and student support services in response to the diverse needs of our students.
- College of the Sequoias will continuously improve policies, practices, and systems to ensure a high quality and affordable education for the community we serve.

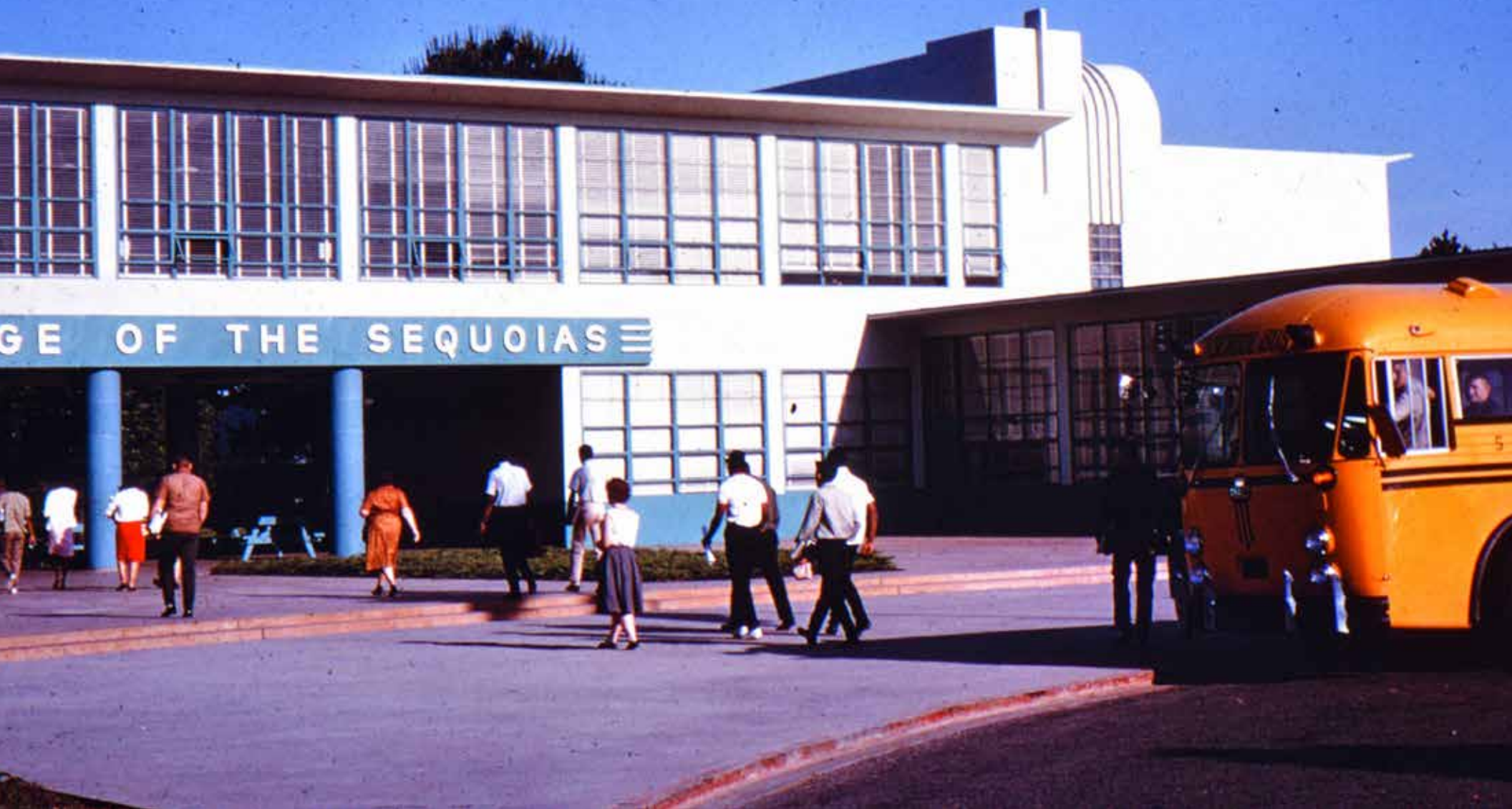
These broad goals guide the District's planning and decision-making processes, including resource allocations, over the ten-year period.

Chapter 4: Programs and Services provides an overview and analysis of each academic program and student service. While the District expects overall student headcount and enrollment to grow in the next decade, depending on funding, not all programs will expand at the same pace. This chapter projects the growth of each program and service as slower than, equal to, or faster than the college's projected total growth rate of 1.00% per year over the next decade.

Chapter 5: Facilities Master Plan summarizes the District's current facilities, recent expansions, and future space needs based on projected growth. It analyzes space utilization, current inventory, and planning standards. Each campus is assessed for space needs based on individual campus growth rate projections.

The chapter also evaluates the condition of buildings of all campuses. It addresses other key components such as sustainability, infrastructure, safety, parking, technology, and future projects.

GE OF THE SEQUOIAS





BACKGROUND

CHAPTER 1

HISTORICAL CONTEXT

GEOGRAPHICAL CONTEXT

HIGHER EDUCATION IN THE REGION

OTHER CONTEXTUAL BACKGROUND

SEQUOIAS COMMUNITY COLLEGE DISTRICT

HISTORICAL CONTEXT

In 1926, Visalia Junior College was established as a department in a city high school. Initially, its 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 Visalia campus was built. As the college grew, it formally became the Sequoias Community College District (SCCD) serving portions of Tulare County, Kings County, and Fresno County.

In the late 1990s, the Board of Trustees became aware that College of the Sequoias (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 both Tulare and Kings Counties, the Board approved building additional sites to serve all residents of the District.

GEOGRAPHICAL CONTEXT

The Sequoias Community College District located in Visalia, Hanford, and Tulare, California, occupies the unceded ancestral lands of many tribal families of the great Yokuts peoples, the Wukchumni, Tulumni, Tachi, who are the original caretakers that used only what they needed from the land and are still amongst us today. Considering the SCCD continues to benefit from the preservation of this land, this section begins by recognizing the continual existence of indigenous peoples of this geographic region in efforts to move forward together by acknowledging the past and present integral ties and contributions to these lands by native peoples where the SCCD is now located.

Sequoias Community College District lies in the heart of the San Joaquin Valley, which is comprised of eight counties, including all of Kings County, most of Fresno, Kern, Merced, and Stanislaus counties, and portions of Madera, San Luis Obispo, and Tulare counties. With a population exceeding three million residents, the San Joaquin Valley is globally recognized as one of the most productive agricultural regions in the world.¹ The San Joaquin Valley plays a significant role in growing many of California's 200 commercially produced crops, making agriculture a leading economic engine of the region. This robust agricultural activity serves as a cornerstone of the region's economy, contributing 14% of GDP, 17% of employment, and 19% of revenues in the San Joaquin Valley.² A Community College District serves as a center for higher education and career-technical education, catering to the educational needs of local residents. Encompassing 2,893 square miles, the District's geographic borders include sections of Tulare, Kings, and Fresno Counties. While the following paragraphs specifically discuss the geographic borders of the District, COS also extends its service to a diverse range of students from surrounding areas and across the State.



Tulare County

Tulare County, comprising about 80% of the district's boundaries, is a moderate-sized rural county spanning 4,839 square miles. Nearly half of the county is made up of public land, such as the Sequoia and Kings Canyon National Park and the Sequoia National Forest. The incorporated 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 143,966 residents in 2022.³

Kings County

Kings County, which includes about 19% of the district's boundaries, is a small rural county of 1,392 square miles, primarily dedicated to agricultural land. Corcoran and Hanford are the incorporated cities in Kings County within the COS boundaries. Hanford also serves as the county seat and is the largest city in the County with 58,470 residents in 2022.⁴ Also of interest, though not within District boundaries, Lemoore Naval Air Station is an economic driver in Kings County.

Fresno County

Fresno County, which comprises about 1% of the District's boundaries, encompasses both rural and urban areas. With 1,017,162 people,⁵ Fresno County is the 10th most populated county in California. Fresno county is notably recognized for its expansive agricultural land, foothills and vibrant cities. Fresno County's geographical diversity plays a pivotal role in the state's agricultural and economic sectors.

HIGHER EDUCATION IN THE REGION

Sequoias Community College District (SCCD) is part of the California Community College system, the largest system of higher education in the United States, with 116 colleges organized into 73 districts. Today, the District offers various associate degrees, dual enrollment courses, career technical education (CTE) programs, and contract education classes. Specifically, the District offers 33 different Associate Degrees for Transfer and over 40 local associate degrees. In addition, 44 certificates of achievement and 41 skills certificates are available to students.

The three community college districts which border SCCD are Kern, West Hills, and State Center. For comparison, in the 2022-23 academic year, College of the Sequoias served 17,376 students. West Hills and Kern served 9,145 and 51,768, respectively, and the largest of the three neighboring districts, State Center, served 57,341 students.⁶

California State University Bakersfield (CSUB) is about 80 miles from Visalia and University of California Merced (UCM) is about 100 miles from Visalia. The closest public four-year university is California State University Fresno (CSU Fresno), approximately 50 miles from Visalia. The University, however, also operates a satellite campus which offers four bachelor's degree programs on the COS Visalia Campus.

To provide more opportunities in higher education, in Fall 2022, residents of the COS School Facility Improvement District #2 (Visalia, Cutler-Orosi, Farmersville, Exeter, and Woodlake Unified School Districts) passed Measure C, a \$95 million bond⁷ which will fund a University Center on the Visalia campus. This will allow the district to establish partnerships with four-year universities and provide students with more bachelor's and master's degree programs.

The District operates three primary campuses that provide a diverse range of comprehensive offerings, both on-campus and online, that fulfill transfer requirements and/or lead to associate degrees and certificates in a variety of majors. Each primary physical campus offers specific CTE programs which serve as anchor programs for the campus. In addition, all three campuses offer 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, Access and Ability Center, Extended Opportunity Programs and Services (EOPS), food services, job placement, outreach, student financial aid services, health services, basic needs support, mental health services, and educational support services. To learn more about the specific services, please refer to Chapter 4, and for specific Facilities information, please refer to Chapter 5.



Visalia Campus

The Visalia campus is home to the following CTE programs: Nursing and Allied Health, Administration of Justice, Human Services, Culinary, Fashion, Business, and Child Development. 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 theater and music. Instructional programs in Visalia are complemented by the full range of student support services listed above, as well as a Veterans Resource Center and a Welcome Center.



Hanford Educational Center

Since the 1980s, a small storefront with a handful of classrooms was operated by the District to serve residents in the Hanford area. In 1992, a facility was leased, setting the groundwork for establishing a permanent campus in Hanford. In 2001 the District entered a unique partnership with the City of Hanford and Hanford Joint Union High School District to purchase 180 acres through a tenants-in-common agreement. The land was used to build a new high school, an athletic complex, and a permanent COS Hanford campus.

Hanford Continued

In Fall 2006, residents of the College of the Sequoias Hanford Campus Improvement District #1 passed a local \$22 million general obligation bond⁸ to build a permanent educational center in Hanford. This bond enabled the District to construct and equip the campus, which includes the Education and Public Safety Buildings. An Economic Development Agency grant, awarded to the City of Hanford and the District, contributed more than half of the funding for the Vocational Educational Building. The facility opened in Fall 2010, and total instructional and administrative space currently includes over 63,000 square feet.

In May 2015, the Hanford campus received official Center designation through the California Community College Chancellor's Office Center Status Process. This made the campus eligible for annual Center funding when it reached 1000 Full Time Equivalent Students (FTES).

The Hanford Center hosts the Tulare/Kings Regional Public Safety Training Center offering Commission on Peace Officer Standard and Training (POST) Basic Police Academy certificate, advanced officer training for local agencies, and fire programs. The Fire Program encompasses courses associated with the firefighter academy, the Certificate and Associate of Science Fire Programs, along with advanced firefighter training. Additionally, a paramedic program is underway and is slated to start in Summer 2024. Two other CTE programs housed at the Hanford campus are the Industrial Maintenance program and the Electrician Training program, working in tandem with the programs offered at the COS Tulare campus. In addition to these signature CTE programs, the Hanford campus also offers a variety of general education courses.



Tulare College Center

Prior to establishing a campus in Tulare, which is located eight miles from the Visalia Campus, the District worked on enhancing student access by offering courses in local high schools and community centers. In 1998, the District purchased a 500- acre site in Tulare to house the Center for Agriculture Science and Technology and provide general education courses in a closer proximity to the residents of southern Tulare County.

The Tulare College Center opened in January 2013. Currently, the facility includes over 90,000 square feet of classrooms for general education courses as well as several signature CTE programs related to agriculture, architecture, industrial maintenance, and electrician training, 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 program. In Spring 2023, the Tulare

Center hosted a groundbreaking for the new Applied Technology and Skill Trades buildings. The 36,000 square foot complex will include three new buildings that adjoin the current Welding Technology building. It also will include a two-acre outdoor education area for teaching projects, student events, and industry partner activities for all District CTE programs. This complex is slated to open in Fall 2024.

Offsite Locations

Beyond the three primary campuses, the District extends its reach by offering classes at various offsite locations, primarily for its Dual Enrollment and English as a Second Language Programs. Generally, high schools and other community centers are chosen to provide higher education opportunities to residents living in less-heavily populated areas of the district, such as Lindsay, Farmersville, Orosi, Exeter, 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.

OTHER CONTEXTUAL BACKGROUND

Population Growth

The California Department of Finance projects that the population of both Tulare and Kings County, which comprise 99% of the District's service area, will grow over the next decade. Tulare County, with 480,788 residents in 2020, is projected to reach 535,463 residents by 2035. Kings County, with 154,745 residents in 2020, is projected to reach 171,517 residents by 2035.⁹

The Economy

As of August 2023, California's unemployment rate stood at 4.6% which is only slightly higher than the national unemployment rate of 3.8%. The unemployment rate of Kings and Tulare counties remains much higher at 7.7% and 9.8% respectively.¹⁰

In early 2023, 31.1% of residents living in California were poor or nearly poor. This is up from 28.7% in fall 2021. Without safety net programs such as CalFresh, the Federal Earned Income Tax Credit, the Federal Child Tax Credit, federal housing subsidies and Supplemental Security Income, an additional 8.4% of Californians would have been classified as living in poverty. Although safety net programs reduce poverty in most inland areas, if removed, poverty would be 14.4% higher in the Central Valley and Sierra regions.¹¹

California Community College System

As part of the California Community College System, the Sequoias Community College District must follow statewide mandates and programs. As such, faculty, staff, and administrators have worked diligently to tie the local plans to the following statewide requirements for our 2025-2035 College of the Sequoias Master Plan.

Vision For Success

In 2017, the California Community Colleges Board of Governors adopted the Vision for Success¹², and set forth the following goals:

- Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.
- Increase by 35% the number of CCC students transferring annually to a UC or CSU by 2021-22.
- Decrease the number of units accumulated by CCC students earning associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.
- Reduce equity gaps across all the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of fully closing those achievement gaps for good by 2026-27.

At the time Vision for Success goals were set up, no one imagined the major disruptions and setbacks that students and colleges would face with the pandemic, with greatest impact on communities of color and low-income populations. In addition, societal damage affected communities from highly visible police killings, social unrest, and deepened social divides.

In July 2021, the Vision for Success was reaffirmed and stressed equity in a time of recovery¹³. The following Commitments were established:

- Focus relentlessly on students' end goals.
- Always design and decide with the student in mind.
- Pair high expectations with high support.

- Take ownership of goals and performance.
- Enable action and thoughtful innovation.
- Lead the work of partnering across systems.

Because community colleges are accessible and personal institutions, they can help students on an individual level to regain their hopes and rebuild their futures.

Student-Centered Funding Formula

One crucial component of the Vision for Success involves a shift in the funding model to the Student-Centered Funding Formula¹⁴. This formula prioritizes the funding of community colleges, tying it, at least partially, to students' achievements in the academic setting. The formula comprises three key elements:

- Base Allocation (70%): Primarily determined by enrollment figures.
- Supplemental Allocation (20%): Based on the count of students benefiting from a College Promise Grant, those receiving a Pell Grant, and students covered by AB 540.
- Student Success Allocation (10%): Tied to various outcomes, including but not limited to the number of students earning associate degrees and credit certificates, the quantity of students transferring to four-year colleges and universities, the number completing transfer-level math and English within their first year, and those finishing nine or more career education units.

Guided Pathways

Another integral part of the CCC's Vision for Success was the implementation of Guided Pathways¹⁵. While it has been changed since its start, The Guided Pathways framework is still the same. It creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success in their academics and career in a timely manner.

- Clarify the Path – Create clear curricular pathways to employment and further education.
- Enter the path – Help students choose and enter their pathway.
- Stay on the Path – Help students stay on their path.
- Ensure Learning – Ensure that learning is happening with intentional outcomes.

The Pandemic: COVID 19

In March 2020, all California Community Colleges moved to online learning in days. Just as challenging was shifting to online academic counseling, library services, financial aid, tutoring, and other student support services. In addition, colleges were called upon to administer and coordinate new funding associated with the federal stimulus packages. Many colleges repurposed existing resources to meet the needs of students in acute financial distress during the pandemic. This included loaning technology (laptops and hotspots) to students and assisting them with housing and food insecurity and other support.

The effects of COVID-19 on transfer-intending students enrolled in California Community Colleges have been evident during these unprecedented times. Statewide, there was an enrollment decline of 152,332 students (20%) from Fall 2019 to Fall 2021. In addition, for first-time and continuing students, persistence and course completion were affected negatively.¹⁶ Locally, College of the Sequoias rebounded in enrollment better than most.

Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges

Included in the 2022-23 California State Budget, the Governor's Office and the California Community College system mutually agreed to prioritize advancing shared goals over the next five-year term. This is described in the Multiyear Roadmap Between the Newsom Administration and the California Community Colleges. Aligned with the Vision for Success and Guided Pathways, the Roadmap details the role of California Community Colleges in meeting and supporting the Governor's goal of 70% of California working-age adults earning postsecondary degrees or certificates by 2030.¹⁷

Vision 2030

In 2023, when Dr. Sonja Christian was appointed as the new California Community College Chancellor, Vision 2030 was launched¹⁸. It is a framework for bold and thoughtful action in policy reform, fiscal sustainability, systems development and for process and practice reform in the field. The framework has been guided by Vision for Success (2017), the governor's "Multi-Year Roadmap" (2022), and current issues and future considerations.

This work is designed to advance student success, access, support and socio-economic mobility with equity, and includes the following areas:

- People — Active partnership with people in the field to guide practice and provide data, technical assistance and needed support.
- Systems — Systems Development to remove barriers at scale. Examples: data systems and common ERP, common course numbering and intersegmental learning management.
- Resources — Lead state, federal and philanthropic development to support fiscal sustainability and maximize local resources.
- Policy — Identify and advance policy reform across state, federal, Title V and local district policies to unlock potential.

AB 705 and AB 1705

In Fall 2018, the California Community College system began implementing AB 705, ensuring that most students started in transfer-level math and English, rather than a developmental education sequence. Locally, these changes in placement procedures needed to be implemented by Fall 2019. Since implementing AB705, statewide far fewer students had to repeat math coursework already completed in high school—moving from 78% to 47%. In addition, over 80% of minoritized students were placed into transfer-level math at their community college.

Research showed that AB 705's implementation across colleges was inconsistent, especially in Math. In Fall 2022, AB 1705 was signed and expanded AB 705 by further requiring community colleges not only to place students directly into transfer-level English and math courses, but also ensure that students enroll in those courses. In addition, the new law clarifies that a community college can require students to enroll in additional concurrent support if it is determined that the support will increase the student's likelihood of passing transfer-level English or math.¹⁹

Bachelor's Degrees Awarded by Community Colleges

A 2021 California law allows California community colleges to offer some bachelor's degree programs. The hope is to alleviate the student loan debt for future students and make bachelor's degrees more available to residents, both in terms of location and cost. The law allows 30 community college bachelor's programs to start each year.^{20 21}

Cal-GETC

The California General Education Transfer Curriculum (Cal-GETC) serves as a unified general education route designed for California Community

College students to satisfy lower-division general education prerequisites essential for successful transfer and admission to both the California State University (CSU) and the University of California (UC). The foundation of California's three-tiered higher education system has long been the facilitation of transfer, a principle established since the formulation of the 1960 Master Plan for Higher Education.

Historically, Community College students could utilize the CSU General Education Breadth pattern (CSU GE) for meeting lower-division general education requirements when transferring to the CSU, while the IGETC pattern was employed for those transferring to a University of California (UC) campus.

In a bid to alleviate confusion arising from the disparities in standards among lower-division General Education transfer pathways, AB 928 (Berman, 2021) mandates the creation of a unified lower-division general education pathway that satisfies academic requirements for transfer admission to both the CSU and the UC.

Consequently, the implementation of the Cal-GETC transfer pathway is set to commence in Fall 2025. Under Cal-GETC, each student will be categorized as having either achieved or not achieved Cal-GETC certification, regardless of their chosen transfer destination. Transfer students with catalog rights can retain their use of the grandfathered CSU GE or IGETC pattern, as permitted by the transfer institution.²²

In closing, this first chapter of the COS Master Plan sets the stage for understanding the historical, geographical, and educational contexts that shape the College of the Sequoias and the broader Sequoias Community College District. From its humble beginnings as Visalia Junior College in 1926 to its current status as a key provider of higher education in the San Joaquin Valley, COS has demonstrated a continuous commitment to expanding access and opportunities for its diverse student body. As the District navigates future challenges and opportunities, it remains anchored in its mission to serve the educational needs of its communities while adapting to evolving economic and demographic trends. The foundations laid out in this chapter provide a comprehensive backdrop that will inform and guide the strategic initiatives and goals outlined in the subsequent chapters of this Master Plan.

ENDNOTES

¹USGS, “California’s Central Valley”: <https://ca.water.usgs.gov/projects/central-valley/about-central-valley.html>

²Public Policy Institute of California Policy Brief, “The Future of Agriculture in the San Joaquin Valley”: <https://www.ppic.org/publication/policy-brief-the-future-of-agriculture-in-the-san-joaquin-valley/>

³US Census Bureau: <https://www.census.gov/quickfacts/visaliacitycalifornia> (July 1, 2022—V2022); See Vintage Year (final year of the series) info, as estimates may fluctuate).

⁴US Census Bureau: <https://www.census.gov/quickfacts/hanfordcitycalifornia> (July 1, 2022—V2022); See Vintage Year (final year of the series) info, as estimates may fluctuate).

⁵US Census Bureau: <https://www.census.gov/quickfacts/fresnocountycalifornia> (July 1, 2023—V2023); See Vintage Year (final year of the series) info, as estimates may fluctuate).

⁶California Community College Chancellor’s Office Data Mart Annual Student Count Reports: https://datamart.cccco.edu/Students/Student_Headcount_Term_Annual.aspx (Data update is as of October 2022)

⁷<https://tularecoelections.org/elections/registrar-of-voters/current-election-information/november-8-2022-general-election/local-measures-information/college-of-the-sequoias-bond-measure-c/>

⁸<https://www.treasurer.ca.gov/cdiac/reports/elections/112006.pdf>

⁹California Department of Finance Projections P2A spreadsheet: <https://dof.ca.gov/forecasting/demographics/projections/> The regional population demographic estimates and projections used in this document were sourced from the State of California Department of Finance website in May 2023 (P-3: Complete State and County Projections Dataset). Please be aware that these estimates and projections are subject to change as the Department of Finance updates its data. The COS Giant Factbook annually updates service area demographic data, including population estimates and projections.

¹⁰Bureau of Labor Statistics Local Area Unemployment Statistics County data file: <https://www.bls.gov/lau/tables.htm#mcounty>

¹¹Public Policy Institute of California Fact Sheet, “Poverty in California”: <https://www.ppic.org/publication/poverty-in-california/>

¹²California Community Colleges Chancellor’s Office (pdf): <https://www.cccco.edu/-/media/CCCCO-Website/docs/executive-summary/vision-for-success.pdf>

¹³California Community Colleges Chancellor’s Office (pdf): <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/vision-for-success-update-2021-a11y.pdf>

¹⁴<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

¹⁵<https://www.cccco.edu/College-Professionals/Guided-Pathways>

¹⁶Public Policy Institute of California report, “The Effects of COVID-19 on Transfer-Intending Students in California’s Community Colleges”: <https://www.ppic.org/publication/the-effects-of-covid-19-on-transfer-intending-students-in-californias-community-colleges/>

¹⁷<https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>

¹⁸<https://www.cccco.edu/About-Us/Vision-2030>

¹⁹<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/equitable-placement>

²⁰<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Program>

²¹<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Curriculum/Baccalaureate-Degree-Program>

²²<https://icas-ca.org/cal-getc/>



**REGIONAL POPULATION
DEMOGRAPHICS**
LOCAL ECONOMIC TRENDS
ENROLLMENT TRENDS
STUDENT DEMOGRAPHICS
STUDENT OUTCOMES
PERCEPTIONS

PROFILE OF THE DISTRICT'S COMMUNITIES AND STUDENTS INTRODUCTION

CHAPTER 2

Part 1

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

- **Regional Population Demographics:** Current and projected demographic characteristics, such as population, age, race/ethnicity, 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 placement rates, 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' self-reported challenges to their educational success at COS.

Data sets from the 2015-2025 COS Master Plan were reviewed and updated information was included in the 2025-2035 data chapter based on the availability, quality, and utility of the data. The data sets in Chapter 2 were 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 regional population demographic estimates and projections used in this document were sourced from the State of California Department of Finance website in May 2023 (P-3: Complete State and County Projections Dataset). Please be aware that these estimates and projections are subject to change as the Department of Finance updates its data. The COS Giant Factbook annually updates service area demographic data, including population estimates and projections. The specific resource for the information presented in a data set was cited at the bottom of each data set.

Data Set 1. Current and Projected Area Population						
	2020	2025	2030	2035	2040	2025 -> '2040
California	39,782,419	40,808,001	41,860,549	42,718,403	43,353,414	6.2%
Tulare County	480,788	496,657	516,810	535,463	551,563	11.1%
Kings County	154,745	159,733	165,752	171,517	176,940	10.8%

Source: California Department of Finance (P3 File): <http://www.dof.ca.gov/Forecasting/Demographics/Projections/>

Observation: Between 2025 and 2040, both Tulare County (11.1%) and Kings County (10.8%) are projected to grow at a faster rate than California (6.2%).

Data Set 2. Current and Projected Area Population by Age						
Population by Age Group - Tulare County						
	2020		2030		2040	
	Count	Percent	Count	Percent	Count	Percent
Preschool Age (0-4)	35,678	7%	37,361	7%	38,052	7%
School Age (5-17 years)	106,021	22%	97,461	19%	100,446	18%
College Age (18-24 years)	50,732	11%	56,531	11%	51,128	9%
Working Age (25-64)	229,143	48%	247,023	48%	270,935	49%
Retirees (65 or more years)	59,214	12%	78,434	15%	91,002	16%
Total	480,788	100%	516,810	100%	551,563	100%

Population by Age Group - Kings County						
	2020		2030		2040	
	Count	Percent	Count	Percent	Count	Percent
Preschool Age (0-4)	11,615	8%	11,343	7%	12,030	7%
School Age (5-17 years)	35,350	23%	34,653	21%	34,242	19%
College Age (18-24 years)	18,109	12%	22,358	13%	21,136	12%
Working Age (25-64)	72,808	47%	76,441	46%	88,285	50%
Retirees (65 or more years)	16,863	11%	20,957	13%	21,247	12%
Total	154,745	100%	165,752	100%	176,940	100%

Source: California Department of Finance (P3 File): <http://www.dof.ca.gov/Forecasting/Demographics/Projections/>

Observation: From 2020 to 2040, the school age population proportion is projected to decrease in both Tulare County (-3.8%) and Kings County (-3.5%). In Tulare County, retirees are projected to have the largest proportion change (+4.2%), while the working age population has the largest projected increase in Kings County (+2.8%). Between 2020 and 2040, the number of residents aged 18-24 years in Kings and Tulare counties is projected to increase, but during the same time-period the proportion of 18-24-year olds is projected to decrease in Tulare County while remaining the same in Kings County.

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

Population by Race/Ethnicity Group - Tulare County						
	2020		2030		2040	
	Count	Percent	Count	Percent	Count	Percent
African American	5,852	1.2%	6,380	1.2%	6,836	1.2%
Asian	15,194	3.2%	15,573	3.0%	15,731	2.9%
Hawaiian/Pacific Islander	428	0.1%	460	0.1%	451	0.1%
Hispanic	305,141	63.5%	337,167	65.2%	368,729	66.9%
Multiracial	6,568	1.4%	7,800	1.5%	9,046	1.6%
Native American	3,474	0.7%	3,696	0.7%	3,781	0.7%
White	144,131	30.0%	145,734	28.2%	146,989	26.6%

Population by Race/Ethnicity Group - Kings County						
	2020		2030		2040	
	Count	Percent	Count	Percent	Count	Percent
African American	9,786	6.3%	10,783	6.5%	11,869	6.7%
Asian	5,338	3.4%	5,478	3.3%	5,638	3.2%
Hawaiian/Pacific Islander	301	0.2%	391	0.2%	518	0.3%
Hispanic	82,387	53.2%	90,127	54.4%	97,457	55.1%
Multiracial	3,600	2.3%	4,173	2.5%	4,751	2.7%
Native American	1,313	0.8%	1,376	0.8%	1,460	0.8%
White	52,020	33.6%	53,424	32.2%	55,247	31.2%

Source: California Department of Finance (P3 File): <http://www.dof.ca.gov/Forecasting/Demographics/Projections/>

Observation: In 2020, the majority of the population in both Tulare and Kings Counties identify themselves as Hispanic or Latino, 63% and 53% respectively. From 2020 to 2040, the proportion of the Hispanic population is projected to increase in both Tulare County (+3.4%) and Kings County (1.8%). Conversely, the proportion of the White population is projected to decrease in both Tulare County (-3.3%) and Kings County (-2.4%).

Data Set 4: Primary Language Spoken at Home

Language Spoken at Home	California	Kings County	Tulare County
Population 5 years and over	37,105,018	140,566	434,657
English only	56.1%	58.5%	49.5%
Language other than English	43.9%	41.5%	50.5%
Language other than English Distribution	California	Kings County	Tulare County
Spanish	28.3%	36.9%	46.5%
Other Indo-European languages	4.6%	1.4%	1.3%
Asian and Pacific Islander languages	9.9%	2.8%	2.2%
Other languages	1.1%	0.4%	0.5%

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (DP02 File): https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP02&g=0400000US06_0500000US06031,06107&tid=ACSDP5Y2021.DP02

Observation: The percentage of language other than English spoken at home in Tulare County (51%) is higher than the rates of Kings County (42%) and California (44%). Of the languages other than English spoken at home, Spanish is the most prevalent.

