ACADEMIC PROGRAMS

AGRICULTURE DIVISION

The primary functions of the Agriculture Division are to:

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

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

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

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

"Agriculture Technology" provides students with both theoretical and applied courses in the operation, repair, and maintenance of agriculture irrigation systems and agricultural equipment.

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

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

"Plant Science" provides students with theoretical and applied courses in the science of agricultural plant production and management that lead to careers in pest control, farm management, and plant protection.

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

EFFICIENCY AND SUCCESS – AGRICULTURE DIVISION

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

ANALYSIS

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

GROWTH PROJECTIONS

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

CHALLENGES

The primary challenges for the Agriculture Division are:

- Growing enrollment across multiple disciplines within the Division
- Improving completion rates for certificates
- Increasing use of technology relative to labor requiring more skills for employment
- Supporting the many laboratories required by a diverse agriculture program, including the necessary tools and equipment
- Changes to CalGETC and the impact to enrollment and degree programs
- Fewer individuals with a background in agriculture makes it more difficult to recruit students despite there being numerous opportunities in the industry

BUSINESS DIVISION

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

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

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

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

"Paralegal" prepares students to perform a variety of substantive legal work, such as legal research, drafting documents, client and witness interviews, etc., in law-related employment, i.e., law offices, corporations, and government positions.

EFFICIENCY AND SUCCESS – BUSINESS DIVISION

	FTES/FTEF Ratio		Sequoias Course Success		Statewide
	FA18-FA22	Target	FA18-FA22	Target	Course Success

ACCT	16.3	17.5	68.5%	74%	72.1%
BUS	13.4	17.5	67.4%	74%	70.7%
COMP	13.1	17.5	61.5%	74%	69.9%
PARA	9.0	17.5	68.7%	74%	74.5%

ANALYSIS

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

GROWTH PROJECTIONS

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

CHALLENGES

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

- To provide adequate and appropriate student support to increase students' successful completion of the courses and programs.
- To increase student awareness of the benefits of the Paralegal program.
- To increase student awareness of the online-computer degree offered by the Computer Program.

CONSUMER FAMILY STUDIES DIVISION

The Consumer Family Studies Division is comprised of the following disciplines/departments: Culinary, Fashion, Education, Nutrition, Child Development. The focus of Consumer Family Studies is to improve the quality of life for individuals and families through achieving vocational goals, enriching lifestyles, expanding horizons, developing creative talents, advancing knowledge. The Consumer Family Studies Division offers 7 associate degrees, 5 certificates of achievement and 4 skill certificates.

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

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

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

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

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

EFFICIENCY AND SUCCESS – CONSUMER AND FAMILY STUDIES DIVISION

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

ANALYSIS

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

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

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

Efficiency rates in the Education department are primarily impacted by the lab capacity, which is necessary to maintain due to external lab placements. The FTES/FTE Ratio for 18-22 is 14.5 and that is likely to remain the same due to changes in demand related to PK-3 teaching credential and due to student enrollment in sections at District centers. Education success rates are 5% below the state average of 75.3%. The local success rates were dramatically impacted due to school closures during the COVID-19 pandemic and access to adequate lab placements. The success rate goal for the ten-year plan is to achieve 75.3%, which is the state average.

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

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

GROWTH PROJECTION

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

The child development department is expected to grow substantially due to the increasing demand for Transitional Kindergarten teachers, who are now required to take 24 units of child development.

The Culinary Arts Program has grown substantially in the last 2 years, but further growth will be hindered by not being able to provide more sections of classes due to availability in the Culinary Lab (kitchen).

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

In the Fashion department, growth in the past 3 years has increased by 200 students annually. We are currently serving over 600 students and hope to maintain this trend. Fashion would like to maintain the 600 enrolled students in the next few years and continue to grow the program 10% in the next five years.

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

CHALLENGES

The challenges faced by the disciplines in the Consumer Family Studies Division are:

- The primary challenge of the Child Development Department is placement of lab students in high quality settings throughout Tulare and Kings Counties.
- The primary challenges of the Culinary Arts Department are to continue to develop and implement strategies to improve student readiness to enter the workforce. Further growth of the program is inhibited due to the capacity and size of the Culinary Lab.
- One main external challenge continues to be improving the lab placement experience for Education students. A second challenge facing the Education department comes from the proposed changes to CALGET-C and the direct impact it will have on the Elementary Teacher Education AD-T.
- The growth of the Fashion department has created a need for additional qualified instructors, as well as more space for lab students and sewing machines. Further growth is inhibited by these problems.
- The nutrition department will need to adjust to the impacts of CALGETC, which may decrease the number of sections offered. The nutrition department will also need to continue to be aware of technology applications and expansions affecting curriculum and workplace functions.

