



College of the Sequoias


Educational Master Plan 2005-2006

Blueprint for the Future

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Educational Master Plan

2005 - 2006

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The College's Mission focuses on transfer, certificate programs, and developing the basic skills needed to succeed in college. To that end, those programs which help students transfer and are in high demand need to be expanded. Since growth allows increased student access while at the same time maximizing state funding, COS will increase opportunities for students to enroll in the following transfer programs:

- English
- Mathematics
- Science
- Social Sciences
- Physical Education

College of the Sequoias must also increase opportunities for training in the following occupational areas, some of which may ultimately lead to transfer options:

- Police Academy
- Fire Technology
- Nursing
- Administration of Justice/Corrections
- Child Development

College of the Sequoias must increase support opportunities for students to develop basic skills by expanding its programs in:

- College Prep/Basic Skills
- Human Development
- Tutoring

Changing student demographics and occupational opportunities require that the College review all programs and services to maximize its resources. As part of that review, College of the Sequoias will monitor programs and courses where demand is decreasing

Part of the COS Mission is to be a comprehensive, student-centered community college. Some programs are historically low enrolled. While efforts will be made to expand and strengthen these programs, the College reaffirms their importance as vehicles in reaching out to both students and the community. Where demand is low, the District will also continue to seek ways to partner with four-year colleges and universities, as well as with other community colleges, to expand transfer and vocational opportunities for our students.

The current physical plant in Visalia will not accommodate unlimited growth. Even with the purchase of the lots between Laurel and Tulare Avenues and the subsequent southern expansion of the campus, the Visalia campus growth potential remains limited. Consequently, the District has planned for expansion in both Tulare and Hanford. Land has been purchased in these cities for expansion. The site in Tulare has already been approved for Center status by the Chancellor's office. As the District examines how to fund expansion of these two sites, it must identify resources to support programs in each area.

Several occupational areas and outreach opportunities have the potential to increase student access as well as the ability of COS to advance the economic growth and global competitiveness of businesses within our District. The College must examine growth opportunities in the following areas:

- Paramedic
- Operating Room Technician
- Occupational Therapy Assistant
- Medical Assistant
- College Prep
- Sustainable Agriculture
- Distance Education/Online Courses
- Men's Soccer
- Wrestling
- Economic Development
- Community Education

Educational Anchor Programs for the Various District Locations

Anchor programs are those programs that will maintain the operation of a complete campus by generating the needed FTES. It is understood that as long as there is a fully accredited individual campus, a general education program needs to be offered at each site. There are anchor programs that would not be feasible (due to cost) to duplicate on another campus in the same district.

Visalia

- General Education – AA and Transfer

General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.

- Business

Business programs will continue to be anchored in Visalia. Some computer and general Business classes will be offered at other District locations, but the Division will remain headquartered in Visalia. Resource implications include not only facilities and staff, but significant investment in equipment.

- Child Development/Consumer Family Studies (CDC in Visalia)

The field of child development is one of the fastest growing in the area. While some Child Development, Nutrition, and Consumer/Family Studies classes will be offered at other sites, the lab classes will remain in Visalia. For instance, those classes which require that students work in the Child Development Center as part of their lab experience will remain in Visalia. Likewise, the Foods Lab will stay in Visalia. Resource implications include not only facilities and staff, but also specialized equipment.

- Nursing

Demand for nurses has increased dramatically throughout the state. The District has formed many partnerships with local health care providers to facilitate the recruitment and training of nurses. While nursing and other health science classes may be offered at other District locations, the program will be headquartered in Visalia.

- Sports (six men's and six women's sports)

The current Athletic program in Visalia will continue. The decrease of open, green space on the Visalia campus, however, will create the need to move additional sports to Tulare. Resource implications include not only facilities and staff, but also specialized equipment.

- Fine Arts

The drama, theater, music, and fine arts program will remain in Visalia where current facilities accommodate these offerings. Resource implications include not only facilities and staff, but also some specialized equipment.

Tulare

- General Education

General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.

- Agriculture Program/Welding

The Agriculture program will be the anchor for the new Tulare campus. Related courses from the Industry and Technology Division will be transferred to Tulare so students can access instruction for certificates and degrees. The resource implications are particularly significant with regard to facilities and specialized equipment, as well as staff.

- Automotive Technology

The Automotive Technology program is currently housed in outdated facilities on the Visalia campus. Since there is on-going demand for training in this area, the program will be moved to Tulare where state of the art facilities will be built and the specialized equipment which is needed for instruction will be located.

- Architecture

The Architecture program is currently located in Visalia. It has potential for growth. Since there is interaction with other vocational training programs, Architecture offerings will be moved to Tulare also. Resource implications include not only facilities and staff, but also specialized equipment.

- Construction Technology

As the Tulare campus evolves, it will become home to major vocational offerings. Since both the housing and commercial markets are expanding rapidly throughout the District, there is a great demand for students with construction skills. For many years, students built a new home each year on the COS campus. Once the home was sold, it was moved to its permanent location. In recent years, however, the homes have been constructed on their actual homesite. Therefore, resource implications are primarily for staff.

- Sports (four men's and four women's sports)

The size of the Tulare campus allows for the expansion of sports opportunities.

Hanford

- General Education

General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.

- Public Safety Training (Police, Fire, Corrections)

The Police Academy is currently located in Visalia. While classroom instruction takes place primarily on campus, the Academy is forced to go off campus for specialized training. This is inefficient and costly in terms of lost time and financial resources. The Police Academy will be consolidated in state of the art facilities in Hanford. The Fire Academy currently offers the bulk of its classes at various sites in Hanford. Consolidating police and fire academies into a Public Safety training center in Hanford will attract recruits from throughout the area at a facility designed specifically to meet their needs. Resource implications include not only facilities and staff, but also specialized equipment.

- Administration of Justice

Because the Administration of Justice program is so closely related to Public Safety training, it will be headquartered in Hanford. Resource implications include primarily facilities and staff. Many of these courses fit under the category of General Education also; therefore, they may be offered at all District sites.

- Industrial Maintenance Technology

The need for vocational training in Maintenance Technology is strong throughout the District. This program will form the anchor for vocational training opportunities at the Hanford Center in Kings County.

INTRODUCTION: PLANNING AT COLLEGE OF THE SEQUIOIAS

For the past decade College of the Sequoias has produced an Institutional Master Plan each year. The Educational Master Plan and Facilities Plan have been part of that plan. However, in 2000 one of the recommendations from the visiting WASC Accreditation Team was that COS needed to “*coordinate and integrate the various college planning processes and develop a comprehensive educational master plan.*”

With the goal of revamping the format of its *Educational Master Plan* in mind, the Institutional Planning Committee of College Council has identified the critical elements of the planning process. They include:

- Program Review Reports
- Institutional Performance Indicators
- External Evaluation Reports
- Student Equity and Matriculation reports

In addition, College of the Sequoias has sought to understand better the nature and purpose of an *Educational Master Plan*. The Institutional Planning Committee uses the Research and Planning (RP) Group of California Community Colleges as its resource for issues related to planning. The RP Group defines an *Educational Master Plan* as:

“**Educational Master Plans** are institution wide plans which project the anticipated changes in the institution’s instructional programs, including growth, decline, and new programs. Such plans address the source of the need for such changes and lay out the resources which must be acquired to make those changes, including personnel, facilities, equipment, instructional support, and student services. **Educational Master Plans** are detailed and concrete, specifying the objectives, activities, and timeline for the programmatic changes. Such plans are required by Title 5 § 55401-405.

Educational Master Plans are also required as part of the application process for district use of Capital Outlay Funds.”

The main focus of *Educational Master Plans*, therefore, is on change: changes which are needed to help the institution better meet the challenges set forth in its Mission. The RP Group also recommends using a circular process (detailed on the next page) which involves planning, implementation, and evaluation elements. The process is circular because outcomes from the evaluation phase are used to inform the development of plans. The ability to change, to create new plans and implement strategies, is key to an effective planning process.

This *Educational Master Plan* synthesizes information collected from:

- Program Review Reports and annual updates;
- Information relevant to data about our changing student demographics and workforce needs; and
- Legal mandates at the state and federal level as well as information from other institutional planning documents.

College of the Sequoias has developed this *Educational Master Plan* based on several assumptions. These assumptions include:

- Enrollment growth is key not only to maintaining current funding, but also increasing opportunities for additional funding in the future.
- Expansion in Hanford and Tulare is necessary to relieve the pressures on the Visalia campus. The Visalia campus can expand only to a limited extent.
- Funds for expansion which are available from the state must be matched by local revenue.

PLANNING, IMPLEMENTATION, EVALUATION (PIE)

The Institutional Planning Committee has developed the following graphic to help the College understand the cyclical nature of the planning process. Planning should never occur in isolation. *Planning* (P) should lead to action, which is *implemented* (I) and which, in turn,

must be *evaluated* (E). Once the evaluation is complete, new goals and objectives are developed, which in turn are implemented and evaluated.

Evaluation:

How Well Did We Do What We Said We'd Do? What New Goals/Objectives Are Needed?

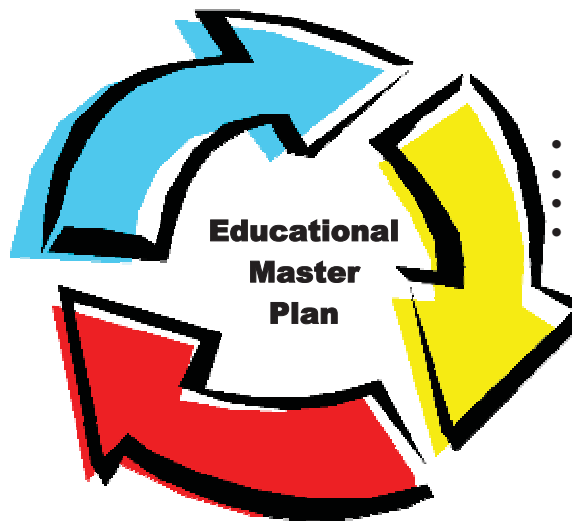
- Analyze and interpret data
- FTES/Budget/Staffing
- Assess extent to which institutional goals and objectives have been completed
- Prepare documentation for external evaluations and audits
- Develop and distribute instruments to generate feedback
- Prepare internal Program Reviews and analyze results
- Analyze student learning outcomes on course, program, and institutional levels

Planning:

What Do We Say We're Doing?

*During this phase, we use our **VISION, MISSION, and PHILOSOPHY**, as well as recommendations from the previous accreditation visit, to develop a set of goals and strategies. These plans focus on:*

- FTES/Budget/Staffing
- Institutional Performance Indicators: (Access, Successful Course Completion, Basic Skills Improvement, Degree & Certificate Completion, Transfer-prepared, Transfer, Workforce Development, Staff Composition, FTES/WSCH & Load)
- Facilities
- Matriculation, Student Equity, Technology.
- State Accountability (AB 1417) Criteria
- Student Learning Outcomes



Implementation:

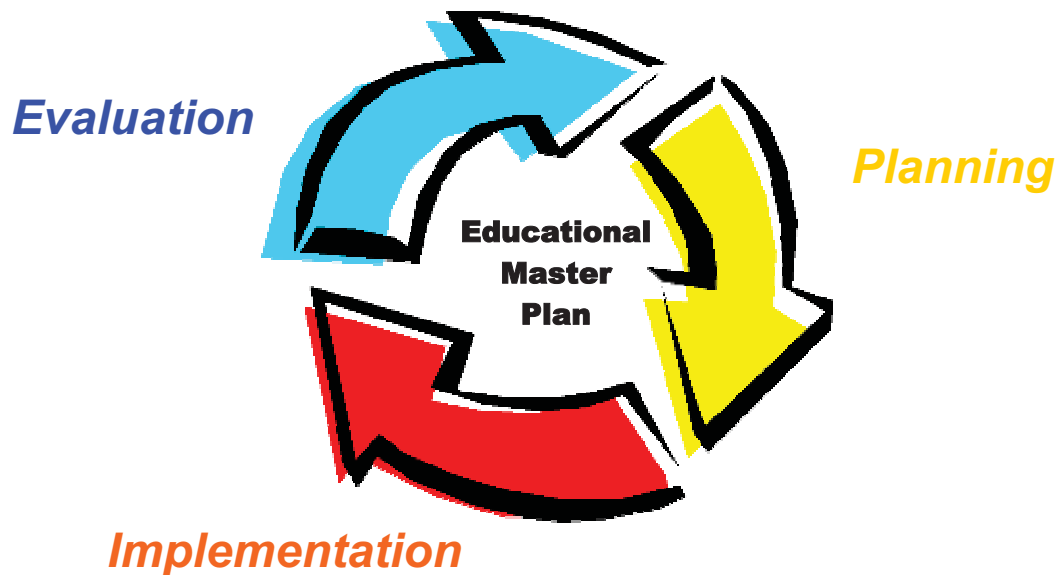
What Do We Do?

During this phase, an individual or a group is responsible for implementing the plans and strategies which were previously developed. Often a timeline for completion is developed.

- Curriculum is developed and revised.
- Accreditation Recommendations and institutional goals are accomplished.
- Divisions and service areas document progress in Program Review.

PLANNING IN THE PAST

What current and past factors influence our future?



VISION, PHILOSOPHY, MISSION

Our institutional *Vision, Philosophy, and Mission* form the foundation for our College's identity and for the development of institutional goals and objectives.

COS VISION STATEMENT

College of the Sequoias, through a shared commitment to excellence in education, will prepare students for productive work, lifelong learning, and community involvement in our diverse global society. *(Adopted April 19, 1999, by Board of Trustees.)*

COS PHILOSOPHY

The Philosophy of the College of the Sequoias is based upon a belief that all individuals are innately valuable and entitled to develop their full potential; that a healthy and vigorous society benefits from an informed appreciation of the cultural, racial and socio-economic variations among its members; that a democracy depends upon a critical, questioning and informed citizenry, and that through its programs the college serves the individual, the community and society. *(Adopted April 19, 1999, by Board of Trustees.)*

COS MISSION

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

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

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

Therefore, our mission focuses on preparing students for productive work, lifelong learning, and community involvement. *(Adopted March 20, 2001, by Board of Trustees)*

If the College's Mission is to be more than words printed on the page, it should be obvious to even the casual observer how the institution achieves its mission. At College of the Sequoias, we believe that the Mission is reflected in our planning documents, accomplished through our programs and services, and measured by Program Review, external accreditors, and institutional performance indicators.

**Planning, Implementation, Evaluation:
Turning Mission Into Action**

<u>PLANNING</u> <i>IF THE MISSION STATEMENT DECLARES THAT COS ...</i>	<u>IMPLEMENTATION</u> <i>THEN COS WILL ...</i>	<u>EVALUATION</u> <i>AND EVIDENCE SHOULD EXIST TO GAUGE OUR SUCCESS.</i>
Is a comprehensive, student-centered community college...	Offer programs and services designed to help students achieve their educational objectives.	Access to educational programs should reflect District's adult population.
Is dedicated to enhancing our diverse educational and cultural campus environment...	Provide opportunities for students and staff to contribute to a campus environment which honors diversity.	Gender and ethnicity of our staff and student populations should reflect that diversity.
Affirms that our mission is to help students achieve their transfer and/or occupational objectives...	Provide programs and services for students to transfer and to gain immediate employment through occupational training: entry-level trades, professions, industry, etc.	Students should complete transfer to four-year colleges and universities, should be transfer prepared, or should earn their degrees and certificates.
(Affirms that our mission is to) advance the economic growth and global competitiveness of business and industry within our region...	Prepare students who will advance the economic growth of our region and the ability of business and industry to compete globally.	Students should successfully complete apprenticeship, advanced level, and introductory vocational courses.
Is committed to supporting students' development of basic skills...	Provide curriculum at the precollegiate level and support services for students to succeed.	Students should successfully complete coursework one level above their prior basic skills enrollment.
(Is committed) to providing self-supporting community education classes, contract education and training and related student services...	Reach out to the business community to identify their needs and to offer programs to meet those needs.	Access will be increased and support will allow students to successfully complete their courses.
Focuses on preparing students for productive work, lifelong learning, and community involvement...	Provide opportunities for students to learn new skills or upgrade existing skills throughout their lives.	Students will successfully complete courses which allow them to meet their academic goals.

Accreditation and Fiscal Health Analysis Recommendations

As we have developed this *Educational Master Plan*, we have taken into consideration other planning documents, including our institutional goals, student equity plan, and recommendations from various accrediting agencies, including WASC and the Bureau of Registered Nursing. These documents identify resources which are needed and are used to create the institution's Facilities Master Plan.

For instance, the College used the recommendations from our last accreditation visit to guide institutional goals and strategies. After the 2000 WASC accreditation visit, College of the Sequoias received notification of its reaffirmation of accreditation with the following recommendations:

1. Coordinate and integrate the various college planning processes and develop a comprehensive educational master plan.
2. Place greater focus on institutional outcomes assessment, in particular student-learning outcomes, as they relate to institutional effectiveness and accountability. Campus leaders from all constituency groups need to take proactive efforts in this area.
3. Review the faculty evaluation process, including tenure review of faculty, and implement appropriate changes with all due speed.
4. Demonstrate that issues of staff diversity in hiring and training are major priorities, and commit appropriate attention and resources to affect change.
5. Further develop and refine the budget development process to ensure that the college community understand the process, particularly pathways for funding requests and approvals, and that appropriate levels of user-friendly financial information are communicated to members of the college community.