Data Set 5a: Educational Attainment Levels - California, Tulare & Kings Counties

	California	Kings County	Tulare County
Population 25 years and over	26,797,070	94,259	278,465
Less than 9th grade	8.7%	13.8%	17.0%
9th to 12th grade, no diploma	7.1%	12.5%	10.3%
High school graduate (includes equivalency)	20.4%	26.1%	26.5%
Some college, no degree	20.5%	24.1%	22.1%
Associate's degree	8.0%	9.0%	8.8%
Bachelor's degree	21.9%	9.7%	10.2%
Graduate or professional degree	13.4%	4.6%	5.0%
Percent - High school graduate or higher	84.2%	73.6%	72.6%
Percent - Associate's degree or higher	43.2%	23.4%	24.0%
Percent - Bachelor's degree or higher	35.3%	14.3%	15.2%

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (DP02 File): https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP02&g=0400000US06_0500000US06031,06107&tid=ACSDP5Y2021.DP02

Data Set 5b. College Readiness: 12th Grade Graduates Completing All Courses Required for UC and/or CSU Entrance					
	2017-18	2018-19	2019-20	2020-21	2021-22
Statewide	40.2%	42.0%	42.6%	51.8%	43.6%
Tulare County Rate	31.6%	34.9%	35.2%	35.2%	36.5%
A-G Requirements	2,301	2,544	2,580	2,273	2,386
All Graduates	7,283	7,298	7,325	6,459	6,534
Kings County Rate	34.3%	35.1%	35.0%	41.5%	32.8%
A-G Requirements	695	710	734	676	565
All Graduates	2,027	2,024	2,096	1,630	1,722

Source: California Department of Education: <https://www.cde.ca.gov/ta/ac/cm/ccidatafiles.asp>

Note: Data labels and definitions have changed over the 5-year period and may be inconsistent across time.

Definition: To meet A-G requirements, students must complete 15 yearlong high school courses with a letter grade of C or better, and at least 11 of them prior to their last year of high school.

Observation: The educational attainment rates for Tulare County and Kings County are lower than the state's rates. The percentage of high school graduates or above in California is 84% whereas Kings County and Tulare County rates range from 73% to 74%, respectively. In addition, only 14%-15% of adults living in Tulare and Kings Counties have a bachelor's degree or higher compared to 35% statewide. In this review of the past five academic years, the proportions of Kings County (33% to 42%) and Tulare County (32% to 37%) 12th grade graduates who completed all courses required for UC and/or CSU entrance have consistently been below the state rates, which ranged from 40% to 52%.

Data Set 6a. Median Household Income

Median Income	California	Kings County	Tulare County
Total Households	13,217,586	43,286	139,631
Less than \$10,000	4.6%	5.3%	6.1%
\$10,000 to \$14,999	3.6%	2.9%	4.5%
\$15,000 to \$24,999	6.2%	8.3%	9.7%
\$25,000 to \$34,999	6.7%	8.8%	9.9%
\$35,000 to \$49,999	9.4%	13.2%	13.6%
\$50,000 to \$74,999	14.7%	19.4%	18.6%
\$75,000 to \$99,999	12.3%	15.1%	12.8%
\$100,000 to \$149,999	17.5%	15.4%	13.7%
\$150,000 to \$199,999	9.9%	7.2%	6.0%
\$200,000 or more	15.1%	4.2%	5.1%
Median Household Income (dollars)	\$84,097	\$63,267	\$57,394
Mean Household Income (dollars)	\$119,149	\$77,920	\$77,575

Data Set 6b. Family Poverty Levels

Family Income Below the Poverty Level (past 12 months)

	California	Kings County	Tulare County
All families	9.0%	13.8%	16.4%
Married couple families	5.0%	7.5%	11.1%
Families with female householder, no spouse present	21.0%	32.8%	31.9%

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (DP03 File): https://data.census.gov/table?q=american+community+survey+DP03&g=040XX00US06_050XX00US06107,06031&tid=ACSDP5Y2021.DP03

Observation: The statewide family income is significantly higher than the median and mean family income levels for residents in Tulare and Kings Counties. In addition, Tulare and Kings Counties both exhibit poverty levels above California. For example, Tulare County's poverty rate (16.4%) is nearly double the statewide poverty level (9%). In both Kings and Tulare Counties, families with female householders with no spouse present have a poverty level above 30% compared to the statewide average of 21%.

Data Set 7. Tulare County Fastest and Largest Growing Occupations by Required Entry-level Education (2020-2030)

Tulare County: 2020-2030 Fastest Growing Occupations Projections

Occupational Title	Entry Level Education	Percentage Change	Median Hourly Wage	Median Annual Wage
Nurse Practitioners	Master's degree	45.0%	\$63.84	\$132,783
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	37.8%	\$22.95	\$47,736
Medical and Health Services Managers	Bachelor's degree	34.5%	\$50.44	\$104,906
Nursing Assistants	Postsecondary non-degree award	26.1%	\$17.92	\$37,280
Emergency Medical Technicians and Paramedics	Postsecondary non-degree award	23.8%	NA	NA
Market Research Analysts and Marketing Specialists	Bachelor's degree	23.1%	\$28.47	\$59,213
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	20.5%	\$28.99	\$60,295
Medical Assistants	Postsecondary non-degree award	20.2%	\$18.86	\$39,231
Substance, Behavioral, and Mental Health Counselors	Bachelor's degree	18.5%	\$23.67	\$49,241
Software Developers and Testers	Bachelor's degree	17.9%	NA	NA

Note: Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Tulare County: 2020-2030 Largest Growing Occupations Projections

Occupational Title	Entry Level Education	Total Job Openings	Median Hourly Wage	Median Annual Wage
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	5,430	\$22.95	\$47,736
Teaching Assistants, Except Postsecondary	Some college, no degree	2,590	NA	\$37,720
Elementary School Teachers, Except Special Education	Bachelor's degree	2,410	NA	\$80,631
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	1,970	\$22.59	\$46,986
Nursing Assistants	Postsecondary non-degree award	1,930	\$17.92	\$37,280
General and Operations Managers	Bachelor's degree	1,910	\$45.55	\$94,731
Registered Nurses	Bachelor's degree	1,900	\$47.78	\$99,372
Substitute Teachers, Short-Term	Bachelor's degree	1,780	\$18.35	\$38,166
Medical Assistants	Postsecondary non-degree award	1,540	\$18.86	\$39,231
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	1,120	NA	\$97,425

Source: California Employment Development Department - <https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

Note: Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Observation: Some of the fastest growing jobs in Tulare County that require a postsecondary education are Nurse Practitioners, Heavy and Tractor-Trailer Truck Drivers, Medical and Health Services Managers, and Nursing Assistants. The largest growing jobs in Tulare County with the highest annual wage are General and Operations Managers, Registered Nurses, and Secondary School Teachers (except special and career/technical education).

Data Set 8. Kings County Fastest and Largest Growing Occupations by Required Entry-level Education (2020-2030)

Kings County: 2020-2030 Fastest Growing Occupations Projections

Occupational Title	Entry Level Education	Percentage Change	Median Hourly Wage	Median Annual Wage
Kindergarten Teachers, Except Special Education	Bachelor's degree	37.5%	NA	\$80,445
Teachers and Instructors, All Other, Except Substitute Teachers	Bachelor's degree	36.4%	NA	NA
Substitute Teachers, Short-Term	Bachelor's degree	35.7%	\$17.76	\$36,923
Special Education Teachers, Kindergarten and Elementary School	Bachelor's degree	33.3%	NA	\$79,461
Management Analysts	Bachelor's degree	33.3%	\$36.87	\$76,679
Medical and Health Services Managers	Bachelor's degree	33.3%	\$59.37	\$123,483
Education Administrators, Elementary and Secondary School	Master's degree	30.8%	NA	\$130,826
Lawyers	Doctoral or professional degree	30.0%	\$51.77	\$107,691
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	Bachelor's degree	30.0%	\$30.11	\$62,626
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	28.2%	NA	\$102,263

Note: Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Data Set 8. Kings County Fastest and Largest Growing Occupations by Required Entry-level Education (2020-2030) - Continued

Kings County: 2020-2030 Largest Growing Occupations Projections

Occupational Title	Entry Level Education	Total Job Openings	Median Hourly Wage	Median Annual Wage
Elementary School Teachers, Except Special Education	Bachelor's degree	1,050	NA	\$83,563
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	1,030	\$24.16	\$50,246
Teaching Assistants, Except Postsecondary	Some college, no degree	820	NA	\$38,653
Registered Nurses	Bachelor's degree	790	\$62.36	\$129,685
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	590	\$23.28	\$48,422
Medical Assistants	Postsecondary non-degree award	530	\$15.68	\$32,621
General and Operations Managers	Bachelor's degree	510	\$46.69	\$97,120
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	410	NA	\$102,263
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	320	\$34.09	\$70,924
Accountants and Auditors	Bachelor's degree	270	\$33.44	\$69,553

Note: Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Source: California Employment Development Department - <https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

Observation: Some of the fastest growing jobs in Kings County that require a postsecondary education are Kindergarten Teachers (except special education), Teachers and Instructors (all other except substitute teachers), and Teaching Assistants (except postsecondary). The largest growing jobs in Kings County with the highest annual wage are General and Operations Managers, Registered Nurses, and Secondary School Teachers (except special and career/technical education).

Data Set 9a. National Earnings and Unemployment Rates for Adults 25 and Older by Educational Attainment

Educational Attainment	Median Weekly Earnings 2021	Unemployment Rate 2021
Doctoral degree	\$1,909	1.5%
Professional degree	\$1,924	1.8%
Master's degree	\$1,574	2.6%
Bachelor's degree	\$1,334	3.5%
Associate's degree	\$963	4.6%
Some college, no degree	\$899	5.5%
High school diploma	\$809	6.2%
Less than a high school diploma	\$626	8.3%

Source: U.S. Bureau of Labor Statistics, Current Population Survey - <https://www.bls.gov/careeroutlook/2022/data-on-display/education-pays.htm>

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

Observation: Nationwide, for adults 25 and older, higher levels of education attainment result in higher median weekly earnings and lower unemployment rates.

Data Set 9b. Area Labor Force & Unemployment Rates by Educational Attainment						
	California		Kings County		Tulare County	
	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate
Overall (Age 25-64)	78.2%	5.6%	63.8%	8.1%	75.0%	9.3%
Less than high school graduate	65.2%	7.6%	50.8%	12.9%	65.2%	15.4%
High school graduate (includes equivalency)	73.2%	7.0%	57.0%	8.3%	74.0%	12.2%
Some college or associate's degree	78.5%	6.0%	70.4%	7.3%	78.2%	5.9%
Bachelor's degree or higher	86.3%	4.0%	84.5%	3.6%	87.4%	3.4%
	California		Kings County		Tulare County	
	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate
Overall (age 16+)	63.9%	6.5%	54.6%	9.1%	61.1%	10.2%
Black or African American alone	60.7%	10.5%	46.7%	8.2%	56.5%	7.6%
American Indian and Alaska Native alone	62.2%	9.1%	41.3%	16.3%	57.2%	12.7%
Asian alone	64.3%	5.1%	56.4%	4.6%	57.6%	10.3%
Native Hawaiian and Other Pacific Islander alone	66.1%	7.7%	30.3%	23.2%	67.8%	5.0%
Some other race alone	66.9%	7.0%	51.1%	11.2%	64.5%	10.9%
Two or more races	67.2%	8.5%	53.5%	11.6%	63.8%	10.2%
Hispanic or Latino origin (of any race)	66.9%	7.1%	54.7%	10.3%	64.6%	11.6%
White alone, not Hispanic or Latino	61.2%	5.8%	56.5%	7.4%	55.4%	7.4%

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (S2301 File)

https://data.census.gov/table?q=american+community+survey+s2301&g=040XX00US06_050XX00US06107,06031&tid=ACSST5Y2021.S2301

Observation: For both Tulare and Kings Counties, as well as the rest of California, the higher one's education attainment, the more likely they are to participate in the labor force. For ages 25-64, the unemployment rates of Kings (8.1%) and Tulare (9.3%) Counties are higher than the state's overall unemployment rate (5.6%). For ages 16+, African Americans have a lower unemployment rate in both Kings County (8.2%) and Tulare County (7.6%) compared to California (10.5%).

Data Set 10a. Student Headcount by Campus

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	5-Yr Change
District Total	13,147	13,491	13,114	12,458	13,637	3.7%
Visalia Campus	10,043	10,042	9,563	5,681	7,832	-22.0%
Hanford Campus	1,887	1,936	2,263	1,178	2,302	22.0%
Tulare Campus	2,197	2,304	2,093	1,097	1,592	-27.5%
Online Campus	2,172	2,914	3,310	8,248	6,127	182.1%
Other Sites	1,224	1,489	1,621	1,643	1,884	53.9%
State-Wide	1,585,643	1,567,762	1,347,027	1,255,599	1,289,916	-18.7%

Source: COS Office of Research, Planning and Institutional Effectiveness

Source for Statewide: California Community College Chancellor's Office - https://datamart.cccco.edu/Students/Student_Headcount_Term_Annual.aspx

Note: Instruction method and campus location data for the 2020/21 – 2021/22 years are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this period. It is recommended to analyze the data before and after the impacted years. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa.

Note: Other sites include courses taught at high schools and other community locations.

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Students are counted once for each campus or instructional method they are associated with. Columns do not sum to the district total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.

Observation: From Fall 2018 to Fall 2022, the District's total headcount grew by 3.7% which is favorable compared to the statewide decrease of 19%. Over the same period, the headcount decreased at the Visalia Campus (-22%) and the Tulare Campus (-27.5%) while headcount in online courses increased by 182%. Other sites also experienced a 54% increase in headcounts, largely due to the expanding dual enrollment offerings.

Data Set 10b. Full-Time Equivalent Students (FTES) by Campus

	2018-19	2019-20	2020-21	2021-22	2022-23	5-Yr Change
District Total	10,380	10,630	9,572	9,082	9,761	-6.0%
Visalia Campus	7,279	7,134	3,803	3,259	4,880	-33.0%
Hanford Campus	963	1,004	800	655	1,019	5.7%
Tulare Campus	901	927	579	553	707	-21.5%
Online Campus	704	962	3,861	4,084	2,553	262.7%
Other Location	534	603	529	532	603	13.0%

Annual FTES by Credit / Non-Credit

	2018-19	2019-20	2020-21	2021-22	2022-23	5-Yr Change
District Total	10,380	10,630	9,572	9,082	9,761	-6.0%
Credit	9,750	10,148	9,416	8,898	9,563	-1.9%
Non-Credit	631	482	155	184	198	-68.6%

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

Note: Instruction method and campus location data for the 2020/21 – 2021/22 years are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted years. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa.

Note. The District totals may be off by 1 due to rounding.

Definition: The sum of FTES for all students enrolled at census for the summer/fall/spring terms of a given academic year. Includes both credit and non-credit. Columns sum to the district total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT

Observation: The District experienced a -6% change in FTES between the 2018-19 academic year to the 2022-23 academic year, highlighted by a low of 9,082 experienced during the pandemic. Non-credit FTES remains significantly lower than pre-pandemic levels, specifically as it relates to capturing FTES in tutorial services.

Data Set 10c. Annual Projected Full-Time Equivalent Students (FTES) 2025-2035

	2024-25	2029-30	2034-35	2025 to 2035 Growth
District Total FTES Projection	9,957	10,465	10,999	10.5%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: FTES projection is based on an analysis of the previous 10 years in which an average .98% increase in FTES per year was observed. Therefore, projections assume a 1% annual growth in FTES per year.

Definition: The projected sum of FTES for all students enrolled at census for the summer/fall/spring terms of a given academic year. Includes both credit and non-credit.

Observation: The number of the District's Full-Time Equivalent Students (FTES) is projected to increase 10.5% between 2025 and 2035.

Data Set 11: Student Count by Site/Modality Combinations

Fall 2022

Combinations	Students	Percent
Visalia Campus Only	3,751	28%
Visalia Campus + Online	2,487	18%
Online Only	1,820	13%
Hanford Center Only	831	6%
Hanford Center + Online	567	4%
Tulare Center Only	468	3%
Visalia Campus + Tulare Center	406	3%
Visalia Campus + Hanford Center	316	2%
Visalia Campus + Hanford Center + Online	305	2%
All other sites and combinations	2,687	20%
District Total	13,638	100%

Source: COS Office of Research, Planning and Institutional Effectiveness

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit.

Observation: In Fall 2022, 37% of students were enrolled exclusively at one campus location while 13% were enrolled exclusively in online courses (not hybrid).

Data Set 12: Credit Enrollments by Campus

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	FA18->FA22
District Total	38,529	41,919	37,762	34,519	37,572	-2%
Visalia Campus	27,241	28,531	24,321	10,734	18,188	-33%
Hanford Campus	3,400	3,574	3,590	1,615	3,644	7%
Tulare Campus	3,817	4,316	3,465	1,837	2,736	-28%
Online Campus	2,884	3,986	4,612	18,517	10,862	277%
Other Sites	1,187	1,512	1,774	1,816	2,142	80%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa.

Definition: The unduplicated count of all students registered for a course at census. Includes only credit enrollments. Students are counted once for each campus or instructional method they are associated with. Columns sum to the district total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.

Observation: From Fall 2018 to Fall 2022, credit enrollments decreased by 2%, and most California Community Colleges experienced similar or greater declines in enrollments. Declines were experienced mostly at the Visalia Campus (-33%) and Tulare Campus (-28%) locations but saw increases in Online enrollments (+277%), Other Sites (+80%), and the Hanford Campus (+7%).

Data Set 13: Headcount by City of Residence

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
District Total	13,147	100%	13,491	100%	13,114	100%	12,458	100%	13,637	100%
Visalia	5,393	41%	5,577	41%	5,265	40%	4,954	40%	5,530	41%
Tulare	2,340	18%	2,310	17%	2,189	17%	2,126	17%	2,426	18%
Hanford	1,043	8%	1,088	8%	1,120	9%	1,122	9%	1,149	8%
Exeter	490	4%	485	4%	472	4%	450	4%	476	4%
Corcoran	407	3%	427	3%	469	4%	392	3%	418	3%
Lindsay	402	3%	485	4%	469	4%	456	4%	494	4%
Farmersville	376	3%	407	3%	362	3%	342	3%	396	3%
Woodlake	335	3%	341	3%	373	3%	351	3%	338	3%
Porterville	255	2%	253	2%	271	2%	250	2%	303	2%
Dinuba	253	2%	292	2%	242	2%	219	2%	235	2%
Orosi	221	2%	211	2%	212	2%	181	2%	228	2%
All Others	1,632	12%	1,615	12%	1,670	13%	1,615	13%	1,644	12%

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

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Columns sum to the district total.

Observation: The pattern of where the District's students live has been relatively stable in recent years. Over half of the District's students live in the city of Visalia (41%), Tulare (18%), or Hanford (8%). Another 18% of students reside in other areas of Tulare and Kings Counties.

Data Set 14: Student Headcount by Unit Load										
	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,147	100%	13,491	100%	13,114	100%	12,458	100%	13,637	100%
0.5 - 2.5	350	3%	289	2%	228	2%	224	2%	268	2%
3.0 - 5.5	2,792	21%	2,838	21%	2,956	23%	3,053	25%	3,399	25%
6.0 - 8.5	2,201	17%	2,162	16%	2,165	17%	2,255	18%	2,360	17%
9.0 - 11.5	2,116	16%	2,171	16%	2,180	17%	2,012	16%	2,233	16%
12.0 - 14.5	3,625	28%	3,820	28%	3,463	26%	3,096	25%	3,318	24%
15+	1,658	13%	1,791	13%	1,762	13%	1,449	12%	1,594	12%
Non-Credit Only	405	3%	420	3%	360	3%	369	3%	465	3%

Source: COS Office of Research, Planning and Institutional Effectiveness

Definition: The unduplicated count of all students registered for a course at census. Columns sum to the district total.

Observation: The portion of students enrolling in the respective unit loads remains mostly unchanged over the past five fall terms with the exception of 12-14.5-unit loads (-4%), which is the approximately the redistribution of the 3-5.5 (+4%) unit load range.

Data Set 15: Student Headcount by Instruction Method										
	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%
Dual Enroll							1,322	10.6%	1,581	11.6%
Face-to-Face	12,583	95.7%	12,847	95.2%	12,222	93.2%	6,719	53.9%	9,265	67.9%
Hybrid	1,372	10.4%	1,243	9.2%	1,857	14.2%	2,468	19.8%	3,010	22.1%
Online	2,220	16.9%	2,985	22.1%	3,323	25.3%	8,138	65.3%	6,250	45.8%
Other			2	< .1%			1	< .1%	1	< .1%
WEXP	233	1.8%	218	1.6%	174	1.3%	167	1.3%	224	1.7%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this period. It is recommended to analyze the data before and after the impacted terms. Dual-enrollment sections have been coded since Spring 2021 but were offered prior to then. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa.

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Students are counted once for each instructional method they are associated with. Columns do not sum to the district total.

Observation: The percent of students enrolled in at least one face-to-face course has decreased from 95.7% in Fall 2018 to 67.9% in Fall 2022. Over the same period, students enrolled in at least one online course has increased from 16.9% in Fall 2018 to 45.8% in Fall 2022.

Data Set 16. Unduplicated Headcount by Age Group (includes comparison to statewide total)
District Total

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2022
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Statewide
Grand Total	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%	1,288,890
Less than 20	5,098	38.8%	5,507	40.8%	5,545	42.3%	5,175	41.5%	5,955	43.7%	34.5%
20-24	4,241	32.3%	4,200	31.1%	3,978	30.3%	3,741	30.0%	3,930	28.8%	25.8%
25-29	1,561	11.9%	1,494	11.1%	1,426	10.9%	1,332	10.7%	1,332	9.8%	11.4%
30-49	1,906	14.5%	1,952	14.5%	1,887	14.4%	1,929	15.5%	2,121	15.6%	20.3%
50+	340	2.6%	338	2.5%	278	2.1%	281	2.3%	299	2.2%	8.0%
Unknown	1	< .1%									0.1%

Visalia Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
Less than 20	3,784	37.7%	3,972	39.6%	3,839	40.1%	2,289	40.3%	3,346	42.7%
20-24	3,531	35.2%	3,424	34.1%	3,208	33.5%	1,976	34.8%	2,616	33.4%
25-29	1,163	11.6%	1,075	10.7%	1,029	10.8%	525	9.2%	689	8.8%
30-49	1,342	13.4%	1,363	13.6%	1,310	13.7%	776	13.7%	1,033	13.2%
50+	223	2.2%	208	2.1%	177	1.9%	115	2.0%	148	1.9%

Hanford Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
Less than 20	535	28.4%	604	31.2%	767	33.9%	359	30.5%	807	35.1%
20-24	673	35.7%	670	34.6%	776	34.3%	384	32.6%	704	30.6%
25-29	293	15.5%	279	14.4%	334	14.8%	183	15.5%	286	12.4%
30-49	349	18.5%	342	17.7%	361	16.0%	238	20.2%	458	19.9%
50+	37	2.0%	41	2.1%	25	1.1%	14	1.2%	47	2.0%

Data Set 16. Unduplicated Headcount by Age Group (includes comparison to statewide total) - Continued
Tulare Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
Less than 20	938	42.7%	1,047	45.4%	786	37.6%	435	39.7%	688	43.2%
20-24	710	32.3%	741	32.2%	766	36.6%	398	36.3%	547	34.4%
25-29	225	10.2%	217	9.4%	234	11.2%	111	10.1%	139	8.7%
30-49	272	12.4%	259	11.2%	277	13.2%	133	12.1%	195	12.2%
50+	52	2.4%	40	1.7%	30	1.4%	20	1.8%	23	1.4%

Online Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,172	100.0%	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%
Less than 20	510	23.5%	892	30.6%	1,130	34.1%	3,306	40.1%	2,395	39.1%
20-24	874	40.2%	1,101	37.8%	1,170	35.3%	2,728	33.1%	2,042	33.3%
25-29	351	16.2%	408	14.0%	449	13.6%	886	10.7%	635	10.4%
30-49	402	18.5%	465	16.0%	508	15.3%	1,184	14.4%	963	15.7%
50+	35	1.6%	48	1.6%	53	1.6%	144	1.7%	92	1.5%

Career Technical Education Sections

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
Less than 20	1,929	33.3%	2,159	35.2%	2,065	36.5%	1,858	35.8%	2,106	37.1%
20-24	2,005	34.6%	2,035	33.2%	1,887	33.4%	1,718	33.1%	1,761	31.0%
25-29	768	13.3%	785	12.8%	701	12.4%	616	11.9%	673	11.9%
30-49	940	16.2%	1,013	16.5%	889	15.7%	885	17.1%	1,011	17.8%
50+	147	2.5%	133	2.2%	108	1.9%	109	2.1%	123	2.2%

Data Set 16. Unduplicated Headcount by Age Group (includes comparison to statewide total) - Continued

Source: COS Office of Research, Planning and Institutional Effectiveness

Source: Chancellor's Office Data Mart

<https://datamart.cccco.edu/datamart.aspx>

Note: Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa. Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms.

Note: K-12 students make up approximately 30% of the District's less than 20 age group in a given Fall Semester, with most K-12 students attending online or "Other sites

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Columns sum to the group total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.

Observation: The largest proportion age group among COS students is less than 20 years old (43.7%), which is notably larger than the statewide proportion of 34.5% during the Fall 2022 term. While the proportion of students less than 20 years old is below the district total in online courses, CTE courses, and the Hanford Campus, the proportion of students less than 20 has increased over the past five years.

Data Set 17. Unduplicated Headcount by Gender (includes comparison to statewide total)

District Total

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2022
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Statewide
Grand Total	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%	1,288,890
Female	7,519	57.2%	7,759	57.5%	7,923	60.4%	7,411	59.5%	7,811	57.3%	54.2%
Male	5,485	41.7%	5,455	40.4%	4,992	38.1%	4,849	38.9%	5,509	40.4%	43.7%
Non-Binary	32	0.2%	123	0.9%	75	0.6%	64	0.5%	72	0.5%	0.5%
Unknown	111	0.8%	154	1.1%	124	0.9%	134	1.1%	245	1.8%	1.6%

Visalia Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
Female	5,809	57.8%	5,844	58.2%	5,831	61.0%	3,271	57.6%	4,429	56.6%
Male	4,120	41.0%	3,982	39.7%	3,582	37.5%	2,324	40.9%	3,222	41.1%
Non-Binary	24	0.2%	100	1.0%	58	0.6%	25	0.4%	44	0.6%
Unknown	90	0.9%	116	1.2%	92	1.0%	61	1.1%	137	1.7%

Hanford Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
Female	968	51.3%	988	51.0%	1,264	55.9%	562	47.7%	1,261	54.8%
Male	902	47.8%	901	46.5%	961	42.5%	598	50.8%	1,009	43.8%
Non-Binary	6	0.3%	23	1.2%	17	0.8%	6	0.5%	8	0.3%
Unknown	11	0.6%	24	1.2%	21	0.9%	12	1.0%	24	1.0%

Data Set 17. Unduplicated Headcount by Gender (includes comparison to statewide total) - Continued
Tulare Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
Female	1,199	54.6%	1,283	55.7%	1,267	60.5%	611	55.7%	895	56.2%
Male	980	44.6%	981	42.6%	795	38.0%	474	43.2%	655	41.1%
Non-Binary	4	0.2%	15	0.7%	12	0.6%	8	0.7%	11	0.7%
Unknown	14	0.6%	25	1.1%	19	0.9%	4	0.4%	31	1.9%

Online Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,172	100.0%	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%
Female	1,450	66.8%	1,887	64.8%	2,176	65.7%	5,136	62.3%	3,789	61.8%
Male	696	32.0%	971	33.3%	1,079	32.6%	3,006	36.4%	2,266	37.0%
Non-Binary	2	0.1%	28	1.0%	20	0.6%	35	0.4%	27	0.4%
Unknown	24	1.1%	28	1.0%	35	1.1%	71	0.9%	45	0.7%

Career Technical Education Sections

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
Female	3,048	52.7%	3,214	52.5%	3,188	56.4%	2,827	54.5%	3,054	53.8%
Male	2,686	46.4%	2,802	45.7%	2,394	42.4%	2,290	44.2%	2,557	45.1%
Non-Binary	8	0.1%	56	0.9%	23	0.4%	24	0.5%	18	0.3%
Unknown	47	0.8%	53	0.9%	45	0.8%	45	0.9%	45	0.8%

Data Set 17. Unduplicated Headcount by Gender (includes comparison to statewide total) - Continued

Source: COS Office of Research, Planning and Institutional Effectiveness

Source: Chancellor's Office Data Mart

<https://datamart.cccco.edu/datamart.aspx>

"Note: Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa. Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms.

Note. Unknown students included those who did not respond or declined to answer."

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Columns sum to the group total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.

Observation: The proportions of males and females in the District student population have remained consistent across this five-year snapshot within the ranges of 57%-60% female students and 38%-42% male. The proportion difference is greater at COS (+17 percentage points) than statewide (+10 percentage points) in the Fall 2022 term. The reported volume of non-binary and students with an unknown gender has more than doubled over this same time period.