DISTANCE EDUCATION

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

- Support faculty, staff, and administration in the delivery of universally accessible, soundly designed and innovative technology-mediated course and program delivery
- Provide an online teaching certification and maintenance program, and continuous professional development for faculty in areas of equity, technology, accessibility, law and policy, instructional design, and in both statewide and local initiatives aimed at promoting student success
- Promote and ensure high-quality courses and programs to students in need of a flexible schedule, individualized learning, or accessible content and design.
- Drive the development of online faculty qualifications, college procedures associated with online teaching and learning, and review and report online learning outcomes to senior management, academic senate, and the Board.

Success Rates by Instructional Method AY 2018-2023

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

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

ANALYSIS

Distance education offerings increased to meet the needs of COVID-era higher education, and while online course offerings have decreased in the return to in-person learning, they remain significantly higher than pre-COVID levels. The District is in a period of adjustment as we remain committed to delivering in-person higher education, while recognizing the shift that occurred in the 2020-2022 time period. There is an average 8% difference in success between face-to-face courses and distance education courses locally, while statewide the gap is closer to 4%. We aim to narrow our local success gaps between instructional methods significantly in the coming years.

GROWTH PROJECTIONS

Distance Education is in a period of transition. There is higher demand for online and hybrid courses than pre-pandemic, and we predict that this demand will likely sustain or increase in the coming decade. Distance education courses will continue to be offered to provide students with options and flexibility, with emphasis being placed on improving the quality of instruction and narrowing success gaps between modalities.

CHALLENGES

The challenges for the office of Distance Education are to:

- Support the needs of all three campuses and online with appropriate staffing
- Collect accurate data to determine student preparedness for online learning
- Solicit participation from faculty in distance education-related professional development
- Ensure distance education course quality on an ongoing basis

EDUCATIONAL SUPPORT SERVICES DIVISION

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

- Tutorial center-based services: General Tutorial provides free small group tutoring assistance in a wide variety of subjects, including GE and pre-nursing sciences, accounting, ASL, economics, political science, and philosophy. Language Center provides free tutoring for writing, reading, speaking, and grammar for ESL students as well as students with grammar, punctuation, and sentence-level error in writing. Math Lab provides free tutoring in math courses up to Math 65 as well as with math content from any subject area. Writing Center offers one-on-one and online consultation from peer tutors for students in all majors, providing feedback and resources throughout the writing process—from pre-writing to final drafting. All tutorial services are available in person and online.
- Classroom-based services: Supplemental Instruction (SI) places a peer SI leader in traditionally difficult courses to model effective student behaviors and to conduct workshops designed to enhance student understanding of the content. Embedded Tutoring for ESL and English places a peer tutor in and English 001 or ESL Writing and Grammar courses to provide additional support, explanation and feedback to students to improve student success. Classroom based services are offered in person classes as well as online classes.
- Study space: Supportive study space that offers instructional technology for short term check-out including laptops, calculators, and headphones, study rooms, open study space, computer lab and an anatomy room with models and software for hands-on use by students.
- Workshops: Tutorial Services offers a broad array of workshops each month including study skills, citation assistance, and stats crunch.

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

ANALYSIS
Attendance in writing center, math lab and general tutorial dropped from the 2021 rates, likely due to the changes in requirements for AB705, combined with the retreat to remote instruction due to the COVID pandemic. The four tutorial centers have shown increased attendance upon return to in-person services following the COVID pandemic.

GROWTH PROJECTIONS

Services provided by Educational Support Services are projected to grow at a 2% increase in student attendance hours annually.

CHALLENGES

The challenges for Educational Support Services are:

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

ENGLISH DIVISION

The purpose of the English Division is to help students improve reading, writing, and critical thinking abilities, all of which are necessary components in any major field of study. Most students at COS take our reading and composition courses to fulfill either transfer or graduation requirements, or to enhance their writing skills. English offers one associate's degree (AA-T in English) and one certificate (Certificate of Achievement in Writing Consultancy).