It is also recommended that the budget development process be streamlined by reducing the number of procedural junctions where submittals, reviews, revisions, and recommendations begin and end. In addition, it is recommended that the college further develop linkages between planning and budgeting processes.

6. Communicate more proactively and publicly Governing Board actions in relationship to revision of policies, and the processes and outcomes of their self-evaluation and the evaluation of the superintendent/president.
7. Review the participatory governance structure comprised of the College Council and the extensive number of committees. The focus of this review should be on streamlining and simplifying the process to facilitate more direct access and communication between constituent groups and the superintendent/president.

The College also developed a *Strategic Plan* in spring 2002, using input from both campus constituencies and representatives from the community. In the fall of 2002, consultants from **School Services of California** visited the campus to evaluate the College's fiscal practices. Their report, *Fiscal Health Analysis and Evaluation of Internal Controls*, was delivered to the College in January 2003.

Based on the recommendations included in all these documents, College of the Sequoias identified six key goals for 2003 - 2006. Specific strategies were identified for each goal and a timeline for focus was developed. The following pages identify those goals and strategies. After each strategy, the source document for the strategy is identified in *parentheses*. The checkmark (✓) in the right hand column indicates the year for which the strategy is to be a target for our attention.

Institutional Goals (2003 – 2006)

Goal 1: College of the Sequoias will address all aspects of diversity in its operations.			
	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
1. The College will make access to its educational programs a major priority. <i>(Strategic Plan)</i>	✓		
2. The College will examine exemplary models for staff diversity training, identify those which are appropriate for College of the Sequoias, and develop a plan for implementing the identified strategies. <i>(Accreditation Recommendation and Standards)</i>	✓		

Goal 2: College of the Sequoias will operate efficiently and effectively and will ensure the accountability of programs, services, and processes.			
	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
1. The College will explore methods of streamlining the process of offering updated curriculum so that it can be more responsive to industry needs. <i>(Strategic Plan)</i>	✓		
2. The Budget Office will have a technical process to build the preliminary budget. <i>(Fiscal Health Analysis)</i>		✓	
3. The College will incorporate current priorities, updated costs, and changes in level of effort in department base budgets as budget managers are reviewing and submitting their base budgets. <i>(Fiscal Health Analysis)</i>		✓	
4. The College's Budget Office will prepare multi-year projections that are modified several times during the year and formalized in the overall budget review process. <i>(Fiscal Health Analysis)</i>	✓		
5. The College will provide greater control over fiscal operations. <i>(Fiscal Health Analysis)</i>	✓		
6. The College will work to increase the level of weekly student contact hours per full-time equivalent faculty member (WSCH/FTEF). <i>(Fiscal Health Analysis)</i>		✓	
7. The College will work to develop a plan to restore the general fund ending balance to meet state and Board minimums. <i>(Fiscal Health Analysis)</i>	✓		

Goal 3: College of the Sequoias will promote dialog among its internal and external constituencies to develop the best use of fiscal resources for personnel, programs, and facilities and services.

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
1. Communications will be strengthened in all areas, both on and off-campus. Greater information sharing and more clearly defined College performance expectations will encourage collaboration. <i>(Strategic Plan)</i>	✓		
2. The College will strengthen existing partnerships to help the College achieve its future growth goals. <i>(Strategic Plan)</i>	✓		
3. COS will find ways to share resources by increasing the number and variety of partnerships with other organizations to meet the complex and changing demands of the marketplace. <i>(Strategic Plan)</i>	✓		
4. The College will develop marketing strategies to share with the community the many ways the College adds to the economic well being of the District by providing direct educational services to students. <i>(Strategic Plan)</i>	✓		
5. The College will seek to understand better efforts which are being made at various levels to improve students' basic skills levels by increasing articulation both with the K-12 system and four-year institutions. <i>(Strategic Plan)</i>	✓		
6. The College will expand working relationships with area employers and with forward-thinking regional organizations which understand the needs of their employees and the customers they serve. <i>(Strategic Plan)</i>	✓		
7. The Superintendent/President and management will develop budget assumptions before submitting them to the Board of Trustees for consideration. Once approved, the assumptions will be communicated to major stakeholders, including the community and faculty and staff leadership. <i>(Fiscal Health Analysis)</i>	✓		
8. The College will budget for staffing augmentations according to projected FTES, at a stated productivity rate, while meeting its full-time faculty obligation. <i>(Fiscal Health Analysis)</i>			✓

Goal 4: College of the Sequoias will provide the highest level of service to our students by identifying and implementing effective practices for faculty/staff career development and training.

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
1. Faculty staff development opportunities will include a focus on current, relevant research strategies that enhance student success. <i>(Strategic Plan)</i>	✓		
2. Teaching and learning requires knowledge and skills in technology which will be integrated into all parts of instruction. <i>(Strategic Plan)</i>	✓		

Goal 5: College of the Sequoias will provide programs and services to facilitate student success in meeting their goals as verified through measurable outcomes.

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
1. COS will give greater attention to cultivating innovation and excellence in the classroom and other activities that are central to the College's mission. <i>(Strategic Plan)</i>	✓		
2. The College needs to examine components of exemplary basic skills/remedial education programs at other community colleges. <i>(Strategic Plan)</i>	✓		
3. The College will examine a Freshman Experience course, one which provides an extended orientation class for students who have either failed a basic skills course or who have other high-risk characteristics. <i>(Strategic Plan)</i>	✓		
4. The College will identify students in academic difficulty early in the semester so that it can provide intervention strategies which increase the chances of the student's success. <i>(Strategic Plan)</i>	✓		
5. Specific strategies for using both formative and summative student evaluations will be identified to improve retention. <i>(Strategic Plan)</i>	✓		
6. The College will promote the interdisciplinary teaching approach that encourages students to deeply explore topics in a supportive atmosphere where faculty and students work collaboratively. <i>(Strategic Plan)</i>	✓		

Goal 5: College of the Sequoias will provide programs and services to facilitate student success in meeting their goals as verified through measurable outcomes.

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
7. The College will examine distance education programming to serve the community better. <i>(Strategic Plan)</i>	✓		
8. The College will review and expand its budget calendar to include increased communication of the January Governor's budget and preparation of a multi-year financial projection. <i>(Fiscal Health Analysis)</i>	✓		
9. The College will review its strategic planning and goal setting processes to ensure that planning is completed in time for inclusion in the budget for the following year. <i>(Fiscal Health Analysis: Strategic Planning and Goal Setting: Low)</i>	✓		
10. The College will take affirmative measures to identify the educational needs of the community in order to attract sufficient students. <i>(Fiscal Health Analysis)</i>		✓	
11. The Curriculum Committee will develop a time line for inclusion of student-learning outcomes in course outlines. <i>(Accreditation Standards)</i>	✓		

Goal 6: College of the Sequoias will allocate its financial resources to achieve institutional goals.

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
1. COS will examine closely the financial resources it will need to meet its future growth requirements and where these resources will come from. <i>(Strategic Plan)</i>	✓		
2. COS will remain competitive in its marketplace by applying opportunity-centered thinking in all areas. <i>(Strategic Plan)</i>	✓		
3. COS will set clear priorities for itself, ensuring that its resources are focused on those opportunities that contribute the most to the College's ability to achieve its vision, mission, and goals. <i>(Strategic Plan)</i>	✓		
4. The College will become much more aggressive about external grants, contracts, and other revenue sources. <i>(Strategic Plan)</i>	✓		

Goal 6: College of the Sequoias will allocate its financial resources to achieve institutional goals.

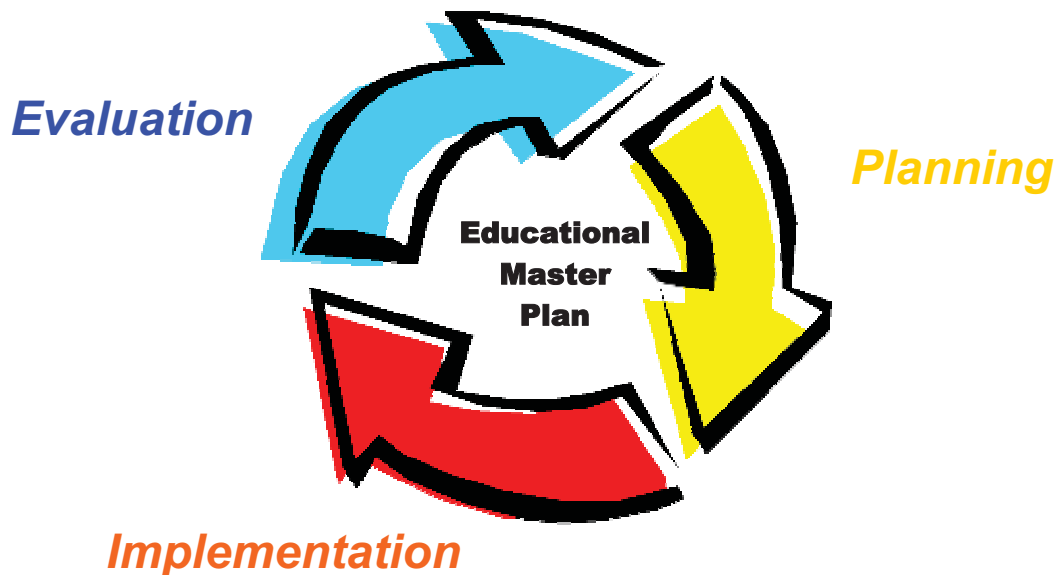
	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
5. A conscious and systematic effort will be made to evaluate and improve technology on an on-going basis. This includes committing to the “total cost of ownership” model and examining partnerships with the private sector. It also includes providing opportunities for staff and students to stay current with the latest technology tools. (<i>Strategic Plan</i>)	✓		
6. The College will create an Economic Development Innovation Center that becomes the focal point for the College’s economic development activities and also fosters innovation both on and off-campus in the areas of workforce development and economic development. (<i>Strategic Plan</i>)			✓
7. The College will create a full-time Director or Vice-President of Workforce and Economic Development to give leadership and coordination to the College’s many workforce development activities and its emerging economic development services. (<i>Strategic Plan</i>)			✓
8. The College will develop a comprehensive facilities master plan based on updating its mission, goals, and related long-range Educational Master Plan. (<i>Fiscal Health Analysis</i>)	✓		
9. The College will create a facilities planning committee to identify and prioritize short-term and long-term goals and projects. (<i>Fiscal Health Analysis</i>)	✓		
10. The College will develop a new facilities master plan consistent with the College’s long-range educational master plan and recommendations from the facilities planning committee. (<i>Fiscal Health Analysis</i>)	✓		
11. The College will prepare an annual capital facilities budget to fund the projects and work to be completed each year as identified in the facilities master plan. (<i>Fiscal Health Analysis</i>)			✓
12. The College will begin to plan and arrange its financing strategies, including the use of certificates of participation, local bonds, and state facilities funds. (<i>Fiscal Health Analysis</i>)	✓		
13. The College will adopt a program maintenance plan and a comprehensive work order system. (<i>Fiscal Health Analysis</i>)	✓		

Goal 6: College of the Sequoias will allocate its financial resources to achieve institutional goals.

	Focus of Attention 2003-2004	Focus of Attention 2004-2005	Focus of Attention 2005-2006
14. The College will assess the implementation process for the Banner financial, budget, and personnel/payroll systems and apply the lessons learned to the implementation of the student system. (<i>Fiscal Health Analysis</i>)	✓		

College of the Sequoias also must take into consideration federal and state mandates. Federal rules and regulations, for instance, govern financial aid and grants from the Department of Education. Likewise, state legislation regulates issues such as full-time to part-time teaching ratios and total percentage of the institution's budget allocated for instructional costs. Planning must take into consideration these mandates.

IMPLEMENTATION:
**How are Academic Services,
Student Services, and
Administrative Services working
toward achieving the
institution's mission?**



Current Degree and Certificate Programs

This snapshot of degree and certificate programs offers an overview of some of the ways the College has implemented its Mission. Students may earn certificates in a wide variety of disciplines and/or can transfer to four-year colleges and universities.

Number of Certificate Programs **79**

Number of Associate Degree Programs **63**

Alphabetical Listing of All Certificates and Degree Programs By Division

Name of Major/Certificate	Certificate Units	AA/AS
Agriculture		
Agriculture Business Management	30	AS
Agriculture Enterprise-Alfalfa	7	
Agriculture Enterprise-Corn	7	
Agriculture Enterprise-Cotton	9	
Agricultural Pest Management	30	
Agricultural Power Equipment Technology	17	
Agricultural Science Education	30	AS
Agricultural Technology	30	AS
Animal Science	30	AS
California Dairy Products Training Institute	15	
Dairy Science	30	AS
Equine Science	30	
Floral Technology	30	
Landscape Design	30	
Landscape Management	30	AS
Nursery Management	30	AS
Ornamental Horticulture	30	AS
Plant Science and Industry	30	AS
Veterinary Technician	17	
Business		
Accounting	32-34	AS
Administrative Assistant	30	AS
Business (General)	30	AS
Business Management		AS
Computer Applications	30	
Computer/Information Systems	30	AS
Computer Web Technician	14	
Computerized Office Procedures	30.5-32	AS
Interpreter Certificate (Spanish)	20	
Law Office Clerk/Receptionist	14	
Legal Secretary	17	
Marketing Management	31	
Paralegal	60	AS
Real Estate	33	
Word Processing	30	

CFS

Child Development	24	AS
Child Development, Early Childhood Ed., Option II	26	
Consumer/Family Studies		AS
Educational Paraprofessional	47	
Family Childcare Mentor Training	2	
Fashion Design	20	AS
Fashion Merchandising	19	AS
Food Service 1: Basic Certificate	13	
Food Service 2: Dietetic Service Supervisor	22	

Fine Arts

Art		AA
Commercial Art	33	
Dramatic Arts: Acting Emphasis		AA
Dramatic Arts: Technical Emphasis		AA
Music: Instrumental Emphasis		AA
Music: Keyboard Emphasis		AA
Music: Theory/Composition Emphasis		AA
Music: Vocal Emphasis		AA
Theatre Arts: Acting Emphasis	48	
Theatre Arts: Technician Emphasis	48	
Speech Communication		AA

Industry and Technology

Architecture	38	AS
Automotive Emissions Technician	5.5	
Automotive Technology	33	AS
CISCO CCNA Academy	15	
Comp TIA A+	17	
Comp TIA Network+	15	
Construction Inspection	21	
Construction Technology	46	AS
Drafting Technology	30	AS
Electronics Technology	35	AS
Environmental Control Technology	29	AS
Graphic Design	31	AS
Industrial Maintenance Technology (Option A)	26	AS
Industrial Maintenance Technology (Option B)	30	AS
Microsoft MCSE	17	
Plumbing	9	
Programmable Logic Controllers	5	
Waste Water Treatment	6	
Welding	30	AS

Language Arts and Communications

American Sign Language		AA
English		AA
Foreign Language Studies		AA
French		AA
Journalism		AA
Spanish (for Spanish Interpreter see Business)		AA

Library

Library Technician	17	
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Math and Engineering

Engineering		AS
Mathematics		AS
Mathematics-Science		AS

Nursing

Nursing Assistant	6	
Emergency Medical Technician B	4	
Pharmacy Technician	10	
Phlebotomy Technician	3.5	
Registered Nursing		AS

Physical Education

Athletic Trainer/Sports Medicine		AS
Dance		AA
Health Education		AA
Physical Education		AA

Science

Biology		AS
Chemistry		AS
Laboratory Technician	17	
Physical Science		AS
Physics		AS

Social Science

Administration of Justice: Corrections Emphasis		AS
Administration of Justice: Enforcement Emphasis		AS
Human Services (Social Work)	36	AS
Social Sciences		AA

Specialized Training

Cosmetology	24-40	AS
Fire Academy	12	
Fire Technology	30	AS
Law Enforcement (Advanced Officer)	10.5-14	
P.O.S.T. Basic Policy Academy	30	

Other

Humanities		AA
Liberal Arts		AA

Program Review Reports

While Program Review reports traditionally are viewed as a tool for *evaluating* programs and services, they also provide a glimpse into what is happening in academic divisions and Student Services and Administrative Services. The reports included here document the past three years. Annually, divisions and service areas are asked to provide an update, documenting their progress achieving their identified goals.

Program Review Reports: 2002 - 2003

SCIENCE DIVISION

Summary:

The Science Division provides our students with a wide variety of courses designed to meet their varied needs and requirements. Our primary goal is to facilitate student growth and success and at the same times maintain academic standards appropriate to our courses. As has been documented previously, our Division has to a large extent succeeded in our goals. Our students rate us highly in the service we provide and in our abilities to help them succeed in their educational endeavors. However, the Science Division is faced with a number of issues critical to our ability to service our students. In the next few years, we must address these issues if we are to improve our programs, or indeed, even maintain our programs at their current levels.