Data Set 18. Unduplicated Headcount by Race/Ethnicity (includes comparison to statewide total)
District Total

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2022
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Statewide
Grand Total	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%	1,288,890
African-American	283	2.2%	275	2.0%	249	1.9%	240	1.9%	227	1.7%	5.5%
Asian	364	2.8%	351	2.6%	329	2.5%	310	2.5%	328	2.4%	10.2%
Filipino	120	0.9%	135	1.0%	129	1.0%	108	0.9%	123	0.9%	2.4%
Hispanic	9,067	69.0%	9,397	69.7%	9,316	71.0%	8,986	72.1%	9,958	73.0%	49.6%
Multi-Ethnicity	389	3.0%	409	3.0%	381	2.9%	360	2.9%	417	3.1%	4.2%
Native American	42	0.3%	40	0.3%	44	0.3%	40	0.3%	44	0.3%	0.3%
Pacific Islander	13	0.1%	16	0.1%	10	0.1%	18	0.1%	13	0.1%	0.4%
White	2,767	21.0%	2,682	19.9%	2,545	19.4%	2,312	18.6%	2,450	18.0%	22.9%
Unknown	102	0.8%	186	1.4%	111	0.8%	84	0.7%	77	0.6%	4.5%

Visalia Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
African-American	210	2.1%	190	1.9%	181	1.9%	123	2.2%	139	1.8%
Asian	317	3.2%	285	2.8%	268	2.8%	149	2.6%	195	2.5%
Filipino	100	1.0%	110	1.1%	104	1.1%	64	1.1%	78	1.0%
Hispanic	6,932	69.0%	6,987	69.6%	6,755	70.6%	4,106	72.3%	5,708	72.9%
Multi-Ethnicity	296	2.9%	312	3.1%	281	2.9%	174	3.1%	235	3.0%
Native American	38	0.4%	34	0.3%	32	0.3%	23	0.4%	21	0.3%
Pacific Islander	12	0.1%	16	0.2%	9	0.1%	6	0.1%	10	0.1%
White	2,084	20.8%	1,974	19.7%	1,847	19.3%	1,002	17.6%	1,396	17.8%
Unknown	54	0.5%	134	1.3%	86	0.9%	34	0.6%	50	0.6%

Data Set 18. Unduplicated Headcount by Race/Ethnicity (includes comparison to statewide total) - Continued
Hanford Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
African-American	71	3.8%	79	4.1%	80	3.5%	38	3.2%	61	2.6%
Asian	34	1.8%	42	2.2%	43	1.9%	32	2.7%	62	2.7%
Filipino	16	0.8%	24	1.2%	26	1.1%	12	1.0%	22	1.0%
Hispanic	1,273	67.5%	1,269	65.5%	1,578	69.7%	799	67.8%	1,607	69.8%
Multi-Ethnicity	50	2.6%	69	3.6%	76	3.4%	26	2.2%	78	3.4%
Native American	4	0.2%	6	0.3%	12	0.5%	7	0.6%	13	0.6%
Pacific Islander	2	0.1%	4	0.2%	1	< .1%	2	0.2%	2	0.1%
White	427	22.6%	410	21.2%	430	19.0%	250	21.2%	445	19.3%
Unknown	10	0.5%	33	1.7%	17	0.8%	12	1.0%	12	0.5%

Tulare Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
African-American	31	1.4%	29	1.3%	42	2.0%	15	1.4%	13	0.8%
Asian	25	1.1%	33	1.4%	24	1.1%	11	1.0%	21	1.3%
Filipino	7	0.3%	10	0.4%	22	1.1%	5	0.5%	17	1.1%
Hispanic	1,582	72.0%	1,660	72.0%	1,459	69.7%	780	71.1%	1,225	76.9%
Multi-Ethnicity	58	2.6%	56	2.4%	56	2.7%	26	2.4%	46	2.9%
Native American	6	0.3%	8	0.3%	13	0.6%	5	0.5%		
Pacific Islander	2	0.1%	1	< .1%	2	0.1%	2	0.2%		
White	477	21.7%	472	20.5%	460	22.0%	243	22.2%	262	16.5%
Unknown	9	0.4%	35	1.5%	15	0.7%	10	0.9%	8	0.5%

Data Set 18. Unduplicated Headcount by Race/Ethnicity (includes comparison to statewide total) - Continued
Online Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,172	100.0%	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%
African-American	45	2.1%	67	2.3%	74	2.2%	187	2.3%	126	2.1%
Asian	62	2.9%	79	2.7%	85	2.6%	199	2.4%	141	2.3%
Filipino	19	0.9%	26	0.9%	41	1.2%	65	0.8%	50	0.8%
Hispanic	1,386	63.8%	1,911	65.6%	2,237	67.6%	5,905	71.6%	4,351	71.0%
Multi-Ethnicity	74	3.4%	102	3.5%	107	3.2%	259	3.1%	209	3.4%
Native American	10	0.5%	12	0.4%	10	0.3%	26	0.3%	18	0.3%
Pacific Islander	1	< .1%	1	< .1%	3	0.1%	12	0.1%	6	0.1%
White	566	26.1%	687	23.6%	714	21.6%	1,535	18.6%	1,189	19.4%
Unknown	9	0.4%	29	1.0%	39	1.2%	60	0.7%	37	0.6%

Career Technical Education Sections

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
African-American	128	2.2%	111	1.8%	87	1.5%	102	2.0%	86	1.5%
Asian	148	2.6%	154	2.5%	129	2.3%	120	2.3%	127	2.2%
Filipino	51	0.9%	58	0.9%	48	0.8%	34	0.7%	52	0.9%
Hispanic	3,929	67.9%	4,230	69.1%	4,051	71.7%	3,716	71.7%	4,145	73.1%
Multi-Ethnicity	172	3.0%	158	2.6%	153	2.7%	142	2.7%	182	3.2%
Native American	22	0.4%	16	0.3%	15	0.3%	24	0.5%	15	0.3%
Pacific Islander	4	0.1%	5	0.1%	3	0.1%	5	0.1%	4	0.1%
White	1,307	22.6%	1,303	21.3%	1,116	19.8%	1,011	19.5%	1,024	18.0%
Unknown	28	0.5%	90	1.5%	48	0.8%	32	0.6%	39	0.7%

Data Set 18. Unduplicated Headcount by Race/Ethnicity (includes comparison to statewide total) - Continued

Source: COS Office of Research, Planning and Institutional Effectiveness

Source: Chancellor's Office Data Mart

<https://datamart.cccco.edu/datamart.aspx>

"Note: Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa. Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms.

Note. Unknown students included those who did not respond or declined to answer. "

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Columns sum to the group total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.

Observation: In Fall 2022, the two primary racial/ethnic groups in the District student population were students who self-identify as Hispanic (73%) and those who self-identify as White (18%). The next largest proportions of students were those who self-identify as Multi-ethnic (3%) and Asian (2%). 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 69% in fall 2018 to 73% in fall 2022. Conversely, students declaring as White decreased from 21% in fall 2018 to 18% in fall 2022. 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. Compared to the statewide demographics, the District student population includes a higher proportion of Hispanic (73%) students and lower proportions of African-American (2%) and Asian students (2%).

Data Set 19: Student Headcount by First-Generation College Student Status										
	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%
First-Generation	5,851	44.5%	5,993	44.4%	5,794	44.2%	5,370	43.1%	5,814	42.6%
Not First-Generation	5,960	45.3%	6,247	46.3%	6,196	47.2%	6,034	48.4%	6,467	47.4%
Unknown	1,336	10.2%	1,251	9.3%	1,124	8.6%	1,054	8.5%	1,356	9.9%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: Unknown students included those who did not respond or declined to answer.

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Columns sum to the group total.

Observation: The portion of first-generation college students enrolled in the Fall term has slightly decreased from 45% in 2018 to 43% in Fall 2022.

Data Set 20: Placement of First-Time Students Into Transfer-Level Without Support
Transfer-Level English Placement

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	47%	86%	87%	83%	77%
African-American	40%	88%	76%	74%	61%
Asian	45%	85%	87%	92%	88%
Filipino	71%	95%	100%	88%	72%
Hispanic	43%	85%	87%	82%	76%
Multi-Ethnicity	62%	87%	91%	87%	88%
Native American	78%	73%	93%		57%
Pacific Islander	0%	40%		50%	50%
White	61%	89%	88%	89%	83%
Unknown	20%	80%	100%	100%	75%

Transfer-Level Quantitative Reasoning Placement

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	21%	55%	59%	100%	100%
African-American	16%	44%	50%	100%	100%
Asian	41%	61%	68%	100%	100%
Filipino	29%	75%	90%	100%	100%
Hispanic	19%	53%	56%	100%	100%
Multi-Ethnicity	32%	61%	67%	100%	100%
Native American	22%	27%	57%	100%	100%
Pacific Islander	33%	40%		100%	100%
White	26%	64%	71%	100%	100%
Unknown	13%	50%	71%	100%	100%

Data Set 20: Placement of First-Time Students Into Transfer-Level Without Support - Continued

Transfer-Level English as a Second Language (ESL) Placement					
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	0%	100%	100%	100%	100%
African-American	0%	100%	100%	100%	100%
Asian	0%	100%	100%	100%	100%
Filipino	0%	100%	100%	100%	100%
Hispanic	0%	100%	100%	100%	100%
Multi-Ethnicity	0%	100%	100%	100%	100%
Native American	0%	100%	100%	100%	100%
Pacific Islander	0%	100%		100%	100%
White	0%	100%	100%	100%	100%
Unknown	0%	100%	100%	100%	100%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: The District began offering a transfer-level mathematics course in Spring 2021, which all students are eligible to enroll in without support. The District began offering a transfer-level ESL course in Fall 2019, which all students are eligible to enroll in without support. Blank means no data. 0% means no student in the group was placed without support.

Definition: The unduplicated count of all first-time students registered for a credit course at census. Columns do not sum or average to the group total.

Observation: In response to AB 705, the District altered its placement model in Fall 2019 to allow more students to place into ENGL 001 based on the student's self-reported high school coursework, which resulted in an increase in placement rates for transfer-level English without support. However, since Fall 2019 placement rates for transfer-level English without support have decreased nine percentage points from 86% in Fall 2019 to 77% in Fall 2022.

Data Set 21: Student Success Metrics

Momentum and Completion										
	2018		2019		2020		2021		2022	
	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide
Course Success Rate	72%	72%	74%	72%	76%	76%	78%	75%	68%	72%
Successfully Completed Unit Thresholds in the Fall Term	21%	14%	23%	15%	23%	16%	21%	19%	20%	17%
Persisted from Fall to Spring	72%	68%	71%	68%	73%	67%	67%	67%	72%	64%
Completed Transfer-Level Math and English	7%	7%	8%	9%	15%	12%	14%	14%	14%	13%
Transitioned to Postsecondary or Earned an Award (Vision Goal Definition of Completion)	8%	6%	10%	7%	11%	7%	12%	9%	12%	9%
Transferred to a Four-Year Institution	6%	6%	7%	6%	8%	7%	8%	8%		
Career Technical Education										
	2018		2019		2020		2021		2022	
	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide
Earned 9+ Career Education Units	12%	9%	14%	9%	14%	9%	13%	10%	12%	10%
	2016		2017		2018		2019		2020	
	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide
Job Closely Related to Field of Study	72%	69%	67%	70%	71%	71%	74%	71%	71%	68%

Source: Cal-PASS Plus

Observation: In the most recent Student Success Metrics Dashboard data sourced in July 2023, College of the Sequoias met or exceeded the statewide rates for all the student success metrics, except course success rates.

Data Set 22: Credit Course Withdrawal Rates by Instruction Method

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	9.6%	10.0%	22.2%	13.7%	11.6%
Dual Enroll				5.7%	4.3%
Face-to-Face	8.9%	9.4%	22.2%	11.5%	10.6%
Hybrid	14.2%	14.3%	23.0%	15.4%	13.2%
Online	16.1%	15.0%	22.4%	15.6%	14.4%
WEXP	0.4%	0.9%	3.4%	0.0%	3.1%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this period. It is recommended to analyze the data before and after the impacted terms. Dual-enrollment sections have been coded since Spring 2021 but were offered prior to then. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa. The emergence of EW grades during the pandemic may have positively skewed course success rates by removing many grades from the success ratio (A, B, C, P grades / all non-EW grades and MW grades).

Definitions: Withdrawal Rate: (Letter grades W/all valid grades issued in credit courses). By default, excludes withdrawal grades (EW) and military withdrawal grades (MW) are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.

Observation: Online and hybrid instruction methods have the highest withdrawal rates in each of the past five fall terms.

Data Set 23: Credit Course Success Rates by Instruction Method

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	73.9%	74.2%	81.9%	67.8%	69.7%
Dual Enroll				85.7%	88.4%
Face-to-Face	75.1%	75.3%	82.3%	71.9%	72.0%
Hybrid	60.6%	65.7%	78.6%	64.2%	63.1%
Online	64.9%	66.9%	80.8%	63.9%	64.0%
WEXP	94.8%	92.7%	92.4%	89.3%	87.5%

Source: COS Office of Research, Planning and Institutional Effectiveness

Notes: Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this period. It is recommended to analyze the data before and after the impacted terms. Dual-enrollment sections have been coded since Spring 2021 but were offered prior to then. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa. The emergence of EW grades during the pandemic may have positively skewed course success rates by removing many grades from the success ratio (A, B, C, P grades / all non-EW grades and MW grades).

Definitions: Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued in credit courses). By default, excludes excused withdrawal grades (EW) and military withdraw grades (MW) are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.

Observation: Across the previous five Fall terms, including during the pandemic, students in dual enrollment and work experience courses have the highest course success rates while students in online and hybrid courses have the lowest course success rates.

Data Set 24: Credit Course Success Rates by Race/Ethnicity

Race/Ethnicity	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	73.9%	74.2%	81.9%	67.8%	69.7%
African-American	69.3%	73.3%	79.8%	62.7%	62.7%
Asian	80.3%	79.0%	89.1%	74.7%	77.3%
Filipino	85.2%	84.9%	86.7%	66.9%	78.3%
Hispanic	72.4%	72.8%	80.3%	65.8%	68.3%
Multi-Ethnicity	71.0%	72.9%	85.2%	75.5%	74.7%
Native American	77.2%	67.7%	80.4%	46.5%	60.3%
Pacific Islander	84.8%	56.6%	88.0%	75.0%	74.5%
White	78.5%	79.1%	86.6%	74.7%	73.9%
Unknown	63.8%	70.7%	78.7%	55.5%	78.4%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: The emergence of EW grades during the pandemic may have positively skewed course success rates by removing many grades from the success ratio (A, B, C, P grades / all non-EW grades and MW grades).

Note. Unknown students included those who did not respond or declined to answer.

Definitions: Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued in credit courses). By default, excludes excused withdrawal grades (EW) and military withdrawal grades (MW) are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.

Observation: In Fall 2022, Asian and Filipino students, as well as students with an unknown race/ethnicity, had the highest course success rates while African American and Native American students had the lowest course success rates.

Data Set 25: Credit Course Success Rates by Age Group

Age Group	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	73.9%	74.2%	81.9%	67.8%	69.7%
Less than 20	74.5%	74.5%	80.3%	68.7%	71.2%
20-24	71.6%	71.5%	80.4%	64.6%	67.6%
25-29	73.1%	76.1%	83.3%	67.6%	68.0%
30-49	78.5%	79.4%	91.0%	72.6%	71.3%
50+	79.6%	76.0%	91.2%	73.7%	66.3%

Source: COS Office of Research, Planning and Institutional Effectiveness

Definitions: Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued in credit courses). By default, excludes excused withdrawal grades (EW) and military withdrawal grades (MW) are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.

Observation: In Fall 2022, students 20 years old or younger (71%), as well as students 30-49 years old (71%) had slightly higher course success rates when compared to the District average (70%), while course success rates for all other age groups (20-24 years old, 25-29 years old, and 50+ years old) fell below the District average.

Data Set 26: Credit Course Success Rates by Unit Load

Unit Load	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	73.9%	74.2%	81.9%	67.8%	69.7%
Full-Time	76.6%	76.0%	83.6%	69.0%	71.3%
Part-Time	69.5%	71.1%	79.4%	66.1%	67.6%

Source: COS Office of Research, Planning and Institutional Effectiveness

Notes: The emergence of EW grades during the pandemic may have positively skewed course success rates by removing many grades from the success ratio (A, B, C, P grades / all non-EW grades and MW grades).

Definitions: Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued in credit courses). By default, excludes excused withdrawal grades (EW) and military withdrawal grades (MW) are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.

Observation: In each of the past five terms (Fall 2018 – Fall 2022), full-time students had higher course success rates when compared to part-time students.

Data Set 27a - Volume of Awards Issued

	2018-19		2019-20		2020-21		2021-22		2022-23		2022-23
	Awards	Percent	Awards	Percent	Awards	Percent	Awards	Percent	Awards	Percent	Statewide
District Total	3,177	100%	2,795	100%	3,043	100%	2,824	100%	2,683	100%	100%
Degree Subtotal	1,746	55%	2,150	77%	1,933	64%	1,782	63%	1,742	65%	49%
A.S. for Transfer(ADT)	287	9%	322	12%	336	11%	322	11%	298	11%	7%
A.A. for Transfer(ADT)	407	13%	548	20%	564	19%	558	20%	487	18%	9%
A.S. Degree	295	9%	322	12%	313	10%	295	10%	324	12%	18%
A.A. Degree	757	24%	958	34%	720	24%	607	21%	633	24%	15%
Certificate Subtotal	1,431	45%	645	23%	1,110	36%	1,042	37%	941	35%	51%
Cert.(30 to < 60 units)	223	7%	148	5%	187	6%	164	6%	177	7%	15%
Cert.(16 to < 30 units)	152	5%	119	4%	199	7%	154	5%	162	6%	9%
Cert.(6 to < 18 units)	893	28%	360	13%	635	21%	605	21%	517	19%	2%
Cert.(8 to < 16 units)		0%		0%	5	< 1%	4	< 1%	2	< 1%	5%
Cert.< 6 units)	28	1%	17	1%	6	< 1%	9	< 1%		0%	1%
Non-Credit	135	4%	1	0%	78	3%	106	4%	83	3%	19%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note. 0% was changed to < 1% if there was at least 1 award. If there were no awards 0% was kept.

Definitions: Awards: The count of all awards issued (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students may earn multiple awards in the same time period.

Observation: Of all COS degrees and certificates awarded in 2022-2023, 65% were associate degrees. This is a higher proportion of associate degrees compared to previous years (55% to 63%) and significantly higher than the proportion of associate degrees compared to total degrees statewide (49%). At COS, the proportions of certificates of achievement awarded decreased from 45% to 35% between 2018-2019 and 2022-2023, and in 2022-2023 COS (35%) had a lower proportion of certificates of achievement compared to the statewide proportion (51%).

Data Set 27b - Race/Ethnicity Distribution of Degree Earning Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Recipients	Percent	Recipients	Percent	Recipients	Percent	Recipients	Percent	Recipients	Percent
Degree Total	1,322	100.0%	1,511	100.0%	1,480	99.0%	1,448	100.0%	1,447	100.0%
African-American	26	2.0%	31	2.0%	36	2.0%	39	3.0%	20	1.0%
Asian	54	4.0%	49	3.0%	46	3.0%	42	3.0%	41	3.0%
Hispanic	872	66.0%	982	65.0%	973	66.0%	1,000	69.0%	983	68.0%
Multi-Ethnicity	37	3.0%	57	4.0%	47	3.0%	45	3.0%	45	3.0%
Native American	4	< 1%	7	< 1%	3	< 1%	3	< 1%	4	< 1%
Pac. Islander or Filipino	15	1.0%	21	1.0%	19	1.0%	15	1.0%	22	2.0%
Unknown	1	< 1%	8	1.0%	13	1.0%	9	1.0%	15	1.0%
White	313	24.0%	356	24.0%	343	23.0%	295	20.0%	317	22.0%

Data Set 27c - Race/Ethnicity Distribution of all Certificate Earning Students (includes both credit and non-credit)

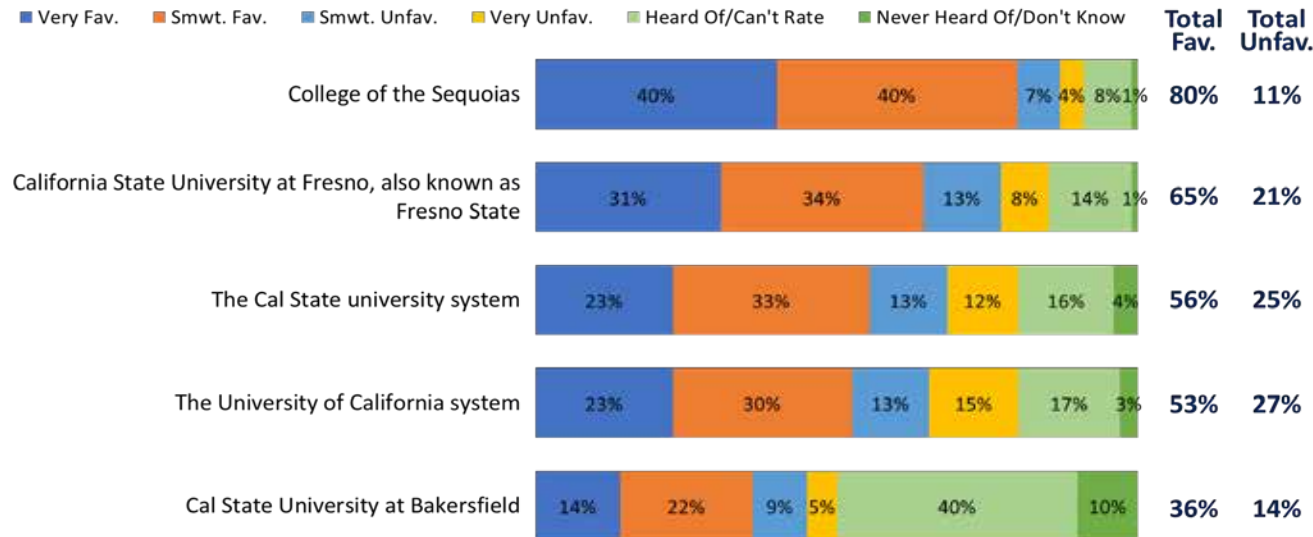
	2018-19		2019-20		2020-21		2021-22		2022-23	
	Recipients	Percent	Recipients	Percent	Recipients	Percent	Recipients	Percent	Recipients	Percent
Certificate Total	1,188	100%	562	100%	965	100%	806	100%	819	100%
African-American	13	1%	9	2%	19	2%	11	1%	11	1%
Asian	31	3%	16	3%	27	3%	16	2%	21	3%
Hispanic	827	70%	375	67%	699	72%	639	79%	615	75%
Multi-Ethnicity	34	3%	18	3%	24	2%	16	2%	17	2%
Native American	4	< 1%	1	< 1%	2	< 1%	2	< 1%	2	< 1%
Pac. Islander or Filipino	11	1%	5	1%	8	1%	6	1%	14	2%
Unknown	12	1%	4	1%	14	1%	2	< 1%	7	1%
White	256	22%	134	24%	172	18%	114	14%	132	16%

Source: COS Office of Research, Planning and Institutional Effectiveness

Definitions: Recipients: Unduplicated count of students who received at least one award (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students are counted once regardless of how many awards they earned.

Observation: Between 2018-2019 and 2022-2023, the proportion of degrees awarded to Hispanic students increased by two percentage points, and in 2022-2023 Hispanic students accounted for 68% of all degrees awarded, while accounting for 73% of the COS student population (see data set 18). Additionally, between 2018-2019 and 2022-2023, the proportion of certificates awarded to Hispanic students increased by nine percentage points, and in 2022-2023 Hispanic students accounted for 75% of all certificates awarded, while accounting for 73% of the COS student population (see data set 18). As of 2022-2023, Hispanic students at COS were underrepresented in completion of degrees, but overrepresented in completion of certificates of achievement.

Data Set 28 – Community Members’ Opinions of College of the Sequoias

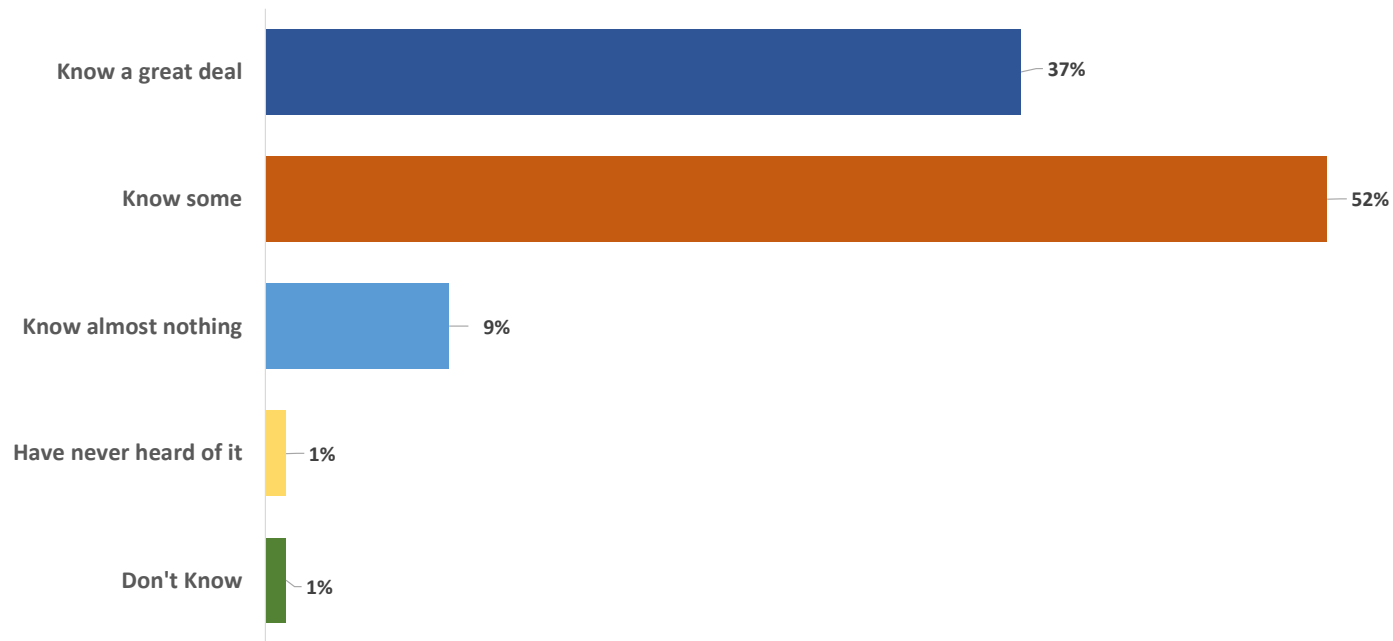


Source: College of the Sequoias Community College District Bond Measure Survey 2022, FM3 Research, Los Angeles, CA

Note. Survey was conducted via phone and online interviews with 508 Tulare County residents who were likely to vote in the upcoming election.

Observation: 80% of respondents had a favorable opinion of COS, which was a higher rate of favorable views than Fresno State (65%), the Cal State System (56%), the UC System (53%), and Cal State Bakersfield (36%)

Data Set 29 – Community Members’ Knowledge of College of the Sequoias

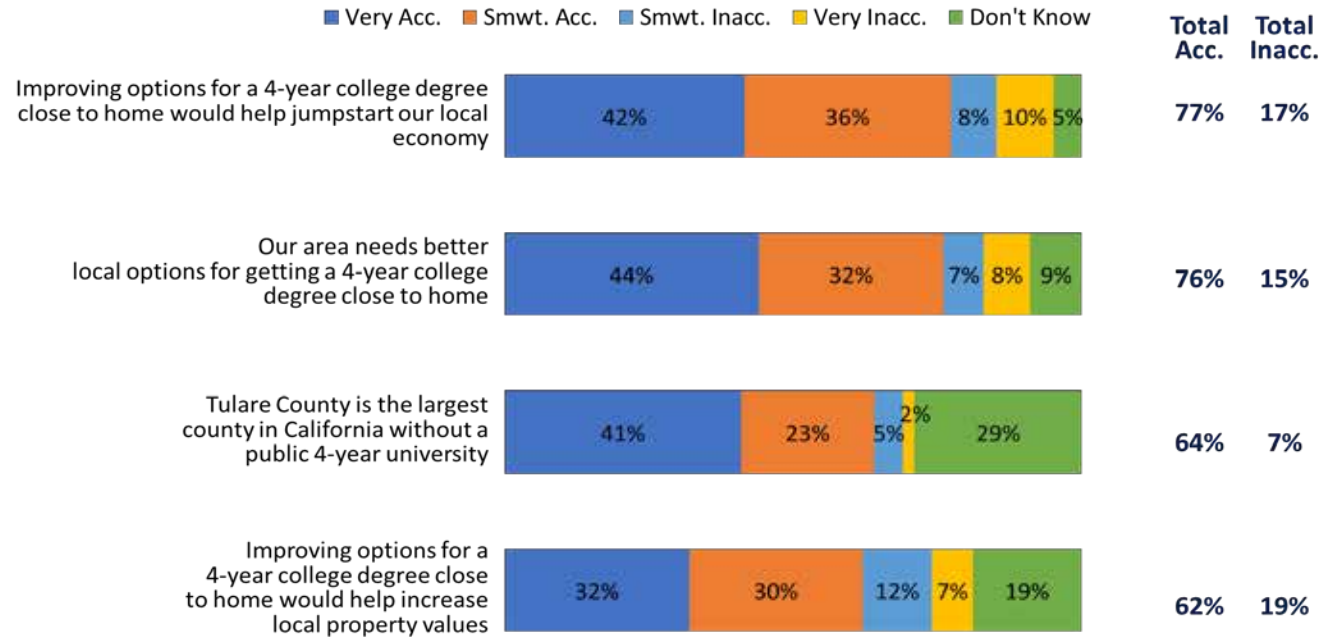


Source: College of the Sequoias Community College District Bond Measure Survey 2022, FM3 Research, Los Angeles, CA

Note. Survey was conducted via phone and online interviews with 508 Tulare County residents who were likely to vote in the upcoming election.

Observation: Nearly 90% of respondents reported knowing at least “some” about COS, with nearly 40% reporting they know “a great deal” about COS.