In our English courses, students explore texts from a variety of diverse voices and enter into conversations with creative thinkers. Our reading and composition courses help students reflect on the complex relationship between our own decision making, beliefs, ways of knowing, values, and world views. We empower students to write well-reasoned, evidence-based, and nuanced arguments to suit a variety of audiences, purposes, and contexts. Our students strengthen their voices as scholars by developing research strategies, evaluating sources for credibility, and incorporating those sources purposefully into their writing. This experience contributes significantly to the development of productive writing practices and habits of mind that are critical for success in different contexts, including academic, workplace, and community settings.

In addition to composition courses, the department offers a wealth of courses in literature from introductory courses, such as "Composition and Literature;" to specialized courses, such as "Chicano Literature," "Women in Literature," or "African American Literature;" and to period literature surveys, such as Shakespeare, American Literature, British Literature, or World Literature. Literature courses explore the diverse breadth of our world's knowledge and invest students with the means to express their complex perceptions in well-wrought language. An English major prepares a student especially well for many professional opportunities — law, teaching, publishing, broadcasting, journalism, education, and more. Because communication facilitates our day-to-day lives, the flexible skills taught in our classrooms will never be obsolete and are central to any personal and professional endeavor.

EFFICIENCY AND SUCCESS – ENGLISH DIVISION

| | FTES/FTEF Ratio | | Sequoias Course Success | | Statewide |
	FA18-FA22	Target	FA18-FA22	Target	Course Success
ENGL	13.1	12.67	65.1%	69.1%	64.1%

ANALYSIS

Student success rates increased from a 61% average in 2009-2013 to a 65.1% average in 2018-2022. This increase surpassed the goal we set of 64% in the 2015-2025 master plan. Our current success rate of 65.1% exceeds the

statewide average of 64.1%. Not reflected in these numbers is our significant increase in student throughput rates over the course of the past 10 years: our fall 2015 cohort saw 39.9% or 789 students complete English 1 in their first year while in fall 2022 this number increased to 69.5% or 1836 students; throughput more than doubled! We are encouraged by these positive trends and would like to continue to increase our success rates by another four percent over the next ten-year period, from 65.1% to 69.1%. Achieving a 69.1% success rate average is an ambitious goal that would position us as one of the top schools in the region for English success rates.

GROWTH PROJECTIONS

Because we are still acclimating to the changes prompted by AB705/AB1705, growth rates in English are difficult to predict accurately. We project English to grow at the same rate as the district's overall growth rate, if not slightly faster once the CAL-GETC changes take effect.

CHALLENGES

The primary challenges for the English division are to:

- Increase the rate at which students placed into co-requisite support courses successfully complete English courses in a 1 year period
- Expand course offerings to meet increases in student demand, especially considering AB705 and AB1705.
- Adapt to the opportunities and challenges presented by emerging AI software platforms
- Better support and integrate adjunct faculty more fully into the department

FINE ARTS DIVISION

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

"Art" is the application of creativity, imagination, and skill development in a variety of applications including: drawing, color and design, painting, printmaking, sculpture, ceramics, and digital art (photography, painting and imaging) The program also includes art appreciation, art history, and gallery management classes. The Art program offers a comprehensive foundation in the history, theory, and practice of Art to students pursuing a degree, a certificate, or seeking to transfer to a four-year degree program.

"Music" is the production of vocal and/or instrumental sounds combined in such a way as to create beauty of form, harmony, and expression of emotion. The Music program offers a comprehensive foundation in the theory, history, and performance of music to students seeking a degree, preparing to transfer to a four-year degree programs, or taking courses for musical training. Music students receive a structured program of training in a variety of solo performance media, large and small ensembles, music theory and musicianship, basic vocal, keyboard, and instrumental skills in a variety of historical styles and genres.

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

EFFICIENCY AND SUCCESS – FINE ARTS DIVISION

	FTES/FTEF Ratio		Sequoias Course Success		Statewide
	FA18-FA22	Target	FA18-FA22	Target	Course Success

ART	14.8	17	73.3%	74%	73.8%
MUS	17.7	18	72.1%	75%	74.9%
THTR	32.9	34	75.8%	78%	76.8%

ANALYSIS

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

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

GROWTH PROJECTIONS

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

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

The Theater FTE Ratio is projected to grow at a rate comparable to the District as course offerings are aligned to maximize student enrollment.

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

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

CHALLENGES

The primary challenges for the disciplines in Fine Arts are to:

- Implement strategies to improve the course success rate to above the statewide average.
- Develop new courses and adapt the course offerings to reflect the changes to local and transfer GE requirements.