One of the most critical issues facing the Division is the potential loss of the Engineering program. This program has been an integral part of the Science Division since its creation. We are the only 2-year institution between Fresno and Bakersfield that has this program. The students of this program are some of the best students in our district. Without these students the need for calculus-based physics would decrease to near zero and enrollments in CHEM 1 would also drop. This program cannot be deleted without significant and long-term negative effects on the Science Division. We have also experienced a reduction in faculty due to retirements and the hiring freeze. We will be unable to sustain our diverse offerings and meet the increasing demands for our courses without replacing those retirees. Budget constraints may also adversely affect the MESA

program. Reductions in State funding levels and/or the loss of matching funds from the College will require the re-organization and, potentially, a reduction in services to our students. The loss of services will negatively impact the retention and success of our students as well as the diversity of our student populations within the division. Maintaining the MESA program must be a priority.

Another critical issue to the Science Division is the lack of consistent funding for equipment and the reductions (and before that stagnation) of our supply and repair budgets. Science classes and laboratories are extremely equipment dependent. Modern science demands the use of modern equipment. The College does not have a dedicated budget for instructional equipment. This MUST change if we are to continue to provide the kind of education our community deserves. The District needs to commit funds from the General Fund every year for the purchase of new and replacement equipment. Additional funds from the State could be placed in that fund when available. These funds could purchase subject specific equipment (i.e. spectrophotometers, pH meters), as well as computers for both students and faculty. In order to purchase large (expensive) pieces of equipment, we should be allowed to carry forward funds from this budget until we accumulate enough funds. As our departments move more and more into computerinterfaced data acquisition in our laboratories this problem will only get more desperate.

The Science Division is committed to providing our students with the best possible education. To that end we need to establish procedures for evaluating our

successes and failures and employ them on a regular basis. We need to monitor all of our courses' retention and success rates and develop plans to address any problem areas that are identified. We need to improve the use of different teaching methods and evaluate the effectiveness of our teaching techniques.

In order to allocate our resources effectively, the Science Division will monitor enrollments and student survey data to use in determining the schedules of our courses. We will need to evaluate the use of large lecture sections and scheduling at non traditional times and at varying locations. This data will also be used to justify replacement and new faculty positions.

The Science Division will work towards ensuring our courses are current and that they reflect the content of their counterparts in 4-year institutions. To that end, we will establish a calendar to review, modify and update our curriculum. During this review process, we will monitor changing requirements at transfer institutions to maximize transferability and articulation of our courses.

LANGUAGE ARTS

Summary:

The biggest challenge in the Language Arts Division is its size and scope of services. Add to these the lack of centralized facilities such as offices, classrooms, labs, etc. and the chances of working as a cohesive whole are slim. Despite these drawbacks, the division continues to deliver a wide range of course offerings; continues to lead the campus in curricular, technological, and faculty development innovations; and continues to participate in campus-wide governance. The LAD is the foundation upon which much of the rest of the campus depends; yet the division receives the least support in allocations for above-base budget items and facilities. Even though during the last five years, the total number of full-time English instructors has increased, the growth has not kept up with demand. Aside from English, no other Language Arts department has had a new full-time position filled.

Solutions to some of the specific problems will be addressed by those departments most immediately affected; however, certain global concerns will require the involvement of the entire division.

The first concern is with the current budget cutbacks. The LAD will not be able to deliver its current level of course offerings unless new full-time positions are funded in ESL and English.

Additionally, the a full-time secretary would alleviate some of the problems with the size and fragmentation of the division. Second, in order to address accreditation requirements and to update the course outlines, LAD needs to reconvene its Division Curriculum Committee in order to start rewriting course outlines most pertinent to meeting graduation requirements. When revisiting the curricula for these courses, LAD will need to meet the accreditation's requirement to identify assessable student learning outcomes. Given the acrimony in the English Department, this goal is perhaps the most ambitious.

As the course offerings shrink in these poor budgetary times, placing students at levels where they have the best chance to succeed becomes crucial. The entire division needs to create placement guidelines where none exist and continue to monitor the current English placement test.

Another global concern is with our use of space or lack of space. Re-envisioning the use of the 569a/b Lab and the 738 Foreign Language/Reading Lab, re-appropriating 550, and commandeering any other LAD space available, may allow the division to better serve student needs.

Finally, the division needs to pursue the viability of dividing into two divisions in an effort to eliminate the dominance by the English Department whose needs often take precedence over the needs of the other departments that make up Language Arts.

These goals can be reached in five years with financial backing. Key to success will be the work or, at least, the cooperation of most members of the division. Beginning with

these planning agenda items, the division can begin discussion in the fall.

FIRE ACADEMY

Summary:

The fire service has become an "all risk" service. All one needs to do is watch the television news coverage of any disaster, whether natural or man-made and chances are the first images shown are those of men and women in the familiar fireman's helmets going about protecting the lives and property of those in jeopardy. The Fire Program is a crucial link in the training and education of fire fighters whom the public depends on in times of crisis. Due to the importance of this program to public safety it deserves a higher priority in funding and administrative support than is currently being provided.

Many of the issues addressed in this review will fall to the Fire Technology Coordinator to resolve. Priorities include; establishing an adequate budget, pursuing Accreditation, writing new course proposals, developing new curriculum, recruiting new instructors and addressing the concerns of the students and fire chiefs expressed in the survey.

Facility and equipment needs must be addressed, particularly in regards to classrooms and further development of the cooperative drill grounds with Kings County.

Today's fire service must be prepared to deal with today's challenges, which unfortunately have become more frequent, more complex and more deadly. COS is expected to provide much of the education and training that current and future fire fighters will need to safely and effectively deal with those challenges. Given adequate support, the Fire Program will provide our students with an excellent learning experience that is respected by industry and has the full support and confidence of the public.

POLICE ACADEMY

Summary:

Through the years, this instructional department has evolved into a recognized training institution for this region. It has also become a significant contributor to the overall revenue picture of the college. Challenges for the department continue to

be limited payroll funds coupled with crowded office areas, and a very limiting environment for the police academy training. Our other challenge is to maintain what is right now an over- tasked clerical staff in the face of a reduced college budget and plans to "streamline" clerical services. With the opening of the Perishable Skills Center, we are embarking upon a new and exciting chapter in the history of this department. The Skills Center has also enabled us to acquire and utilize high technology cutting edge training equipment. We have an excellent population of law enforcement officers in this four county area from which we continue to draw outstanding instructors. These personnel, and our permanent staff, are the magic of this operation. Despite the current fiscal hardships, all of us on the staff are optimistic about the future of the department.

PUENTE PROJECT

Summary:

The COS Puente Project is a thriving, successful program, actively involved in creating educated leaders in our college and community.

Challenges/Solutions:

1. Continue to meet/exceed goals of COS mission.
2. Continue with same staff quality (co-directors, student workers, tutor).

Additional Goals:

- a. Employ 50% secretary.
- b. Employ literacy tutor each semester.

3. Continue with the same quality of service.

Additional Goals:

- a. Assess "On Course" for possible adoption.
- b. Assure that both Puente counselors are 50% General Counseling and 50% Puente.
- c. Form closer liaisons with high school counselors to attract qualified students.

4. Continue providing the same/similar services for our need/demand.

5. Work to find appropriate facilities.

Goal: Procure a Puente "home" with classroom, meeting, working, and office space for the team and classes. Interim steps include four private offices for the co-director and a centralized location.

WORKFORCE DEVELOPMENT PROGRAM

Summary:

Opportunity knocks. And the name of the opportunity is Workforce Development. Community colleges, universities, professional associations, technical colleges, recreational departments and private providers are restructuring to include contract training in their portfolios of services. The amount of money spent on training the workforces of businesses in the United States is growing every year and is currently estimated to be \$64 billion/year. In researching the many training management surveys recently conducted it is apparent this figure will increase year by year.

Nowhere else in the field of training and education is there a potential for so much profit. But the capture of this profit depends upon the ability to partner with others in a competitive, entrepreneurial environment. One of the partners in this effort is the college itself. We are presently collaborating with several distance learning providers. Because of economic pressures on businesses in general we expect to see an increase in this type of training. It can be done 24/7 365 days a year. At home or work and be delivered at much less cost than instructor led classes. In some cases we will buy these CBT classes at wholesale and resell them and in some cases we will sell them on a commission basis.

COMMUNITY EDUCATION

Summary:

Community Education at College of the Sequoias has a long and continuing history of providing lifelong learning opportunities for residents of its District. Its focus is presenting high-quality, reasonably priced, fee-based workshops and delivering superior customer service from the moment a student indicates interest in a workshop to the time they complete a workshop and beyond. It provides an effective marketing arm for the college and makes the term "community college" more relevant to members of the community who might not otherwise have an interest in the operations of the college.

From test proctoring services, MOUS Certification, Pottery in the Park, and Japanese language classes to the Supervisory Academy, Notary Public and Customer Service Academy, CommED at COS seeks to offer unique services to all residents of the District. We believe that we are accomplishing our charge and meeting the spirit of the College Mission.

ADMISSIONS AND RECORDS

Summary:

The program's **mission** currently provides an appropriate framework for the functions and services provided. An ongoing review and necessary modifications will occur.

Staffing is inadequate, with an increase of .25 FTE since 1991, while the student body has increased 31.9

percent during the same time. Pursuit of two new staff, redirecting some tasks that do not belong in A&R, and continued cross-training of staff to improve response time during peak activity times or in the absence of staff are the short-term solutions to this issue.

Although **quality of service** is perceived by staff and students as very good, some efforts will be made to achieve an improved level of service. Most notably are an improvement in A&R student employees' level of knowledge of A&R procedures and processes, expanded updating of A&R information to the campus each semester, and increased A&R staff knowledge of other offices and the relationship of those staff's jobs to our service for students will be made. Renewed attention to monitoring the hallway congestion during high impact times, an effort to improve response time to service requests and additional cross-training of staff will also be a focus of improving quality of service.

Response to the **need/demand for service** requires additional staff, improved efficiency and greater technology, although current funding constraints will likely limit our efforts to efficiency measures. The program's **facilities/equipment** needs are additional storage space for supplies/forms, a climate controlled location in close proximity to A&R for student records, increased office space for additional staff and a remodeling of the Registration room to accommodate the housing of permanent staff on a day-to-day

basis. A better option for a location of dispersing financial aid checks rather than the Registration room/office, maintenance of technological currency and the replacement of the microfilm reader/printer are additional needs that will be pursued.

OFFICE OF THE DEANS AND ASSOCIATE DEAN

Summary:

Deans and the Associate Dean of Academic Services and Student Services are middle management, administrative positions at College of the Sequoias. They work directly with faculty, staff, and students. Their educational and experiential background qualifies them for the various tasks they are called upon to perform. Although the number of students has increased 54% during the past two decades, the number of Deans/Associate Deans has decreased 45% (from 11 FTE to 6 FTE). This has created challenges for both the administrators and their assistants. Their ability to function in a support role as it relates to meeting the needs of the institution and the needs of the faculty and students has been affected.

It is evident that the Deans/Associate Dean play an important role in helping the College achieve its stated Mission by working closely with the Vice Presidents, faculty, staff and students. These administrators also work with the feeder high schools to facilitate various meetings, communications and activities to enhance high school student application/attendance at the College. Although surveys to gather information for this report resulted in a prevalence of "No Opinion" responses, the majority of respondents felt the Deans/Associate Dean communicated high expectations, provided fair and equitable treatment for all, managed resources effectively and supported student access and success. They also were seen as being supportive and actively involved when problems arise, effectively involved in the planning process, provide services of appropriate quality that are delivered efficiently and effectively, and the personal and professional development of staff is encouraged and supported.

In serving as a bridge between the students and community and upper level administration and Board of Trustees, the Deans/Associate Dean are frequently caught in the middle of conflicting needs and constraints, including union contracts, budget reductions, legal mandates or the inability of staff to adapt to change. The dispersment of the Academic Deans from a central location in close proximity to other parts of the campus has resulted in disadvantages related to communication, collaboration and assistance. These administrators and their assistants have limited budget with which to upgrade their technology, and the process for securing new equipment frequently awards the funds to other programs/departments.

Financial Aid also needs their long-awaited remodel to occur to improve traffic flow and service to students.

The primary challenge, simply put, is to "do more with less." The increase in students, the decrease in Deans and the increase in assignments/workload have impacted the ability to meet the demand. Many solutions rely on funding, which is also part of the challenge at this time. To meet the challenges identified, the following recommendations were developed: strengthen efforts to communicate with and receive feedback from the community; replace the retired Dean of Academic Services as soon as funding is available; strive to restore the middle management administrative staff to adequate levels to ensure quality services and/or reorganize to ensure basic coverage for necessary functions and activities; consider relocation of the Academic Deans into close proximity with one another and the Vice President of Academic Services; facilitate communication by maximizing use of Administrative Assistants and make improved cost effective use of supplies and equipment; complete the remodel of the Financial Aid office; and assign funding in each Dean's/Associate Dean's budget for updating/upgrading equipment on a regular basis.

FISCAL SERVICES

Summary:

The Fiscal Services departments are committed to their mission of serving the staff, students and the public, while performing as accurately, fairly and efficiently as possible. The staff is experienced, professional, helpful and dedicated to the District. With all of the additional responsibilities, it will be extremely challenging to accomplish all of their goals, however, several of the goals are mandated, and so they have no choice regarding the implementation. They find themselves in a difficult position; being short staffed makes it more important to implement changes that will save time, but implementing changes that will save time requires an adequate number of staff. It is imperative that they replace any other losses to staff, that the staff receive the continuing education that they need to stay current with new laws and regulations to properly perform their jobs, that cross training continues and that they develop a plan to replace their computer equipment.

FACILITIES SERVICES

Summary:

The Facilities department is committed to the departmental mission, which supports the institutional mission. The Custodial, Grounds, Maintenance and Operations, Facilities Planning and Transportation departments work in different ways, but for the same outcome, customer service. With the exception of restroom conditions, the level of customer service seemed to be validated and appreciated by most constituents who responded to the departmental survey.

In the next few years, forecasted budget reductions will challenge the department to find new and more efficient ways to deliver services to the COS stakeholders. These reductions may force the department to compromise its customer service philosophy and adopt a reactive way of operating.

COMPUTER SERVICES

Summary:

The 2003-2004 Self Study report states: "Computer Services is a client-oriented department that provides support in communications, computer systems and information management to all students and

staff. This department facilitates information exchange through the collection, storage, retrieval, security and reporting of Data."

Defining "basic skills" in today's economy must include computer skills and other related technology skills. Today's student is seeking alternatives to the traditional classroom model like education models that provide on-line learning, universal access to learning tools, asynchronous communication between student and instructor and ready access to student services. In order to support the training of these basic skills to today's student, the district provides several computer labs for student use and provides a distant education presence. College of the Sequoias offers courses at several locations throughout the district including two off-site centers, the COS Farm and the Hanford Center. Each of these locations provides students with the technology needed to train for today's economy. There are over 1100 personal computers available to faculty, staff and students at these three locations and are connected together for data, video and voice communications. The district just recently embarked on implementing a comprehensive computer system that will integrate administrative systems required for the college. Computer services have taken the lead in the conversion of legacy data and the implementation of this new Enterprise wide software system.

The staff at computer services continues to perform duties associated with the computer infrastructure, student computer labs, administrative software and other technology and communication related items. The training required to stay current with hardware, software, programming techniques and network management must be taken into consideration and included in future budgeting cycles. Staffing increases is a necessity for College of the Sequoias to achieve a level of technology required to compete in this educational and regional market. Studies by government agencies further support the need for a level of technology support that is not currently in place at College of the Sequoias. Current COS User documentation of all necessary office procedures will need to be

developed, used in training, and kept current. A collaborative team of domain expert and documentation specialist can create the correct content with a consistent presentation. The current help desk function will be renamed to more accurately describe its function, that of a central collection point for all requested tasks.

The need for Computer Services support in the areas of programming, network maintenance, server maintenance and workstation maintenance will probably

continue to increase for the foreseeable future. The implementation of Banner and maintenance of Banner, the care and feeding of the network infrastructure, the security of data, the training of individual end users and the installation of current equipment and software will be a major function for the computer services staff. The existing staff vacancies should be filled as soon as possible as well as an increase in the number of front line technicians.

Program Review Reports: 2003 – 2004

FINE ARTS DIVISION

Executive Summary:

In reviewing the four completed Department Reports (Art Dept. missing), the consensus is that the Division is strong and thriving. The students and community are provided needed general education transfer courses and are served by a wide array of artistic performance opportunities through, music, drama and dance concerts and plays, competitions and festivals. In reviewing the listed goals and action plans from the past Program Review, many of the needs have been met. Some however are ongoing and tied to funding.

Each Department has listed and prioritized their individual needs and action plans. Three underlying needs within the division exist which MUST be addressed in order to maintain the high quality of educational programs we now offer.

1. Technology – We must upgrade and provide students with the latest classroom technology in order to give our students the necessary tools to thrive in today's world.

Photography and Commercial music program needs to make and/or complete the transition from analog to digital.

2. Instructional Supply and Repair Budgets – The amount of money available for supplies and repairs has not increased in many years and was drastically cut in 2003. While at the same time costs for instructional supplies

and equipment repairs has dramatically risen. Each department has creatively handled this issue, but at some point we will not be able to maintain without increases in budgets.