Data Set 30– Community Members' Perceptions on 4-year Degree Opportunities in COS Service Area

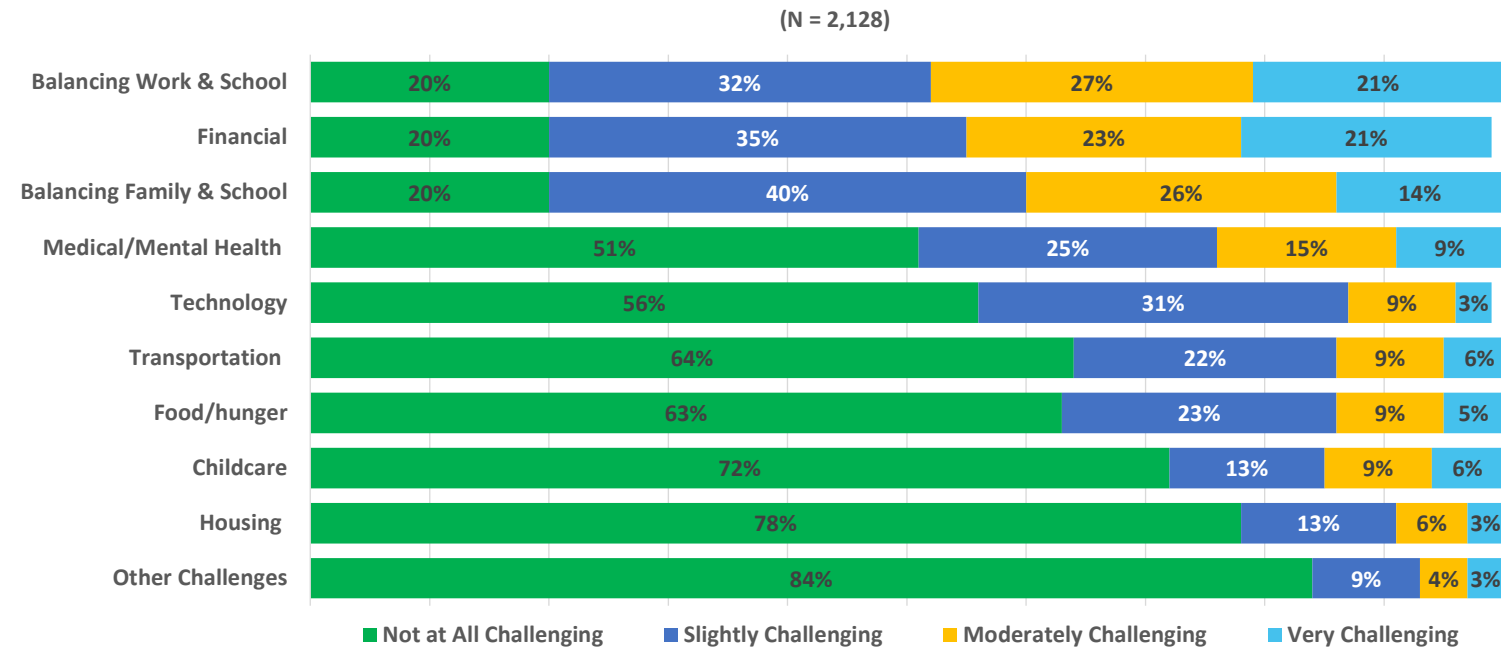


Source: College of the Sequoias Community College District Bond Measure Survey 2022, FM3 Research, Los Angeles, CA

Note. Survey was conducted via phone and online interviews with 508 Tulare County residents who were likely to vote in the upcoming election.

Observation: A majority of respondents reported that it was very/somewhat accurate that improving 4-year college degree options would help the local economy (78%) and local property values (62%). Additionally, a majority of respondents reported that it was very/somewhat accurate that the area needs 4-year degree closer to home (76%) and Tulare County is the largest county in California without a 4-year university (64%).

Data Set 31a – Educational Challenges Faced by COS Students



Source: COS Student Support Services "Mother Lode" Survey 2023

Note. This survey was distributed to all 10,339 COS students (excluding K-12 students) who were enrolled at census during the Spring 2023. Approximately, 22% responded to the survey.

Data Set 31b – Educational Challenges Faced by COS Students

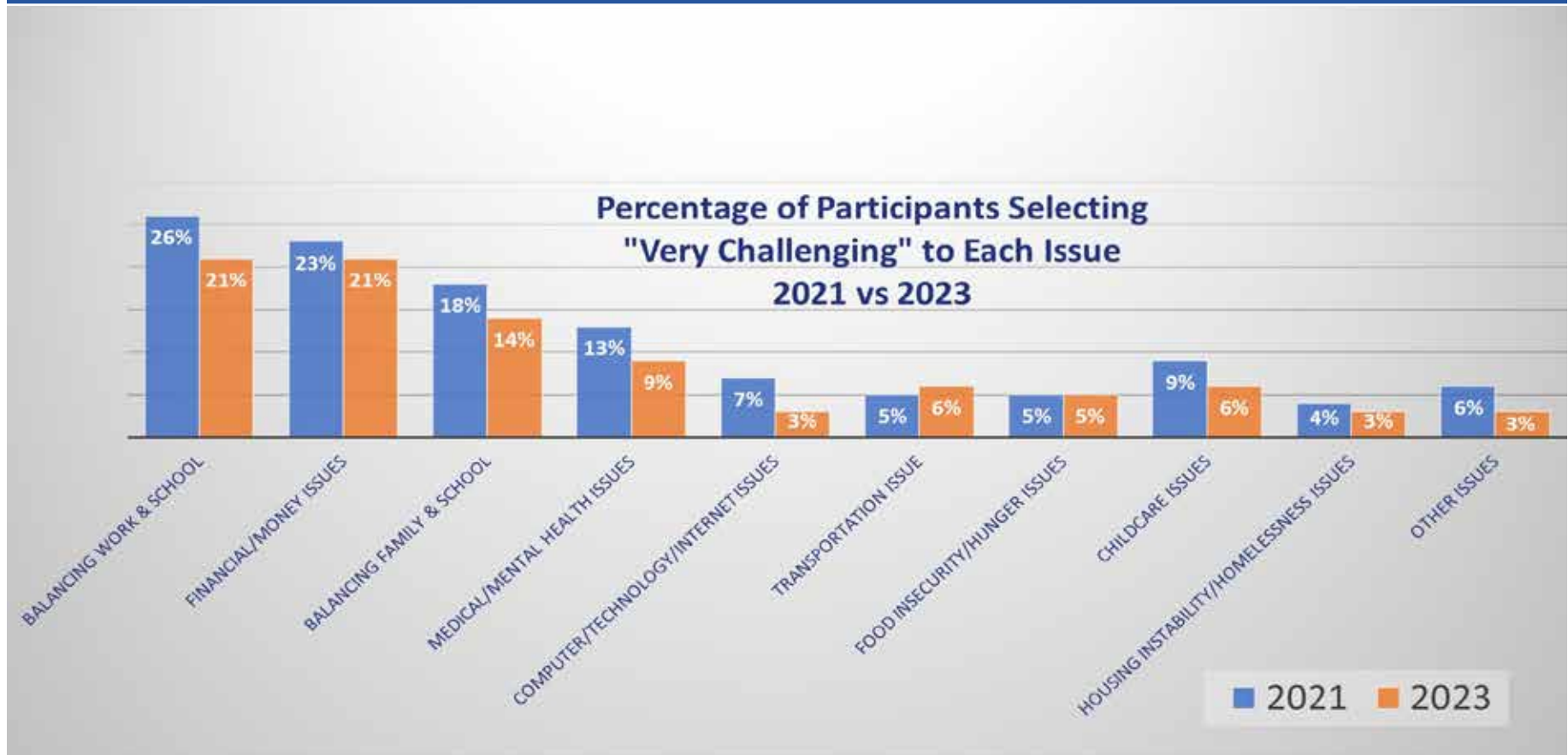
(COS District)	NOT AT ALL CHALLENGING	SLIGHTLY CHALLENGING	MODERATELY CHALLENGING	VERY CHALLENGING	TOTAL	WEIGHTED AVERAGE
Balancing Work and School	20% 421	32% 669	27% 575	21% 431	2,096	2.48
Financial/Money Issues	20% 424	35% 750	23% 488	21% 453	2,115	2.46
Balancing Family and School	20% 422	40% 856	26% 554	14% 288	2,120	2.33
Medical/Mental Health Issues	51% 1,082	25% 535	15% 305	9% 180	2,102	1.80
Computer/Technology/Internet Issues	56% 1,188	31% 649	9% 199	3% 69	2,105	1.60
Transportation Issues	64% 1,336	22% 455	9% 188	6% 121	2,100	1.57
Food Insecurity/Hunger Issues	63% 1,316	23% 492	9% 192	5% 100	2,100	1.56
Childcare Issues	72% 1,447	13% 259	9% 179	6% 126	2,011	1.49
Housing Instability/Homelessness Issues	78% 1,636	13% 274	6% 122	3% 63	2,095	1.34
Other Issues (specify below)	84% 789	9% 81	4% 36	3% 30	936	1.26

Source: COS Student Support Services Survey 2023

Note: This survey was distributed to all 10,339 COS students (excluding K-12 students) who were enrolled at census during the Spring 2023. Approximately, 22% responded to the survey.

Observation: Among students who responded to the 2023 Student Support Services Survey (“Mother Lode”) the four obstacles/issues most often reported as moderately or very challenging to their educational pursuits were 1) balancing work and school (48%), 2) financial/money issues (44%), 3) balancing family and school (40%), and 4) medical/mental health issues (24%).

Data Set 32 – 2021 to 2023 Comparison of Educational Challenges Faced by COS Students



Source: COS Student Support Services Survey 2021 and 2023

Observation: The top four obstacles/issues in both 2021 and 2023 were 1) balancing work and school, 2) financial/money issues, 3) balancing family and school, and 4) medical/mental health issues. However, the percentage of students reporting these issues as “Very challenging” decreased from 2021 to 2023. The only issue that had an increase in the percentage of students reporting it as “Very challenging” was transportation which increased by one percentage point, and the percentage of students reporting food insecurity as “Very challenging” has remained the same.



CURRENT AND ANTICIPATED CHALLENGES

CHAPTER 2

Part 2

CURRENT AND ANTICIPATED CHALLENGES

The purposes of the first two chapters of this master plan are to provide background information, data, and observations that inform the implications for planning, which provided an outline for determining the District's current and anticipated challenges.

The District analyzed the data and information in these two chapters by:

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

Based on this analysis and feedback gathered at the October 27, 2023, 2025-2035 District-wide Master Plan Summit, the District identified the following current and anticipated challenges. To fulfill its mission, College of the Sequoias must:

CHALLENGE #1: PROVIDE EQUITABLE ACCESS ACROSS ALL DISTRICT CAMPUSES TO MEET LOCAL COMMUNITY NEEDS.

Increasing access to meet community needs is a focus of state and local attention. Specifically, the purpose of Vision 2030 Goal 2: Equity in Access is to *"Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians"* (California Community College Chancellors Office, 2023). To ensure equitable access to education that meets the local community's needs, COS must focus on meeting population growth and labor market/workforce demands as well as identifying underserved groups in the local community.

Population Growth

Over the next ten years, enrollment at COS is projected to increase by 1% each year (**Data Set 10c**). This projection is based on an analysis of the previous 10 years in which an average 0.98% increase in FTES per year was observed as well as demographic projections for Tulare and Kings Counties.

The District's service area is encompassed in Tulare and Kings Counties, both of which are projected to experience population growth from 2020 to 2035 (**Data Set 1**). Tulare County is projected to increase from 480,788 in 2020 to 535,463 in 2035 (+11.1%). Kings County is projected to increase from 154,745 in 2020 to 171,517 in 2035 (+10.8%). Additionally, the volume of college-aged individuals (18-24 years old) in both Tulare (+11.4%) and Kings (+23.5%) Counties is projected to increase, while the proportion of college-aged individuals remains similar in both counties (**Data Set 2**). Due to this and



the fact that a majority (72.5%) of COS students are 24 years old or younger (**Data Set 16**), student demand throughout the District is projected to increase. However, the decrease in 5-17-year old age group in both counties may impact future demand from K-12 students (**Data Set 2**).

Hispanic students accounted for 71.0% of the Fall 2020 COS student population, but only accounted for 63.5% of Tulare County and 53.2% of Kings County residents in 2020 (**Data Sets 3 & 18**). Additionally, from 2020 to 2030, the Hispanic population is projected to increase by 10% in Tulare County and 9% in Kings County (**Data Set 3**). The projected increase in the Hispanic population in the area may increase student demand for COS, as a Hispanic Serving Institution (HSI).

From 2020 to 2040, college-aged individuals are projected to increase in both Kings County and Tulare County, with Kings County projected to have a substantial increase (+16.7%) among 18 -24-year old age group (**Data Set 2**). Hanford, the county seat and largest city in Kings County, ranks 3rd in student headcount based on city of residence (**Data Set 13**). Given the projected increase in college-aged individuals, and that individuals living in Hanford account for approximately 8% of the COS student population, student demand for courses at the Hanford campus may also increase.

COS Growth

Over the past five years (2018 – 2022), the District's total headcount grew by 3.7% while California Community Colleges as a whole experienced a 19% decrease (**Data Set 10a**). While the number of students enrolled in credit courses (-2%) and FTES (-6%) declined from 2018-2022, both increased over the past year (**Data set 10b & Data Set 12**). As headcounts and FTES have trended upward over the past year, student demand is projected to increase.

In Fall 2022, residents of the COS School Facility Improvement District #2 (Visalia, Cutler-Orosi, Farmersville, Exeter, and Woodlake Unified School Districts) passed Measure C, which will allow the District to facilitate the offering of bachelor's and master's degrees through partnerships with four-year universities (**Chapter 1**). Additionally, a poll conducted by FM3 Research, showed that residents had knowledge of COS and more favorable opinions of COS when compared to local 4-year universities (**Data Sets 28 & 29**). Residents also believed that better 4-year degree options were needed for the area and improving 4-year degree options in the area would help the local economy and property values (**Data Set**

30). Since the community has expressed favorable opinions of COS and a desire for better 4-year degree options in the area and COS is expanding 4-year degree options via partnerships, student demand is projected to increase.

Labor Market/Workforce Demands

In addition to population growth, labor market/workforce demands will influence the local community educational needs. Less than half of Kings County and Tulare County residents over the age of 25 have at least some college education, and many of the largest and/or fastest growing occupations in the area (Heavy and tractor trailer truck drivers, teachers, teaching assistants, accountants, Licensed Vocation Nurse, Registered Nurse, Nursing Assistants, etc.) requires at least some post-secondary education (**Data Sets 5a, 7 & 8**). To meet the labor market/workforce demands of the local community, increased enrollment, specifically in programs related to the largest/fastest growing employment opportunities, is needed.

COS has added/in the process of adding new CTE programs to the Hanford and Tulare campuses (**Chapter 1**). One such program, beginning in Summer 2024 at the Hanford Campus, is the paramedic program, which assists in meeting labor market demands as paramedic is one of the fastest growing occupations in Tulare County (**Data Set 7**). The addition and expansion of COS programs is needed to meet the labor market/workforce demands of the local community.

In addition, Vision 2030 specifically mentions expanding access to health care pathway programs such as nursing and mental and behavioral health, which are listed in the fastest and/or largest growing occupations for both Tulare and Kings Counties (**Data Sets 7 & 8**).

Underserved Populations within the Local Community

To align with Vision 2030, COS must increase educational access to underserved populations within the local community. Vision 2030 specifically discusses increasing educational access for low-income learners. Tulare and Kings Counties have higher rates of families below the poverty line and a smaller proportion of adult residents with postsecondary education when compared to California as a whole (**Data Set 5a & 6a**). Additionally, weekly median income is shown to increase with educational attainment. Therefore, expanding educational access to low-income individuals is important to meet local community needs (**Data Set 9**).

CHALLENGE #2: IMPROVE STUDENT SUCCESS FOR OUR DIVERSE STUDENT POPULATION

Improving student success outcomes for our diverse student population is a focus of state and local attention. Specifically, the purpose of Vision 2030 Goal 1: Equity in Success is to *“Ensure the academic and career success of all Californians who are current and prospective California community college students”* (California Community College Chancellors Office, 2023). To ensure academic and career success for students, COS must focus on improving various student success outcomes across the diverse student population.

Course Success Rates

From 2018/2019 through 2020/2021, course success rates for COS students were the same or higher than course success rates for all California Community College students. However, 2021/2022 course success rates for COS students were slightly below the course success rates for all California Community College students (**Data Set 21**).

From Fall 2018 to Fall 2022, course success rates decreased for all race/ethnic groups except students who identified as multi-ethnic and students whose race/ethnicity was not provided (unknown). Asian, Filipino, Pacific Islander, and White students consistently had course success rates higher than the District average, and African American, Native American, and Hispanic students as well as students whose race/ethnicity was not provided (unknown) consistently had course success rates lower than the District average (**Data Set 24**).

From Fall 2018 to Fall 2022, course success rates decreased for all age groups. During the same period, students younger than 20, 30-49 years old, and 50 or older consistently had course success rates higher than the District average. In addition, students 20-29 years old consistently had course success rates lower than the District average (**Data Set 25**).

From Fall 2018 to Fall 2022, the proportion of part-time students increased. In Fall 2022, 60% of COS students took fewer than 12 units per semester, and part-time students consistently had lower course success rates than full-time students. (**Data Sets 14 & 26**)

With overall course success rates declining, and course success rates for specific populations consistently falling below the District average, improving course success rates among COS's diverse student population is essential to achieve overall academic success.

Transfer Level Math & English

With the implementation of new placement policies in Fall 2019 resulting from AB 705 legislation, all COS students are given the opportunity to enroll in transfer-level math and English courses. Since the implementation of these placement policies, “77% - 86% of each of the past five first-time student cohorts have placed into English 001 without support, and as of Fall 2021, 100% of COS students are eligible to take at-least one transfer-level math course without support (**Data Set 20**). Additionally, the rates of students completing transfer-level math and English within their first year doubled from 7% in 2017-2018 to 14% in 2021-2022 (**Data Set 21**). While increases in transfer-level math and English completion rates are promising, continued improvement in transfer-level math and English is important to promote overall academic success among COS students.

Degree/Certificate Completion

Kings (47.4%) and Tulare (46.1%) Counties have lower rates of residents with at least some college education when compared to California as a whole (63.8%). These rates fall below the California Governor's goal in which 70% of residents obtain a postsecondary degree and/or certification by 2030 (**Data Set 5a, Vision 2030 & Chapter 1**). These education attainment rates also fall below the projected educational attainment levels needed to sustain workforce/labor market needs. Between 2021 and 2031, 2,169,000 jobs are projected to open annually in California due to the creation of new positions and replacement openings. Of the new and replacement positions an estimated 67% will require postsecondary credentials, and in 2031 it is projected that 67% of all jobs in California will require some postsecondary training beyond high school, with 30% requiring some college or an associate degree. (**Georgetown Center on Education and the Workforce, 2023**).

From 2018/2019 through 2021/2022, COS had a higher rate of students who attained the vision goal definition of completion when compared to all students enrolled at California Community Colleges. However, the rate of COS students achieving this outcome is still low (8% - 12%) (**Data Set 21**). Additionally, the number of degrees issued by COS slightly declined from 2018-2019 to 2022-2023 (-0.2%), but the number of students receiving a degree increased by 9.5% over the same period (**Data Sets 27a & 27b**). In addition, the number of certificates issued (-34.2%) and certificate recipients (-31.1%) decreased from 2018-2019 to 2022-2023 (**Data Sets 27a & 27c**). While the increases in degree recipients and proportion of students achieving the vision goal definition of completion is notable,

the completion rate is unlikely to meet projected workforce/labor market needs. To meet the Vision 2030 benchmark, which calls for a 30% increase in students completing a certificate, associate degree or baccalaureate degree, completion rates must improve.

Transfer to a Four-Year Institution

Only 15.2% of Tulare County residents and 14.3% of Kings County residents have a bachelor's degree or higher. The low proportion of residents with a bachelor's degree poses an issue because by 2031, it is projected that 37% of all jobs in California will require a bachelor's degree or higher (**Data Sets 5a & Georgetown Center on Education and the Workforce, 2023**).

While COS students transfer at similar rates to all California Community College students, less than 10% of COS students enrolled in a given academic year transfer to a four-year institution, and only 20-22% of COS students transfer to a four-year institution within three years of beginning at COS (**Data Set 21 & COS Research Office, 2022**). This transfer rate is unlikely to meet projected workforce/labor market needs and will need to increase to meet the Vision 2030 benchmark, which calls for a 20% increase in the number of students who transfer to a California State University or University of California.

CHALLENGE #3: ALIGN ACADEMIC OFFERINGS AND PROVIDE EQUITABLE STUDENT SUPPORT SERVICES TO RESPOND TO THE NEEDS OF OUR DIVERSE STUDENT POPULATION.

Aligning academic programs, educational resources, and student support services to meet the needs of diverse student populations is a focus of state and local attention. Specifically, the purpose of Vision 2030 Goal 3: Equity in Support is to *“Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians”* (California Community College Chancellors Office, 2023). To ensure our academic programs and student support services meet the needs of our students, COS must identify student needs and barriers to academic success and align programs and services accordingly.

Academic Offerings

Demand for online and hybrid courses has remained higher than pre-pandemic levels, and it will likely be sustained or increase (**Data Sets 23 & 15**). Specifically, student headcounts, FTES, and credit enrollments for online courses have substantially increased from Fall 2018 to Fall 2022,

and student headcounts for hybrid courses have increased over the same period (**Data Sets 10a, 10b, 12 & 15**).

In Fall 2020, 60% of COS students were enrolled part-time (**Data Set 15**). The need to work may contribute to the high portion of COS students who enroll part-time, especially considering that balancing work with school was endorsed by students in both 2021 and 2023 as the most challenging educational obstacle/issue (**Data Set 32**). 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) part-time students have lower course success rates when compared to full-time students (**Data Set 26**). Vision 2030 suggests increasing flexibility in term structure and scheduling as ways to promote increased “full-time course intensity” among working students (California Community College Chancellors Office, 2023).

Ensuring access to rigorous and quality academic programs that offer flexibility in modality and scheduling is important to meeting the educational needs of the diverse student population COS serves.

Academic Resources

Although course success rates for online courses have remained the same from Fall 2018 to Fall 2022 and course success rates for hybrid courses has slightly increased over the same period, these instruction modalities have lower course success rates when compared to face-to-face instruction. To assist students in succeeding, COS students need access to equitable academic resources regardless of instruction modality.

From 2017/2018 through 2021/2022, the proportions of Kings County (33% to 42%) and Tulare County (32% to 37%) 12th grade graduates who completed all courses required for UC and/or CSU entrance have consistently been below the state rates, which ranged from 40% to 52%. Therefore, to assist students in succeeding, many students coming from high schools in the COS service area will need academic resources to meet them where they are.

Ensuring students have equitable access to academic resources, regardless of modality, which meet them where they are is important to meeting the educational needs of the diverse student population COS serves.

Student Support Services

To provide equitable support that responds to the needs of our diverse student population, the District must align its student support services. Multiple demographic variables, which intersect to inform our students' identities are summarized below.

Income and Poverty Rates

The income for many residents within the District's geographic boundaries is noticeably below poverty level. The statewide family income is significantly higher than the median and mean family income levels for residents in Tulare and Kings Counties. In addition, Tulare and Kings Counties both exhibit poverty levels above California. For example, Tulare County's poverty rate (16.4%) is nearly double the statewide poverty level (9%). In both Kings and Tulare Counties, families with female householders with no spouse present have a poverty level above 30% compared to the statewide average of 21% (**Data Sets 6a & 6b**).

Linguistic Diversity

The percentage of language other than English spoken at home in Tulare County (51%) is higher than the rates of Kings County (42%) and California (44%). Of the languages other than English spoken at home, Spanish is the most prevalent (**Data Set 4**).

First-Generation College Status

While the proportion of first-generation college students (parents with high school education or below) enrolled at COS has declined since Fall 2018, first-generation students still account for nearly half (43%) of the COS student population in Fall 2022 (**Data Set 19**). Additionally, in Fall 2022, COS had a higher proportion of first-generation students when compared to all California Community Colleges combined (31%).

Barriers to Students' Educational Pursuits

To align student support services to meet the needs of our diverse student population, the District must also understand students' barriers to educational success. Below is an overview of obstacles students reported as being "very challenging" to their educational pursuits.

In both the Spring 2021 and Spring 2023 administrations of the Student Support Services Survey, the top four obstacles/issues to students' educational pursuits were 1) balancing work and school, 2) financial/money issues, 3) balancing family and school, and 4) medical/mental

health issues. However, the percentage of students reporting these issues as "Very challenging" decreased from 2021 to 2023 (**Data Sets 31a, 31b & 32**). In 2023, 21% of respondents reported balancing work with school and financial issues as very challenging, while 14% reported balancing work with family as very challenging. Medical/mental health issues were reported as very challenging by 9% of the respondents. The other obstacles reported as very challenging to students' educational pursuits were transportation issues (6%), childcare issues (6%), food insecurity (5%), computer/internet issues (3%), and housing instability (3%).

The demographic characteristics of COS students intersect to display a multifaceted student profile in which nearly half of COS students have parents/guardians with no postsecondary experience and many are living in households with poverty. When parents/guardians possess little/no postsecondary education, they often cannot provide effective guidance to their children's academic and educational success. Additionally, living in low-income and low-resources households may require our students to dedicate resources, including time and energy, to their families through part-time employment and/or increased household responsibilities. This notion was supported by balancing school with work and family as well as financial issues being top challenges our students face. The demographic characteristics highlighted above intersect and contribute to the educational obstacles/challenges faced by our students, and in turn limit students' abilities to overcome the burdening realities of under-education and poverty (**Data Sets 4, 6a, 6b, 19, 31a, 31b, 32**).

CHALLENGE #4: CONTINUOUSLY IMPROVE OUR POLICIES, PRACTICES, AND SYSTEMS TO PROVIDE A QUALITY AFFORDABLE EDUCATION AND SUPPORT THE COMMUNITY WE SERVE.

Based on discussions, comments, and feedback gathered at the October 27, 2023, 2025-2035 District-wide Master Plan Summit, which was attended by more than 100 participants/contributors representing the COS faculty, staff, students and Board, an additional challenge was identified. To continue providing a quality affordable education and support our diverse community, COS must engage in continuous improvement efforts district-wide in developing and implementing policies, business practices and maintaining operational systems. The continuous improvement efforts discussed were 1) Navigating the impact of legislation such as AB 705, AB 1705, and CalGETC of students' educational experiences, 2) Engaging in professional development opportunities to promote best practices in higher education, 3) Reviewing the scope of research to better identify

data needs in support of the District's mission, and 4) Navigate the state/local economy by examining and incorporating economic forecasts into the District's plans.

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DISTRICT GOALS

CHAPTER 3

MISSION STATEMENT

DISTRICT GOALS 2025-2035

DISTRICT GOAL I.

DISTRICT GOAL II.

DISTRICT GOAL III.

DISTRICT GOAL IV.

DISTRICT GOALS



Mission Statement

Sequoias Community College District, as a designated Hispanic-Serving Institution, provides excellent, accessible, and equity-minded higher education to our diverse student population, regardless of background. We believe in students achieving their full educational potential and support teaching, student learning, and success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development (Approved by the Board of Trustees on March 10, 2025).

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 to adhere to its mission.

CHALLENGE #1:

Provide equitable access across all District campuses to meet local community needs.

CHALLENGE #2:

Improve student success for our diverse student population

CHALLENGE #3:

Align academic offerings and provide equitable student support services to respond to the needs of our diverse student population.

CHALLENGE #4:

Continuously improve our policies, practices, and systems to provide a quality affordable education and support the community we serve.

DISTRICT GOALS 2025-2035

The District Goals have been developed in response to these challenges.

Based on steps identified in *Data-Informed Goal Development for the College of the Sequoias Master Plan 2025-2035*, the four District Goals were initially developed by a six-member brainstorming group, represented by the Research Office, IPEC, and Master Plan Taskforce, in January 2024. Furthermore, the goals were refined with input from the Master Plan Taskforce and feedback gathered from COS community members via an open forum. Although the goals are numbered, the numbers do not convey a priority status; each goal is of equal priority.

DISTRICT GOAL I.

College of the Sequoias will increase student enrollment relative to population growth and labor market/workforce demands, with an intentional emphasis on underserved populations within our community.

DISTRICT GOAL II.

College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.

DISTRICT GOAL III.

College of the Sequoias will provide equitable academic offerings and student support services in response to the diverse needs of our students.

DISTRICT GOAL IV.

College of the Sequoias will continuously improve policies, practices, and systems to ensure a high quality and affordable education for the community we serve.

I. College of the Sequoias will increase student enrollment relative to population growth and labor market/workforce demands, with an intentional emphasis on underserved populations within our community.

To promote equitable access to higher education that meets the community needs, COS must increase student enrollment relative to population growth and labor market/workforce demands while making an intentional effort to increase student enrollment among underserved population within our community.

Over the next ten years, enrollment at COS is projected to increase by 1% each year. Based on increases in both headcounts and FTES over the past

year and projected increases in the number of college-aged individuals (18-24 years old) in both Tulare and Kings Counties, student demand is projected to increase. The projected increase in the Hispanic population in the area is more likely to increase student demand for COS, as a Hispanic Serving Institution (HSI).

COS is continuing to grow. The addition of the University Center expands 4-year degree options via partnerships with local universities. Given that the community has expressed more favorable opinions of COS in comparison to local 4-year universities, and community members have voiced a desire for better 4-year degree options in the area, student demand is projected to increase.

Vision 2030 calls for increased educational access to underserved populations. Therefore, intentional efforts to recruit and enroll members from these groups are essential.

Efforts to increase enrollment, specifically in programs related to the largest/fastest growing employment opportunities, are necessary to meet labor market/workforce demands of the local community.

This goal provides evidence for the District's commitment to increasing educational access and enrollment to meet labor market/workforce demands and local community needs.

II. College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.

To ensure students reach their full educational potential, COS must focus on improving student success across our diverse student population.

Specifically, overall course success rates have declined, and course success rates for specific populations consistently fall below the District average. Additionally, even with promising increases in transfer-level math and English completion rates, most of COS students do not complete this requirement by the end of their first year. Furthermore, while COS has seen increases in degree recipients and the proportion of students achieving the vision goal definition of completion over the past five years, and COS students transfer at similar rates to all California Community College students, its degree/certificate completion rates as well as transfer rates are not likely to meet projected workforce/labor market needs. Therefore, to ensure COS students are reaching their full educational potential, COS will engage in intentional efforts to improve course success

rates, transfer-level math and English completion, degree/certificate completion, and transfer outcomes among COS's diverse student population.

This goal provides evidence for the District's commitment to improving student success for our diverse student population.

III. College of the Sequoias will provide equitable academic offerings and student support services in response to the diverse needs of our students.

To ensure students have equitable access to a rigorous, culturally responsive education and the supports needed to reach their full educational potential, COS must align academic offerings and student support services with the needs of our diverse student population.