FIRE DIVISION

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

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

EFFICIENCY AND SUCCESS – FIRE DIVISION

	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
FIRE	17.6	20	78.2%	82%	88.1%

ANALYSIS

The course success rate is below average because some of the courses are prerequisite in nature and tend to eliminate students who may be simply exploring career choices. The courses are designed to national professional standards which may prove challenging to students who mistakenly believe that fire technology is not an academic course of study.

GROWTH PROJECTIONS

Fire Technology courses are lower than average in FTES/FTEF ratios because of mandated student to instructor rations in these courses, and the specialized nature of the courses. Additionally, these courses are sometimes run with lower-than-normal numbers of students due to the necessity to provide local fire departments with qualified leaders.

CHALLENGES

Fire Technology faces the same sort of challenges that all programs in our socio-economic region face, and a few which are unique. These include:

- Providing a highly trained, diverse pool of candidates to local employers;
- Acquisition and maintenance of an adequate supply of modern firefighting tools and equipment;
- Acquisition of a state-of-the-art fire training facility, as required by our accreditation.

INDUSTRY AND TECHNOLOGY DIVISION

The Industry and Technology Division provides:

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

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

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

"Automotive" offers a comprehensive array of automotive technology courses designed to give students the skills and knowledge required to perform diagnosis, service, and repair of automotive systems in an automotive shop environment. This includes electrical and hybrid auto repair.

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

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

"Electrician Training" offers training in the principles of electricity, circuitry, and power distribution, electrical building, and safety codes. This sequence of state-approved courses is required of any person who wants to work

as an electrician trainee and prepares students for the certification test mandated by law for any person performing work as an electrician.

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

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

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

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

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

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

EFFICIENCY AND SUCCESS – INDUSTRY AND TECHNOLOGY DIVISION

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

ANALYSIS

Students' successful course completion rates for 50% (5/10) of the I and T programs are below the state levels which are our goals for our COS I and T students. Four I and T programs (50%) are very close to the state levels and these programs include HVAC/ECT, Manufacturing (ITEC), and Welding. Student success rates below target level provide an opportunity for I and T faculty/staff to develop and implement strategies to integrate instruction in basic math skills with content-specific instruction in a way that enhances success.

GROWTH PROJECTIONS

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

With the completion of a state-of-the-art Industry and Technology CTE building at the Tulare campus, each of the I and T programs will now have the opportunity to grow and expand its offerings. Labor market information indicates that all areas in the I and T division will see employment demands but the highest demand will be in Automotive, Construction Technology, Electrician Training, Manufacturing/Industrial Maintenance and Automation, and Welding. Other disciples will experience some growth in Architecture, Graphic Design, Drafting and Information Technology. Recruiting faculty from the Industry and Trades professions is a critical step for growing all the I and T programs.

CHALLENGES

The primary challenges of the Industry and Technology Division are:

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

LANGUAGE AND COMMUNICATION STUDIES DIVISION

The Language and Communication Studies division consists of various departments that are deeply committed to student success and are invested in offering innovative learning for students at College of the Sequoias. The division is comprised of: Spanish, American Sign Language, Journalism, English as a Second Language (ESL), Linguistics, Portuguese, Communication Studies. The primary purpose is to provide students with desired language and/or communication skills through the offering of elective, transfer, certificate and or degree courses.

The Division has four degree offerings, two certificate offerings and three skills certificates.

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

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

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

The COS Journalism Department offers a variety of undergraduate-level courses and experiences to prepare students for continued education or an entry-level career in mass communication and journalism. Course offerings provide students with the opportunity to learn about mass communication, newswriting and reporting,

news production, digital photography, cultural issues in the media, and more. The Journalism Department is also responsible for the production of the student-run newspaper, The Campus.

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

The Language and Communication division offers transfer courses in Portuguese. The instructors in the department provide a sequenced program of courses that support the goal of fluency in speaking, reading, writing and comprehension.

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

EFFICIENCY AND SUCCESS – LANGUAGE AND COMMUNICATION DIVISION

	FTES/FTEF Ratio		Sequoias Course Success		Statewide
	FA18-FA22	Target	FA18-FA22	Target	Course Success
ASL	14.0 (13.4)	17.5	77.7% (78.4%)	79%	69.4% (77.7%)
COMM	17.1	18.0	75.2%	76.0%	73.2%
ESL (includes non-credit FTE)	15.0	15.5	81.3%	81.5%	78.4%
JOUR	10.6	11.0	80.2%	80.5%	72.6%
LING	16.4	17.5	77.9%	79.0%	76.3%
PORT	13.2	13.2	75.0%	75.0%	67.8%
SPAN	13.2	13.2	82.9%	83.0%	72.2%

ANALYSIS GROWTH PROJECTIONS

ASL success rates exceed statewide course average.