3. Staffing - Additional full-time Instructors are needed in all departments. Most full-time staff members are taking large numbers of students in their classes and are teaching overloads due to the budget crisis. The potential for burnout among staff is great and at some point this will have a negative impact on our quality.

Photography, Commercial music and Art History are programs which are staffed solely by adjunct teachers. These programs need full-time Instructors.

TRANSFER/CAREER CENTER

Recommendations and Summary:

1. The overall impression that one has when reading the materials contained in this report is that the Transfer/Career Center is doing a good job of serving COS students in several very important areas, and doing this with limited resources. The staff have been creative in using the space and resources provided to create a Center which is easily accessible and inviting to students. The student survey shows that students who use the Center feel that they are given quality service and information and that the staff are accommodating and available to them.

However, it is also apparent from the report that the staff will face new challenges in the near future due to increasing enrollment and funding shortages. The staff will have to learn to work even more efficiently in order to continue to provide a high level of service to students. One area that the staff needs to concentrate on more is the on-going evaluation of its services. The creation of an advisory committee and the consistent use of tools such as surveys will enable the staff to stay abreast of changes in student demographics and needs. The use of technology is another way in which the staff can continue to provide excellent service. The implementation of Banner has necessitated the creation of a new, stand-alone job system for the Center. By linking the system to the planned new website, the use of the system can be extended to students off-campus. Given the lack of space in the Center, measures such as this will help decentralize services and make our services and information available in a more effective manner.

2. In order to meet future challenges, the Center will need to implement changes to its procedures. The following are some of the actions needed to achieve the Center's goals. Several of the items in the report's action plans deal with methods which will enable the staff to work more efficiently; these include (but are not limited to): moving to more group sessions in the Career and Transfer advising processes; using student employees more to assist students using the Center's resources; and, decentralizing some of the processes such as the job placement process. The Center's staff will also need to begin using assessment tools such as surveys to keep staff informed of needed changes or additions to its services. The job placement rate is one statistic that will become a focus as we attempt to better track how many of our students are successful in obtaining part-time employment and devising ways to better help them in this process. The staff will also need to look to continuing education as a means of keeping up with changes in the career, transfer and job fields. It is hoped that funding will allow staff to attend training in these areas.

ARTICULATION, ASSESSMENT AND PLACEMENT

Recommendations and Summary:

1. What are the major conclusions regarding the state of the present department?

A. First, every major goal included in the 1998-1999 Program Review Report was achieved. The Coordinator is locally managing both the APS English Placement Test and the College of the Sequoias Algebra Readiness Test (i.e., conducting all research usually required by test publishers plus all local validation research), and has received full approval by the Chancellor's Office. The Coordinator conducted the retroactive testing, validation research and developed the new multiple criteria English placement model for the Computerized English placement test. He also completed all disproportionate impact studies, and validation studies for all other placement tests. The Coordinator and Technician designed the new Assessment Center including the 27 computer workstation lab and offices for staff. The Coordinator has successfully integrated the Web based ACCUPLACER tests with the network-based math and ESL tests so the presentation to the student appears seamless and the test results are printed in one report immediately after completion of the test (COS is one of only three in the state that has accomplished this task, and others are interested because 70% of California Community Colleges use the MDTP math placement tests which are not available in a Web application and the ACCUPLACER is now available only in the Web application). A 50% Articulation Technician was hired and trained which provided the Coordinator the time to accomplish the above goals. The articulation program has continued to increase the number of articulation agreements with four year institutions, improve the accuracy and currency of articulation included in ASSSIST (Statewide official repository of California Articulation), maintained the California Articulation Number System (CAN), the comprehensive major advising sheets for CSUF and CAL POLY, SLO, and the transfer general education programs.

B. The department is understaffed. Prior to July 1st 2003 the department included the full time Articulation/Assessment

Coordinator, the full time Assessment Technician, the 50% FTE Articulation Technician, and 35 hours/week student help. Currently the Assessment Technician has been reduced to 75% FTE, the Center accessible on a regular basis is a wonderful service for our students; however, this service delivery model requires more staff, not less. Additional staff is required.

C. The Matriculation mandated six year review cycle will require the validation research to be completed again by Summer 2006. Therefore, as soon as the Coordinator resolves the high school testing issues (described below), it will be time to begin the validation research efforts for the entire assessment program.

D. The APS (paper and pencil test) used for testing at the Hanford Center and district high schools will no longer be approved by the Chancellor's Office after February 2006; therefore, the last year the college will be allowed to use the instrument for high school testing is Spring 2005. A plan to pilot test computerized assessment at selected high schools has been delayed due to lack of funds and reduction in staff. If the Articulation and Assessment budget and staffing does not improve by next year, allowing the pilot testing to occur, the college will need to adopt an alternative plan for how to provide testing at district high schools after Spring 2005; it may be necessary to suspend testing services at the district high schools until appropriate levels of funding and staffing are achieved. The planning for either pilot testing the computerized assessment or the adoption of an alternative plan needs to occur before the end of the 2004-05 academic year so as to provide sufficient time to implement the plan prior to Spring 2006 testing at district high schools.

2. Summarize and prioritize the Action Plans for improving the quality of the services offered by the department.

A. Backfill Assessment Technician position from 75% to 100% FTE.

B. Replace Articulation Technician position at 50% FTE.

C. Implement computerized placement testing and ATB testing at the DRC, at the

Articulation Technician has been eliminated, and the student help per/week has been reduced to 25-30 hours/week. Having the Computerized Assessment

latest, by Spring 2006 as the current APS English paper & pencil test will no longer be approved by the Chancellor's Office.

D. Implement computerized placement testing at the Hanford Center and district high schools by Spring 2006, or implement an alternative paper & pencil tests as the current APS English paper & pencil test will no longer be approved by the Chancellor's Office, to avoid having to suspend testing at the Hanford Center and/or at district high schools.

E. Plan for and conduct appropriate validation research during the 2005-06 academic year to comply with the six year review cycle.

F. Implement a computerized version of the college's Math Competency Test.

G. Implement a computerized version of the college's new Information Competency Test.

H. Develop an Articulation and Transfer Services Web Page.

I. Develop an Assessment Web Page.

J. Staff will participate in training and professional growth opportunities as is possible within the constraints of the budget and staffing.

FOUNDATIONS, SCHOLARSHIP OFFICE Recommendations and Summary:

1. As reflected in the survey responses, the Foundation is doing very well in the eyes of its various constituencies.

2. First, hiring a Public Information Officer would be of great benefit not only to the department, but college constituencies as well. With another set of hands in the office, the department could take a more proactive approach to management of the media and public relations.

Second, as there are new Foundation Board members coming on (as there are every year) the Foundation Staff will be asked to perform different activities. As with any organization that is overseen by a Board of Directors (and in our case 30 members), each year there will be new priorities set and activities completed that are the goals of the Foundation Board. While this department does much more than "Foundation"

activities, it is the responsibility of the staff in the Foundation office to carry out the COS Foundation's priorities which are set by the Foundation Board members. Just as the goals and objectives of the College change each year, so do the goals of the COS Foundation.

Third, the office will continue to identify new ways of meeting the needs of the donors. Admittedly, a time-consuming process, personal notes are often written thanking donors for their support of the Foundation. Other such activities will be explore to

maintain the personal touch with donors and potential donors.

Fourth, continuing the projects that the have assisted the various constituencies of the District—from purchasing land that the District could not afford to scholarships, and from much-needed instructional equipment which is not provided for in the general fund budget to the vehicle for programs such as the Project House Program. The Foundation will continue to identify ways to be of assistance to the District, its' faculty and staff, and most importantly, its students.

Program Review Reports: 2004- 2005

BUSINESS DIVISION

Executive Summary:

This section should synthesize and prioritize the Action Plans identified in each department's report. It should indicate how the program proposes to integrate all of the planning agenda recommendations into a comprehensive plan of attack. The division should identify themes which occur in several areas of the report and should prioritize which of the items will be given immediate attention. The **Executive Summary** should be action oriented and should assume responsibility for achieving the recommendations. In other words, the **Executive Summary** should be realistic and should not be based on what will happen "if we are given additional resources."

THEME/ISSUE 1: PERSONNEL

<i>Action Plan</i>	<i>Department</i>	<i>Priority during five-year period</i>
Replace full-time faculty member that retired.	Accounting General Business	On going. We are currently interviewing for a Computer Information Systems/Business Instructor. However, we still have one additional position that has not been replaced.
Increase the part-time secretary position to a full-time, eleven month position.	Accounting Computer General Business Office Technology Paralegal Real Estate	On going. This position was recommended in our original Program Review. It was approved campus wide in 2001 with a number 1 ranking. However Dr. Badrkhan did not approve the position
To meet the growing needs of industry and technology, we need to increase our course offerings to meet demand. This can only be accomplished by requesting additional full time instructors for our division.	Computer Office Technology Real Estate	On going. We will continue to request new full time faculty positions.

Develop and implement a three-year pilot position for a half-time Coordinator for the Business Division to be a liaison that will continually develop an effective cohesive partnership with local and corporate entities	Accounting Computer General Business Paralegal Real Estate	The coordinator will be responsible for making contacts with local and corporate entities to widen the reach of our Internship Program. The division would also like to create some new programs that would better service the needs of our community.
Encourage faculty to continue to serve on committees to ensure we are kept abreast of campus-wide decisions and activities.	Accounting Computer General Business Office Technology Paralegal	On going
Encourage instructors to evaluate their teaching styles and to participate in continuing education courses that improve the presentation of classroom material.	Accounting Computer General Business Office Technology Paralegal Real Estate	On-going. Our instructors will continue to evaluate each other in the classroom and make recommendations regarding teaching styles as well as picking up tips for themselves.
We have established an on-going Internship Program with local corporate entities.	Accounting Computer General Business Office Technology	In progress. Some of our students have already been placed in permanent positions with a local corporation and we are continuing to look for more qualified students.
Continue to hold regularly scheduled meetings for faculty to exchange view points, concerns, ideas, etc.	Accounting Computer General Business Office Technology Paralegal	On going
Establish a committee to review times and frequency of course offerings.	Accounting Computer General Business Office Technology	We feel a real need to establish a sequence of classes for students to use when planning their classes. Unfortunately, this is a time consuming process and with limited faculty and support staff, it keeps getting placed on the "back burner".
Devise a strategy for gathering post-graduate and post-certificate job placement statistics.	Accounting Computer General Business Office Technology Paralegal	We hope to create a survey to be mailed to former students to see what they are doing upon completion of graduation or a certificate program. Unfortunately, at this time we don't have enough personnel to proceed.

Work more closely with the local corporate entities and our Advisory Board so staff can keep abreast of current workplace needs, training techniques, and working environments.	Accounting Computer General Business Office Technology Paralegal	On-going. When active, our Advisory Board keeps us up-to-date on the skills and training they are looking for in their employees. We hope to develop a questionnaire that will be distributed to our Advisory Board. This will provide us information as to what industry feels is lacking in job applicants and what areas they would like us to put more emphasis on.
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THEME/ISSUE 2: PROGRAM SERVICE

Action Plan	Department	Priority during five-year period
Provide more flexible "lab" hours for students who do not have access to resources outside of COS. Computer labs should be monitored by one or more Lab Aides who are knowledgeable in the accounting software being used.	Accounting Computer General Business Office Technology Paralegal	On-going. Due to budget cuts in district (35%) and VTEA funds (55%), we are unable to hire enough Lab Aides to provide coverage from 8 am to 9 pm. We will continue to request additional funds for our student worker/Instructional aide payroll account.
Provide USB Flash Memory Devices to our students through their material fees instead of floppy disks.	Accounting Computer General Business Office Technology Paralegal Real Estate	In progress. All Business Division students are allowed to use our computer labs. However, material fees are charged only on a limited amount of courses. Many students are enrolled in more than one Business Division course each semester. However, they only need one USB Flash Memory Devices. We are currently discussing how to resolve this issue as well as various ways of covering the expense of all our students using the labs.
Hire in-class student tutors. This would allow class participants to receive more one-on-one interaction with a computer literate person.	Computer	On going. Due to budget cuts we do not have funds available to hire enough student tutors to provide this service. We will continue to request additional funds for our student instructional aide payroll account.
Continue to evaluate new software programs and determine the appropriate course offerings based on the needs of local industry.	Accounting Computer General Business Office Technology Paralegal Real Estate	On going

COS counselors are seeing a trend in a large amount of students wanting to graduate with a transfer degree in business but we currently do not offer that degree.	Accounting Computers General Business Office Technology	In progress. Students majoring in Business are forced to apply for a Liberal Arts Degrees. The development of this degree is in progress with the guidance and support of counseling and articulation personnel. The CSU's are in the process of standardizing their degree programs. We are waiting to realign our courses with the CSU's requirements.
At a meeting in June, 2004, over 25 business representatives from the community met to discuss the training they would like to see available for future employees and corporate training opportunities.	Accounting Computers General Business	In progress
We have established an on-going Internship Program with local corporate entities.	Accounting General Business Paralegal	In progress. Some of our students have already been placed in permanent positions with a local corporation and we are continuing to look for more qualified students.
Endorsement by employers or Economic Development agencies coincides with the Advisory Committee as they consist of the same individuals.	Accounting Computer Office Technology Paralegal Real Estate	On going
Continually update our course outlines as well as create new courses, keeping pace with changes in the industry,	Computer Accounting Computer General Business Paralegal Real Estate	On going. Our course outlines are updated every five years.
Evaluate the possibility of creating more on line courses.	General Business Office Technology Real Estate	In Progress. On line courses enable us to provide additional opportunities for our students. This is also a way to off set the shortage of computer labs and student workers.
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We are focusing on improving student outcome by working more closely with industry, internships, and feedback they offer.	Accounting Computer General Business Paralegal	On going.

Continue to measure student outcomes by the completion rate of students seeking certificates.	Accounting Computer General Business	On going.
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THEME/ISSUE 3: EQUIPMENT

Action Plan	Department	Priority during five-year period
Computers and all equipment (instructor and staff computers, classroom computers, projectors, instructor work stations, and printers) become antiquated within three years. We must have an adequate supply of equipment and it must be in functioning condition and work. This equipment must be placed on a three year rotational basis in order to improve our student's academic advancement and consistency.	Accounting Computer General Business Office Technology Paralegal Real Estate	On going. Ideally, our equipment should be on a three year rotational basis for replacement. Unfortunately, due to a lack of funds, we have not been able to incorporate this rotation.
Update software every two years.	Accounting Computers General Business Office Technology Paralegal	On going. We must continue to teach the most up-to-date software that is on the market. Students must be able to purchase the software they are being taught if they wish to do homework on their own computers. Outdated programs are no longer available to them.
Increase number of computers available for classes. More of our courses would benefit from being taught in computer classrooms. However, due to a shortage of computer labs, courses that utilize computer programs are forced to meet in lecture classrooms.	Accounting Computer General Business Office Technology Paralegal Real Estate	On going. However, due to the lack of computers, we are forced to continue to teach some of our courses in lecture classrooms. The instructor illustrates on the workstation computer the steps to utilize an application, hoping the students can remember well enough to navigate in the program when they have access to a computer.

THEME/ISSUE 4: FACILITIES

<i>Action Plan</i>	<i>Department</i>	<i>Priority during five-year period</i>
Install surge protectors for all computers (classrooms, instructors, and staff offices). The electrical current in the 700 building is now so volatile that the power surges damage our computers.	Accounting Computer General Business Office Technology Paralegal Real Estate	On going. The mother boards and other computer components failed in 714 due to power surges. We now have surge protectors in 714 and the damage has been greatly reduced.
Install cabling to wireless computers in classrooms, allowing students with laptops to have access to the network.	Accounting Computer General Business Office Technology Paralegal Real Estate	Due to the increasing number of students using laptops throughout the Business Division, this is a top priority item. Not only does this help in our accommodations for our students, it is also more cost effective in the long run.
Development of additional computer labs	Accounting Computer General Business Office Technology Paralegal Real Estate	Due to increased demand for computer classrooms in our entire division it is imperative that we increase the number of computer labs/classrooms to meet this growing need. With the technological advances that have occurred in the past five years, we must utilize computers in our all accounting classrooms to stay up to date with industry. However, due to the lack of computers, we are forced to continue to teach in lecture classrooms.
Provide a work area for computer repairs and additional storage for	Accounting Computers General Business Office Technology	On going. We now have very limited space for storage. Computer related items are now stored in several different locations, many of

CONSUMER FAMILY STUDIES DIVISION

Executive Summary:

This section should synthesize and prioritize the Action Plans identified in each department's report. It should indicate how the program proposes to integrate all of the planning agenda recommendations into a comprehensive plan of attack. The division should identify themes which occur in several areas of the report and should prioritize which of the items will be given immediate attention. The **Executive Summary** should be action oriented and should assume responsibility for achieving the recommendations. In other words, the **Executive Summary** should be realistic and should not be based on what will happen "if we are given additional resources."