COS must provide access to quality academic programs that offer flexibility in modality and scheduling to meet the educational needs of the diverse student population COS serves. Specifically, the demand for online and hybrid courses as well as meeting the scheduling needs of our part-time students, many of whom are trying to balance work and school, must be addressed while also considering success rates.

Given the lower course success rates for online and hybrid courses when compared to face-to-face courses and the low rate of Kings and Tulare Counties 12th grade graduates completing all courses required for UC and/or CSU entrance, COS must provide access to quality academic resources regardless of modality, and these resources must be tailored to students' differing levels of academic preparedness.

Many COS students come from low-income households where English is the second language, and the majority of our students are first-generation college students. Additionally, COS students face a multitude of educational barriers/challenges with the most challenging being balancing work and school, financial/money issues, balancing family and school, and medical/mental health issues. Other challenges faced by COS students included transportation issues, childcare issues, food insecurity, computer/internet issues, and housing instability. Therefore, COS must provide access to student support services that respond to our students'

intersecting identities (multiple demographic characteristics) which can intensify educational obstacles/challenges.

This goal provides evidence for the District's commitment to providing academic offerings and student support services that are responsive to our students' needs.

IV. College of the Sequoias will continuously improve policies, practices, and systems to ensure a high quality and affordable education for the community we serve.

To ensure COS continues to provide an excellent higher education in a spirit of equity for our diverse student population, the District must engage in continuous improvement efforts.

The continuous improvement efforts discussed at the 2025-2035 District-wide Master Plan Summit included navigating the impact of legislation, engaging in professional development opportunities, identifying data needed to support the District's mission, and navigating the state/local economy.

This goal provides evidence for the District's commitment to continuously improve the District's policies, practices, and systems to ensure we provide a quality affordable education.





PROGRAMS & SERVICES

CHAPTER 4

ACADEMIC PROGRAMS
STUDENT SERVICES

ACADEMIC PROGRAMS

Note: Unless otherwise noted, all data for academic services is sourced from the COS Office of Research, Planning and Institutional Effectiveness for internal data and the Chancellor's Office for external/statewide data.



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 enter the labor force in the field of agriculture.
- Serve as a resource for the local community to educate and enhance knowledge of agriculture and related industries.

The Agriculture Division offers nine associate degrees, eight certificates of achievement, and eight skills certificates.

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 agriculture irrigation systems and agricultural equipment. Animal Science is designed for students interested in the production and management of livestock, dairy animals or horses. The curriculum combines practical experience with technical knowledge to prepare students for transfer or a career in animal science.

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 in pest control, 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 the understanding of animal care, anatomy and physiology, parasitology, small animal handling, and general office practices.

EFFICIENCY AND SUCCESS – AGRICULTURE DIVISION					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
AG	9.6	10.6	80.8%	78.0%	76.8%
AGMT	15.8	16.0	75.9%	77.0%	75.0%
AGTC	6.3	12.0	80.9%	82.0%	80.1%
ASCI	12.2	21.0	78.2%	80.2%	80.6%
OH	13.0	15.0	90.3%	90.0%	79.6%
PLSI	10.0	11.0	76.4%	78.0%	78.3%
VT	12.8	14.0	78.2%	78.2%	77.7%

ANALYSIS

All disciplines in the Agriculture Division show efficiency below the 17.5 target for lecture courses, due to extensive hands-on laboratory experiences where class size is limited for project-based instruction, equipment, and safety purposes. The course success rates are above statewide metrics in all areas except animal science and plant science.

GROWTH PROJECTIONS

There is expected growth in agriculture technology because of the development of a new mechanized agriculture program combined with the new facilities and equipment that will open in Fall 2024. There is also growth expected in animal science due to a revamping of dairy science and the opportunity for competitive judging teams in animal science.

CHALLENGES

The primary challenges for the Agriculture Division are:

- Growing enrollment across multiple disciplines within the Division;
- Improving completion rates for certificates;
- Increasing use of technology relative to labor requiring more skills for employment;
- Supporting the many laboratories required by a diverse agriculture program, including the necessary tools and equipment;
- Addressing changes to Cal-GETC and the impact to enrollment and degree programs;
- Student recruitment is increasingly challenging, as fewer individuals have agricultural backgrounds, despite the growing career opportunities in ag-related technologies and support industries.

BUSINESS DIVISION

The primary purpose 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 the 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 perform a variety of substantive legal work, such as legal research, drafting documents, client and witness interviews, etc., in law-related employment, i.e., law offices, corporations, and government positions.

EFFICIENCY AND SUCCESS – BUSINESS DIVISION					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
ACCT	16.3	17.5	68.5%	74%	72.1%
BUS	13.4	17.5	67.4%	74%	70.7%
COMP	13.1	17.5	61.5%	74%	69.9%
PARA	9.0	17.5	68.7%	74%	74.5%

ANALYSIS

All the disciplines in the Business Division exhibit an FTES/FTEF Ratio less than the target ratio of 17.5. The number of computers in classrooms/ laboratories and the physical size of the classrooms in the Business Division classrooms limits enrollment in many courses. There is also less demand in some areas, such as Paralegal. Low demand also has a negative impact on the FTES/FTEF Ratio. The student successful course completion rate for all disciplines (ACCT, BUS, COMP, PARA) within the Business Division is less than the statewide averages. Residual effects from the COVID pandemic have created numerous hurdles that are still being addressed and overcome by both students and faculty. The Business Division faculty are working closely with students and the counseling department to increase greater awareness and demand.

GROWTH PROJECTIONS

All disciplines in the 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 for the Business Division are:
- Providing adequate and appropriate student support to increase students' successful completion of the courses and programs;
 - Increasing student awareness of the benefits of the Paralegal program;
 - Increasing student awareness of the online-computer degree offered by the Computer Program.

CONSUMER FAMILY STUDIES DIVISION

The Consumer Family Studies Division is comprised of the following disciplines/departments: Culinary, Fashion, Education, Nutrition, Child Development. The focus of Consumer Family Studies is to improve the quality of life for individuals and families through achieving vocational goals, enriching lifestyles, expanding horizons, developing creative talents, advancing knowledge. The Consumer Family Studies Division offers seven associate degrees, five certificates of achievement and four skill certificates.

The Child Development Department provides students with a foundation in early childhood education through adolescent development via the study of theory and best practices in early care and education.

The Culinary Department explores food preparation and presentation, as well as the responsibilities and skills necessary for introductory positions in restaurant, institutional and other food service operations.

The focus of the Education Department is offering students an introductory foundation for the field of Elementary Teacher Education through the study of facts, principles, and theories in multiple disciplines.

The Fashion Department focuses on discipline specific skills and knowledge in fashion merchandising and design, including viewing, design, textiles, visual merchandising, fashion marketing, garment production, retail sales.

The Nutrition Department provides students with the opportunity to gain broad, introductory knowledge of nutritional science that may be applied to the job market or a more advanced degree in Nutrition and Dietetics, Dental Hygiene, Sports Medicine, Kinesiology, and other transfer degrees.

EFFICIENCY AND SUCCESS – CONSUMER AND FAMILY STUDIES DIVISION					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
CFS	15.3	N/A	85.6%	N/A	73.5%
CHLD	19.4	20	77.9%	82%	74.0%
CULN	9.3	9.3	81.6%	83%	79.2%
EDUC	14.5	14.5	70.3%	75.3%	75.3%
FASH	9.0	9.0	74.5%	85%	69.2%
NUTR	12.2	12.2	72.5%	73%	73.0%

ANALYSIS

Consumer Family Studies efficiency was below the expected average of 17.5, likely due to decreased enrollment in these courses during COVID. Success rates for this course, 85.6%, are much higher than the state success rate of 73.5%. A future target was not added as this department is being dissolved effective Fall 2024 semester.

Child Development efficiency is above the expected average at 19.4 and should continue to improve as enrollments increase in the future. The department goal for increasing success rates is to achieve 80%. Culinary efficiency is expected to be lower than the average and appears

to be an accurate representation of course offerings. This is due largely to the smaller class sizes as most courses taught in this department are lab classes that limit enrollment due to kitchen lab capacity. Culinary success rates of 81.6% are above the state average of 79.2%.

Efficiency rates in the Education Department are primarily impacted by the lab capacity, which is necessary to maintain due to external lab placements. The FTES/FTE Ratio for 18-22 is 14.5 and that is likely to remain the same due to changes in demand related to PK-3 teaching credential and due to student enrollment in sections at District centers. Education success rates are five percent below the state average of 75.3%. The local

success rates were dramatically impacted due to school closures during the COVID-19 pandemic and access to adequate lab placements. The success rate goal for the ten-year plan is to achieve 75.3%, which is the state average.

Fashion efficiency is lower overall because fashion classes are capped at 20 students in all lab classes and 24 students for all lecture classes. Efficiency will not improve as the class caps will remain the same going forward as the labs and classroom cannot take on more students in a section. College of the Sequoias Fashion success rates are at 74.5%, well above the state average of 69.2%.

Nutrition efficiency is currently appropriate for the classes offered in the Nutrition Department. Course format (some laboratory courses), course content, faculty availability, and classroom size are factors that impact our current efficiency.

GROWTH PROJECTION

The Consumer Family Studies Program, consisting of only one class, will be dissolved effective Fall 2024 semester. The Consumer Family Studies course was reassigned to the Psychology Department, per the state C-ID and curriculum recommendations.

The Child Development Department is expected to grow substantially due to the increasing demand for transitional kindergarten teachers, who are now required to take 24 units of child development.

The Culinary Arts Program has grown substantially in the last two years, but further growth will be hindered by not being able to provide more sections of classes due to availability in the Culinary Lab (kitchen).

In the Education Department, growth has remained steady over the last few years. Additionally, there is substantial demand for new teachers due to the current shortage across California for all grades. However, expansion of the Pre-K-3 credential in California will possibly have a detrimental impact on department growth as it is likely that more students may decide to major in Early Childhood Education to meet the subject matter competency.

In the Fashion Department, growth in the past three years has increased by 200 students annually. We are currently serving over 600 students and hope to maintain this trend. Fashion would like to maintain the 600

enrolled students in the next few years and continue to grow the program 10% in the next five years.

In the Nutrition Department, it is anticipated that the Cal-GETC transfer pattern will reduce the number of NUTR 18 sections. The AS-T in Nutrition and Dietetics became available in the spring 2020 semester and the number of students selecting it as an educational goal is increasing. The Culinary Department is growing, which increases enrollment in nutrition courses to some degree. This increase may slightly counteract the effect of Cal-GETC.

CHALLENGES

The primary challenges for the Consumer Family Studies Division are:

- Placing of lab students in high quality settings throughout Tulare and Kings Counties;
- Continuing to develop and implement strategies to improve student readiness to enter the workforce. Further program growth is inhibited due to the Culinary Lab's capacity and size;
- Improving the lab placement experience for Education students. A second challenge facing the Education department comes from the proposed changes to Cal-GETC direct impact it will have on the Elementary Teacher Education AD-T;
- Expanding the number of qualified instructors and increasing space for lab students and sewing machines will support continued program growth. Addressing these areas will help minimize current limitations and create new opportunities for development;
- Adjusting the Nutrition Department to the impacts of Cal-GETC, which may decrease the number of sections offered. The Nutrition Department will also need to continue to be aware of technology applications and expansions affecting curriculum and workplace functions.

DISTANCE EDUCATION

The principal functions of the office of Distance Education are to:

- Support faculty, staff, and administration in the delivery of universally accessible, soundly designed and innovative technology-mediated course and program delivery;
- Provide an online teaching certification and maintenance program, and continuous professional development for faculty in areas of equity, technology, accessibility, law and policy,

instructional design, and in both statewide and local initiatives aimed at promoting student success;

- Promote and ensure high-quality courses and programs to students in need of a flexible schedule, individualized learning, or accessible content and design;
- Drive the development of online faculty qualifications, college procedures associated with online teaching and learning, and review and report online learning outcomes to senior management, academic senate, and the Board.

Success Rates by Instructional Method AY 2018-2023

	AY 2018-2019		AY 2019-2020		AY 2020-2021		AY 2021-2022		AY 2022-2023		5-Year Average	
	COS	Statewide	COS	Statewide	COS	Statewide	COS	Statewide	COS	Statewide	COS	Statewide
FACE-TO-FACE	75.90%	73.11%	78.80%	77.87%	82.90%	78.42%	74.60%	76.10%	74.30%	75.07%	77.30%	76.11%
ONLINE	66.00%	67.41%	71.40%	82.83%	74.90%	72.54%	65.20%	69.47%	67.00%	69.00%	68.90%	72.25%

Distance Education enrollment compared to Face-to-face enrollment AY 2018-2023

	AY 2018-2019		AY 2019-2020		AY 2020-2021		AY 2021-2022		AY 2022-2023	
	11% online enrollment		13% online enrollment		44% online enrollment		42% online enrollment		39% online enrollment	
	Section Count	Census Enrollments	Section Count	Census Enrollments	Section Count	Census Enrollments	Section Count	Census Enrollments	Section Count	Census Enrollments
FACE-TO-FACE	2,471	72,042	2,415	75,543	1,224	31,173	1,408	27,066	1,826	41,169
ONLINE	177	6,030	241	7,947	1,504	30,102	864	21,962	514	19,141

ANALYSIS

Distance Education offerings increased to meet the needs of COVID-era higher education, and while online course offerings have decreased in the return to in-person learning, they remain significantly higher than pre-COVID levels. The District is in a period of adjustment as we remain committed to delivering in-person higher education, while recognizing the shift that occurred in the 2020-2022 period. There is an average eight percent difference in success between face-to-face courses and distance education courses locally, while statewide the gap is closer to four percent. The aim is to narrow local success gaps between instructional methods in the coming years.

GROWTH PROJECTIONS

Distance Education is in a period of transition. There is higher demand for online and hybrid courses than pre-pandemic, and we predict that this

demand will likely sustain or increase in the coming decade. Distance education courses will continue to be offered to provide students with options and flexibility, with emphasis being placed on improving the quality of instruction and narrowing success gaps between modalities.

CHALLENGES

The primary challenges of the office of Distance Education are:

- Supporting the needs of all three campuses and online with appropriate staffing;
- Collecting accurate data to determine student preparedness for online learning;
- Soliciting participation from faculty in distance education-related professional development;
- Ensuring distance education course quality on an ongoing basis.

EDUCATIONAL SUPPORT SERVICES DIVISION

The primary purpose of Educational Support Services is to provide academic support to a diverse student population so that they may be successful in their studies and achieve their educational and career goals.

Tutorial Center-Based Services

General Tutorial provides free small group tutoring assistance in a wide variety of subjects, including General Education (GE) and pre-nursing sciences, accounting, American Sign Language (ASL), economics, political science, and philosophy. The Language Center provides free tutoring for writing, reading, speaking, and grammar for English as a Second Language (ESL) students and for students with grammar, punctuation, and sentence-level error in writing. The Math Lab provides free tutoring in math courses up to Math 65, as well as with math content from any subject area. The Writing Center offers one-on-one and online consultation from peer tutors for students in all majors, providing feedback and resources throughout the writing process—from pre-writing to final drafting. All tutorial services are available in person and online.

Classroom-Based Services

Supplemental Instruction (SI) places a peer SI leader in traditionally difficult courses to model effective student behaviors and to conduct workshops designed to enhance student understanding of the content. Embedded Tutoring for ESL and English places a peer tutor in and English 001 or ESL Writing and Grammar courses to provide additional support, explanation, and feedback to students to improve student success. Classroom based services are offered in face-to-face classes as well as online classes.

Study Space

Supportive study space that offers instructional technology for short term check-out including laptops, calculators, and headphones, study rooms, open study space, computer lab and an anatomy room with models and software for hands-on use by students.

Workshops

Tutorial Services offers a broad array of workshops each month including study skills, citation assistance, and the statistics application StatCrunch.

	Visalia				Hanford				Tulare			
	21-22		22-23		21-22		22-23		21-22		22-23	
	Unique Visitors	Total Hours	Unique Visitors	Total Hours	Unique Visitors	Total Hours	Unique Visitors	Total Hours	Unique Visitors	Total Hours	Unique Visitors	Total Hours
Math Lab	329	5744	590	10642	32	451	107	1244	37	228	127	1150
Writing Center	545	801	705	1302	55	136	129	573	44	112	88	664
General Tutorial	137	1727	374	2744					40	266	32	87
Language Center	142	1064	154	1697								

ANALYSIS

Attendance in Writing Center, Math Lab and General Tutorial dropped from the 2021 rates, likely due to the changes in requirements for AB705, combined with the retreat to remote instruction due to the COVID pandemic. The four tutorial centers have shown increased attendance upon return to in-person services following the COVID pandemic.

GROWTH PROJECTIONS

Services provided by Educational Support Services are projected to grow at a two percent increase in student attendance hours annually.

CHALLENGES

The primary challenges of the Educational Support Services Department are:

- Assessing the unmet need for overall Educational Support Services at site locations with a focus on increasing the number of students using services relative to the enrollment of the classes offered in designated subjects and courses;
- Providing targeted services to support the district goal of increasing success rates relating to AB 1705;
- Assessing effectiveness of programs with a focus on disaggregated student success data;
- Maintaining/increasing services to meet student needs and district needs.

ENGLISH DIVISION

The purpose of the English Division is to help students improve reading, writing, and critical thinking abilities, all of which are necessary components in any major field of study. Most students at COS take reading and composition courses to fulfill either transfer or graduation requirements, or to enhance their writing skills. English offers one associate degree (AA-T in English) and one certificate (Certificate of Achievement in Writing Consultancy).

In English courses, students explore texts from a variety of diverse voices and write in the context of academic and creative conversations. Reading and composition courses help students reflect on the complex relationship between their own decision-making, beliefs, ways of knowing, values, and world views. The Division empowers students to write well-reasoned, evidence-based, and nuanced arguments to suit a variety of audiences, purposes, and contexts. Students strengthen their voices as scholars by developing research strategies, evaluating sources

for credibility, and incorporating those sources purposefully into their writing. This experience contributes significantly to the development of productive writing practices and habits of mind that are critical for success in different contexts, including academic, workplace, and community settings.

In addition to composition courses, the division offers courses in literature ranging from introductory courses, such as Composition and Literature; to specialized courses, such as Chicano Literature, Women in Literature, or African American Literature; and to period literature surveys, such as Shakespeare, American Literature, British Literature, or World Literature. An English major prepares a student especially well for many professional opportunities — law, teaching, publishing, broadcasting, journalism, education, and more. Because communication facilitates day-to-day lives, the flexible skills taught in English classrooms are central to any personal and professional endeavor.

EFFICIENCY AND SUCCESS – ENGLISH DIVISION					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
ENGL	13.1	12.67	65.1%	69.1%	64.1%

ANALYSIS

Student success rates increased from a 61% average in 2009-2013 to a 65.1% average in 2018-2022. This increase surpassed the set goal of 64% in the 2015-2025 master plan. The current success rate of 65.1% exceeds the statewide average of 64.1%. Not reflected in these numbers is our significant increase in student throughput rates over the course of the past 10 years: our fall 2015 cohort saw 39.9% or 789 students complete English 1 in their first year while in fall 2022 this number increased to 69.5% or 1836 students; throughput more than doubled. The Division is encouraged by these positive trends and would like to continue to increase success rates by another four percentage points over the next ten-year period, from 65.1% to 69.1%. Achieving a 69.1% success rate average is an ambitious goal that would position the District as one of the top schools in the region for English success rates.

GROWTH PROJECTIONS

Because we are still acclimating to the changes prompted by AB705/AB1705, growth rates in English are difficult to predict accurately. We

project English to grow at the same rate as the district’s overall growth rate, if not slightly faster once the Cal-GETC changes take effect.

CHALLENGES

- The primary challenges of the English division are:
- Increasing the rate at which students placed into co-requisite support courses successfully complete English courses in a 1-year period;
 - Expanding course offerings to meet increases in student demand, especially considering AB705 and AB1705;
 - Adapting to the opportunities and challenges presented by emerging AI software platforms;
 - Bettering support for and integrating adjunct faculty more fully into the Department.

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 21st century as well as opportunities for artistic self-expression in a variety of media.

The Art program includes art appreciation, art history, and gallery management classes. The Art program offers a comprehensive foundation in the history, theory, and practice of Art to students pursuing a degree, a certificate, or seeking to transfer to a four-year degree program.

The Music program offers a comprehensive foundation in the theory, history, and performance of music to students seeking a degree, preparing to transfer to a four-year degree program, or taking courses for

musical training. Music students receive a structured program of training in a variety of solo performance media, large and small ensembles, music theory and musicianship, basic vocal, keyboard, and instrumental skills in a variety of historical styles and genres.

Theater offers a comprehensive foundation in the theory, history, and practice of theater to students seeking a degree, a certificate, or preparing to transfer to four-year degree programs. Students receive a structured program of study in dramatic literature, acting, performance, and technical theater practice in set construction, lighting, costuming, make-up, and related crafts. This discipline includes Cinema Arts courses. Cinema Arts courses are developed, taught, and evaluated by Theater Department faculty. Data from Cinema Arts courses are included in data for Theater.

EFFICIENCY AND SUCCESS – FINE ARTS DIVISION					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
ART	14.8	17	73.3%	74%	73.8%
MUS	17.7	18	72.1%	75%	74.9%
THTR	32.9	34	75.8%	78%	76.8%

ANALYSIS

Art and Theater success rates are close to statewide course success rates, and the goal is to increase student success to meet or exceed statewide rates.

Music success rates are below the statewide course success rates, and the goal is to raise success rates to meet or exceed them.

GROWTH PROJECTIONS

The Art FTE ratio is projected to grow at a comparable rate to the District due to an additional full-time hire and potential growth to digital/graphic art course offerings.

The Music FTE ratio is projected to increase at a rate close to the District's projected rate. However, with changes to GE transfer, there will be updates to course offerings to maximize growth potential.

The Theater FTE ratio is projected to grow at a rate comparable to the District as course offerings are aligned to maximize student enrollment. Art and Theater success rates are close to statewide course success rates, and the goal is to increase student success to meet or exceed statewide rates.

Music success rates are below the statewide course success rates, and the goal is to raise success rates to meet or exceed them.

CHALLENGES

- The primary challenges of the Fine Arts Department are:
- Implementing strategies to improve the course success rate to above the statewide average;
 - Developing new courses and adapting the course offerings to reflect the changes to local and transfer GE requirements.

FIRE DIVISION

The Fire Technology program focuses primarily on three sets of student goals: those wishing to complete the State of California Firefighter 1 Academy, those seeking an AS Degree in Fire Technology, and those seeking State of California Fire Officer Certification. Students in the program frequently fit into more than one of these groups.

The program complies with, and is accredited by, California State Fire Training, a division of the State Fire Marshal’s Office. In addition to the AS degree, the Division offers two certificates, a Certificate of Achievement in Fire Technology and a Skill Certificate in Fire Academy.

EFFICIENCY AND SUCCESS – FIRE DIVISION					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
FIRE	17.6	20	78.2%	82%	88.1%

ANALYSIS

The course success rate is below average. This may be a result of required prerequisite courses, which could be challenging to students who are exploring their career choices. The courses are designed to national professional standards which may prove challenging to students who underestimate the academic rigor of the Fire Technology program.

CHALLENGES

- The primary challenges of the Fire Technology Department are:
- Providing a highly trained, diverse pool of candidates to local employers;
 - Acquiring and maintaining an adequate supply of modern firefighting tools and equipment;
 - Improving and maintaining efficient facilities.

GROWTH PROJECTIONS

Fire Technology courses are lower than average in FTES/FTEF ratios because of mandated student to instructor ratios and their specialized nature. Additionally, these courses are held regardless of whether or not they meet the District’s minimum enrollment number requirements due to the need to continually provide local fire departments with qualified leaders.

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. This includes electrical and hybrid auto repair.

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 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.

Environment Control Technology prepares students for careers in heating and air conditioning industries. This training includes new installations and service of existing equipment in the industrial, commercial, and residential sectors.

Graphic Design is the study of how to combine words, symbols, and images using computer software to prepare students to create visual representations of ideas, messages, and animation. This also includes a multi-media design certificate.

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.

Industrial Automation includes programs of study related to the automation of industrial processes. This discipline will prepare students for careers in advanced manufacturing, maintenance, and other evolving sectors.

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.

Welding prepares students for careers in the Welding and Metal Fabrication industries, this includes the Manufacturing and Construction sectors. Studies include standard welding processes, fabrication, material handling, quality control, and best design practices.

EFFICIENCY AND SUCCESS – INDUSTRY AND TECHNOLOGY DIVISION

	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
ARCH	9.3	11.0	69.9%	73.0%	73.0%
AUTO	12.6	14.0	70.9%	76.4%	76.4%
CT	10.3	12.0	75.3%	89.4%	89.4%
DRFT	8.8	10.0	65.6%	72.9	72.9%
ECT	14.5	16.0	94.8%	95.0%	83.5%
ET	10.3	12.0	87.7%	88.0%	81.1%
GD	8.6	10.0	75.7%	76.0%	74.4%
ICT	10.7	12.0	56.8%	73.2%	73.2%
ITEC	12.3	14.0	90.7%	91.0%	81.4%
WELD	11.8	13.0	83.6%	84.0%	81.3%

ANALYSIS

Students' successful course completion rates for 50% (5/10) of the I & T programs are below the state levels which are the goals for COS I & T students. Four I & T programs are very close to the state levels and these programs include HVAC/ECT, Manufacturing (ITEC), and Welding. To improve success rates, I & T faculty/staff can develop and implement strategies to integrate instruction in basic math skills with content-specific instruction.

GROWTH PROJECTIONS

The efficiency ratings of the disciplines in the Industry and Technology Division are near target levels 10.0-14.0 but are still slightly below because these courses include extensive hands-on laboratory experiences and only a limited number of students can be safely accommodated in these settings.

With the completion of a state-of-the-art Industry and Technology Career Technical Education (CTE) building at the Tulare campus, each of the I & T programs will have the opportunity to grow and expand their offerings. Labor market information indicates that all areas in the I & T division will see employment demands but the highest demand will be in Automotive, Construction Technology, Electrician Training, Manufacturing/Industrial

Maintenance and Automation, and Welding. Other disciplines will experience some growth in Architecture, Graphic Design, Drafting, and Information Technology. Recruiting faculty from the Industry and Trades professions is a critical step for growing all the I & T programs.

CHALLENGES

The primary challenges of the Industry and Technology Division are:

- Developing and implementing strategies to integrate instruction in basic skills with content-specific instruction in a way that enhances success;
- Recruiting and maintaining teaching faculty with industry-based experiences and skills;
- Aligning and updating curriculum and labs to current and future workforce needs, especially in automation and alternative fuel/battery energy sources.

LANGUAGE AND COMMUNICATION STUDIES DIVISION

The Language and Communication Studies division consists of departments deeply committed to student success and invested in offering innovative learning for students. The division is comprised of the disciplines Spanish, Portuguese, American Sign Language, Journalism, English as a Second Language (ESL), Linguistics, and Communication Studies. The primary purpose is to provide students with desired language and/or communication skills through the offering of elective, transfer, certificate, and/or degree courses. The Division offers four degrees, two certificates of achievement, and three skills certificates.

American Sign Language (ASL) instruction prepares students for entry-level employment and/or potential further study in the field of ASL which includes career pathways in interpreting, social services, and teaching. The division also offers an introduction to sign language interpreting course to prepare students who are interested in becoming interpreters.

Communication offers multiple programs that prepare students for entry-level employment and/or potential further study in the fields of Communication or Communication Studies. Students completing these degrees will have a foundation in communication skills that include planning, organization, speech writing and presentation, group and interpersonal relations, intercultural awareness, assuming responsibility, preparing reports, argumentation theories, carrying out instructions, and delegating responsibilities.

English as a Second Language (ESL) offers a program of techniques, methodology, and special curriculum designed to teach English Language Learner students English language skills, which includes listening, speaking, reading, writing, grammar, content vocabulary, and cultural orientation. The ESL program prepares students to pursue further academic studies, careers and daily life activities that require fluency in English.

Journalism offers a variety of undergraduate-level courses and experiences to prepare students for continued education or an entry-level career in mass communication and journalism. Course offerings provide students with the opportunity to learn about mass communication, newswriting and reporting, news production, digital photography, cultural issues in the media, and more. The Journalism Department is also responsible for producing the student-run newspaper, The Campus.

Linguistics investigates the science of language. This includes, but is not limited to, the study of syntax, phonetics, and semantics. Linguistics prepares students for successful careers in language teaching and other education positions both in the United States and abroad.

Spanish provides a sequenced program of courses that support the goal of fluency in speaking, reading, writing, and comprehension. Besides offering Spanish 1-4, the department also features a vital Spanish for Spanish Speakers Program and a survey of literature. A particularly popular Certificate of Achievement offered by the Spanish department is the Interpreter (Spanish) Certificate that encompasses a group of courses designed to lead a student to the successful completion of the California state interpreter's exam.

EFFICIENCY AND SUCCESS – LANGUAGE AND COMMUNICATION DIVISION					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
ASL	14.0 (13.4)	17.5	77.7% (78.4%)	79%	69.4% (77.7%)
COMM	17.1	18.0	75.2%	76.0%	73.2%
ESL (includes non-credit FTE)	15.0	15.5	81.3%	81.5%	78.4%
JOUR	10.6	11.0	80.2%	80.5%	72.6%
LING	16.4	17.5	77.9%	79.0%	76.3%
SPAN	13.2	13.2	82.9%	83.0%	72.2%

ANALYSIS

American Sign Language, Communication, English as a Second Language, Journalism, Linguistics, and Portuguese success rates all exceed statewide course averages. Spanish success rates exceed the statewide average by over 10 percentage points.

GROWTH PROJECTIONS

American Sign Language has a high efficiency rating that has continued for the past five years. Recent semesters have seen online classes with approximately 40 students. Face-to-face classes are typically an average of 25-30 students per class and they continue to grow.

Communication has a high efficiency rating that is the direct result of its increasing enrollments (post COVID). Recent semesters have seen classes within the range of 35- 40 students with a current growing demand for Public Speaking courses. Late start offerings have been requested and successfully filled.

English as a Second Language has a high efficiency rating that is a result of our equitable mirrored ESL pathways. During 2020, we added a new cohort of ESL class at our Tulare campus and moved our offsite program in Hanford to our Hanford center. This growth is reflected in our throughput data of ESL Certificates of Competency, non-ESL Certificates, and AA/AS degrees.

Journalism has experienced decreased enrollment over the past several years. The department has hired new faculty and focused on outreach and recruitment to increase enrollment. Minimal growth is expected.