COMM success rates exceed statewide course average.

ESL success rates exceed statewide course average.

Journalism success rates exceed statewide course average.

Linguistics success rates exceed statewide course average.

Portuguese success rates exceed statewide course average.

Spanish success rate in Spanish exceeds the statewide rate by over 10%.

GROWTH PROJECTIONS

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

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

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

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

Linguistics has a high efficiency rating that can be attributed to increasing enrollments and increased online offerings. Typically, 2-3 sections are offered each semester.

Portuguese has seen decreased enrollment.

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

CHALLENGES
The primary challenges for the Language and Communication departments are to:

- Maintain/expand offerings in Hanford/Tulare
- Maintain/increase enrollment in language courses
- Expand OER/ZTC courses to increase accessibility for students
- Maintain/expand certificate/degree completion
- Systematical tracking of ESL certificate & degree & transfer earners
- Build a strong faculty pool for languages to meet the needs of students.

LIBRARY AND LEARNING RESOURCES DIVISION
The primary purposes of the Library and Learning Resource Center are to:

- Maintain Library collections in a variety of formats (print, electronic, and multimedia) that support teaching and lifelong learning.
- Ensure accessibility of Library materials to students, faculty, and staff; make these materials available at all campuses and through multiple modalities.
- Support students' development of information literacy skills through online and face-to-face instruction.
- Collaborate with teaching faculty to integrate information literacy instruction across the curriculum; consult with teaching faculty to suggest and curate materials that support their courses.
- Ensure students' access to essential technology.

The Library and Learning Resource Center consists of the following components:

- **"**Library Collections" include a robust collection of print and non-print materials which are accessible at all locations through inter-campus request services. Non-print materials may include electronic resources, anatomical models, and technology. Library collections are managed and curated by faculty Librarians.
- "Circulation and Technical Services" are provided by Library staff and student workers, and include assistance with material checkout, student Library account management, maintenance of the Library's course reserves, and technical processing of new materials.
- The "Technology Program" provides students with semester-long access to essential technology, including laptops and hotspots.
- "Reference and Instruction Services" support students' development of information literacy skills through research assistance and instruction. During the Library's open hours and at all campuses, faculty Librarians are available at Ask a Librarian service points, which include physical service desks, online chat, phone,

and email. Librarians are available for extended, one-on-one research appointments online and in-person, at all campuses. Faculty Librarians work with teaching faculty to provide information literacy instruction across disciplines; these instruction sessions vary in terms of length and depth, but generally include instruction on the use of Library resources, information retrieval, and plagiarism and citation. Faculty Librarians also offer research workshops throughout the semester, which cover subjects such as the Library's OneSearch catalog, academic databases, website evaluation, avoiding plagiarism, and citations.

- "Library Systems" include the management of the Library's many online systems, which include the OneSearch catalog and academic databases. Library systems management requires collaboration with Library vendors, optimization of systems to ensure ease of use, accessibility of Library resources, and systems troubleshooting.
- The "Student Help Desk" provides technical support to students in-person, over the phone, through text, live chat, and email. Staff assist students with a wide variety of technology questions and issues, including those related to Canvas, Microsoft Office 365, BannerWeb, password reset, and printing and copying.

Library Services

	2018/19	2019/20	2020/21	2021/22	2022/23
All Campuses					
Library Instruction Sessions	137	147	59	61	95
Reference Transactions	2403	2163	1312	1764	1643
Technology Transactions	15691	15509	707	3305	4947
Door Count	366436	290036	0	49247	142384
Visalia Campus					
Library Instruction Sessions	123	115	0	43	76
Reference Transactions	1707	1707	*	945	1082
Technology Transactions	12881	13488	*	2156	3299
Door Count	316914	249380	0	32263	114726
Tulare Campus					
Library Instruction Sessions	9	10	0	0	6
Reference Transactions	333	267	*	198	274
Technology Transactions	1698	781	*	678	959
Door Count	23913	20899	0	14351	17969
Hanford Campus					
Library Instruction Sessions	5	8	0	1	9
Reference Transactions	363	189	*	65	283
Technology Transactions	1112	1240	*	372	687
Door Count	25609	19757	0	2633	9689
Remote Campus					
Library Instruction Sessions	N/A	N/A	59	17	4
Reference Transactions	N/A	N/A	1312	556	4
Technology Transactions	N/A	N/A	707	99	2

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

Library Collection

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

Collection Usage

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

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

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

ANALYSIS

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

GROWTH PROJECTIONS

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

CHALLENGES

Challenges for the Library and Learning Resources are:

- Standardize data collection practices.