THEME/ISSUE 1: Maintain program and course consistency

Create a CHLD mission statement with input from all CHLD instructors	CHLD	Fall 2005
Train all faculty toward course content consistency via objectives	CHLD EDUC CFS	Spring 2006
Analyze courses for logical sequence and potential prerequisites	CHLD NUTR	Fall 2006 Spring 2007
Complete content reviews of course objectives. Make necessary changes.	CHLD	Fall 2006 Spring 2007 (contingent upon creation of CHLD course sequencing timeline)
Find and purchase new videos for Distance Education	NUTR CHLD	Preview and select Spring 2007
Select new texts, and support materials as new editions are released on a two year cycle.	NUTR CHLD CFS EDUC	Preview and select Spring 2007

THEME/ISSUE 2: Ongoing review and revision of vocational certificates

Action Plan	Department	Priority during five-year period
Research the impact of deleting or combining the two Food Service certificates	NUTR	2006
Rewrite the Food Service certificates as determined by our research and submit to the curriculum committee	NUTR	April 2006
Review course sequencing for CHLD two-year degree and certificates	CHLD	2006-07
Create curriculum and/or practicum for School Age certificate	CHLD	Spring 2006
Expand infant toddler course offerings to meet CA matrix specialization requirements	CHLD	Spring 2006
Review and revise FASH course offerings to expand and offer more special topics classes	FASH	Fall 2007
Review and revise Special Ed Option II certificate	CHILD	Spring 2006

THEME/ISSUE 3: Increase student enrollment and success

Action Plan	Department	Priority during five-year period
Develop assessment method tools to identify students who need CHLD 239 prior to CHLD 39. Schedule and promote enrollment in CHLD 239	CHLD	2005-06
Implement CHLD course sequence	CHLD	Fall 2009-10 base on Curriculum Committee
Subscribe to Women's Wear Daily	FASH	2005-06
Educate COS counseling staff about our division	FASH	Fall 2005

including related fields and current employment opportunities	CHLD	Annual presentation to counselors
Utilize PIO to gain more media coverage locally and with the Campus newspaper	FASH NUTR/FOODS CHLD	2005-10

THEME/ISSUE 4: Increase effective use of equipment and technology

Action Plan	Department	Priority during five-year period
Provide training for the use of live feed and recording equipment in room 509, to increase student exposure and access to child observations	CHLD	2005-06
Hire a permanent classified staff to maintain a healthy sanitary, organized lab and to assist students in food preparation courses	NUTR	2005
Train and encourage all faculty in division to use PowerPoint & student websites	CHLD FASH EDUC	2005-06
Evaluate, repair and replace as needed, large and small appliances	NUTR/FOODS FASH	2005-06

NURSING AND HEALTH SCIENCE

Executive Summary:

The Division of Nursing and Allied Health has one over-arching goal for the next five years and that is to build a facility dedicated to the education and training of our students. We have been very successful in acquiring grants, starting new certificates, and expanding our student population. We can do no more until we have more classrooms, more labs, and more faculty. We understand that the program review steering committee requests that we do not ask for new facilities, but prioritize our goals with our current facilities, faculty, and labs. Ever endeavor we wish to undertake to continue to grow this division is dependent on new space.

Certainly as secondary goals we will continue to focus on broadening the diversity of our students and our faculty. We are determined to meet the health care needs of the central valley and want our student population to reflect the ethnicity of those we serve.

We hope to develop a paramedic program over the course of the next five years. Again, this becomes next to impossible without more faculty and more space.

We believe that our division is exemplary in its efforts to work with students to achieve great retention and success numbers. Our faculty is dedicated to that end and we do very well.

Thank you for this opportunity to explore our division in depth and for the experience in working with a great validation team.

Theme/Issue 1: Maintain quality of Staff

Action Plan	Department	Priority during 5-year period
Develop the program to justify a full-time faculty member for these programs	CNA, EMT, Pharm Tech, Phlebotomy	4
Hire more faculty	Nursing	1

Theme/Issue 2: Meet the community/student demands for the program

Action Plan	Department	Priority during 5-year period
Increase capacity/retention through grant support	Nursing	1
Maintain part time advisor	Nursing	1
Maintain current and develop new pre-nursing learning communities	Nursing	2
Review curriculum for inclusion of basic algebra as a prerequisite	Pharmacy Technology	3
Evaluate changing admission date from spring to fall	Pharmacy Technology	2
Continue to evaluate clinical sites to increase student access	Pharmacy Technology	3

Theme/Issue 3: Maintain quality of service

Action Plan	Department	Priority during 5-year period
Maintain low student: instructor ratio	CNA, Nursing, Pharmacy Technology, Phlebotomy	1

Continue to use data from certification and competency testing to refine course presentations for student success	CNA, EMT, Nursing, Pharmacy Technology, Phlebotomy	1
Research the potential for developing a Paramedic program at COS	EMT	2
Maintain close relationship between faculty and students to prevent "falling through the cracks"	Nursing	1
Continue to refine curriculum using "ATI" testing assessments and information about graduates' performance on NCLEX	Nursing	1
Continue to use clinical evaluation tool to evaluate students' clinical performance objectively	Nursing	1
Continue to chart testing, using Access software and parameters tailored to our curriculum	Nursing	1
Maintain NURS 315AD, Nursing Support Course	Nursing	1

Theme/Issue 4: Maintain adequate facilities and equipment

Action Plan	Department	Priority during 5-year period
Permanent facility for this program	CNA, EMT, Nursing, Pharmacy Technology, Phlebotomy	3
Current technology for student learning	CNA, EMT, Nursing, Pharmacy Technology, Phlebotomy	2

CaIWORKs, TANF

Executive Summary:

This section should synthesize and prioritize the Action Plans identified in each department's report. It should indicate how the program proposes to integrate all of the planning agenda recommendations into a comprehensive plan of attack. The division should identify themes which occur in several areas of the report and should prioritize which of the items will be given immediate attention. The **Executive Summary** should be action oriented and should assume responsibility for achieving the recommendations. In other words, the **Executive Summary** should be realistic and should not be based on what will happen "if we are given additional resources."

THEME/ISSUE 1: (The program could benefit by the implementation of student learning outcomes.)

Define student learning outcomes and measurements	CalWORKs	High

THEME/ISSUE 2: (In conjunction with the DRC, leverage funds to hire a pt. time Counselor.)

Review and track expenditures for 2004-05	CalWORKs/DRC	High
Develop a position paper specifying how funds be redirected in the 2005-06 budget for the position	CalWORKs/DRC/ HR	High

THEME/ISSUE 3: (Rehire CalWORKs childcare Coordinator at the conclusion of her leave.)

Develop a CalWORKs/TANF budget to include the position at full-time Childcare Coordinator	CalWORKS & WIA	High

THEME/ISSUE 4: (Improve our collaboration with other community partners to enhance services to students.)

Meet with community partners and discuss a collaborative effort	CalWORKs	Medium

COPY AND MAIL SERVICES

Recommendations and Summary:

1. What are the major conclusions regarding the state of the present department?

With all of the changes Copy & Mail Services has undergone in the last five years, one thing remains certain. Copy & Mail Services remains dedicated to providing the most timely and best quality products to our customers. Our customer service and accessibility has improved significantly. Our customers are satisfied with our services, and the equipment we provide them. We continue to look for additional services that we could use to expand our department even further. Copy & Mail Services is committed to acquiring the best and newest technology for the campus. Training and facilitating the needs of faculty is our utmost concern. We need to continue to train our customers in digital copying. According to our survey additional training is both needed and required. Additionally, we need to communicate better with Computer Services. Many times the issues we have with Universal Send are not of our own doing but with network issues. Communication of these issues with the campus population could end problematic concerns with this technology.

Copy & Mail Services remains to be one of the strongest departments at College of the Sequoias. With only three full-time employees and one part-time employee, our attitude is to "Strive to do more-with less." We embrace challenges and change, as long as it's a benefit to the college and the students which we all serve.

- Summarize and prioritize the Action Plans for improving the quality of the services offered by the department.

Copy & Mail Services will continue to improve our quality and customer service. We will utilize our equipment and customer service skills to ensure our deadlines are met with satisfaction of our customers. Copy & Mail will strive to enhance our services and work for a more cost effective and convenient way of doing business.

Our Priorities for improving the quality of services offered by Copy & Mail Services-

- Continue with quality customer service and quality products.
- Continue to improve efficiency through productivity and technology.
- Relocate the mailroom closer to Copy & Mail Services which will help achieve # 1, 2 and # 4.
- Become involved in the recommendation process for better security in the mailroom. #2 coincides with this priority.
- Request training opportunities for staff of Copy & Mail Services on any aspect relating to better employee development.
- Explore issues pertaining to a "paperless campus."

DISABILITY RESOURCE CENTER

Executive Summary:

This section should synthesize and prioritize the Action Plans identified in each department's report. It should indicate how the program proposes to integrate all of the planning agenda recommendations into a comprehensive plan of attack. The division should identify themes which occur in several areas of the report and should prioritize which of the items will be given immediate attention. The **Executive Summary** should be action oriented and should assume responsibility for achieving the recommendations. In other words, the **Executive Summary** should be realistic and should not be based on what will happen "if we are given additional resources."

THEME/ISSUE 1: (Counseling services are essential for the success of our students.)

Review categorical allocations for 2005-06.	DRC & CalWORKs	High
Adjust budgets in CalWORKs & the DRC for 2005-06 in order to fund a counseling position.	DRC & CalWORKs	High

THEME/ISSUE 2: (Attempt to achieve compliance with Title V with regard to Special Class FTES)

Review regulations, draft a proposal and discuss with appropriate stakeholders	DRC, Administration, and Fiscal	High

THEME/ISSUE 3: (Attempt to address compliance with section 508 of the Rehab Act re. captioning.)

Review regulations, develop a position paper, meet and discuss with stakeholders.	DRC & Media Services	High

THEME/ISSUE 4: (The integration of services for students with disabilities should be an institutional goal.)

Attempt to have High Tech located within the Learning Resource Center.	DRC and Academic Services	High
Meet and confer	DRC, Facilities, Academic Services	High

Child Development Center

RECOMMENDATIONS AND SUMMARY:

1. What are the major conclusions regarding the state of the present department?
Survey results show that the overall state of the COS CDC is good. We will work on the following areas: customer satisfaction, staff moral and supporting student success.
2. Summarize and prioritize the **Action Plans** for improving the quality of the services offered by the department.
 1. Develop an orientation video for lab students (CHLD 140 and CHLD 141
 2. Increase communication between child development faculty and center staff by meeting at least 3 times per year.
 3. Improve communication with staff, parents and lab students by creating a monthly newsletter; holding monthly or bi-monthly in-service/meetings and do an annual survey.
 4. Update the written orientation and develop a process for providing orientation to newly hired employees.
 5. Acquire adequate storage space for large equipment.
 6. Provide locked cabinets for storing toxic cleaning supplies.
 7. Renew the center's alarm system with Matson Alarm for another 5 years.
 8. Continue support service and training for EZ Care Software.
 9. Plan for the purchase of a new washer and dryer for the center. The center's current washer and dryer are ten years old and in working condition.
 10. Extend our 198-day calendar to 234 days.
 11. Open budget code 19250 4212 52220 6920 for equipment repairs.
 12. Add \$2,500.0 to the Instructional Supplies budget fund 19250 4212 43100 6920
 13. Renew EZ Care SofterWare Program Enhanced Support for a period of 5 years.
 14. Send staff to EZ Care training to learn how to manage the program effectively.
 15. Keep the center open during summer months and during holidays to better serve COS students, COS employees and community families.

Hanford Center

RECOMMENDATIONS AND SUMMARY:

1. What are the major conclusions regarding the state of the present department?
The COS Hanford Center provides valuable opportunities for students in Kings County to access courses which can be used to transfer to a four-year college or university, develop occupational skills, and enhance their understanding of basic skills. The COS Hanford Center also contributes to the economic growth of the COS District in Kings County.
Students who attend classes in Hanford rate the services which they receive with high marks. However, the number of students attending the COS Hanford Center during the past five years has decreased markedly. This has led to a corresponding decrease in the number of courses being offered and in the number of FTES generated in Hanford. Several steps have been outlined in this report which should reverse this trend and increase the COS presence in Hanford.

2. Summarize and prioritize the **Action Plans** for improving the quality of the services offered by the department.

Priority must be given to understanding the decrease in student enrollment.

- Involve the new Public Information Officer and Outreach Specialist in promoting COS to Hanford residents.
- Explore financial aid opportunities for students who attend more than one community college, such as COS and West Hills.
- Develop a plan for offering “signature” programs in Hanford. These will be programs which are available only to students who travel to Hanford.
- Analyze enrollment trends for students from Hanford to identify where they are attending college after graduation from high school.
- Examine courses offered at West Hills’ Lemoore campus to determine where the greatest opportunities lie for meeting student needs.
- Additional attention must be given to the Facilities. Without a new facility where we can offer both vocational courses and science labs, growth opportunities will be diminished.
- The Board of Trustees will determine when and how to proceed with another bond election.
- Hire and permanently assign full-time faculty to the COS Hanford Center.
- Distance education offerings will be increased to allow expansion of offerings in Hanford

Grants: 2004-05 Academic Year

In an attempt to be more responsive to the needs of students in the District, College of the Sequoias has applied for, and in many cases received, funding from specialized grants. Each grant application addresses issues designed to improve the College's ability to carry out its Mission. For instance, basic skills and success and retention have been the focus of several federal grants. Also, the College has recognized California's severe shortage of nurses and has formed partnerships and applied for funding to increase its ability to educate greater numbers of nurses. These tables provide an overview of the types of grants the College had pursued over the past two years.

Grant Name/Funding Source	Contact	Amount	Funding Period	Date to Board	Intent	Status
Bilingual Education – Career Education – U.S. Department of Education	J.Aguilar	\$210,852 (Year 5 of 5)	10/04 to 9/05	9/04	Goals are to: 1) increase pool of bilingual teachers; 2) provide services and incentives to support program completion; and 3) establish a career ladder from high school to bilingual teacher certification via collaborative efforts.	Funded
Enrollment Growth for Associate Degree Nursing Programs – Chancellor's Office - CCC	C.DeLain	\$81,203 (Year 2 of 2)	2005-06	9/04	Funding will allow for increased enrollment in the RN Program.	Funded
Learning Communities – Basic Skills – Chancellor's Office - CCC	R.Urtecho	\$35,000	5/04 to 6/05	9/04	Project will increase success in basic skills courses by preparing incoming students who require math/English remediation to become "master students."	Funded
New LISTO – Collaborative with Porterville College – U.S. Department of Education	R.Urtecho	\$352,170 (Year 1 – COS' funding for innovation)	10/04 to 9/09	10/04	Grant is a cooperative between COS and Porterville with the goals of: 1) assuring viability of traditionally low-enrolled classes through use of SMART classrooms; 2) increasing success and retention through Learning Communities; and 3) working with K-12 to improve math/English preparation for college.	Funded
Minority Science & Engineering	R.Urtecho	\$100,000 (Year 1)	10/4 to 9/07	10/04	Funding will: 1) increase faculty	Funded

Improvement Program – U.S. Department of Education					competence in teaching ethnic minorities and women majoring in math, science and engineering; 2) increase faculty use of technology; 3) create a community of scholars among science and engineering majors; and 4) promote transfer.	
Health-Nursing Collaborative – Chancellor's Office - CCC	C.DeLain	\$339,342 total	11/04 to 6/06	10/04	Goals are to: 1) provide short-term intensive training for RN students; 2) increase number of RN grads by 50 students each semester; 3) form an industry-driven regional collaborative to train 100 additional RNs; and 4) partner with Hospital Council of Central Valley to expand program.	Funded
Strengthening Pre-Collegiate Education – Carnegie Foundation	R. Urtecho	\$103,125 (Year 1)	1/05 to 12/07	11/04	Goal is to expand upon the learning community concept for basic skills students, enabling these remedial students to become master students. Also stressed is staff development that centers around new pedagogies for teaching basic skills students.	Funded
CA Early Childhood Mentor Program – CA Department of Education via San Francisco Community College	D. Campbell	\$5,877	9/04 to 6/05	11/04	Funds provide for implementation and coordination of Early Childhood Mentor Program which includes: 1) Mentor Class; 2) placement of lab students; and 3) continued mentor training.	Funded
CA Child Development Training – CA Department of Education via	D.Campbell	\$17,500	8/04 to 6/05	11/04	Funds address the shortage of qualified child care workers. (COS serves as a	Funded

Yosemite College					contractor for Yosemite College.)	
Independent Living Program – Community College Foundation Statewide Independent Living Program	L.Paredez	\$12,130	7/04 to 6/05	11/04	Intent is to provide for training of current and emancipated foster youth and their adult care providers.	Funded
Instructional Materials – Children’s Learning – CA Department of Education	M.Wright	\$596	7/04 to 6/05	11/04	Funds are for the purchase of instructional materials and supplies for the Child Development Program.	Funded
Career Technical Education – VTEA 1B – Out-of-School Youth and Vocational Skills Demonstration Project Grant – Chancellor’s Office - CCC	L.Dutto	\$200,000	12/04 to 8/05	12/04	The intent is to establish a Saturday Academy Training Program for 30 students to: 1) combine basic skills and exposure to 12 high-growth career sectors; and 2) provide the incentive to enroll and succeed in occupational programs.	Denied
Nursing – A Healthy Community – Governor’s Discretionary Funds (WIA & Wagner-Peyser)	C.DeLain	\$721,273	6/05 to 5/07	1/05	Funding will allow COS to: 1) increase the size of the Nursing Program by 30 students; 2) partner with area hospitals, Tulare WID, and Kings Job Training Office.	Denied
COS Tech-Prep Local Networks and Collaborative Project Grant – Chancellor’s Office - CCC	L.Dutto	\$199,954	2/05 to 12/05	3/05	Intent is to establish a Health Career Alliance with Tulare and Kings Counties’ primary and secondary schools.	Funded
CAMPus Scholars Program for First and Second Year Migrant Students – U.S. Department of Education	W.Garcia	\$336,785 (Year 1)	10/1/05 to 9/30/10	4/05	Goal is to provide the tools to help migrant students achieve their educational and career objectives via special orientations, learning communities, enrichment opportunities, mentors, and vocational/job training.	Pending
First 5 – Tulare County Special Project Grant – Tulare County Special Project Funding	M.Wright	\$50,000 \$24,350 match	2005-06	4/05	Funding will: 1) create a 100% handicapped accessible, inclusive play yard for the Children’s Learning	Denied