Linguistics has a high efficiency rating that can be attributed to increasing enrollments and increased online offerings. Typically, two to three sections are offered each semester.

Spanish has seen decreased enrollment in general. There is increased demand for dual enrollment with courses being offered at two high schools and requests from two additional high schools.

CHALLENGES

The primary challenges for the Language and Communication Studies Division are:

- Maintaining/expanding offerings in Hanford/Tulare;
- Maintaining/increasing enrollment in language courses;
- Expanding OER/ZTC courses to increase accessibility for students;
- Maintaining/expanding certificate/degree completion;
- Systematic tracking of ESL certificate and degree and transfer earners;
- Building a strong faculty pool for languages to meet the needs of students.

LIBRARY AND LEARNING RESOURCES DIVISION

Library Collections include print and non-print materials which are accessible at all locations through inter-campus request services. Non-print materials may include electronic resources, anatomical models, and technology. Library collections are managed and curated by faculty Librarians. Circulation and Technical Services are provided by Library staff and student workers and include assistance with material checkout, student Library account management, maintenance of the Library's course reserves, and technical processing of new materials.

The Technology Program provides students with semester-long access to technology necessary for their coursework, including laptops and hotspots.

Reference and Instruction Services support students' development of information literacy skills through research assistance and instruction. During the Library's open hours and at all campuses, faculty Librarians are available at Ask a Librarian service points, which include physical service desks, online chat, phone, and email. Librarians are available for extended, one-on-one research appointments online and in-person, at all campuses. Faculty Librarians work with teaching faculty to provide information literacy instruction across disciplines. These instruction sessions vary in terms of length and depth, but generally include instruction on the use of Library resources, information retrieval, and plagiarism and citation. Faculty Librarians also offer student research workshops throughout the semester, which cover subjects such as the Library's catalog, academic databases, website evaluation, avoiding plagiarism, and citations.

Library Systems include the management of the Library's many online systems, which include the catalog and academic databases. Library systems management requires collaboration with Library vendors, optimization of systems to ensure ease of use, accessibility of Library resources, and systems troubleshooting.

The Student Help Desk provides technical support to students in-person, over the phone, through text, live chat, and email. Staff assist students with a wide variety of technology questions and issues, including those related to Canvas, Microsoft Office 365, BannerWeb, password reset, and printing and copying.

Library Services

	2018/19	2019/20	2020/21	2021/22	2022/23
All Campuses					
Library Instruction Sessions	137	147	59	61	95
Reference Transactions	2403	2163	1312	1764	1643
Technology Transactions	15691	15509	707	3305	4947
Door Count	366436	290036	0	49247	142384

Visalia Campus

Library Instruction Sessions	123	115	0	43	76
Reference Transactions	1707	1707	*	945	1082
Technology Transactions	12881	13488	*	2156	3299
Door Count	316914	249380	0	32263	114726

Tulare Campus

Library Instruction Sessions	9	10	0	0	6
Reference Transactions	333	267	*	198	274
Technology Transactions	1698	781	*	678	959
Door Count	23913	20899	0	14351	17969

Hanford Campus

Library Instruction Sessions	5	8	0	1	9
Reference Transactions	363	189	*	65	283
Technology Transactions	1112	1240	*	372	687
Door Count	25609	19757	0	2633	9689

Remote Campus

Library Instruction Sessions	N/A	N/A	59	17	4
Reference Transactions	N/A	N/A	1312	556	4
Technology Transactions	N/A	N/A	707	99	2

*All library service transactions in AY 2021/22 migrated to Remote Campus due to the COVID-19 pandemic campus closure. Remote Campus ceased after AY 2022/22, although all library services are available online and in-person.

Library Collection					
	2018/19	2019/20	2020/21	2021/22	2022/23
Print Titles	52,957	43,210	44,163	45,307	46,271
Course Reserve Titles	1,366	963	1,098	1,322	1,481
eBooks	12,512	15,057	16,333	21,503	21,984
Streaming Videos	440	350	351	417	409
Academic Databases	81	83	82	89	92
Laptops	10	15	1222	1636	1073
Hotspots	10	24	1468	1904	657

Collection Usage					
	2018/19	2019/20	2020/21	2021/22	2022/23
Course Reserves Textbooks	8,663	5,514	973	1,529	2,212
Non-Course Reserves	4,176	3,973	282	1,526	2,367
eBooks	16,066	15,721	17,455	17,443	20,066
Academic Database Usage	*	303,160	205,072	200,010	249,717
Laptops	925	1,012	2,504	2,539	1,576
Hotspots	876	1,711	3,179	2,871	1,349

*Academic Database Usage data is not available for AY 2018/19.

	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
LIBR	17.0	19.0	79.5%	82.0%	71.1%

ANALYSIS

The usage of Library services is lower than pre-pandemic levels, but several key areas show an upward trend. The Library has seen an increase in instruction sessions, door traffic, and reference transactions since 2020-21. There are noticeable variations in Library collection usage data, some of which can be attributed to significant changes in loan periods, as well as a substantial increase in the number of materials available. Both print and electronic collections have grown since 2019-20, and usage of electronic materials has increased. eBook circulation has surpassed pre-pandemic numbers, increasing 25% since 2018-19. The current Library course success rate has surpassed the 2025 target goal by 4.5%. The Library is well above the statewide successful course completion rate of 71.1%.

GROWTH PROJECTIONS

The Library and Learning Resources Division is projected to grow at the same rate as the overall District enrollment rate.

CHALLENGES

The primary challenges for the Library and Learning Resources are:

- Standardizing data collection practices;
- Exploring the role of academic libraries in supporting existing and emerging technologies (e.g., artificial intelligence, open educational resources);
- Increasing awareness of Library services on all sites;
- Implementing needs assessment to determine which collections, services, and resources are most important to library users;
- Assessing the Library's information competency courses considering Cal-GETC implementation.

MATH 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 for transfer (AS-T) in computer science and mathematics and an associate degree in engineering for three total.

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 department offers five introductory computer sciences courses that support the engineering program and AS-T in computer science.

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 in-person lectures, hybrid, and online. Transfer-level mathematics courses are available for general education, Elementary Teacher Education, and STEM majors.

Mathematics courses are also prerequisites to other majors. Engineering is the application of scientific, mathematical, economic, social, and practical knowledge 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					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
CSCI	16.2	17.5	71.9%	72.0%	69.3%
ENGR	11.6	12.0	87.9%	88.0%	70.2%
MATH	17.1	17.5	59.0%	60.0%	56.6%

ANALYSIS

The success rates for computer science, mathematics, and engineering are all above the statewide success average. GROWTH PROJECTIONS The FTE ratio for computer science has increased dramatically since the introduction of the AS-T in computer science. Computer science will likely meet or exceed the target ratio of 17.5 for the upcoming years.

With the implementation of AB705 and now AB1705, the FTE ratio for mathematics has dropped significantly, hitting a low of 14.6 in the 2020-21 academic year.

Efficiency in engineering is slightly below the target 12.0 FTE ratio. The FTE ratio dropped dramatically for engineering during the COVID pandemic.

CHALLENGES

The primary challenges for Math and Engineering are:

- Staffing a sufficient number of full-time faculty members to grow the Computer Science Department;
- Expanding offerings to meet growing demand for Computer Science; Implementing AB1705 while maintaining a strong pathway to STEM majors;
- Providing the appropriate courses for students both in-person on all three campuses and online;
- Keeping current on innovative methods to improve student success; Increase student awareness and enrollment in Engineering;
- Expanding student support programs, such as MESA (Mathematics Engineering Science Achievement) and FNL (Friday Night Lab).

MATHEMATICS ENGINEERING SCIENCE ACHIEVEMENT (MESA) PROGRAM

The primary purpose of the Mathematics Engineering Science Achievement (MESA) Program is to increase the representation and success of underrepresented minority, low-income, and educationally disadvantaged students in the fields of Science, Technology, Engineering, and Math (STEM).

Services offered by the MESA program are:
Equity, Diversity, and Belonging – MESA works towards increasing diversity and equity in STEM by targeting historically underrepresented minority groups and addressing socioeconomic and educational barriers through program resources and supports. MESA has designated rooms for active study and tutoring to create community and increase students’ sense of belonging within STEM early.

Academic Support – MESA offers academic support services, such as tutoring, Academic Excellence Workshops, and coaching (near-peer mentoring), to support students in their STEM courses.

Hands-On Learning - MESA offers hands-on learning experiences through group projects, state-wide MESA competitions, hosting demos/activities for local secondary schools, and internships to connect what students have learned in class to relevant real-world experiences.

College and Career Readiness – MESA focuses on preparing students for success in college and their future career by helping students develop essential soft skills and hard skills identified as being crucial by industry partners.

Transfer Preparation – MESA supports students in exploring transfer universities by providing information about transfer pathways, applications, and student resources. Students can tour university campuses, meet with admission advisors, and network with current/past university students through small group interactions. MESA Academic Coaches and Counselor assist students one-on-one and in small groups with transfer and scholarship applications.

MESA Students' Unduplicated Headcounts		
	Headcount (2021-2022)	Headcount (2022-2023)
MESA	105	104
ASEM	61	85
Non-MESA/ASEM	15,643	16,687

Note: The MESA Program categorizes students as either MESA or ASEM (Achievement in Science, Engineering, and Mathematics). MESA students are economically and educationally disadvantaged. While ASEM students are economically or educationally disadvantaged.

MESA Students' Success in STEM Courses by Subject					
2021-2022 (SU/FA/SP)	BIOLOGY	CHEMISTRY	ENGINEERING	MATH	PHYSICS
MESA	89.7%	66.2%	96.0%	65.5%	84.6%
ASEM	87.5%	79.4%	90.9%	67.9%	72.4%
Non-MESA/ASEM	69.3%	55.1%	82.9%	54.4%	55.4%

Note: The MESA Program categorizes students as either MESA or ASEM. MESA students are economically and educationally disadvantaged. While ASEM students are economically or educationally disadvantaged.

MESA Students' Success in STEM Courses by Subject					
2021-2022 (SU/FA/SP)	BIOLOGY	CHEMISTRY	ENGINEERING	MATH	PHYSICS
MESA	77.1%	58.0%	87.0%	63.9%	78.7%
ASEM	95.0%	74.1%	100.0%	72.3%	88.1%
Non-MESA/ASEM	71.9%	53.2%	82.8%	57.1%	62.8%

Note: The MESA Program categorizes students as either MESA or ASEM. MESA students are economically and educationally disadvantaged. While ASEM students are economically or educationally disadvantaged.

MESA Students' Overall GPAs		
	GPA (2021-2022)	GPA (2022-2023)
MESA	2.8	2.9
ASEM	3.1	3.2
Non-MESA/ASEM	2.6	2.7

Note: The MESA Program categorizes students as either MESA or ASEM. MESA students are economically and educationally disadvantaged. While ASEM students are economically or educationally disadvantaged.

ANALYSIS

Although MESA students are economically and/or educationally disadvantaged, their success rate in STEM courses is higher than non-MESA students.

GROWTH PROJECTIONS

The number of students enrolled in the MESA program depends on the number of coaches that state funding can support. With MESA's recent incorporation into the Education Code, the program plans to better identify and quantify students that qualify for the program and expand services to meet the majority of that special population here on campus. The program can increase the ratio of students who are economically and educationally disadvantaged by strengthening its outreach and connections with the high school STEM community.

CHALLENGES

The primary challenges of the MESA program are:

- Bridging the gap between high school math experiences to college-level STEM-degree transferable math course expectations;
- Providing support and services optimally on the Visalia and Tulare campuses;
- Developing and implementing a plan to maintain program funding, support, and services through fluctuating funding cycles;

NURSING AND ALLIED HEALTH DIVISION

The primary purpose of the disciplines in the Nursing and Allied Health division are to train novice practitioners in health care to effectively meet client needs in a variety of health care professions and environments. The programs prepare students for entry-level occupations in health care and for transfer to baccalaureate institutions.

Upon successful completion of a health-related degree or certificate students will be prepared for the various roles of healthcare providers across the healthcare continuum, as managers of care, as an active member of the Registered Nursing (RN) profession, Certified Nurse Assistants (CNA), Physical Therapist Assistants (PTA), Pharmacy Technicians, and First Responders (Paramedic and EMT).

The Nursing and Allied Health Division offers three associate degree programs (Nursing, Paramedic, and Physical Therapist Assistant) and four certificate programs (Emergency Medical Technician, Pharmacy Technician, Nurse Aide, and Paramedic Sciences).

Registered Nursing is an academic discipline concerned with the study of biological, behavioral, and physical sciences that requires critical thinking, effective communication, physical assessment, cultural competency skills, and abilities. Upon successful completion of this degree, students will be prepared for the role of care provider across the healthcare continuum, as managers of care and as an active member of the nursing profession. This degree allows graduates to take the National Council Licensure Examination (NCLEX).

Physical Therapist Assistant prepares students for entry-level employment and/or potential further study in the field of Physical Therapist Assistant through the study of kinesiology, principles of patient management, modalities, pathophysiology, orthopedic management, and clinical education. Students will acquire skills in the scope of a physical therapist assistant. This degree allows graduates to take the national PTA license examination.

Pharmacy Technician prepares students for employment in the field of Entry-Level Pharmacy Technician. Instruction emphasizes the practical application of entry-level pharmacy mathematics, pharmaceutical terminology, drug packaging and labeling, dosage preparation, inventory systems and management, and customer service.

Certified Nurse Assistant prepares students for the knowledge and skills to care for patients experiencing physiological needs for safety and comfort, nutrition, regulatory mechanisms, and mobility. Students also utilize program-acquired knowledge and skills to care for patients' psychological needs for belonging, communication, esteem, and self-respect, and provide basic nursing care to selected patients under the supervision of a Registered Nurse or Licensed Vocational Nurse (LVN). Successful completion of the program qualifies the student to take the State Certifying Exam.

Emergency Medical Technician prepares students to acquire skills in recognition of symptoms of illness and/or injury and proper procedures for emergency care. Those who complete the EMT B courses are eligible to sit for the National Registry of Emergency Medical Technicians and employment by government and private emergency health care services in the area and are eligible to enter Emergency Medical Technician Paramedic training.

Paramedic Science students will acquire the foundational skills to practice as a paramedic. Students will study applied anatomy, physiology, pathophysiology, IV therapy and basic/advanced life support, patient assessment, management of trauma, medical conditions, and emergency medical system operations.

EFFICIENCY AND SUCCESS – NURSING AND ALLIED HEALTH DIVISION					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
EMT	36.6	17.5	65.5%	76.0%	76.0%
NURS	7.5	10	95.0%	97.0%	90.1%
PT	7.7	14	76.4%	80.6%	80.6%
PTA	8.8	14	95.9%	97.0%	89.8%

ANALYSIS

Nursing: The course success rate of the RN program for FA18-FA22 is 95.0%, which is higher than the statewide average. Physical Therapist Assistant: PTA has a course success rate of 95.9% for FA18-FA22, which is higher than the statewide average. Maintaining this success rate or improving upon it is the goal.

EMT: The program's course success rate was 65.5% for FA18-FA22, which is lower than the statewide average. The focus is on preparing students for the rigor of the EMT program.

Pharmacy Technician: The course success rate of the program for FA18-FA22 is 76.4%, which is lower than the statewide average.

GROWTH PROJECTIONS

The RN nursing program FTES/FTEF ratio is 7.54 which is far below the target ratio of ten, due to the design of the classes by state mandate. Clinical facilities limit the number of students that can attend at any given time, so the program places up to ten students in a clinical group with an instructor. Therefore, it is virtually impossible to meet the state goal productivity value in the efficiency (FTES/FTEF) category.

The FTES/FTEF ratio for PTA is 8.8 with a target goal of 14. PTA also will remain below the target of 17.5 as PTA instructor to student ratio in lab cannot exceed 1:14.

The FTES/FTEF ratio for the EMT program is 36.6. The target goal being 17.5.

The FTES/FTEF ratio for Pharmacy Technician is 7.7 with the target goal being 14.

CHALLENGES

The primary challenges of the Nursing and Allied Health Division are:

- Finding space for expansion of all programs across the District campuses;
- Providing the most current, effective, and equity minded support to a diverse population of students to facilitate successful completion of the courses and programs in the division where medicine is a rapidly and always-changing environment;
- Recruiting and retaining faculty to achieve the best outcomes for an expanding division;
- Securing funding to keep all the Health Science programs operational and successful.

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 18 organized sports and is committed

to the success of student-athletes through participation, retention, and matriculation with athletics as a means to impacting 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 can study prevention and treatment of disease and injuries related to exercise and sports, cardio-vascular fitness, muscle strength, flexibility, and body composition.

EFFICIENCY AND SUCCESS – PHYSICAL EDUCATION AND ATHLETICS					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
DANC	11.4	13	87.5%	90	75.6%
HW	22.5	23	74.0%	75	72.8%
IA	14.0	15	95.8%	96	94.4%
KINE	14.9	16	82.3%	82	77.1%
PEAC	14.1	15	88.7%	90	80.9%
SMED	14.2	15	83.5%	85	82.1%

ANALYSIS

The department is ahead of the statewide course success rates in all six areas, and is trending upward in those areas as well, meeting or exceeding the target percentages set as goals.

GROWTH PROJECTIONS

Review of the growth projection for the six disciplines shows that FTES is improving.

CHALLENGES

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

- Revising the Repeatability Policy to accommodate students with a passion for their course area;
- Ensuring facilities have adequate space to accommodate the number of enrolled students;
- Increasing staffing in alignment with a growing program;
- Continuing funding for required equipment;
- Mediating the potential impact of the changing Cal-GETC pattern.

POLICE SCIENCE DIVISION

The Police Science Division provides high-quality 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 and results in a POST Certified Basic Police Academy certificate of achievement.

EFFICIENCY AND SUCCESS – POLICE SCIENCE DIVISION					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
PS	177.3	180	91.5%	93.0	93.1%

Police Science Course Success Rates			
	2018-19	2019-20	2020-21
PS	94.9%	88.8%	91.2%
PS 200M1	95%	96%	98%
PS 200M2	98%	91%	87%
PS 200M3	97%	90%	95%
PS 208	98%	84%	89%
PS 310	90%	96%	86%

ANALYSIS

The Police Academy touts a 91.5% overall success rate for FA18-FA22. The success of students in the program continues to show positive outcomes. Module I is the specific course required to obtain the police academy completion certificate. It is the final module for completion of the program. The completion rate has fluctuated from 98% in 2020/21 and back to 96% in 2021/22. In 2022/23, the success rate dropped to 92%. Overall, these numbers continue to fall in line with the statewide average.

GROWTH PROJECTIONS

The Academy has seen slow growth post-pandemic. However, the Academy will continue to increase marketing in an effort to improve enrollment.

CHALLENGES

The primary challenges of the Police Science department are:

- Increasing enrollment in the basic academy training program;
- Updating curriculum to scenario-based training, allowing students to learn all aspects of the event at hand from a start-to-finish perspective.

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 to provide a foundation for future education in science majors. The Science Division offers five associate degrees.

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 department offers one transferable 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 courses for non-majors and majors. 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 required chemistry courses for the biology associates for transfer degree.

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 department offers one transferable general education course in meteorology.

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

Physical Science is the study of the physics, chemistry, astronomy, and geology of nature. The department offers one transferable 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

	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
ASTR	24.1	24.5	63.3%	70%	70.2%
BIOL	18.3	18.5	72.4%	73%	70.6%
CHEM	15.1	15.5	54.4%	62%	68.5%
ESCI	19.5	19.5	89.2%	89.2%	73.0%
GEOG	22.4	22.5	81.7%	81.7%	73.3%
GEOL	15.1	15.5	70.1%	75%	75.7%
MET	27.3	28	83.1%	85%	73.0%
NSCI	23.5	24	91.1%	90%	73.6%
PHYS	13.6	14	72.9%	75%	74.4%
PSCI	11.0	14	65.8%	73.6%	73.6%

ANALYSIS

Five of the disciplines in the Science Division exceed the statewide course success rate: Biology, Earth Science, Geography, Meteorology, and Natural Science. Both Physics and Geology, although lower than the statewide course success, still have a success rate above 70%. Lastly, three disciplines are below the state course success rate: Chemistry, Astronomy, and Physical Science.

GROWTH PROJECTION

The FTES/FTEF ratios are all within range or close except PSCI and PHYS. However, due to the small lab sizes required for science labs, it is very difficult to increase the FTES/FTEF ratio in science.

CHALLENGES

The primary challenges of the Science Division are:

- Keeping up with the ever-changing knowledge base in science;
- Expanding all the pre-requirements for the Nursing Program to the Tulare Campus;
- Expanding class offerings despite the limited lab size;
- Creating strategies to increase sections while not overloading the finite lab room availability;
- Mitigating possible impact of AB 1705 and AB 705 on student enrollment and preparedness in Chemistry and Physics.

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. The Social Science Division offers thirteen associate degrees and two certificates of achievement, including a pathway to legal studies.

Administration of Justice provides a comprehensive curriculum designed to increase students' understanding and proficiency within the three branches of the Criminal Justice system: Law Enforcement, Courts, and Corrections. Students can achieve an Associate of Science degree for Transfer in administrative justice, Associate of Science degree in administrative justice - corrections, and an Associate of Science degree in administrative justice - enforcement.

Anthropology is the study of human and non-human primate biology and culture from prehistoric to the present. The discipline uses holistic methods of scientific inquiry to explain evolution, genetics, anatomy, social organizations, beliefs, and language, as well as the excavation and preservation of archaeological sites, remains, and artifacts. Students can achieve an Associate of Arts for Transfer degree in anthropology.

Economics is the science of choices, scarcity, trade-offs, and incentives exploring how individuals and societies manage limited resources in a world of endless possibilities. Students can achieve an Associate of Arts for Transfer degree in economics.

Ethnic Studies examines the histories and experiences from the perspectives of marginalized groups in the United States: Native Americans, Black Americans, Chicanx, and Asian/Pacific Islander Americans. This field focuses on bringing to light a legacy of resilience and historical patterns of oppression to understand better how to address current issues of racial injustices and disparities. Students can achieve an Associate of Arts for Transfer degree in social justice studies – Chicana/o studies.

History studies and interprets past events considering their eventual outcomes using every tool at its disposal, focusing primarily on the written record. Students can achieve an Associate of Arts for Transfer degree in history.

Human Services is the study of applied social work, sociology, and psychology. Students can achieve an Associate of Science degree in human services (social work) or a Certificate of Achievement in human services (social work).

Philosophy is an attempt to make sense of things through systematic rational inquiry. It tackles life's big questions involving the fundamental nature of reality, truth, existence, belief, evidence, knowledge, goodness, justice, and beauty. Students can achieve an Associate of Arts for Transfer degree in philosophy.

Political Science investigates the nature, causes, and consequences of politics and their effect on government. Most importantly, political science seeks to strengthen democratic global society through increased civic engagement and a well-informed citizenry. Students can achieve an Associate of Arts for Transfer degree in political science.

Psychology is the scientific study of the mind and its function as it relates to thinking, feeling, and behaving in various contexts. Students can achieve an Associate of Arts for Transfer degree in psychology.

Sociology is the study of human social behavior, groups, and the influence of the environment on behavior. Students examine the micro, meso, and macro aspects of the social world ranging from identity formation to globalization and systems of oppression. The goal of sociology is to understand how our everyday lives are interconnected with and shaped by the society we live in. Students can achieve an Associate of Arts for Transfer degree in sociology.

EFFICIENCY AND SUCCESS – SOCIAL SCIENCES DIVISION

	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
AJ	18.0	17.5	74.6%	75%	79.5%
ANTH	22.2	18.5	74.4%	75%	72.7%
ECON	18.8	17.5	77.2%	74%	73.1%
ETHN	18.7	18.7	71.2%	78%	68.9%
HIST	20.5	18.8	62.6%	63%	66.9%
HSRV	10.5	10.5	67.0%	68%	73.0%
PHIL	15.0	15.0	68.4%	69%	68.7%
POLS	22.9	17.5	69.6%	75%	70.6%
PSY	19.6	19.6	78.1%	78%	72.1%
SOC	22.3	20.0	78.5%	80%	71.0%
SSCI	12.1	12.1	63.9%	64%	71.5%

ANALYSIS

The course success rates within the division's ten disciplines are varied. Discipline faculty project to meet, or exceed, the statewide course success results.

GROWTH PROJECTION

The disciplines in the Social Science Division are comparable to, or exceed, benchmarks for efficiency.

CHALLENGES

The primary challenges for the Social Sciences departments are:

- Locating candidates for employment that meet minimum qualifications;
- Hiring more faculty to teach classes in person, dual enrollment, and distance education;
- Satisfying student demand for degree and certificate requirements.

STUDENT SERVICES DIVISION

The main purpose of the Counseling (COUN), Human Development (HDEV), Interdisciplinary Studies (IS), and Learning Skills (LS) courses is to:

- Assist, mentor, and advise students in achieving their academic, career, and personal objectives.
- Equip students with the necessary skills to succeed in their educational pursuits.

EFFICIENCY AND SUCCESS					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
COUN	19.0	21.0	76.1%	77.0%	74.4%
HDEV	13.2	21.0	75.9%	76.0%	75.1%
IS	286.0	20.0	99.5%	99.5%	73.5%
LS	56.8	21.0	60.2%	65.0%	75.9%

ANALYSIS

The successful course completion rates for COUN, HDEV, IS, exceed or are on par with the statewide course success for these disciplines while the LS courses fall below the statewide average. The LS courses have changed since 2018 with the deletion of LS/IS 308 and the addition of LS 315 and LS 320 causing the data to be inaccurate. As these courses become more established, we will have a better understanding of data pertaining to success. We will continue to review through the outcomes and assessment process.

GROWTH PROJECTIONS

The growth projections for the STSV COUN courses will need to be reassessed after the implementation of Cal-GETC and loss of general education transferability. With the approval of inclusion in Area 7 of the local COS GE pattern, this may nullify the impact of Cal-GETC. We have also seen a distinctive increase in COUN and HDEV course requests from the feeder high schools participating in dual enrollment.

CHALLENGES

The primary challenges for the COUN, HDEV, IS, and LS courses are:

- The courses not aligning with the implementation of Cal-GETC;
- Increase in class from 30 to 40 may affect the number of courses and faculty needed to serve those students.

WORK EXPERIENCE PROGRAM

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. Four primary benefits of this program are: the Work Experience program is integrated into many programs including Culinary, Fashion, Child Development, Paralegal, Agricultural, Spanish, Human Services, Nursing, and Sport Medicine; expose students to situations beyond classroom activities by offering

learning in a real-world setting; validate or revise students' career choices; and offer the opportunity for students to build a network of mentors and/or potential employers throughout Tulare and Kings County.

The Work Experience program supports students in employment opportunities throughout Tulare and Kings County, building professional relationships with students and connecting them to the community.

EFFICIENCY AND SUCCESS – WORK EXPERIENCE DIVISION					
	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
WEXP (only WEXP 191 and 192 included)	4.0	4.97	88.6%	90%	78.4%

Work Experience Course Success Rates						
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Grand Total
WEXP	81.0%	92.3%	87.1%	88.5%	91.7%	88.6%

ANALYSIS

The Work Experience program has increased success rates from 81.0% to 91.7% FA18-FA22. The success of students in the program continues to show positive outcomes. Overall, these numbers continue to fall in line

with the statewide average. Based on the data analyzed, the program anticipates that the success rate will maintain a growth trajectory, surpassing 90 percent over the next five years.

GROWTH PROJECTION

The Work Experience program is expected to grow at the same rate as the District.

CHALLENGES

The primary challenges for the Work Experience program are:

- Updating the program website and flyers to reflect recent changes and ensure accurate information is provided;
- Updating plan to meet the Title V requirements to align with the Chancellor's Office directives;
- Informing students about the latest paid vs. volunteer hours updates and providing clear guidance on registering for the Work Experience course.

Data sources and definitions for all academic programs

Source: COS Office of Research, Planning and Institutional Effectiveness

Source: Chancellor's Office Data Mart

<https://datamart.cccco.edu/datamart.aspx>

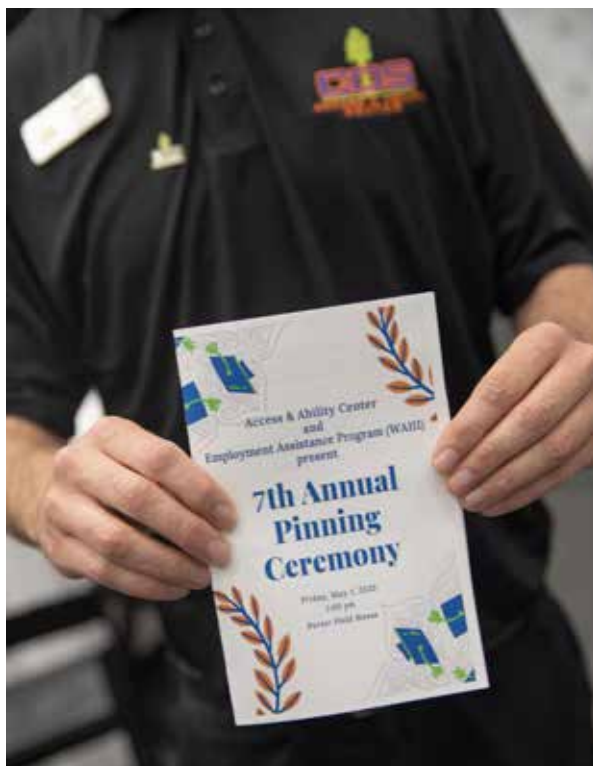
Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued in credit courses). By default, EW and MW grade marks are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.

FTES/FTEF Ratio: Sum of fall term FTES divided by the sum of fall term FTEF in all credit courses for the past 5 years. Students with an excused withdrawal or military withdrawal are included in this count.

[Click here to explore FTES and FTEF data](#)

STUDENT SERVICES

Note: Unless otherwise noted, all data for student support services is sourced from the respective departments utilizing internal and external data platforms and software.



ACCESS & ABILITY CENTER

The Access and Ability Center (AAC) advocates for equal access to opportunities for student success. We envision a college experience that is supportive, engaging, and barrier free. The Access and Ability Center's commitment and dedication to students with physical, communication, psychological, and learning disabilities is evidenced by its growth since its inception in 1975. The AAC offers services such as extended testing time in a distraction-reduced setting, alternate media (i.e., eText, enlarged print, Braille), learning assessments; specialized counseling, sign language interpreters, equipment loans (e.g. digital recorders), and/or other support services designed to maximize access to education.