- Explore the role of academic libraries in supporting existing and emerging technologies (e.g., artificial intelligence, open educational resources).
- Increase awareness of Library services on all sites.
- Implement needs assessment to determine which collections, services, and resources are most important to library users.
- Assess the Library's information competency courses considering Cal-GETC implementation.

MATH AND ENGINEERING DIVISION

The Mathematics and Engineering Division includes three disciplines: mathematics, engineering, and computer science. The Mathematics and Engineering Division offers two associate degrees for transfer (AS-T) in computer science and Mathematics and an associate degree in engineering for a total of three associate degrees.

"Computer Science" is the systematic study of the feasibility, structure, expression, and mechanization of the algorithms that underlie the acquisition, representation, processing, storage, communication of, and access to information. The department offers five introductory computer sciences courses that support the engineering program and AS-T in computer science.

"Mathematics" is the abstract deductive study of structure and pattern that is the foundation of science and technology. The mathematics department's mission is to provide a foundation for liberal arts education and the sciences by providing students with a broad range of courses taught through several delivery options, including in-person lecture, hybrid, and online. Transfer level mathematics courses are available for general education, Elementary Teacher Education, and STEM majors. Mathematics courses are also prerequisites to other majors.

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

EFFICIENCY AND SUCCESS – MATH AND ENGINEERING DIVISION

| | FTES/FTEF Ratio | | Sequoias Course Success | | Statewide |
	FA18-FA22	Target	FA18-FA22	Target	Course Success
CSCI	16.2	17.5	71.9%	72.0%	69.3%
ENGR	11.6	12.0	87.9%	88.0%	70.2%
MATH	17.1	17.5	59.0%	60.0%	56.6%

ANALYSIS AND GROWTH PROJECTIONS

The success rate for computer science is good, exceeding the state success rate.

Success rates for math are reasonable exceeding the state success rate.

Engineering has maintained success rates higher than the statewide success rate.

GROWTH PROJECTIONS

The FTE ratio for computer science has increased dramatically since the introduction of the AS-T in computer science. Computer science will likely meet or exceed the target ratio of 17.5 for the upcoming years.

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

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

CHALLENGES

The primary challenges for computer science are:

- Sufficient number of full-time faculty member to grow the department
- Expand offerings to meet growing demand

The primary challenges for mathematics are:

- Implement AB1705 while maintaining a strong pathway to STEM majors
- To provide the appropriate courses for students both in-person on all three campuses and online
- To keep current on innovative methods to improve student success

The primary challenges for engineering are:

- To increase student awareness and enrollment
- To expand student support programs, such as MESA (Mathematics Engineering Science Achievement) and FNL (Friday Night Lab)

MATHEMATICS ENGINEERING SCIENCE ACHIEVEMENT (MESA) PROGRAM

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

Services offered by the MESA program are:

- Equity, Diversity, and Belonging **–** MESA works towards increasing diversity and equity in STEM by targeting historically underrepresented minority groups and addressing socioeconomic and educational barriers through program resources and supports. MESA has designated rooms for active study and tutoring to create community and increase students' sense of belonging within STEM early.
- Academic Support – MESA offers academic support services, such as tutoring, Academic Excellence Workshops, and coaching (near-peer mentoring), to support students in their STEM courses.
- Hands-On Learning - MESA offers hands-on learning experiences through group projects, state-wide MESA competitions, hosting demos/activities for local secondary schools, and internships to connect what students have learned in class to relevant real-world experiences.
- College and Career Readiness – MESA focuses on preparing students for success in college and their future career by helping students develop essential soft skills and hard skills identified as being crucial by industry partners.
- Transfer Preparation – MESA supports students in exploring transfer universities by providing information about transfer pathways, applications, and student resources. Students are able to tour university campuses, meet with admission advisors, and network with current/past university students through small group interactions. MESA Academic Coaches and Counselor assist students 1-1 and in small groups with transfer and scholarship applications.