					Center	
Distance Education Captioning	D.Maciel	\$32,140	2005-2006	5/05	Funding will: 1) upgrade equipment to allow for digital capabilities; 2) provide live captioning equipment; and 3) allow for asynchronous distance education course captioning.	Funded
Career Technical Education – VTEA Title IC Funds – Chancellor’s Office, CCC	L.Dutto	\$362,114	7/05 to 8/06	6/05	Funding will: 1) strengthen academic, vocational, and technical skills of students; 2) provide students with experience in and understanding of all aspects of industry; 3) develop, improve, or expand the use of technology in education; and 4) provide professional development programs to staff.	Pending

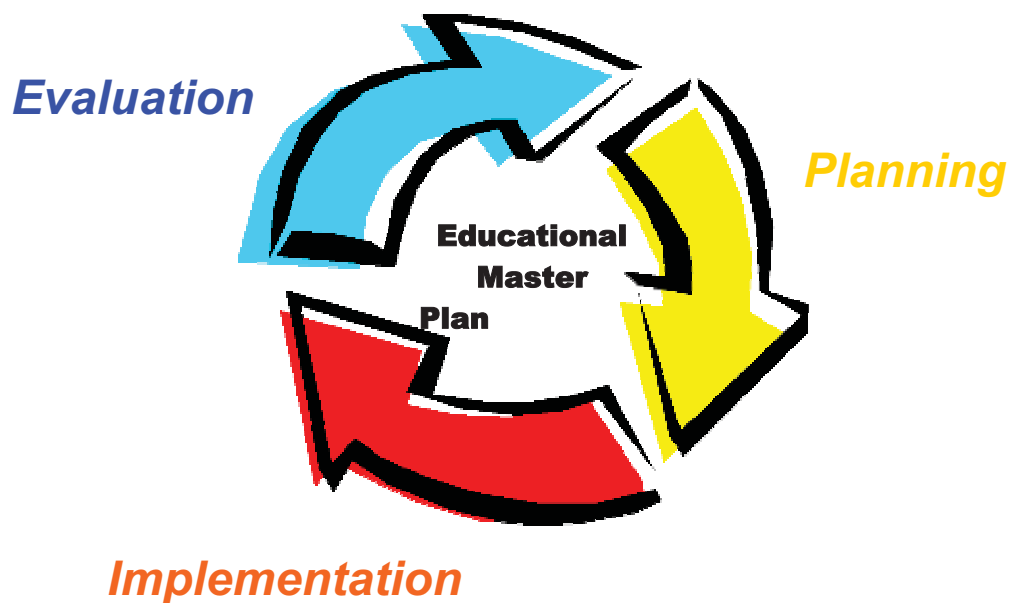
Grants: 2005-06 Academic Year

Grant Name/Funding Source	Contact	Amount	Funding Period	Date to Board	Intent	Status
Community-Based Job Training Grant – Nursing A Healthy Community – Department of Labor, ETA/Chancellor’s Office, CCC	C.DeLain	\$1,994,714	2005 through 2008	7/05	Through collaboration with area hospitals, Workforce Investment Boards, and County Offices of Education, the grant will: 1) overcome identified barriers to expansion of RN training opportunities; and 2) allow program expansion from 110 to 170 students per year.	Pending
Correctional Officer Training Demonstration Project – Chancellor’s Office – CCC	L.Dutto	\$300,000	8/05 to 2/07	8/05	Intent is to: 1) develop a comprehensive training program that can be replicated statewide; 2) recruit 60 candidates; 3)	Pending

					provide support services; 4) coordinate with Public Safety Program; and 5) develop partnership with Workforce Investment Boards.	
Career Tech. Ed./Economic & Workforce Development – WIA Funds for AS Degree RN Programs – Healthy Community Forum	C. DeLain	1,259,524	10/05 to 8/10	8/05	By partnering with areas hospitals and organizations, the size of the RN Program will be increased by 270 students. Goals include 1) use of innovative approaches and activities to address key capacity constraints such as lack of faculty and skills lab capacity and 2) support systems for student success.	Pending

EVALUATION:

How do our institutional outcomes compare with the institution's stated mission?



ANALYSIS OF INSTITUTIONAL PERFORMANCE INDICATORS

In February 2004, the Board of Trustees adopted a set of Institutional Performance Indicators. These indicators were developed to give the campus and the community a better understanding of the extent to which College of the Sequoias is achieving its Mission. These tables analyze institutional performance after one complete academic year has passed since Board adoption. **(For reference data related to this report, please see Appendix A.)**

<i>Indicator</i>	<i>Analysis at end of 2004 – 2005 Academic Year</i>
Access	<p>Based upon the latest CA Department of Finance, June 2005, ethnic distribution estimates for Kings and Tulare Counties, the comparison between the COS student population and the two-county population indicates that:</p> <p>COS is only slightly below the two-county area total population in percentages of Whites (39.9% versus 42.5%) and Hispanics (43.4% versus 49.9%).</p> <p>COS is slightly above in percentages of American Indians (1.3% versus 0.8%) and Asian/Pacific Islanders (4.2% versus 3.3%).</p>
Successful Course Completion	<p>The most current (May 2005) Partnership for Excellence (PFE) System Performance Data from the Chancellor's Office provides the following <i>successful course completion</i> comparisons:</p> <p>Transfer: For 2003-2004, COS' rate of 76.97%, is above the State average of 70.21% and also above the college's 2002-2003 rate of 72.7%.</p> <p>Basic Skills: For 2003-2004, COS' rate of 59.86% is below the State average (61.52%) and also below the college's 2002-2003 rate of 63.14%.</p> <p>Vocational: For 2003-2004, COS' rate of 83.44% is slightly below the State average (84.09%) but above the college's 2002-2003 rate of 82.98%.</p> <p>All Courses: For 2003-2004, COS' rate of 75.82% is well above the State average (69.96%) and also above the college's 2002-2003 rate of 72.39%.</p>
Basic Skills Improvement	<p>The May 2005 PFE data reflects the following <i>basic skills improvement</i> rates for 2003-2004:</p> <p>English: COS (34.94%) is well above the State average (27.12%) for 2003-2004 and also above the college's rate of 31.88% for 2002-2003.</p> <p>Math: COS (20.09%) is below the State average (27.57%) for 2003-2004 and also below the college's 2002-2003 rate of 22.87%.</p> <p>English and Math Combined: COS (26.15%) is only slightly below the State (27.31%) for 2003-2004 and also slightly below the college's 2002-2003 rate of 26.33%.</p>
Degrees and Certificate Completions	<p>Degrees: As reported on the Chancellor's Office Data Mart, students earned fewer degrees in 2003-2004 (475 AA and 254 AS degrees</p>

	<p>compared with the 529 AA and 262 AS degrees in 2002-2003).</p> <p>Certificates: During the 2003-2004 academic year, COS awarded 238 certificates requiring completion of 18 to 60 units compared with 189 awarded in 2002-2003. A total of 218 certificates requiring fewer than 18 units were awarded in 2003-2004, compared with 203 in 2002-2003.</p> <p>Total Awards: A total 1,185 degrees and certificates was awarded in 2003-2004 compared with 1,183 awarded in 2002-2003.</p>
Transfer-prepared	Based upon PFE data, the number of transfer prepared students increased in 2003-2004 (a total of 944 students or 6.3% of the total credit students of 15,085 compared with 911 or 5.3% of the 17,063 total credit students for 2002-2003).
Transfer	<p>PFE data indicates that COS had fewer students transfer to the UC and CSU systems for 2003-2004 than for 2002-2003.</p> <p>UC: 22 transfers for 2003-2004 compared with 43 for 2002-2003.</p> <p>CSU: 460 transfers for 2003-2004 compared with 505 for 2002-2003.</p>
Workforce Development:	<p>During the 2003-2004, COS students had higher success rates in Advanced (84.5%) and in Introductory Vocational courses (76.3%) than they did in 2002-2003 (81.3% and 72.2% respectively).</p> <p>For 2003-2004 COS' rates were also above the State averages (84.5% versus 81.9% for Advanced and 76.3% versus 75.7% for Introductory courses)</p>
Staff Composition:	<p>Ethnicity: The ethnic distributions -- particularly those of Hispanic and White origin -- of faculty, administrators, and classified do not mirror those of the student population.</p> <p>Hispanics comprise only 11.5% of full-time faculty, 9.9% of adjunct faculty, 31.7% of classified, and 23.3% of administrators compared with 42.6% of the student population.</p> <p>Whites comprise 79.0% of full-time faculty, 73.9% of adjunct, 59% of classified and 73.3% of administrators compared with 38% of the students.</p> <p>Gender: With regard to gender, males comprise only 40.2% of the student population while males comprise 50.3% of faculty, 57.4% of adjunct, 32.3% of classified, and 70% of administrators.</p>
FTES, WSCH & Load:	<p>Fall Semesters: FTES <i>increased</i> from 3997.14 in Fall 2002 to 4061.40 in Fall 2003. Likewise, WSCH increased from 119,914.20 in Fall 2002 to 121,842.00 in Fall 2003. However, the Load (faculty efficiency factor) decreased from 278.5 in Fall 2002 to 252.102 in Fall 2003.</p> <p>Spring Semesters: FTES <i>decreased</i> from 3998.09 in Spring 2003 to 3738.09 in Spring 2004. WSCH also decreased from 119,942.69 in Spring 2003 to 112,142.69 in Spring 2004. The Load decreased from 267.202 in Spring 2003 to 258.4 in Spring 2004.</p>

C:Performance Indicator Analysis for 2004-2005 Academic Year

Institutional and District Influences Influencing the Delivery of Instruction

All planning relies on an analysis not only of internal factors relevant to College of the Sequoias, but also an analysis of external factors affecting the students who attend the College. Among the most important statistical considerations are population projections, the number of students entering the K-12 system, and data related to the economic health of the area. Since the College Mission identifies the development of job skills as one of our primary goals, all planning must consider the types of employment available locally, the current and projected demand for jobs, and the skill levels

needed for entry-level positions. Additionally, community colleges are charged with providing opportunities for citizens to upgrade their skills so that they can advance in their current jobs or move up to better or higher paying jobs. Understanding the local workforce and its requirements is key to planning at College of the Sequoias.

(For reference data related to this report, please see Appendix B.)

Population Growth: Communities within the COS District have grown dramatically over the past twenty-five years (California Department of Finance). Since 1980, Kings County has grown 96% and Tulare County has grown 67%. Cities within Kings County have experienced a large growth in population (249% for Corcoran and 129% for Hanford) during the past twenty-five years. While growth has not been as dramatic in Tulare County since 1980, the City of Tulare has grown 120% and the surrounding communities (Farmersville, Lindsay, Exeter) have increased by 60-85%.

K-12 Growth Projections: According to the California Department of Education, the K-12 enrollments in Tulare County have increased 15% and Kings County have increased 18% from 1993-94 to 2004-05. K-12 enrollments for the City of Tulare and for Hanford each increased by 20% during the same time period. With the 2000 to 2020 projected overall growth of 47% for Tulare County and 42% for Kings County, significant increases in the K-12 systems can also be anticipated.

COS Growth Projections: The 2004 Long Range Enrollment and WSCH Forecast from the Chancellor's Office projects the college's enrollment to be 15,711 students by 2015 with the largest percentage greatest increase (11.6%) to occur in 2010. The main Visalia campus facilities will be at maximum capacity with 12,000 students in 2007.

Demographics of Kings and Tulare Counties:

Since 1980, the percentage of Whites decreased in Kings County from 64% to 42% and Hispanics increased from 27% to 44% for 2003. Tulare County experienced a greater reversal with a decrease in Whites from 65% in 1980 to 39% in 2003 and an increase in Hispanics from 30% in 1980 to 54% in 2003. This trend is will escalate based upon California Department of Finance projections to 2050.

According to the U.S. Department of Health & Human Services, approximately 1 out of every 4 individuals in Tulare County is living in poverty and 1 out of 5 in Kings County lives in poverty. The percentages are dramatically higher for youth 0-13 in both Counties. (Of significance is that over 8,000 of 2003-04 COS students received \$13.7 million in financial aid.)

Based upon 2000 Census data, 38% of the Tulare County population 25 years and over do not have a high school diploma (23% of this group have less than a 9th grade education). In Kings County, 31% do not have a high school diploma (16% have less than a 9th grade education). These percentages are dramatically higher in the outlying communities.

Labor and Employment: As reported by EDD Labor Market Information, Kings and Tulare Counties continue to rank among the highest of the 58 California counties in unemployment (Kings ranking 55th with 11.0%

and Tulare ranking 56th with 11.7% unemployment). As with educational attainment levels, outlying agricultural communities consistently have higher unemployment rates; e.g., Cutler – 28%, Orosi – 23%).

Kings County *Jobs by Industry* data from the EDD indicates that the largest sources of employment are Government at 33.5%, Services at 19.4%, and Agriculture at 17.9%. For Kings County the majority of the jobs are with Agriculture (22.5%), Government (21.9%), and Services (21.7%). Kings County occupations with the greatest growth potential include correctional officers/jailers and service personnel. Tulare County occupations with the greatest growth potential include service personnel, registered nurses, and public safety officers.

Skill Levels of Incoming COS Students: The majority of first-time students take their placement test in the Spring Semester prior to their enrollment for Fall. According to the COS Assessment Office, 43.9% of the 3,300 students tested in Spring 2004 and planning to attend in Fall 2004 received a Math recommendation of Math 360; an additional 6.9% were advised to see a counselor or to retest. Only 10.6% were

eligible to take transfer-level math. On the Writing test, 10.8% were advised to retest with ESL or to see a counselor; 22.4% placed in English 360, and 35.7% placed in English 1.

When the placement test recommendations were analyzed by COS' major ethnic groups, 28.2% of Whites compared with 47.1% of Hispanics were advised to take Math 360. With regard to transfer-level math, 19.9% of White and 8.8% of Hispanics were directed to this level.

For writing, 12.8% of Whites compared with 30.6% of Hispanics received English 360 recommendations. Fifty-two percent of Whites and 23.2% of Hispanics were eligible for English 1.

For writing, 12.8% of Whites compared with 30.6% of Hispanics received English 360 recommendations. Fifty-two percent of Whites and 23.2% of Hispanics were eligible for English 1.

Action Plan for Change

The College's Mission focuses on transfer, certificate programs, and developing the basic skills needed to succeed in college. To that end, those programs which help students transfer and are in high demand need to be expanded. Since growth allows increased student access while at the same time maximizing state funding, COS will increase opportunities for students to enroll in the following transfer programs:

- English
- Mathematics
- Science
- Social Sciences
- Physical Education

College of the Sequoias must also increase opportunities for training in the following occupational areas, some of which may ultimately lead to transfer options:

- Police Academy
- Fire Technology
- Nursing
- Administration of Justice/Corrections
- Child Development

College of the Sequoias must increase support opportunities for students to develop basic skills by expanding its programs in:

- College Prep/Basic Skills
- Human Development
- Tutoring

Changing student demographics and occupational opportunities require that the College review all programs and services to maximize its resources. As part of that review, College of the Sequoias will monitor programs and courses where demand is decreasing

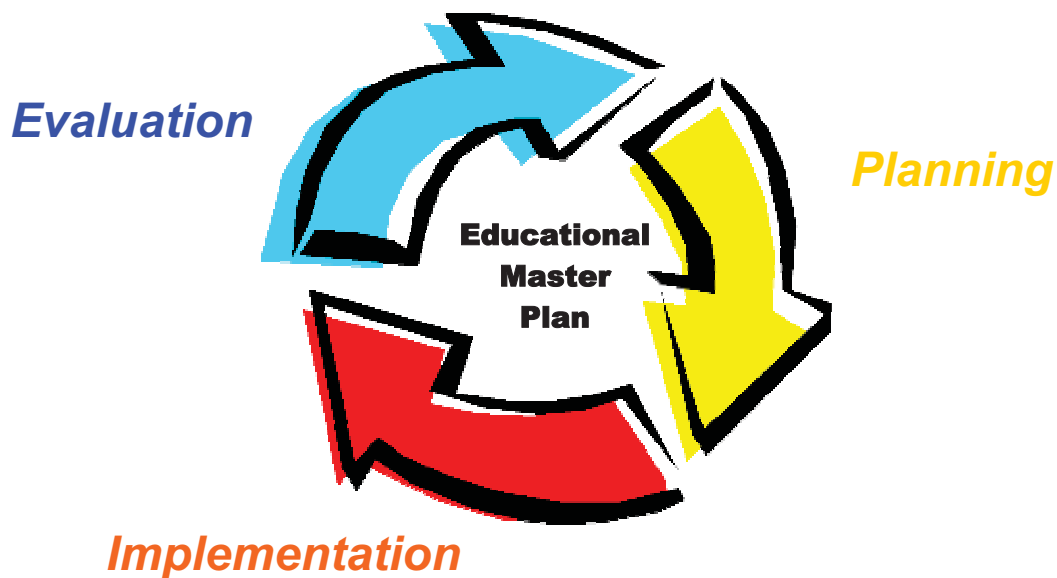
Part of the COS Mission is to be a comprehensive, student-centered community college. Some programs are historically low enrolled. While efforts will be made to expand and strengthen these programs, the College reaffirms their importance as vehicles in reaching out to both students and the community.