The AAC facilitates innovative systems and service provision to ensure students have an accessible experience in their pursuit of excellence. The center assists eligible students in making smooth transitions into the institution, as well as from COS to universities or work settings. Additionally, the AAC continually strives to address existing barriers encountered both within COS and in the community at large.

AAC Intakes and Services Completed						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Percentage Increase Over 3 Yrs
Active AAC Students	2176	2077	1879	1927	2342	7.60%
AAC Intakes Completed	700	665	377	568	800	14.30%
AAC Service Contacts	1502	1499	1422	1629	1855	23.50%

ANALYSIS

As shown in the table above, outreach and marketing efforts have been successful resulting in an increase of 22% (or 415 more) active students from AY22 to AY23. This is a 7.6% increase of active students over the last five academic years. Intakes are defined as opening new student files. During AY23, the AAC completed 800 intakes resulting in an increase of 41% (compared to 568 intakes completed during AY22). Over the last five academic years, this reveals an increase of 14.3% intakes. Furthermore, each service that a student uses within the program leads to a service contact. The AAC has experienced an increase of 14% (or 266 more) contacts from AY22 to AY23. There were 1,855 contacts in AY23 as compared to 1,502 contacts in AY19, which is a 23.5% increase of service contacts across the last five academic years.

GROWTH PROJECTION

The Access and Ability Center expects projected growth across the next ten years to have a similar trend of active students as experienced over the past five years. Of course, this could vary since the ratio of students with

disabilities out of total enrolled college students is significantly disparate from what percentage of students statistically exist. The AAC currently serves only 13.5% of the college's student count, whereas statistically around 26% of the population has a disability and would benefit from accessing accommodation and services. Additionally, AAC anticipates continuing to open files and produce service contacts across the next ten years at similar increasing rates as experienced over the past five years.

CHALLENGES

The primary challenge of the Access and Ability Center is:

- Maintaining ample staff to support the rising demand.

ADMISSIONS AND RECORDS

Admissions and Records begins the students' matriculation journey by processing the application, supports the student during their entire stay at the college by managing all student records, and finalizes the student record by processing and awarding all degrees and certificates.

Admissions and Records processes, manages, and maintains fraud verification, enrollment verifications, dual/concurrent enrollment,

transcripts, degree/certificates, add/dropping of courses, grade changes, grade postings, petitions, overrides, and residency. The office also manages priority registration process, course drops, and Extenuating and Military Withdrawals.

Applications Processed by Academic Year					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Applications Processed Total	22,120	48,219	15,739	18,833	21,219
Fall/Summer	15,583	36,130	11,750	13,985	15,099
Spring	6,537	12,089	3,989	4,848	5,617
Transcripts Production Total	14,721	19,074	15,316	14,888	16,335
Awards Processed Total	2,702	3,051	2,898	2,602	2,576
Degrees Awarded	1,756	2,194	1,938	1,780	1,715
Certificate of Achievement Awarded	322	363	328	327	406
Skills Certificates Awarded	624	494	632	495	455
Dual/Concurrent Enrollment Entries	3,660	8,816	11,608	10,485	12,102
Fall	1,398	3,779	5,719	4,497	4,713
Spring	985	3,300	4,267	4,108	4,891
Summer	1,277	1,737	1,622	1,880	2,498

ANALYSIS

The number of applications over the last five years has remained consistent, except for 2019-2020. During that academic year, there were many fraudulent applications, and since then security systems and protocols have since been implemented to mitigate this statewide issue. Degrees awarded have remained consistent, while the number of certificates of achievement has increased, and skills certificates awarded decreased. Overall, the total number of awards processed has remained steady.

Dual and concurrent enrollment entries include all courses cleared/listed on a high school permission form. This does not represent how many courses were taken as a student may list multiple courses as a back-up, but only enroll into one course.

GROWTH PROJECTION

Numbers continue to climb in areas such as dual/concurrent enrollment, transcripts, and applications. These numbers will continue to grow as the California Community College Chancellors office places a strong emphasis on dual enrollment growth, associate degrees for transfer, and the newly mandated general education requirements.

CHALLENGES

The primary challenges of the Admissions and Records Office are:

- Providing the best and most efficient customer service to students;
- Cross-training and continuous improvement to stay abreast of the continual changes mandated by the state to ensure proper implementation.

ARTICULATION

The primary purpose of the Articulation Office is to focus on student access, equity, and success, and to establish pathways for students transferring to four-year colleges and universities through articulation agreements. This includes supporting faculty and administration by providing up-to-date articulation/transfer information applicable to legislations, regulations, and policies that may impact academic programs and transfer students. Articulation also provides oversight to ensure

that consistent and up-to-date information is available to counselors to ensure that students receive adequate assistance. Students, faculty, administration, and staff can access articulation and transfer support through the Transfer and Career Center where the Articulation Officer is located.

Transfer Services							
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Counseling Appts	466	609	1190	1489	1634	1665	1394
Office Traffic			3,254	3,322	780	1,383	2,446
Transfer WS	137	267	343	219	178	139	219
CSU Workshops	124	232	298	219	169	139	211
UC Workshops	11	25	18		4		7
UC TAG Workshops	2	10	27		5		1

Source: California State University student origin dashboard

ANALYSIS

The number of COS transfer students to the University of California (UC) and California State University (CSU) have remained constant over the last four years, both in terms of acceptance and enrollment rates.

GROWTH PROJECTION

The Office will focus support to increase articulation agreements and enrolled transfers to the Cal State and University of California universities.

CHALLENGES

The primary challenges of the Articulation Office are:

- Addressing AB 928 – Singular transfer GE pattern;
- Addressing Common Course Numbering AB 1111;
- Analyzing the future of ADT degrees when CSU campuses are deeming it not similar;
- Increasing lower-division transfer (LDT);
- Addressing the increase in dual enrollment/concurrent enrollment;
- Addressing Competency-Based Education (CBE);
- Addressing Credit for Prior Learning (CPL);
- Increasing transfer opportunities for homebound students;
- Closing CSU and UC admission application gaps.

COUNSELING

The principal functions of Counseling are to assist students in reaching their academic goals thus increasing course completion, certificate, and graduation rates, and to provide a comprehensive student education plan after assessing the student's career goals, educational goals, personal timeline, barriers to success, educational history and placement, and overall readiness for college. Services are provided across the three campus sites (Hanford, Visalia, Tulare) and in all student service areas (Veterans, Athletics, CalWorks, NextUp, Access and Ability Center, Student

Success, Extended Opportunity Programs and Services, Transfer, Career, English as a Second Language and Science, Technology, Engineering and Math). Counseling services are delivered in-person and online to provide access to all students. Counselors continue education throughout their career to keep up with changes in the COS, CSU, UC, and private university policies and serve students efficiently and knowledgeably.

Counseling Appointments Attended from Fall 2018 to Spring 2023 (August 1 to July 31)						
LOCATION	2018-2019	2019 - 2020	2020-2021	2021-2022	2022-2023	Totals
Visalia Campus: General Counseling	8,870	9,249	11,172	11,168	11,278	51,737
Tulare Campus: General Counseling	2,058	1,644	2,139	2,150	2,299	10,290
Hanford Campus: General Counseling	2,061	1,696	2,021	2,193	2,379	10,088
EOPS	4,127	4,637	4,911	4,462	4,514	22,651
Athletics	1,067	1,271	1,061	1,665	2,315	7,379
Student Success Program	2,264	1,882	648	1,705	2,257	8,756
Totals	20,447	20,379	21,952	23,343	25,042	110,901
	18.44%	18.38%	19.79%	21.05%	22.58%	

(*A) Numbers includes Allied Health and Puente as well as all counselors during 2020 and part Of 2021. The small difference in number is summer 2023

(*B) The difference in summer 2023 plus inactive counselors. Numbers include AAC and Veterans

(*C) Difference is 287 summer appointments and 384 from Counselors that no longer work at COS or do counseling. Numbers include AAC and Transfer

(*D) The previous number of 20812 did not included new counselors or counselors that work in other departments

(*E) The small difference with this report and the correct number is summer 2023

(*F) The difference in number from the previous report is that by mistake I included one of the coordinators appointments. Numbers include Veterans

ANALYSIS

The number of general counseling appointments at each of the three primary campuses includes incoming students who participated in STEPs. These numbers have remained constant over the last five years, with the largest increase in the 2020-2021 academic year. In addition, special programs counseling appointments have remained constant over the last five years, with a slight decrease in 2020-2021, as services were recovering from the pandemic.

GROWTH PROJECTION

Counseling will continue to rise in demand as the student population grows at the college. Enrollment growth has a direct correlation to the growing needs of counseling appointments.

CHALLENGES

The primary challenge of the Counseling is

- Considering the needs of the students and creating practices that best suit the District's first-generation student population to ensure holistic academic counseling which takes a student's overall well-being and resources needed into account.

DISTRICT POLICE

The primary purposes of the District Police department are to provide a safe environment in which the District's diverse student population can learn and achieve their transfer and/or occupational goals and to ensure that District employees have safe and comprehensive policing support.

Police Incident Types by Year						
	2018	2019	2020	2021	2022	2023
Suspicious Circumstance	30	19	11	8	15	25
Traffic Stops	59	32	8	13	41	16
Vehicle Jumpstarts	5	4	2	1	9	8
Crime Reports	191	147	99	59	105	68
Traffic Collisions	8	10	7	3	9	9
Arrests	63	66	46	38	56	22
Parking Citations	N/A	N/A	N/A	454	1958	4888
BIT/Rad Reports	39	48	26	27	34	50
TipNow	11	13	5	3	0	0
Found Property	N/A	N/A	112	183	245	300

ANALYSIS

Incident types have remained consistent over the last six-year period, except traffic stops, crime reports, and arrests which each have seen a reduction. Overall, the use of services by students, faculty, and staff was comparable in the spring and fall semesters and showed a significant increase from the services used during the pandemic. In 2020, the District ended a parking contract with its vendor, and subsequently contracted with a new vendor. Parking citation data was lost during this migration. The 2021/22 parking citations were quite low considering the lack of students on campus, and the college waived parking permits as students transitioned back to campus.

GROWTH PROJECTION

The District Police is at full staff with one Chief, one Sergeant, and five officers for the first time in over 20 years. With more coverage on all three campuses, it is believed that the calls for service will rise slightly because of availability and presence of officers on campuses. The need for more officers will directly correlate with District growth and increase in student headcount.

CHALLENGES

The primary challenges for District Police are:

- Providing the needed services efficiently and effectively across all three District sites;
- Continuing to stay ahead of the advancement of technology in the field of law enforcement;
- Retaining district police officers and remaining at full staffing levels, and if an opening arises, working to recruit quality candidates with prior law enforcement experience.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES/NEXTUP

The primary purpose of the EOPS and NextUp offices is to recruit and successfully retain college students of educationally and socioeconomically challenged backgrounds from Kings and Tulare Counties. The programs also prepare students to transfer to a four-year university, complete an associate degree or vocational certificate, and to acquire the career-related skills needed to attain rewarding employment.

The essential services that the Extended Opportunity Programs and Services (EOPS) program provides are academic, career and transfer counseling, priority registration, grants, and textbook assistance.

The Extended Opportunity Programs and Services program provides additional support for students that receive Temporary Assistance for Needy Families (TANF) and are single head of household through the Cooperative Agencies Resources for Education (CARE) program. EOPS also provides additional support for current or former foster youth through the Cooperative Agencies Foster Youth Educational Support program known as NextUp.

The department is open at the Visalia campus during regular business hours for appointments and limited walk-ins. EOPS counselors and paraprofessionals visit the Hanford Educational Center and the Tulare College Center on a routine basis for scheduled appointments.

EOPS Applicants by Status				
	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Applicants	710	648	1,254	425
Admitted	362	245	495	214
Pending	206	248	412	122
Ineligible	142	155	347	89

Police Incident Types by Year															
	Fall 2018	Spring 2019	2018-2019	Fall 2019	Spring 2020	2019-2020	Fall 2020	Spring 2021	2020-2021	Fall 2021	Spring 2022	2021-2022	Fall 2022	Spring 2023	2022-2023
New EOPS Students	317	252	569	403	241	644	303	279	582	362	245	607	495	214	709
Continuing EOPS Students	642	655	1,297	608	726	1,334	650	685	1,335	639	683	1,322	545	760	1,305
Total EOPS Students	959	907	1,866	1,011	967	1,978	953	964	1,917	1,001	928	1,929	1,040	974	2,014
Unduplicated Yearly Total			1,221			1,252			1,232			1,246			1,253
Yearly Total (+/-)			-			31			-20			14			7
% increase/decrease from prior year			-			2.54%			-1.60%			1.14%			0.56%

ANALYSIS

The majority of new EOPS students are accepted during the fall semester when there appears to be more applicants applying to the program. Overall, there is an upward annual growth trend in the number of EOPS students served.

GROWTH PROJECTION

Over the last five years, EOPS has been able to continually grow and serve more students. EOPS expects that this upward trend will continue in the years to come. However, the number of students that can be served by the program is contingent upon state funding.

CHALLENGES

The primary challenge for the Extended Opportunity Programs and Services program is:

- Serving EOPS students efficiently, effectively, and equitably across all three District sites as the program continues to grow.

CALWORKS

The primary purpose of the CalWORKs program is to assist students who are receiving Temporary Assistance for Needy Families (TANF) cash aid with coordinated student services and to guide them through a successful educational journey that will help them achieve long-term self-sufficiency.

The CalWORKs program provides eligible students with a variety of academic and financial support services.

The academic support services available for eligible students include academic counseling, priority registration, workforce preparation assistance, referrals to on and off-campus resources, travel log verifications, early alert monitoring, computer lab with printing privileges, and CalWORKs advocacy.

The financial support services available for eligible students include coordination with Health and Human Services Agency for advanced standard payments on eligible support services, CalWORKs childcare, CalWORKs work study, school supplies, and Unmet Need Grants. All financial support services are contingent upon funding.

CalWORKs Students Served				
	Fall	Spring	Summer	Unduplicated
2018-19	206	180	70	285
2019-20	169	170	41	224
2020-21	87	64	29	93
2021-22	64	75	40	97
2022-23	129	136	67	185

ANALYSIS

The CalWORKs program had significant decreases in enrollment during the Covid-19 years. Since then, program enrollment has continued to increase.

GROWTH PROJECTION

It is estimated enrollment will continue to grow to pre-pandemic levels, if not exceed them.

CHALLENGES

- The primary challenge of the CalWORKs program is:
- Increasing enrollment when it is based on the eligibility of TANF recipients.

FINANCIAL AID

The primary purpose of the Financial Aid Department is to provide equitable access and opportunity for all eligible students to receive financial and educational support to promote their academic success. The department ensures 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											
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
# SFA Applicants	17,524	17,120	16,907	16,751	16,330	17,707	17,520	17,091	15,856	15,004	16,736
# SFA Recipients	9,209	9,884	9,988	10,186	10,064	10,692	11,008	11,235	10,023	16,290	9,608
Total Expenditures	29,336,994	30,884,134	31,446,456	32,865,967	33,163,810	37,173,172	38,189,053	40,923,138	40,576,719	54,673,519	42,246,477
# Promise Grant Fee Waivers	9,458	9,837	9,942	10,131	10,009	10,625	9,866	9,869	8,359	8,279	8,933
Promise Grant Expenditures	\$7,555,914	\$8,094,183	\$8,002,229	\$8,187,540	\$8,024,493	\$8,389,917	\$8,154,696	\$7,908,435	\$6,600,126	\$6,704,799	\$7,262,273

GROWTH PROJECTION

Financial aid is slowly growing back to pre-pandemic numbers. The 2021-2022 increase in recipients and disbursements represents the federal HEERF awards used to support students during the pandemic. Financial aid growth trends alongside the growth of the District. As such, financial aid growth is expected to match enrollment growth of the District as it manages its enrollment and growth over the next ten years.

CHALLENGES

The primary challenges of the Financial Aid Office are:

- Administering several new programs including Student Success Completion Grant, Sequoias Promise, California Virtual Campus, and various emergency grants to students;
- Implementing new FAFSA Simplification, Gainful Employment, Cal Grant Reform, and Competency Based Education programs in 2024-2025;
- Sustaining adequate and highly trained staff to ensure timely funding and disbursements.

GIANT MARKETPLACE

The primary purpose of the Giant Marketplace is to provide triage support for basic needs items and resources to retain students and maintain their academic success. The staff refer and collaborate with local, state, and federal resources to ensure sustainable solutions for students’ basic needs. While many of the services provided were offered to students in individual programs, the Giant Marketplace was started in the 2022-2023 academic year. The Giant Marketplace encompasses a wide range of supportive

services, including food, housing, hygiene, mental health, childcare, and technology—all housed and marketed as one department. The program aims to provide comprehensive assistance that addresses barriers and empowers students to excel academically.

Service Types for Giant Marketplace	
Services	2022-2023
Food Security	769
Housing Security	100
Childcare	27
Mental Health	80
Physical & Hygiene/Clothing	91
Transportation Support	61
Technology Support	82

GROWTH PROJECTION

The Giant Marketplace services are projected to increase based upon usage in their first year. As the services are marketed and become a well-known resource, an increase in demand will follow.

CHALLENGES

- The primary challenges for the Giant Marketplace are:
- Providing the needed services efficiently and effectively at all three District sites;
 - Increasing faculty and student awareness of the program and services;
 - Identifying affordable off-campus housing opportunities for students District-wide.

RESOLUTION AND ADVOCACY DEPARTMENT

The primary purpose of the department is to provide a multidisciplinary team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students and non-students who struggle academically, emotionally, materially, or psychologically, or who present a risk to the health or safety of the college or its members.

The Resolution and Advocacy Department (RAD) Team oversees the process for campus referrals to be submitted online. Those referrals, ranging from student conduct issues to individuals of concern are assigned to a team member for assessment and case management.

RAD Referrals by Case Type			
	2020-2021	2021-2022	2022-2023
Academic Integrity	36	84	65
Student of Concern	34	76	101
Student Complaint	11	18	53
Student Conduct	13	24	76
Total Cases	94	202	295

The RAD team has seen significant growth in the number of referrals that are made through incident reports. While the pandemic and moving all courses to online significantly reduced on-campus issues, as the District began to reopen to on-campus courses and the new referral process gained understanding, the number of referrals increased 215% and 314% in 2021-22 and 2022-23, respectively.

While each of the district campuses and online courses have seen an increase in reported cases, the Visalia campus saw the most significant increase from 2020 to 2023 with 194 reported cases. Cases reported in online courses are mostly related to academic integrity issues.

Most cases are reviewed collaboratively at team meetings, with the goal of developing an intervention plan to keep the student on track academically while protecting the safety of the campus. The team utilizes on-campus resources including Health and Mental Health Services, Basic Needs, AAC, and other available resources.

RAD Referrals by Campus			
	2020-2021	2021-2022	2022-2023
Visalia Campus	52	116	194
Tulare Campus	4	10	15
Hanford Campus	3	9	15
Online Campus	34	67	70
Total Cases	93	202	294

GROWTH PROJECTION
Since 2020-21, the RAD team has seen a 313% in referrals (94 referrals in 2020-21 to 295 referrals in 2022-23). In 2023-24, the team has already seen a year-to-date increase of 35% (2022-23 – 61 vs. 2023-24 – 84). As marketing continues to the campus community, it is anticipated that cases will continue to increase.

CHALLENGES
The primary challenge of the RAD team is:

- Maintaining staff numbers to ensure proper case management as the number of cases continues to increase.

STUDENT ACTIVITIES AND AFFAIRS

The primary purposes of the Student Activities and Affairs Office are to serve students with ID cards, transit, and ABF stickers; oversee Student Senate, campus clubs, and campus student engagement events; and plan and execute Commencement Ceremonies.

Student Activities and Affairs (SAA) gives opportunities for students to enhance their educational experience, grow personally, and 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 in the Student Senate and student clubs.

ANALYSIS

According to student check-in data and ID card/sticker distribution counts, which began being collected in Spring 2022, the office served 2015 total students in 2022 (Spring/Summer/Fall). There was an increase of 34% in students served for the same period in 2023.

GROWTH PROJECTION

The office estimates an increase of about 3% per year, consistent with enrollment growth.

CHALLENGES

The primary challenges for Student Activities and Affairs are:

- Providing activities, club involvement, leadership opportunities, and student representation at all three campuses;
- Engaging students with the challenge of them leaving campus for jobs and housing;
- Attracting qualified student leaders to take an active role in Student Senate.

STUDENT SUCCESS PROGRAM

The primary purpose of the Student Success Program is to provide services that assist students in meeting their educational goals. While there is a baseline of services provided, often students need customized or unique services to remain at the college and persevere successfully.

The services offered in the Student Success Program include academic, career, and personal counseling, workshops, and individual and group support meetings. There are also four-year college campus visits and peer mentoring available. In addition, the Student Success Center provides a quiet study space, student workers and staff that are accessible, access to laptops, printing, testing supplies, hot spot check outs, and various incentives such as textbook and gas vouchers. The Historically

Black College and University Pathways and Giant Dream Programs are integrated into the Student Success Program to leverage wrap-around support services without duplication.

Student Success Program											
	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2021	Fall 2022	Spring 2023	Total
Number of Students Participating in the Student Success Program	918	764	722	751	630	622	624	658	869	882	7,440
Student Visits to Program Offices (Duplicated Students)	8,469	11,646	13,220	11,188	4,384	4,285	6,842	7,065	8,794		
Student Success Program Waitlist (data was not captured prior to Fall 2022)									61	47	

ANALYSIS

Student participants continue to increase each semester, which is consistent with the increase in overall student enrollment post-pandemic. For example, spring 2023 saw a 34% increase from spring of 2022. Students who completed the Student Success Program had a higher overall success rate in spring 2022 (82.8%) than the rest of the District (70.3%).

GROWTH PROJECTION

As the District continues to move and grow to reflect the pre-pandemic enrollment, it is expected that enrollment in the program will be in alignment.

CHALLENGES

The primary challenges for the Student Success Program are:

- Completing the initial program orientations in a timely manner at the beginning of the semester to ensure the students have touch points of meetings throughout the entire semester giving them the most benefit and support of the program. Due to the high need and waitlist many are not added until several weeks into the semester when space becomes available. Adding an additional coordinator to the team would help to alleviate this issue;
- Reaching out to AB540 students who would benefit from the Student Success Program and Giant Dream Center.

TRANSFER AND CAREER CENTER

The primary purpose of the Transfer and Career Services office is to support students in two key areas. The Office helps students navigate the transfer application process by providing a welcoming and supportive environment, expert transfer and career counseling, and events coordination throughout the year. The center can reach a wide range of students through different modalities such as events, workshops, and one-on-one assistance. The Office also provides students career-building skills by offering resume and cover letter reviews and mock interview preparation. The goal is to guide and encourage students whether they are transferring or starting their careers.

Through Career Exploration, students can uncover their passions, strengths, and interests through personalized assessments and expert guidance. Students build their career skills by coordinating hiring events by offering workshops and one-on-one appointments for resumes, cover letters, and interview preparation.

Through transfer assistance, the Office helps students reach their goal of transferring to a four-year college or university by walking them through transfer processes; offering meetings with the transfer counselor, holding transfer assistance workshops, and hosting transfer events such as Transfer day and College Signing Day.

Transfer Services							
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Counseling Appts	466	609	1190	1489	1634	1665	1394
Office Traffic			3,254	3,322	780	1,383	2,446
Transfer WS	137	267	343	219	178	139	219
CSU Workshops	124	232	298	219	169	139	211
UC Workshops	11	25	18		4		7
UC TAG Workshops	2	10	27		5		1

ANALYSIS

Like many other areas, there was a drop in students served during the pandemic. Since that time, however, the department has been increasing the number of students served through both counseling appointments and services provided.

GROWTH PROJECTION

With legislation and CSU admission changes, the department anticipates serving considerably more students over the next couple of years, by at least 45%. This increase will mirror pre-pandemic numbers for the department.

CHALLENGES

The primary challenges of the Transfer and Career Center are:

- Addressing the AB 928 singular transfer GE pattern;
- Implementing Common Course Numbering;
- Analyzing the future of ADT degrees when CSU campuses are deeming it not similar;
- Increasing lower-division transfer;
- Mediating the increase in dual enrollment;
- Addressing Competency Based Education (CBE);
- Addressing Credit for Prior Learning (CPL);
- Increasing transfer opportunities for home-bound students. Specifically, we need to evaluate the admission and enrollment data for transfer mobility.
- Sustaining efficient use of counselor and staff resources needed for the current student career assessment tool.

DUAL AND CONCURRENT ENROLLMENT

The primary purpose of the Dual and Concurrent enrollment department is to allow high school students to enroll in college-level courses for credit before graduation. Concurrent enrolled students enroll in courses held at College of the Sequoias or online. Dual enrollment courses are offered at participating high school during the regular high school day and are taught by a qualified high school instructor and/or a visiting

faculty from COS. College credit earned may fulfill high school graduation requirements, transfers to most colleges and universities, and can be applied towards the fulfillment of associate degrees and certificates at COS.

Concurrent/Dual Enrollment Unduplicated Student Headcount				
	2019-2020	2020-2021	2021-2022	2022-2023
Number of Students	2,023	2,269	2,409	2,655

ANALYSIS

The number of high school students enrolled in College of the Sequoias classes continues to increase each year. Over the last four years, the number of students participating in this program has increased over 30%, despite pandemic enrollment numbers seen elsewhere in the District.

GROWTH PROJECTION

Student participation in Dual/Concurrent Enrollment is expected to grow faster than the District’s overall growth rate due to the Community Colleges Chancellor’s Office (CCCO) Vision 2030 emphasizing a need to increase student access to dual enrollment opportunities.

CHALLENGES

- The primary challenges of the Dual and Concurrent Enrollment Program are:
- Adding additional faculty and support staffing focused on dual/concurrent enrollment programs in response to the CCCC’s vision/plan for a significant increase in dual enrollment opportunities and current/future student enrollment growth. Added employees would specifically be focused on supporting dual/concurrent enrollment processes, scheduling, training, event coordination, registration, and student counseling and workshops.

VETERANS RESOURCE CENTER

The primary purpose of the Veterans Resource center is to assist Veterans, Active Duty & Reserve Service members, and dependents in accessing educational benefits and assisting with general college processes from matriculation to graduation.

Through a comprehensive program, the Veterans Resource Center provides academic counseling, assistance with processing veterans benefits, and referrals to campus and community resources. Other services include a computer lab and lounge, basic needs such as snacks and school supplies, and programs and supports to increase success and completion of veteran and other military-connected students.

Veterans Resource Center						
	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Headcount - Veteran	185	158	155	165	168	155
Headcount - Military	36	37	57	51	60	48
Total Headcount	221	195	212	216	228	203
Credit Enrollment - Veteran	543	473	440	458	441	470
Credit Enrollment - Military	78	89	151	135	134	119
Total Credit Enrollment	621	562	591	593	575	589
Credit FTES - Veteran	74.07	65.99	58.1	65.26	60.39	70.93
Credit FTES - Military	11.07	12.44	17.51	17.6	16.58	16.89
Total FTES	85.14	78.43	75.61	82.86	76.97	87.82

Source: Chancellor's Office Data Mart
<https://datamart.cccco.edu/datamart.aspx>

ANALYSIS

Veteran head counts have decreased from pre-Covid, but it appears that numbers are remaining relatively stable. There has been an increase in the military (active duty, Reserve and National Guard) students served.

Certifications of Veterans and Dependents for Education Benefits through the Department of Veterans Affairs (VA) have also struggled through the pandemic, but numbers of veteran certifications appear to be coming back to pre-pandemic numbers. Dependent Chapter 35 certifications have increased. This is likely due to Iraq and Afghanistan veterans from the early 2000s who have become 100% disabled due to their service beginning to have college-age students. It is anticipated that the number of dependents utilizing GI Bill benefits (Chapter 35) will continue to increase over the next few years. With increases in dependent students accessing veteran services, the Office will need to assess if current programming meets the diverse needs of these two groups of students.

GROWTH PROJECTION

Department of Veterans Affairs data projections created in 2018 suggest that there will be an overall decline in the veteran's population across the nation as well as a decrease in veterans who are living in the state of California. By 2035, California is projected to go from the state with the highest population of veterans to the state with the second largest veteran population. The institutional enrollment of veteran students is expected to be proportional to the service area's veteran population.

CHALLENGES

The primary challenges of the Veteran's Resource Center are:

- Acquiring and maintaining accurate, timely, and easily accessible data. Recruiting students into the program as military recruitment shortfalls will likely impact veteran enrollments.

WELCOME CENTER

The primary purposes of the Welcome Center are to serve as the District call center for student support and compile, update, and maintain all information related to District policies, student services resources, and referrals to special programs. The Welcome Center also provides students and visitors with materials and technology to complete steps as outlined by the Student Success and Support Program as well as assists and trains students in developing skills to navigate the District's integrated software program, email system, course management system, and student support services. The Welcome Center also implements other strategies as needed to ease the transition process for new students.

The three components of the Welcome Center are Resource Services and Referrals, Orientation, and Outreach.

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. Services comparable to those provided at the Welcome Center at the Visalia campus are provided at the Hanford Educational Center and Tulare College Center.

Welcome Center Visits				
	Summer 2022	Fall 2022	Spring 2023	Summer 2023
Number of Visits	744	3023	3484	962

ANALYSIS

The number of students who have visited the Welcome Center has continued to increase over the last year.

GROWTH PROJECTION

Services provided by Welcome Center are projected to grow at the same pace as the District enrollment, 2%.

CHALLENGES

- The primary challenges for the Welcome Center are:
- Needing additional support to assist with District events including Giant Days in-person orientation, Preview Nights, Annual HS Partners meeting, STEPS, Dual Enrolment Partners meeting, and to assist with daily supervision of student ambassadors.
 - Optimizing the limited space in the Welcome Center on the Visalia Campus.

HEALTH CENTER

The primary function of Student Health Services is to assist the District’s diverse student population in achieving and maintaining optimal physical, emotional, and mental health so they can achieve their educational and career goals. Primary services include promotion of physical and mental health, prevention and treatment of illness or injury, life coping skills, and communicable disease education and prevention.