MESA Students' Unduplicated Headcounts

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

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

MESA Students' Success in STEM Courses by Subject

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

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

2022-2023 (SU/FA/SP)	BIOLOGY	CHEMISTRY	ENGINEERING	MATH	PHYSICS
MESA	77.1%	58.0%	87.0%	63.9%	78.7%
ASEM	95.0%	74.1%	100.0%	72.3%	88.1%
Non-MESA/ASEM	71.9%	53.2%	82.8%	57.1%	62.8%

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

MESA Students' Overall GPAs

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

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

ANALYSIS

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

GROWTH PROJECTIONS

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

CHALLENGES

The primary challenges of the MESA program are:

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

NURSING AND ALLIED HEALTH DIVISION

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

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

The Nursing and Allied Health Division offers three associate degree programs (Nursing, Paramedic, and Physical Therapist Assistant) and four certificate programs (Emergency Medical Technician, Pharmacy Technician, Nurse Aide, and a certificate of achievement in the Paramedic sciences program if that is the student's chosen option).

Below is the list of available options for degree attainment or certificate attainment in the Nursing and Allied Health Division.

- Associate of Science Degree in nursing
- Emergency Medical Technician Certificate
- Pharmacy Technician Certificate
- Nurse Aide Certificate
- Associates of Science Degree as a Physical Therapist Assistant
- Associate degree or Certificate of Achievement in Paramedic Science

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

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

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

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

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

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

EFFICIENCY AND SUCCESS – NURSING AND ALLIED HEALTH DIVISION

| | FTEF/FTES Ratio | | Sequoias Course Success | | Statewide |
	FA18-FA22	Target	FA18-FA22	Target	Course Success
EMT	36.6	17.5	65.5%	76.0%	76.0%
NURS	7.5	10	95.0%	97%	90.1%
PT	7.7	14	76.4%	80.6%	80.6%
PTA	8.8	14	95.9%	97%	89.8%

ANALYSIS

Nursing: The success rate of the RN program for 2022-2023 is 95.1%, and for the C.N.A. program the success rate is 87%.

Physical Therapist Assistant: PTA has a success rate of 99% for the 2022-2023 academic year. Maintaining this success rate or improving upon it is the goal.

EMT: The program's success rate was 65.4%. The focus is on preparing students for the rigor of the EMT program.

Pharmacy Technician: The success rate of the program is 77.2%.

GROWTH PROJECTIONS

The RN nursing program (FTES/FTEF) is 7.54 and the C.N.A. program (FTES/FTES) ratio is 5.72, which is far below the target ratio of 10. due to the design of our classes by state mandate. Clinical facilities limit the number of students that can attend at any given time so both programs place up to 10 students in a clinical group with an instructor. Therefore, it is virtually impossible to meet the state goal productivity value in the efficiency (FTES/FTEF) category.

The FTES/FTEF ratio for PTA in 2022-2023 is 10.98 with a target goal of 14. PTA also will remain below the target of 17.5 as PTA instructor to student ratio in lab cannot exceed 1:14.

The FTES/FTEF Ratio for the EMT program for 2022-2023 is 36.71. The target goal being 17.5.

The FTES/FTEF ratio for Pharmacy Tech for fall 2022-Spring 2023 is 8.27 with the target goal being 14.

CHALLENGES

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

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

PHYSICAL EDUCATION AND ATHLETICS DIVISION

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

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

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

"Intercollegiate Athletics" consists of 18 organized sports and is committed to the success of student-athletes through participation, retention, and matriculation with athletics representing the vehicle to impact life success.

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

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

"Sports Medicine" refers generically to a broad field of health care related to physical activity and sports with unique specializations including performance enhancement, such as strength and conditioning training and exercise physiology, and injury care and management, such as athletic training. Through this program students

have the opportunity to study prevention and treatment of disease and injuries related to exercise and sports as well as cardio-vascular fitness, muscle strength, flexibility, and body composition.

EFFICIENCY AND SUCCESS – PHYSICAL EDUCATION AND ATHLETICS

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

ANALYSIS

The department is ahead of the Statewide Course Success percentages in all 6 areas, and we are trending upward in those areas as well. We are pleased with the data provided by the COS Office of Research for Planning and Effectiveness that our Success Rates in all 6 areas are either above, meeting, or exceeding the target percentages we had set as goals.

GROWTH PROJECTIONS

In reviewing the growth projection for our 6 disciplines shows we are doing a good job of improving our FTES.

CHALLENGES

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

- Needing revision to our Repeatability Policy so we can accommodate students with a passion for their course area.
- Ensuring facilities have adequate space to accommodate the number of enrolled athletes and students.
- Increased staffing in alignment with growing program.
- Continued funding for required equipment.
- The potential impact of the changing CalGETC pattern.