The current physical plant in Visalia will not accommodate unlimited growth. Consequently, the District has planned for expansion in both Tulare and Hanford. Land has been purchased in these cities for expansion. The site in Tulare has already been approved for Center status by the Chancellor's office. As the District examines how to fund expansion of these two sites, it must identify resources to support programs in each area.

Several occupational areas and outreach opportunities have the potential to increase student access as well as the ability of COS to advance the economic growth and global competitiveness of businesses within our District. The College must examine growth opportunities in the following areas:

- Paramedic
- Operating Room technician
- Occupational Therapy Assistant
- Medical Assistant
- College Prep
- Sustainable Agriculture
- Distance Education/Online Courses
- Men's Soccer
- Wrestling
- Economic Development
- Community Education

PLANNING FOR THE FUTURE: What changes are proposed and what resources are needed to bring about those changes?



Educational Anchor Programs for the Various District Locations

Visalia

- General Education- AA and Transfer
General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.
- Business
Business programs will continue to be anchored in Visalia. Some computer and general Business classes will be offered at other District locations, but the Division will remain headquartered in Visalia. Resource implications include not only facilities and staff, but significant investment in equipment.
- Child Development/ Consumer Family Studies (CDC in Visalia)
The field of child development is one of the fastest growing in the area. While some Child Development, Nutrition, and Consumer/Family Studies classes will be offered at other sites, the lab classes will remain in Visalia. For instance, those classes which require that students work in the Child Development Center as part of their lab experience will remain in Visalia. Likewise, the Foods Lab will stay in Visalia. Resource implications include not only facilities and staff, but also specialized equipment.
- Nursing
Demand for nurses has increased dramatically throughout the state. The District has formed many partnerships with local health care providers to facilitate the recruitment and training of nurses. While nursing and other health science classes may be offered at other District locations, the program will be headquartered in Visalia.
- Sports (six men's and six women's sports)
The current Athletic program in Visalia will continue. The decrease of open, green space on the Visalia campus, however, will create the need to move additional sports to Tulare. Resource implications include not only facilities and staff, but also specialized equipment.
- Fine Arts
The drama, theater, music, and fine arts program will remain in Visalia where current facilities accommodate these offerings. Resource implications include not only facilities and staff, but also some specialized equipment.

Tulare

- General Education
General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.
- Agriculture Program/Welding
The Agriculture program will be the anchor for the new Tulare campus. Related courses from the Industry and Technology Division will be transferred to Tulare so students can access instruction for certificates and degrees. The resource implications are particularly significant with regard to facilities and specialized equipment, as well as staff.
- Automotive Technology
The Automotive Technology program is currently housed in outdated facilities on the Visalia campus. Since there is on-going demand for training in this area, the program will be moved to Tulare where state of the art facilities will be built and the specialized equipment which is needed for instruction will be located.
- Architecture
The Architecture program is currently located in Visalia. It has potential for growth. Since there is interaction with other vocational training programs, Architecture offerings will be moved to Tulare also. Resource implications include not only facilities and staff, but also specialized equipment.
- Construction Technology

As the Tulare campus evolves, it will become home to major vocational offerings. Since both the housing and commercial markets are expanding rapidly throughout the District, there is a great demand for students with construction skills. For many years, students built a new home each year on the COS campus. Once the home was sold, it was moved to its permanent location. In recent years, however, the homes have been constructed on their actual homesite. Therefore, resource implications are primarily for staff.

- Sports (four men's and four women's sports)
The size of the Tulare campus allows for the expansion of sports opportunities.

Hanford

- General Education
General Education courses are critical for those students whose goal is to transfer. While these courses will be offered at all three District sites, the bulk of the offerings will remain in Visalia. Resource implications include facilities and staff.
- Public Safety Training (Police, Fire, Corrections)
The Police Academy is currently located in Visalia. While classroom instruction takes place primarily on campus, the Academy is forced to go off campus for specialized training. This is inefficient and costly in terms of lost time and financial resources. The Police Academy will be consolidated in state of the art facilities in Hanford. The Fire Academy currently offers the bulk of its classes at various sites in Hanford. Consolidating police and fire academies into a Public Safety training center in Hanford will attract recruits from throughout the area at a facility designed specifically to meet their needs. Resource implications include not only facilities and staff, but also specialized equipment.
- Administration of Justice
Because the Administration of Justice program is so closely related to Public Safety training, it will be headquartered in Hanford. Resource implications include primarily facilities and staff. Many of these courses fit under the category of General Education also; therefore, they may be offered at all District sites.
- Industrial Maintenance Technology
The need for vocational training in Maintenance Technology is strong throughout the District. This program will form the anchor for vocational training opportunities at the Hanford Center in Kings County.

Five Year Construction Plan, Energy Plan

MASTER PLAN SUMMARY

STATEMENT OF DISTRICT EDUCATION PLANS

College of the Sequoias was established in 1926 as Visalia Junior College. Over the years, several high school districts voted to join the Sequoias Community College District which now serves portions of Kings, Tulare and Fresno Counties, an area of over 3,000 square miles in the heart of the San Joaquin Valley.

Classes were originally housed in the Visalia Union High School until the fall of 1940 when the college moved to the present campus. At that time, the campus was in a rural area southwest of the town of Visalia. The current campus is located on approximately 62 acres of land and is guarded by one of the busiest streets in Visalia.

In 2002, the District created a new Strategic Plan, which includes the Educational Plan. In 2003, the process to create an updated Facilities Master Plan began. Input was solicited from every division within the District, Presidents Cabinet, the community at large and the Board of Trustees. A draft plan was completed in late 2003 and a local bond measure was placed on the March 2004 ballot. The bond measure would have provided the necessary funding to fulfill the plan. Unfortunately Measure "N" failed and so a new draft facilities plan is currently being created.

The current draft Master Plan caps the Visalia campus enrollment to at 12,000 students and pushes increasing enrollments to off campus sites in Tulare and Hanford. The two Centers will

serve the populations in both Tulare and Kings County. Therefore, the Visalia campus will concentrate on modernizing its current facilities instead of increasing the capacity of the site.

Most of the district's growth is projected to occur in the south region of Tulare County, so the District is placing a strong emphasis on growth at the Tulare site. The site for the Tulare Center has been identified and acquired. The moving of the 16 acre farm in Visalia to a larger facility will allow for the expansion of the Agricultural curriculum and provide general education courses and other comprehensive services to meet the complete academic needs of students. The state Chancellors Office has given official "Center Status" for the site in Tulare and a Final Project Proposal (FPP) will be submitted in 2005. This site is master planned to accommodate 1,300 students when opened and 10,000 students in 2040.

The Sequoias Community College District currently has a significant presence in a rented facility in Hanford. A comprehensive curriculum and a complete array of student services are offered at this site throughout the entire academic year. The COS Center in Hanford generates several hundred FTES annually. Efforts are being made to design a Hanford Educational Center that will serve several hundred FTES. The College of the Sequoias, the Hanford Joint Union High School District and the City of Hanford have jointly purchased a site in Hanford and an Environmental Impact Report (EIR) was completed in 2003.

Sequoias Community College District Energy Plan

Philosophy

The Sequoias Community College District believes that energy conservation is of the utmost importance. The District is committed to continuously searching for alternatives to reduce its energy usage in existing facilities and implementing the latest technologies on new construction projects.

Recent History

All existing District owned facilities have endured energy audits to identify areas where potential energy savings can be obtained. Energy conservation measures have been taken to reduce energy usage when it is proven to be cost-effective and does not negatively affect student learning.

Future Plans

With any new construction, latest energy technologies will be evaluated and all cost

effective energy technologies will be implemented.

Each new District building will be connected to the College of the Sequoias computerized energy management system (EMS).

In new buildings, utilizing items such as daylighting, cool roofs and HVAC economizers in the initial construction will gain energy efficiencies.

The potential for a central plant will be evaluated at the COS Visalia campus, the Tulare Center and the Hanford Center. If any prove to be cost-effective, design processes will begin.

Beyond the energy conservation measures outlined above, additional energy savings will come in small increments from increased operational efficiencies.

District Projects Priority Order
Sequoias Community College District

No.	Project	Occupancy		Source	Schedule of Funds						
		ASF	Total Cost		2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
1	Multi-Media Learning Center				College of the Sequoias						
0			2004/2005								
			\$14,971,000	State							
2	Renovation of Bldg.8 [Old Library]				College of the Sequoias						
6,332			2005/2006								
			\$3,621,000	NonState							
3	Reconstruction of Building 27 (Old Libr				College of the Sequoias						
-1,245			2005/2006								
			\$2,534,000	State							
			\$255,000	NonState							
4	Science Center				College of the Sequoias						
4,059			2006/2007								
			\$11,447,000	State							
5	P.E.& Disabled Prog. Facility				College of the Sequoias						
27,692			2006/2007								
			\$7,081,000	State							
			\$90,000	NonState							
6	Nursing and Allied Health Center				College of the Sequoias						
11,820			2009/2010			(P)(W)	(C)(E)				
			\$5,581,000	State		\$514,000	\$5,067,000				
7	Administration Bldg. Remodel for Effici				College of the Sequoias						
186			2009/2010			(P)(W)	(C)(E)				
			\$3,304,000	State		\$325,000	\$2,979,000				
8	Tulare Ctr. for Agriculture Science and				Tulare Center						
53,054			2011/2012			(P)	(W)	(C)	(E)		
			\$36,280,000	State		\$1,130,000	\$1,527,000	\$30,431,000	\$3,192,000		
9	Tulare Center Parking and Infrastructu				Tulare Center						
2,313			2011/2012			(P)	(W)	(C)(E)			
			\$3,016,000	NonState		\$128,000	\$107,000	\$2,781,000			
10	Business Building Remodel for Efficien				College of the Sequoias						
			2010/2011				(P)(W)	(C)(E)			
			\$8,560,000	State			\$784,000	\$7,776,000			
11	Hanford Educational Center				College of the Sequoias						
10,611			2011/2012				(P)(W)	(C)	(E)		
			\$15,089,000	NonState			\$1,098,000	\$11,879,000	\$2,112,000		

Appendix A

Performance Indicators: Analysis at end of 2004-2005 Academic Year

Access

Ethnicity	Tulare County 2003 - 394,771		Kings County 2003 - 139,492		Tulare/Kings Total 2003 - 534,263		College of Sequoias Fall 2003 - 10,284	
	Number	Percent	Number	Percent	Number	Percent	Number**	Percent**
Amer.Indian	3,332	0.8%	1,415	1.0%	4,747	0.8%	131	1.3%
Asian/Pac.Is.	13,095	3.3%	4,458	3.2%	17,553	3.3%	435	4.2%
Black	5,631	1.4%	11,439	8.2%	17,070	3.2%	374	3.6%
Caucasian	167,895	42.5%	59,204	42.4%	227,099	42.5%	4,103	39.9%
Hispanic	200,379	50.8%	60,876	43.6%	261,255	48.9%	4,460	43.4%

e:access Sources: CA Department of Finance - Race/Ethnicity Estimates - August 2005
COS Statistical Data for Fall 2003

**Not all categories represented so columns will not total 100%.

Successful Course Completions

Year	Transfer Courses		Basic Skills Courses		Vocational Ed Courses		All Courses	
	COS % Success	All CCC % Success	COS % Success	All CCC % Success	COS % Success	All CCC % Success	COS % Success	All CCC % Success
1998-99	70.00%	69.08%	50.75%	58.65%	77.15%	78.82%	68.12%	68.40%
1999-00	70.54%	68.69%	50.92%	58.20%	79.82%	78.65%	69.19%	67.87%
2000-01	70.95%	69.17%	55.93%	58.41%	80.14%	80.16%	70.00%	68.63%
2001-02	71.53%	69.51%	56.46%	59.24%	84.67%	82.18%	70.95%	69.30%
2002-03	72.70%	70.48%	63.14%	62.03%	82.98%	83.97%	72.39%	70.38%
2003-04	76.97%	70.21%	59.86%	61.52%	83.44%	84.09%	75.82%	69.96%

Basic Skills Improvement

(Successful in Sequential Class in Same Discipline)

Cohort Year Reviewed	English Basic Skills		Math Basic Skills		Total of Math & English	
	COS % Success	All CCC % Success	COS % Success	All CCC % Success	COS % Success	All CCC % Success
1996-97 in 1998-99	26.71%	25.75%	21.70%	23.37%	23.62%	24.80%
1997-98 in 1999-00	28.36%	25.47%	21.50%	23.68%	24.04%	24.75%
1998-99 in 2000-01	25.02%	25.44%	19.22%	23.88%	21.47%	24.81%
1999-00 in 2001-02	28.80%	25.10%	22.53%	24.47%	24.80%	24.84%
2000-01 in 2002-03	31.88%	26.47%	22.87%	26.26%	26.33%	28.38%
2001-02 in 2003-04	34.94%	27.12%	20.09%	27.57%	26.15%	27.31%

Degrees & Certificate Completions

Year	Degrees	Certificates*	Total Degrees & Certificates
1995-96	638	469	1107
1996-97	678	416	1094
1997-98	696	255	951
1998-99	734	302	1036
1999-00	731	348	1079
2000-01	739	457	1196
2001-02	714	440	1154
2002-03	791	392	1183
2003-04	729	456	1185

*includes all certificates requiring from 1 to 60 units

Transfer Prepared

Year	Transfer Prepared	Total Credit Students	Percent of Total Credit
1997-98	848	14056	6.0%
1998-99	882	14699	6.0%
1999-00	699	14842	4.7%
2000-01	790	14822	5.3%
2001-02	907	16388	5.5%
2002-03	911	17063	5.3%
2003-04	944	15,085	6.3%

Transfers to UC & CSU

Year	UC System	CSU System	Total UC/CSU
1995-96	44	469	513
1996-97	37	452	489
1997-98	30	432	462
1998-99	36	475	511
1999-00	46	519	565
2000-01	40	494	534
2001-02	42	488	530
2002-03	43	505	548
2003-04	22	460	488

Workforce Development: Successful Course Completions

Year	Advanced Courses		Introductory Courses		All Vocational Courses	
	COS % Success	All CCC % Success	COS % Success	All CCC % Success	COS % Success	All CCC % Success
1998-99	78.01%	79.76%	70.55%	73.29%	72.07%	75.02%
1999-00	78.67%	78.73%	70.74%	72.64%	72.47%	74.28%
2000-01	76.75%	78.44%	71.03%	73.06%	72.40%	74.55%
2001-02	78.03%	79.80%	72.19%	74.53%	73.72%	75.91%
2002-03	81.34%	81.09%	72.17%	75.78%	76.54%	77.13%
2003-04	84.51%	81.87%	76.28%	75.72%	78.74%	77.26%

Demographics of Students, Faculty (FT & PT) and Staff - Fall 2004

Category	Students		Full-Time Faculty		Adjunct Faculty		Classified		Administrators	
	Total: 10,616	Percent	Total: 157	Percent	Total: 284	Percent	Total: 161	Percent	Total: 30	Percent
American Indian	138	1.3%	2	1.3%	2	0.7%	6	3.7%	0	0.0%
Asian/Pacific Islander	637	6.0%	5	3.2%	5	1.8%	9	5.6%	0	0.0%
Black	382	3.6%	8	5.1%	1	0.4%	0	0.0%	1	3.3%
Hispanic	4,523	42.6%	18	11.5%	28	9.9%	51	31.7%	7	23.3%
White	4,034	38.0%	124	79.0%	210	73.9%	95	59.0%	22	73.3%
Other/Unknown	902	8.5%	0	0.0%	38	13.4%	0	0.0%	0	0.0%
Men	4,268	40.2%	79	50.3%	163	57.4%	52	32.3%	21	70.0%
Women	6,348	59.8%	78	49.7%	121	42.6%	109	67.7%	9	30.0%

Source: IPEDS data for 2004-05 and COS student statistical data for Fall 2004

c: compendium:demographics - students, faculty

FTES, WSCH & Load

	Comparison of Fall Semesters		Comparison of Spring Semesters	
	Fall 2002	Fall 2003	Spring 2003	Spring 2004
FTES	3997.14	4061.4	3998.09	3738.09
WSCH	119,914.20	121,842.00	119,942.69	112,142.69
Load	278.5	252.102	267.202	258.4