The Health Center provides Nurse Practitioner functions, Registered Nurse functions, Mental Health functions, and additional health services.
Nurse Practitioner functions: assessments, physical exams, testing/

treatment of sexually transmitted infections, strep, flu, urinary tract infection, and injury treatment.

Registered Nurse functions: TB tests, immunizations, nurse assessments, blood draws, COVID testing, and contact tracing.

Mental Health functions: counseling, case management, peer support, and training.

Other: N95 mask fitting, presentations, events, and trainings.

Health Center																							
	Visalia						Hanford						Tulare						All Campuses				
Service	2018-19	2019-20	2020-21	2021-22	2022-23		2018-19	2019-20	2020-21	2021-22	2022-23		2018-19	2019-20	2020-21	2021-22	2022-23	2018-19 All Campus Total	2019-20 All Campus Total	2020-21 All Campus Total	2021-22 All Campus Total	2022-23 All Campus Total	
Nursing & Nurse Practitioner Services (includes physicals, STI, strep, flu, UTI, tests and tx)	1795	1860	2067	1,406	2664		97	58	135	28	8		38	46	102	40	22	1930	1964	2,304	1,474	2,694	
Over the counter medications	3,176	3390	2579	2067	313		220	102	122	135	112		220	182	199	102	98	3,616	3674	2,900	2,304	523	
TB tests, immunizations			413	791	1117				4						2			0	0	419	791	1,117	
COVID testing, mask fitting, contact tracing			52	2655	3424				6						10			0	0	68	2,655	3,424	
Mental Health Counseling appointments	1386	1276	748	480	905			31	30	57	85			5	10	23	97	1386	1312	788	560	1,087	
Mental Health intakes & case management			168	163	182					20	14					10	117	0	0	168	193	313	
Mental Health online screenings & tools			306	912	447													0	0	306	912	447	
Mental Health & Health presentations/ events	2528	2195	1475	COVID	1,414			303	182		21			132	117		21	2528	2630	1,774	0	1,456	
Mental Health Trainings (# of staff and students)					450													0	0	0	0	450	
Total	8885	8721	7808	8474	10916		317	494	479	240	240		258	365	440	175	355						
																		9460	9580	8727	8889	11511	
																		9460	9580	8727	8889	11511	

ANALYSIS

Nursing, nurse practitioner, mental health counseling appointments, case management, presentations, health events, and training have increased steadily in recent years. Additionally, the range of services has increased in response to student requests. The demand for physical health/mental health is anticipated to go up, as student enrollment increases and access to medical/mental health care decreases.

GROWTH PROJECTION

Student health services are projected to increase steadily, at least at the rate of District enrollment increase but, more likely, it will increase faster based on current trends.

CHALLENGES

The primary challenges of the Health Center are:

- Maintaining/increasing offerings of comprehensive low/no cost health services to students;
- Maintaining/increasing mental health services to students;
- Improving coordination of support services between Health Center and other student services such as Basic Needs.



FACILITIES MASTER PLAN

CHAPTER 5

Continuous evaluation of District facilities is necessary to maintain effective learning environments. During the last decade, the Visalia, Tulare, and Hanford campuses have experienced significant facility upgrades, including new buildings and extensive renovations. Every project is carefully thought out in a collaborative effort with each user group to ensure the end result meets the intended function of the design. In addition, such projects must also meet the long-term spatial planning needs of each campus and align with the District's mission and goals as provided below. The District shall continue to follow such processes to maintain successful facilities management and long-term master planning efforts.

MISSION STATEMENT

Sequoias Community College District, as a designated Hispanic-Serving Institution, provides excellent, accessible, and equity-minded higher education to our diverse student population, regardless of background. We believe in students achieving their full educational potential and support teaching, student learning, and success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development (Approved by the Board of Trustees on March 10, 2025).

DISTRICT GOAL I.

College of the Sequoias will increase student enrollment relative to population growth and labor market/workforce demands, with an intentional emphasis on underserved populations within our community.

DISTRICT GOAL II.

College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.

DISTRICT GOAL III.

College of the Sequoias will provide equitable academic offerings and student support services in response to the diverse needs of our students.

DISTRICT GOAL IV.

College of the Sequoias will continuously improve policies, practices, and systems to ensure a high quality and affordable education for the community we serve.

DEPARTMENTS

The Facilities Department is responsible for facility planning and construction, maintenance, grounds, custodial, transportation, and warehouse. It also serves as the lead department for any environmental health and safety concerns reported, and conducts routine inspections of all district facilities and emergency safety equipment.

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 Dean of Facilities and Chief of Police co-chair the Facilities/Safety Council, which meets regularly to review facility safety issues on all three campuses.

Technology Services is responsible for maintaining successful infrastructure operations related to network and computing throughout the District. Staff provide technical support for computer, network connection, phone, voicemail, software, classroom multimedia equipment, and various accounts and passwords. The Dean of Technology Services serves as the chair for the Technology Committee, which meets monthly to review technology practices and makes recommendations to District Governance Senate.

FUNDING

Traditionally, renovation projects were primarily made possible by annual state Scheduled Maintenance Special Repairs (SMSR) funds or local bonds. While the state no longer provides annual scheduled maintenance funding, the District has made a conscious, proactive effort to prioritize the investment of surplus and one-time funds into capital improvement projects. This investment enables District facilities and technology staff to meet the life cycle replacement costs of primary equipment and infrastructure. Providing adequate funding to address anticipated repairs and unexpected system failures allows the District to maintain optimal performance levels on all three campuses.

The District has two active local bonds:

- School Facilities Improvement District No. 3 (Tulare) – Measure J 2012 General Obligation Bonds for \$22.8 million (reauthorization of funds from Measure J 2008). Measure J is helping fund the new Applied Technology & Trades Complex at the Tulare campus, which will open its doors to students in January 2025.
- School Facilities Improvement No. 2 (Visalia) – Measure C 2022 General Obligation Bonds for \$95 million. Measure C funds are allocated for the construction of new University Center and Student Union buildings on the Visalia campus. Both projects are scheduled to be completed in fall 2028.

The Board of Trustees approves facility projects annually, as outlined in the District’s Five Year Capital Outlay Plan, which is then submitted to the state for funding consideration. This document provides an overview of existing facility conditions and proposed projects for the Tulare, Hanford, and Visalia campuses. This project list only identifies large scale projects, primarily modernization or new construction project proposals seeking state funding.

SPACE UTILIZATION AND PLANNING STANDARDS

California Community Colleges utilize a cloud-based software called FUSION (Facilities Utilization, Space Inventory Options Net) to inventory spatial data, track condition assessments, and develop cost modeling for maintenance and construction projects. The inventory database includes descriptive data on buildings and rooms at each campus. This information is essential for developing the Five-Year Capital Outlay Plan, planning for capital outlay construction projects, projecting future facility needs, and analyzing space utilization.

Enrollment and program forecasts are applied to a set of standards for each type of space to estimate 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 expressed 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	ASF per station based on TOP code / 85% utilization / 27.5 Hours per week
Offices / Conference Rooms	Assigned square footage per FTE	140 ASF at Visalia 160 ASF at Tulare and Hanford

The above standards will be utilized in the facilities master planning processes to determine appropriate ASF needs by campus.

SPACE INVENTORY

The annual Sequoias Community College District Space Inventory Report is used as the basis for the analysis of space. The tables below include a summary of primary building information, including capacity load categories of space and their respective totals. Sequoias Community College District has numerous modernization and expansion projects under construction that will alter these figures once construction is completed.

District-wide Space Inventory (2024)				
Assignable Square Feet (ASF)	Visalia	Tulare	Hanford	District-wide
Lecture	43,148	8,991	14,043	66,182
Lab	69,787	28,884	5,722	104,393
Office	54,280	8,355	3,283	65,918
Library	39,817	12,366	889	53,072
Instructional Media	55,764	48,854	7,736	112,354
Other	98,143	12,346	9,311	119,800
Totals	360,939	119,796	40,984	521,719

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

District-wide Space Inventory (2024)				
Gross Square Feet (GSF)	Visalia	Tulare	Hanford	District-wide
Totals	494,025	172,146	64,804	730,975

District-wide Space Inventory (2024)				
# of Buildings	Visalia	Tulare	Hanford	District-wide
Totals	44	27	7	78



TECHNOLOGY

Technology is the backbone of District operations. The Hanford, Tulare, and Visalia campuses utilize 10-gigabit single-mode fiber connectivity. Approximately 90% of interior spaces and 65-75% of exterior spaces feature public WiFi access. The District seeks to improve these figures during the next decade. Desktop computers are provided in student computer labs, faculty, and staff offices. Laptop computers are available for student use in tutorial/study areas. Laptop computers, tablets, and iPads are available for faculty and staff for mobile computing needs. In recent years, the District has made significant enhancements to video conferencing and distance education equipment, including the standardization of a HyFlex instructional cart in classrooms and meeting rooms.

The District will continue to provide the support necessary to sustain technological needs for each instructional location. These efforts will be achieved through the standardization of equipment and redundancy of infrastructure. Future upgrade projects include fiber pathway replacement/upgrades and improved internet service provider (ISP) connectivity to all campuses. The District shall also prioritize a greater reliance on WiFi connectivity for District devices.

Annual General Fund budget has been allocated for all necessary technology repair and replacement, which includes a refresh (replacement) cycle for all computer equipment ranging from 3-7 years depending on the manufacturer and type of device. The District also prioritizes the investment of surplus and one-time funds into technology-related capital projects.

HEALTH & SAFETY

With headquarters on the Visalia campus, COS District Police provides 24-hour emergency response for all three campuses. District Police works closely with the Facilities Department and Health Centers on each campus to ensure the safety and well-being of all students and staff.

District Police is responsible for managing key assignments on all campuses. This includes traditional keys, electronic keys, and card access permissions. The Facilities Department is responsible for maintaining door hardware and locksets.

During the past five years, the District has installed nearly 180 surveillance cameras throughout all campuses. Cameras are primarily located in exterior areas and used in a reactive manner. District Police is responsible for operating and maintaining camera equipment. Technology Services provides assistance with networking infrastructure and equipment required to support this system.

All buildings feature intrusion alarms with 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 the incident is immediately communicated to the District Police on-call officer.

In December 2024, the District employed a new full-time Environmental Health and Safety Technician. Reporting to the Manager of Maintenance and Operations, this position is primarily responsible for routine facility and safety equipment inspections, coordination of outside agency inspections, oversight of districtwide fire alarm systems, and responding to any safety-related concerns pertaining to District facilities. This position is also a member of the Facilities/Safety Council.

SCHEDULED MAINTENANCE

For many years, the District relied solely on local bond and state scheduled maintenance funds to perform necessary maintenance repairs on existing facilities. In recent years, the State eliminated scheduled maintenance funding thus placing the burden directly on the District's unrestricted general fund. In response, the District has since made a conscious effort to prioritize the investment of surplus and one-time funds into capital improvement projects district-wide. This effort has enabled the Facilities and Technology Services Departments to responsibly manage and respond to preventative maintenance needs, unexpected infrastructure failures, and life-cycle equipment upgrades. This approach has proven to be very successful given the aesthetics and optimal performance of Visalia facilities. Both departments maintain internal project priority lists and communicate regularly with District administration to confirm funding availability and alignment with the District's short term goals and objectives. Multiple projects are often completed concurrently throughout the year. Projects may be phased or scheduled around the academic calendar depending on the scale or impactful nature of the project.

Projected scheduled maintenance projects include, but are not limited to, the following:

- Roof replacement/repairs
- HVAC/chiller repairs
- Exterior building painting
- Parking lot repairs
- Site concrete repairs
- Electrical infrastructure upgrades
- Water infrastructure upgrades



VISALIA CAMPUS

College of the Sequoias was established in 1938 at its current location in Visalia, CA. The initial development of the campus included four instructional buildings totaling 110,000 square feet. The campus continued to expand its facilities in the 1960s and 1970s. Between 2000 and 2012, the District successfully utilized state funding and local bond funds to add more than 162,000 square feet of instructional and support buildings to the Visalia campus. During this time, adjacent residential properties were acquired to provide opportunities for additional parking and facility expansion. Given the mature campus landscape and age of existing facilities, the District has made significant investments in the proactive maintenance of its facilities and infrastructure. While this remains a top priority, the passage of recent bond measures (state and local) have also introduced exciting opportunities for new construction on the Visalia campus.

NEW CONSTRUCTION

The District recently completed two major construction projects that significantly upgraded the collegiate landscape of the Visalia Campus.

Educational Support Services

Completed during the 2022-23 academic year, the Educational Support Services building features a 21,173 GSF single-story building that provides students with access to general tutorial services, writing center, language lab, math lab and related resources. Two 50+ year old structures were demolished to make room for the new facility. The modern architecture and large volume spaces within establish have set the tone for a fresh new outlook on facility design and construction on the Visalia campus. The project was funded by California Proposition 39 – Measure C (November 2016) and District Capital Projects funds.

Sequoias Stadium

Sequoias Stadium opened the gates in September 2023. Constructed around the existing track and field, the new complex features bleacher seating for 3,000 spectators, press box, video scoreboard/sound system, restroom/concession building, an expansive entry plaza, track resurfacing, and tennis complex upgrades. Football and soccer programs previously played 'home' games at nearby high schools and community recreation fields. The addition of Sequoias Stadium has provided athletic programs with a new 'home' field, while also benefiting student instructional offerings, and increasing community participation on the COS Visalia campus.

Two large-scale construction projects are confirmed to be completed over the next ten years. In November 2022, the District successfully passed local bond Measure C. The \$95M bond will fund the construction of new University Center and Student Union buildings on the Visalia campus.

University Center

The two-story 50,000 GSF University Center will give the District an opportunity to establish partnerships with four-year universities and provide students with immediate access to Bachelor's and Master's Degree programs. The state-of-the-art facility features space for lecture rooms, computer labs, offices, and science labs. The University Center will be constructed near the corner of Mooney Boulevard and Tulare Avenue. The District recently acquired properties on the southeast block bounded by Shady Street and Meadow Avenue and is currently in the process of working with the City of Visalia to abandon both streets in preparation for development. Site demolition and infrastructure upgrades are scheduled to begin in summer 2025. The University Center building is scheduled to open its doors in summer 2028.

Student Union

The two-story 32,000 GSF Student Union will inspire students with a university-like atmosphere that also consolidates primary student services in one building. The first floor will host the Bookstore and Food Services, including four restaurant spaces, a market, and expansive prep kitchen. The second floor will provide office space for Student Activities & Affairs, Student Success Program, Veterans Resource Center, and more. The building will be constructed in the current location of the existing Cedar building and parking lot #2. Site demolition and infrastructure upgrades are scheduled to begin in summer 2025. The Student Union building is scheduled to open its doors in fall 2028. Upon completion, the existing Alta Peak building (cafeteria) will be demolished and replaced with a landscaped plaza.

In November 2022, California voters successfully passed Proposition 2 – a \$9B statewide bond for K-12 and community college facilities. Of the \$9B, a total of \$1.5B has been allocated for community college facility improvement projects. The District has two project proposals at the Chancellor's Office that are currently awaiting consideration for state funding – Performing Arts Modernization (Visalia campus) and Science Building (Hanford campus).

Performing Arts Modernization

The Performing Arts Modernization project entails the replacement of the Sawtooth and Ponderosa buildings. The Ponderosa building will be completely demolished. A majority of the Sawtooth building will be demolished with the exception of the auditorium space, stage/tower, and basement, which will be reconstructed. The 'replacement' building will be built around these areas to create a new two-story standalone performing arts facility. The new facility will provide accessible instructional space for the performing arts department and related programs. The project is currently being considered for funding by the Chancellor's Office with construction potentially occurring from 2028 to 2030.

MODERNIZATIONS

After experiencing significant expansion in the early 2000's, the Visalia campus has since focused much of its facility improvement efforts on interior modernizations. These projects are prioritized based upon predetermined programmatic moves (programs moving from one space to another) or existing spaces exhibiting a critical need for aesthetic and functional upgrades. All modernizations are managed by Facilities Department staff, from conceptual design through the entire construction process. The typical scope of work for a modernization project includes new flooring, paint, lighting, furniture. The status of technology equipment is also upgraded during this process if it aligns with the replacement cycle. Modernization projects are funded by capital project funds.

Projected modernization projects include, but are not limited to, the following:

Lodgepole Modernization

Also referred to as the Learning Resource Center, this building features the Library, Access & Ability Center, classrooms, computer labs, and student study space. The District recently confirmed plans to construct a new Multicultural Center on the first floor. Since the building was constructed in 2000 and has not experienced any recent upgrades, the Facilities Department will utilize this opportunity to perform a phased modernization of the entire facility.

UPHS Modernization

University Prep High School currently leases modular buildings on the west side of the Visalia campus. The charter school will not be renewing its lease and all buildings will be vacated in summer 2027. The District will

modernize these buildings and utilize them for additional instructional space.

Sequoia Modernization

Various student services programs within the Sequoia building will relocate to the new Student Union building. Once vacated, the Facilities Department will modernize each space prior to new tenants moving in. Existing student services programs within the Sequoia building will likely expand into these areas.

Live Oak Modernization

The Live Oak building is currently home to the Fresno State South Valley Campus, a partnership between Fresno State and College of the Sequoias. The Fresno State South Valley Campus will relocate to the new University Center. This building was completely renovated in 2016 to accommodate Fresno State's operations, so only minor improvements are anticipated prior to new tenant occupancy. While programs/services have not been confirmed, the building will provide expanded space for existing District operations.

Giant Forest Modernization

The Bookstore, Student Activities & Affairs office, and student lounge will relocate to the new Student Union building. Once vacated, the Facilities Department will modernize each space prior to new tenants moving in. The District plans to repurpose the Bookstore space as a conference center for large gatherings, with the adjacent warehouse area designated for Maintenance and Operations storage. The Student Activities & Affairs office provides expansion opportunities for current Health Center operations.

Sycamore Modernization

The Student Success Program will relocate to the new Student Union building. Once vacated, the Facilities Department will modernize the first floor of the Sycamore building to create a new centralized office for Technology Services. Technology Services staff are currently located in Sycamore, Wolverton, and Kern buildings.

Wolverton Modernization

Technology Services operations will relocate to the Sycamore building. Once vacated, the Wolverton building will be renovated to support a relocation of existing ancillary services for the Visalia campus.

Blue Oak Modernization

The Blue Oak building currently hosts the Warehouse, Facilities Office, Copy & Mail Services, District Police, and Custodial Services. Existing programs have outgrown the physical confines of each office space. Given the numerous secondary moves associated with the new Student Union building, the District is exploring a suitable relocation for Copy & Mail Services to allow for the expansion of the other departments.

Access Control Door Hardware Retrofit

The Visalia campus features a combination of master key systems that utilize traditional (physical) and electronic keys. The Facilities Department, Technology Services, and District Police are currently testing a new card access system that could retrofit all door hardware on the Visalia campus. The system features cloud-based software, mobile access, and immediate lockdown capabilities. Cost estimates for a campus-wide retrofit are in progress. Implementation would likely be phased over multiple years due to the availability of facilities.

Fire Alarm Infrastructure Upgrades

The Visalia campus features 25 fire alarm panels consisting of different manufacturers, outdated equipment, etc. The District seeks to upgrade and standardize fire alarm equipment on all buildings to improve monitoring and testing capabilities. Cost estimates for a campus-wide retrofit are in progress. Implementation would likely be phased over multiple years due to the availability of facilities.

SUSTAINABILITY

Solar

The Visalia campus features two solar arrays – a 69 kW fixed-tilt rooftop array on the Hospital Rock building (2006) and a 285 kW fixed-tilt carport array in parking lot 7 (2015). The District will be constructing a new 392 kW fixed-tilt carport array in parking lot 7 in summer 2026.

Waste Management

New recycle containers were recently installed in exterior areas around campus. Custodial staff utilize blue liners to distinguish recycled waste and dispose of such waste in designated recycle bins in the campus's primary trash enclosure.

Energy Management System

The Facilities Department utilizes Automated Logic to schedule and monitor HVAC operations. Course schedules and office hours are inputted each semester to effectively provide air conditioning needs only when rooms are scheduled to be occupied. Exterior lighting is also scheduled through this software.

LED Lighting

From 2014-2019, the state provided community colleges with Proposition 39 funds to invest in energy efficiency projects. The five years of funding enabled the District to retrofit all exterior building lighting, site lighting, and numerous building interior spaces with LEDs. The District continues to be proactive with LED conversions when performing scheduled maintenance and modernization projects.

Landscaping

Under the California Green Building Standards Code, new construction projects have introduced drought tolerant landscaping and water efficient irrigation systems. Artificial turf has been installed in outdoor activity areas with heavy foot traffic or dense shade. To further conserve water usage, grounds staff limit winter rye over seeding to designated areas.

EV Charging

The Visalia campus does not currently have designated electric vehicle charging stations. Designated EVC parking spaces will be implemented with the new University Center project.

SUMMARY

The University Center and Student Union buildings will provide adequate space for an expansion of existing institutional operations. While major construction projects are funded by local and state bonds, the Visalia campus will rely heavily upon the District's Resource Allocation process for allotting funds for capital projects to meet the needs of the scheduled maintenance and modernization projects identified above. With the passage of local bonds in 2008 and 2022, the District will want to consider pursuing another bond issuance as it approaches the 2035-2045 decade.

TULARE CAMPUS

The College of the Sequoias Tulare campus is located on 495 acres along the rural eastern edge of the City of Tulare. The full service campus is an educational facility that serves approximately 1,310 Full-Time Equivalent Students 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 campus opened in January 2013 and currently features 27 buildings totaling more than 172,000 GSF. The site has been developed in three primary phases in accordance with the initial facilities master plan.

Phase I

Completed in 2012, Phase I included the initial site development, infrastructure, and construction of three primary instructional buildings totaling more than 101,000 GSF. Primary facilities include:

- Building A: A student services building which houses the library, bookstore, cafeteria, and instructional and administrative support facilities and offices.
- Building B: An instructional building which houses classrooms, labs, and faculty offices.
- Building C: An instructional building which houses a welding lab, classroom, and faculty offices.

Phase III

Also completed in 2012, Phase III included an expansion of primary site infrastructure and the construction of the Livestock Complex, Ornamental Horticulture Complex, and Maintenance & Operations facilities. This phase added 23 new structures totaling more than 71,000 GSF to the campus. Primary facilities include:

- Livestock Complex: Features 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 Pavilion show barn. Equine facilities include an open arena, a hot walker and round pen, and equine and stud barns.
- Ornamental Horticulture Complex: A gated complex that includes a retail nursery, shade houses and greenhouses, and equipment storage. The Tulare College Center farms about 320 acres, providing opportunities for instruction while also creating a source of revenue to support the agriculture education program.

The Tulare campus has identified approximately 120 acres of land designated for current and future expansion of instructional buildings.

NEW CONSTRUCTION

In November 2008, the District successfully passed local bond Measure J in the amount of \$60M. The District successfully sold two bond series totaling \$38M to fund construction Phases I and III. Upon completion, the remaining \$22.8M was not available for issuance due to declining property values. In 2022, the District reassessed property values and successfully sold the final bond series to construct Phase II.

Phase II – Applied Technology and Trades Complex

The nearly 60,000 GSF complex will include three new buildings (D, E, and F) that adjoin Building C (Welding Technology). It also will include a two-acre outdoor education area for outdoor teaching projects, student events, and industry partner activities for all COS career technical education programs. Applied technology and skilled trades programs to be housed in these new facilities include Agricultural Technology, Automotive Technology, Construction Technology, Environmental Control Technology (HVAC), Electrician Training, Industrial Maintenance, and Industrial Automation. The project was completed and instruction began in fall of 2024.

Any future facilities expansion at the Tulare campus must 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

MODERNIZATIONS

Upon completion of Phase II – Applied Technology and Trades Complex, the Tulare campus will focus much of its facility improvement efforts on interior modernizations. Spaces will be evaluated as needed to meet the opportunistic needs of the evolving campus. Modernization projects are funded by capital project funds.

Projected modernization projects include, but are not limited to, the following:

Student Store/Plaza Modernization

The Student Store is located on the first floor of Building A. The 2,000 SF space was initially designed to serve as a bookstore with limited retail food options. Due to increased enrollment and recent facility growth, the campus has experienced an increased need for food services offerings. The District plans to remodel the Student Store to provide a full-service kitchen to support on-site meal preparation. In addition, an exterior entrance will be created along the south wall to provide connectivity to a new exterior plaza. Featuring various site furniture and landscaping elements, the plaza will provide students and staff with a centralized outdoor gathering space.

Access Control Door Hardware Retrofit

The Tulare campus features electronic keys. However, this technology has been problematic due to excessive dust caused by the rural campus setting. The Facilities Department, Technology Services, and District Police are currently testing a new cloud-based card access system that could retrofit all door hardware on the Tulare campus. Cost estimates for a campus-wide retrofit are in progress. Implementation would likely be phased over the span of one year due to the availability of facilities.

SUSTAINABILITY

Solar

The Tulare campus features two solar arrays – a 633 kW ground mounted tracker system south of the Applied Technology and Trades Complex (2015) and a 282 kW fixed-tilt carport array in parking lot 3 (2024). Waste Management. New recycle containers were recently installed in exterior areas around campus. Custodial staff utilize blue liners to distinguish recycled waste and dispose of such waste in designated recycle bins in the campus's primary trash enclosure.

Energy Management System

The Facilities Department utilizes Automated Logic to schedule and monitor HVAC operations. Course schedules and office hours are inputted each semester to effectively provide air conditioning needs only when rooms are scheduled to be occupied. Exterior lighting is also scheduled through this software.

LED Lighting

From 2014-2019, the state provided community colleges with Proposition 39 funds to invest in energy efficiency projects. The five years of funding enabled the District to retrofit all exterior building lighting, site lighting, and numerous building interior spaces with LEDs. The District continues to be proactive with LED conversions when performing scheduled maintenance and modernization projects.

Landscaping

Under the California Green Building Standards Code, new construction projects have introduced drought tolerant landscaping and water efficient irrigation systems. To further conserve water usage, grounds staff limit winter rye over seeding to designated areas. In partnership with the Facilities Department, the Plant Sciences classes utilize various turf and landscape areas throughout the year to provide students with hands on experience related to landscape and irrigation management.

EV Charging

Designated electric vehicle charging stations are provided in parking lot 1. The District is exploring opportunities to provide additional spaces in the near future.

SUMMARY

The Applied Technology and Trades Complex and aforementioned modernization projects will provide the Tulare Campus with the facility resources necessary to meet the District's mission and goals and the student education needs of the area it serves.

Similar to the Visalia campus, the Tulare campus will rely heavily upon the District's Resource Allocation process for allotting funds for capital projects to meet the needs of the scheduled maintenance and modernization projects identified above. With the reauthorization of local bond funds in 2022, the District will want to consider pursuing another bond issuance as it approaches the 2035-2045 decade.

HANFORD CAMPUS

After successfully passing local bond Measure C (\$22M) in 2006, the College of the Sequoias Hanford campus established itself in a permanent location along the western edge of the City of Hanford. The overall site consists of 180 acres of jointly owned land that also houses Sierra Pacific High School (Hanford Joint Union High School District) and City of Hanford athletics facilities. The campus opened in fall 2010 with one 12,000 GSF facility that included space for offices, classrooms, and an industrial maintenance lab. In 2010, four more buildings were constructed, adding more than 43,000 GSF of expanded instructional space, offices, and physical plant operations. During the last decade, the campus has constructed a 3,800 GSF classroom modular building, 5,000 GSF outdoor pavilion with amphitheater seating, and an expansive plaza with landscaping.

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 three anchor Career Technical Education programs at the Hanford Educational Center are the Fire, Police and Paramedic 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.

The campus currently serves 1,070 annual FTES and with projected growth, it will reach 1,275 FTES by 2035. This growth will create a need for additional classroom and lab space within the next decade.

NEW CONSTRUCTION

One large-scale construction project is projected to be completed over the next ten years. The District anticipates possible future funding from the state, in combination with local matching funds, for the construction of a new instructional building.

Science Building

The proposed two-story 54,000 GSF Science Building will feature state of the art science labs with adjacent prep rooms, classrooms, computer labs, and expansive office space for faculty and staff. The building would be located along the southeast portion of the central quad circle. 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 Hanford campus must 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

MODERNIZATIONS

Due to space limitations, the District must consistently analyze the effectiveness of space utilization on the Hanford campus. Spaces will be evaluated as needed to meet the opportunistic needs of the evolving campus. Modernization projects are funded by capital project funds. Projected modernization projects include, but are not limited to, the following:

Food Services

It is recommended that the District create a plan for accommodating increased food services offerings. 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 services 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.

Public Safety Training Center

The District is currently working with Hanford staff to ascertain the needs for future expansion of the programs accommodated in the Public Safety Training Center. Funding sources will be the same as mentioned under the new construction section.

SUSTAINABILITY

Solar

The Hanford campus features one solar array – a 300 fixed-tilt carport array in parking lot 2 (2023).

Waste Management

New recycle containers were recently installed in exterior areas around campus. Custodial staff utilize blue liners to distinguish recycled waste and dispose of such waste in designated recycle bins in the campus's primary trash enclosure.

Energy Management System

The Facilities Department utilizes Automated Logic to schedule and monitor HVAC operations. Course schedules and office hours are inputted each semester to effectively provide air conditioning needs only when rooms are scheduled to be occupied. Exterior lighting is also scheduled through this software.

LED Lighting

From 2014-2019, the state provided community colleges with Proposition 39 funds to invest in energy efficiency projects. The five years of funding enabled the District to retrofit all exterior building lighting, site lighting, and numerous building interior spaces with LEDs. The District continues to be proactive with LED conversions when performing scheduled maintenance and modernization projects.

Landscaping

Under the California Green Building Standards Code, new construction projects have introduced drought tolerant landscaping and water efficient irrigation systems. 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.

EV Charging

Designated electric vehicle charging stations are provided in parking lot 1. The District is exploring opportunities to provide additional spaces in the near future.

SUMMARY

The Hanford Campus currently meets the District's mission and goals and the student education needs. With new construction of a Science Building, potential expansion of public safety training facilities, and miscellaneous modernization projects, the College of the Sequoias Hanford campus will be well equipped to meet the needs of the area it serves.

Similar to the Visalia campus, the Hanford campus will rely heavily upon the District's Resource Allocation process for allotting funds for capital projects to meet the needs of the scheduled maintenance and modernization projects identified above.