Source: Computer Services/Administrative Services/Academic Services

Appendix B

Population: California, Kings & Tulare Counties & Cities 1980, 1990, 2000*, 2002, 2004 and 2005

County/City	1980 Population	1990 Population	2000* Population	2002 Population	2004 Population	2005 Population	% Change 1980-2005
California	23,667,902	29,385,000	33,873,086	35,049,000	36,144,000	36,810,358	56%
Kings County	73,738	101,469	129,461	134,300	141,400	144,732	96%
Avenal	4,137	9,575	14,674	14,900	16,200	16,187	291%
Corcoran	6,454	13,400	20,843	21,250	22,150	22,528	249%
Hanford	20,958	30,600	41,686	44,000	46,300	48,070	129%
Lemoore	8,832	14,100	19,712	20,850	21,900	22,508	155%
Unincorp.	33,357	33,794	32,546	33,250	34,850	35,439	6%
Tulare County	245,738	311,921	368,021	379,700	396,800	409,871	67%
Dinuba	9,907	12,743	16,844	17,500	18,600	19,297	95%
Exeter	5,606	7,276	9,168	9,475	9,900	10,357	85%
Farmersville	5,544	6,235	8,737	9,025	9,775	10,240	85%
Lindsay	6,924	8,338	10,297	10,400	10,700	11,031	59%
Porterville	19,707	29,563	39,615	41,050	43,150	44,496	126%
Tulare	22,526	33,249	43,994	45,350	47,700	49,477	120%
Visalia	49,729	75,636	91,565	96,200	102,700	107,550	116%
Woodlake	4,343	5,678	6,651	6,850	7,000	7,189	66%
Unincorp.	121,452	133,203	144,300	143,800	147,300	150,234	24%

*Reflects 2000 Census data

Source: CA Department of Finance - Population Estimates for Cities, Counties and State - January 2005

u:popchg

College of the Sequoias
 Long Range Enrollment and WSCH Forecast

	CCC Data						COS Data (Actual)			
	Enrollment Actual	WSCH		Enrollment Forecast	WSCH		Fall Enrollments		Fall WSCH	
		Actual	% Chg.		Forecast	% Chg.	1st Census	% Chg.	WSCH	% Chg.
1973	5906									
1974	6592	75800								
1975	7368	82889	9.4%							
1976	7207	82471	-0.5%							
1977	7387	81281	-1.4%							
1978	7122	78007	-4.0%							
1979	7157	80520	3.2%							
1980	7500	87183	8.3%				7556			
1981	7637	85985	-1.4%				7625	0.9%		
1982	7326	84410	-1.8%				7372	-3.3%		
1983	7254	76786	-9.0%				7288	-1.1%		
1984	7237	79495	3.5%				7241	-0.6%		
1985	7810	82198	3.4%				7587	4.8%		
1986	8033	82480	0.3%				7909	4.2%		
1987	8383	89133	8.1%				8300	4.9%		
1988	8445	89309	0.2%				8449	1.8%		
1989	8530	94837	6.2%				8525	0.9%		
1990	9662	96077	1.3%				9086	6.6%		
1991	9323	97258	1.2%				9289	2.2%		
1992	9533	99564	2.4%				9499	2.3%		
1993	8626	98506	-1.1%				9587	0.9%		
1994	8808	99564	1.1%				8771	-8.5%		
1995	8663	98280	-1.3%				8721	-0.6%		
1996	8807	105275	7.1%				8729	0.1%		
1997	9816	111258	5.7%				9552	9.4%		
1998	10369	115633	3.9%				9811	2.7%		
1999	10437	114379	-1.1%				9954	1.5%	117830	
2000	10312	113350	-0.9%				9993	0.4%	116535	-1.1%
2001	11556	119325	5.3%				10780	7.9%	123128	5.7%
2002	11820	121581	1.9%				10693	-0.8%	121868	-1.0%
2003				11989	123323	1.4%	10284	-3.8%	122017	0.1%
2004				11383	117089	-5.1%	10559	2.7%	118994	-2.5%
2005				11650	119837	2.3%				
2006				11915	122561	2.3%				
2007				12197	125462	2.4%				
2008				12444	128004	2.0%				
2009				14343	147537	15.3%				
2010				14604	150217	1.8%				
2011				14885	153112	1.9%				
2012				15131	155636	1.6%				
2013				15359	157980	1.5%				
2014				15563	160086	1.3%				
2015				15711	161602	0.9%				

Source: CCC Long Range Enrollment and WSCH Forecast, 2003
 COS Final FTES Projections from Emma Lee and Enrollments from Statistical Data Reports
 c:Long Range Enrollment and WSCH Forecast 2003

Selected Demographics - CA, Kings & Tulare Counties & Communities 2000 Census

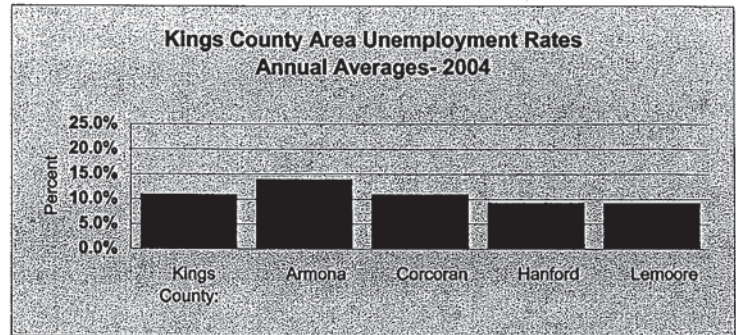
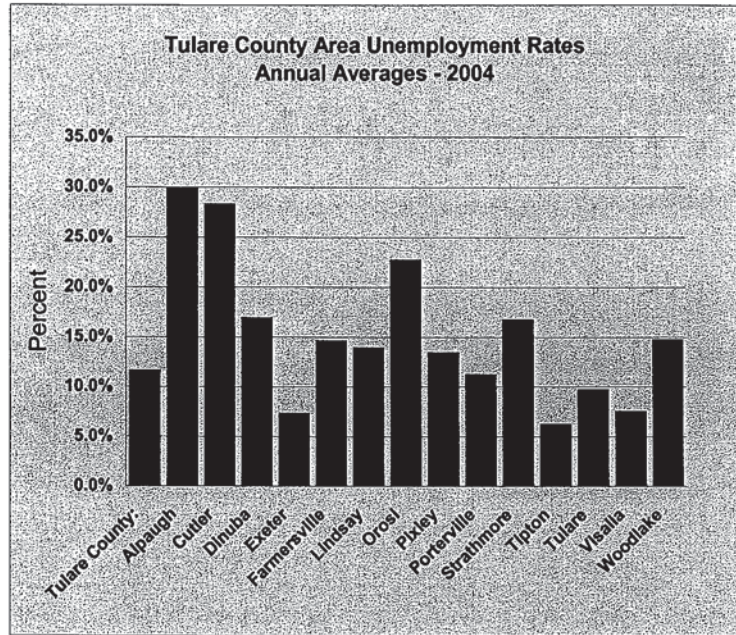
Selected Demographics								
County & Communities	Population	Less than 9th Grade Education	Median Age - Years	Hispanic or Latino	English Language Only	% Household Income < \$25,000	Median Household Income	Families with Poverty Status
California	33.9 Million	11.5%	33.3	32.4%	60.5%	25.5%	\$47,493	10.6%
Kings County	129,461	15.7%	30.2	43.6%	63.3%	33.9%	\$35,749	15.8%
Tulare County	368,021	23.0%	29.2	50.8%	56.2%	36.6%	\$33,983	26.6%
Corcoran	14,458	16.7%	30.7	59.6%	54.0%	40.5%	\$30,783	23.4%
Dinuba	16,844	31.9%	25.9	75.1%	37.4%	38%	\$33,345	21.1%
Exeter	9,168	14.9%	30.1	38.3%	70.4%	36.3%	\$33,738	14.2%
Farmersville	8,737	38.2%	24.3	72.0%	40.8%	44.0%	\$27,682	23.6%
Hanford	41,686	12.3%	30.9	38.7%	71.7%	32.8%	\$37,582	14.2%
Lemoore	19,712	10.1%	27.8	30.5%	71.1%	28.2%	\$40,314	11.4%
Lindsay	10,297	44.0%	25.4	78.0%	31.9%	51.4%	\$24,305	33.3%
Orosi	7,318	49.3%	25.5	82.0%	18.9%	42.2%	\$30,400	25.2%
Porterville	39,615	22.3%	28.6	49.4%	56.7%	39.7%	\$32,046	20.3%
Strathmore	2,584	35.0%	24.3	68.5%	44.0%	49.7%	\$25,156	24.2%
Three Rivers	2,248	2.8%	47.1	6.6%	93.9%	31.4%	\$42,727	7.5%
Tulare	43,994	18.8%	28.5	45.6%	62.6%	36.4%	\$33,637	16.9%
Visalia	91,565	11.2%	31.7	35.6%	70.9%	28.6%	\$41,349	12.9%
Woodlake	6,651	45.2%	25.3	83.8%	27.4%	53.1%	\$23,653	33.0%

Source: 2000 Census

u:district demographics

Kings and Tulare Counties: Unemployment Rates for Sub-County Areas 2004* Benchmark - Annual Averages

County/City	Unemployment Rates 2004
US	5.5%
CA	6.2%
Tulare County:	11.7%
Alpaugh	29.9%
Cutler	28.4%
Dinuba	17.0%
Exeter	7.4%
Farmersville	14.7%
Lindsay	14.0%
Orosi	22.8%
Pixley	13.5%
Porterville	11.3%
Strathmore	16.8%
Tipton	6.3%
Tulare	9.8%
Visalia	7.6%
Woodlake	14.8%
Kings County:	11.0%
Armona	14.0%
Corcoran	11.0%
Hanford	9.3%
Lemoore	9.2%



Source: EDD Labor Market Information - 1/2005

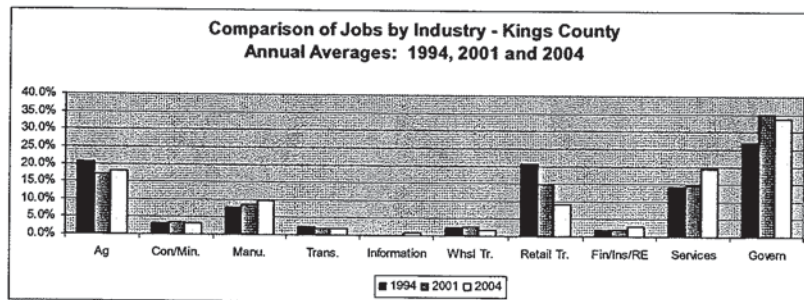
u: unemp

*Method of calculation changed in 2004

Jobs by Industry - Kings County Annual Averages – 1994 through 2004

Industry	% Jobs 1994	% Jobs 1995	% Jobs 1996	% Jobs 1997	% Jobs 1998	% Jobs 1999	% Jobs 2000	% Jobs 2001	% Jobs 2002	% Jobs 2003	% Jobs 2004
Number of Jobs	31,020	33,140	32,110	36,160	35,880	34,950	37,710	38,100	38,700	39,700	40,300
Agriculture	20.6	22.6	21.0	25.9	21.5	17.3	20.3	17.2	18.1	18.4	17.9
Constr./Mining	3.1	2.7	2.7	2.5	2.6	3.1	2.9	3.4	3.1	3.3	3.2
Manufacturing	7.7	10.0	8.5	9.9	9.9	8.5	9.0	8.7	9.0	8.8	9.7
Transp./Pub.Util.	2.5	2.8	2.8	2.1	2.4	2.7	2.1	1.9	1.6	1.5	1.8
Information										0.8	0.7
Wholesale Trade	2.4	2.7	2.7	2.6	2.9	2.9	2.7	2.6	1.8	1.8	1.7
Retail Trade*	20.7	16.6	16.9	15.3	15.7	15.9	14.5	14.7	9.0	8.8	9.2
Finance/Ins./RE	1.9	2.0	2.1	1.8	1.9	2.1	1.9	2.0	3.4	3.3	3.0
Services*	14.2	13.6	14.3	13.3	13.9	15.2	13.6	14.6	19.4	19.6	19.4
Government	26.9	27.1	29.1	26.6	29.2	32.4	32.9	34.9	34.6	33.8	33.5

*Note: Change in reporting of Retail Trade and Services beginning 2002



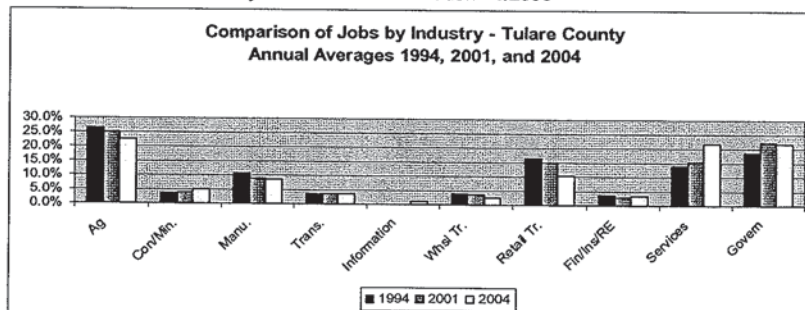
Source: EDD Labor Market Information 1/2005

Jobs by Industry - Tulare County Annual Averages – 1994 through 2004

Industry	% Jobs 1994	% Jobs 1995*	% Jobs 1996	% Jobs 1997	% Jobs 1998	% Jobs 1999	% Jobs 2000	% Jobs 2001	% Jobs 2002	% Jobs 2003	% Jobs 2004
Number of Jobs	115,600	117,300	118,600	124,500	126,800	132,200	133,100	133,600	136,300	135,700	133,900
Agriculture	26.3	25.5	28.4	27.7	27.2	26.6	26.5	24.9	24.7	24.2	22.5
Constr./Mining	3.5	3.3	3.2	3.1	3.2	3.9	3.8	4.0	4.1	4.4	4.9
Manufacturing	10.6	10.3	9.4	9.6	9.4	9.4	9.2	8.9	8.3	8.3	8.4
Transp./Pub.Util.	3.4	3.5	3.5	3.3	3.3	3.4	3.5	3.5	3.7	3.8	3.7
Information										0.8	0.9
Wholesale Trade	4.0	3.7	3.9	3.8	3.7	3.8	3.5	3.5	2.6	2.5	2.6
Retail Trade*	16.4	16.2	15.3	15.7	15.4	15.1	15.0	15.0	10.5	9.8	10.2
Finance/Ins./RE	3.4	3.0	2.6	2.7	2.8	3.0	2.8	3.0	3.3	3.2	3.2
Services*	14.0	14.7	14.4	14.2	14.9	14.1	14.7	15.2	21.1	21.6	21.7
Government	18.4	19.8	19.4	19.9	20.1	20.7	21.3	22.0	21.7	21.4	21.9

*Note: Change in reporting of Retail Trade and Services beginning 2002.

Source: EDD -Tulare County Labor Market Information - 1/2005



Placement Test Recommendations by Major Ethnic Groups

Spring 2003 (3,370 tested)

Spring 2004 (3,315 tested)

	Spring 2003						Spring 2004					
	White		Hispanic		ALL Students		White		Hispanic		ALL Students	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Math												
Further Testing	67	5.7%	160	9.9%	274	8.1%	19	2.4%	45	3.8%	230	6.9%
Math 360	407	34.5%	833	51.5%	1,497	44.4%	227	28.2%	551	47.1%	1,456	43.9%
Math 200	343	29.1%	389	24.1%	904	26.8%	252	31.3%	342	29.2%	904	27.3%
Math 230	187	15.9%	130	8.0%	368	10.9%	147	18.3%	129	11.0%	375	11.3%
Higher Math	175	14.8%	105	6.5%	327	9.7%	160	19.9%	103	8.8%	350	10.6%
Total	1,179	100.0%	1,617	100.0%	3,370	100.0%	805	100.0%	1,170	100.0%	3,315	100.0%
English (Writing)												
See Coun./ESL Test	32	2.8%	250	15.6%	364	10.9%	33	4.1%	172	14.7%	357	10.8%
English 360	150	13.1%	460	28.7%	753	22.5%	103	12.8%	357	30.6%	737	22.4%
English 251	361	31.4%	552	34.5%	1,093	32.6%	250	31.1%	367	31.4%	1,023	31.1%
English 1	606	52.7%	340	21.2%	1,144	34.1%	419	52.0%	271	23.2%	1,174	35.7%
Total	1,149	100.0%	1,602	100.0%	3,354	100.0%	805	100.0%	1,167	100.0%	3,291	100.0%
English (Reading)												
See Coun./ESL Test	32	2.8%	250	15.6%	364	10.9%	36	4.5%	179	15.3%	385	11.7%
English 265	128	11.1%	283	17.7%	501	14.9%	116	14.4%	223	19.1%	508	15.4%
English 360	126	11.0%	404	25.2%	659	19.6%	100	12.4%	350	30.0%	709	21.5%
No Reading Necessary	863	75.1%	665	41.5%	1,830	54.6%	553	68.7%	415	35.6%	1,689	51.3%
Total	1,149	100.0%	1,602	100.0%	3,354	100.0%	805	100.0%	1,167	100.0%	3,291	100.0%