POLICE SCIENCE DIVISION

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

EFFICIENCY AND SUCCESS – POLICE SCIENCE DIVISION

	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	

PS	177.3	180	91.5%	93.0	93.1%

Success Rates (Excluding EW Grades)

Dept.	2018-19	2019-20	2020-21
PS	94.9%	88.8%	91.2%
Courses			
PS 200M1	95%	96%	98%
PS 200M2	98%	91%	87%
PS 200M3	97%	90%	95%
PS 208	98%	84%	89%
PS 310	90%	96%	86%

Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued). By default, EW and MW grade marks are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio.

ANALYSIS

The Police Academy touts a 91.5% overall success rate for FA18-FA22. In dissecting this data, the following information should be noted: The success of students in the program continues to show positive outcomes. Module I is the specific course required to obtain the police academy completion certificate. It is the final module for completion of the program. The completion rate has fluctuated from 98% in 20/21 and back to 96% in 21/22. In 22/23 the success rate dropped to 92%. Overall these numbers continue to fall in line with the statewide average.

GROWTH PROJECTIONS

The Academy has seen slow growth post pandemic. However increased marketing will continue in effort

CHALLENGES

The primary challenges of the Police Science department are:

- To increase enrollment in the basic academy training program.
- To update curriculum to scenario-based training allowing students to learn all aspects of the event at hand from a start to finish perspective.

SCIENCE DIVISION

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

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

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

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

"Chemistry" is the study of the composition, structure, properties, and reactions of physical matter. The Chemistry Department offers a variety of courses: an associate degree in chemistry for students who wish to transfer with a major in chemistry, introductory courses for students who wish to enter various allied health fields and required chemistry courses for the biology associates for transfer degree.

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

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

"Meteorology" is the study of the structure and processes of the earth's atmosphere. The department offers one transferrable general education course in meteorology.

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

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

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

EFFICIENCY AND SUCCESS – SCIENCE DIVISION

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

PSCI	11.0	14	65.8%	73.6%	73.6%

ANALYSIS

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

GROWTH PROJECTION

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

CHALLENGES

The challenges facing the Science Division include:

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

SOCIAL SCIENCE DIVISION

The Social Science Division is dedicated to helping students develop their intellectual, personal, and civic potential through the study of the human condition. The Social Science Division offers thirteen associate degrees and two certificates of achievement, including a pathway to legal studies.

"Administration of Justice" provides a comprehensive curriculum designed to increase students' understanding and proficiency within the 3 branches of the Criminal Justice system: Law Enforcement, Courts, and Corrections.

"Anthropology" is the study of human and non-human primate biology and culture from prehistoric to the present. The discipline uses holistic methods of scientific inquiry to explain evolution, genetics, anatomy, social organizations, beliefs, and language, as well as the excavation and preservation of archaeological sites, remains, and artifacts.

"Economics" is the science of choices, scarcity, trade-offs, and incentives exploring how individuals and societies manage limited resources in a world of endless possibilities.

"Ethnic Studies" examines the histories and experiences from the perspectives of marginalized groups in the United States: Native Americans, Black Americans, Chicanx, and Asian/Pacific Islander Americans. This field focuses on bringing to light a legacy of resilience and historical patterns of oppression to understand better how to address current issues of racial injustices and disparities.

"History" studies and interprets past events considering their eventual outcomes using every tool at its disposal, focusing primarily on the written record.

"Human Services" is the study of applied social work, sociology and psychology.

"Philosophy" is an attempt to make sense of things through systematic rational inquiry. It tackles life's big questions involving the fundamental nature of reality, truth, existence, belief, evidence, knowledge, goodness, justice, and beauty.

"Political Science" investigates the nature, causes, and consequences of politics and their effect on government. Most importantly, political science seeks to strengthen democratic global society through increased civic engagement and a well-informed citizenry.

"Psychology" is the scientific study of the mind and its function as it relates to thinking, feeling, and behaving in various contexts.

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

EFFICIENCY AND SUCCESS – SOCIAL SCIENCES DIVISION

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

ANALYSIS

Faculty in each discipline reviewed and analyzed data within the context of educational trends, student transfer and general education needs, as well as workforce demands. The Sequoias Course Success rates within the division's ten disciplines are varied. Discipline faculty project to meet, or exceed, the Statewide Course Success results.

GROWTH PROJECTION

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

CHALLENGES

The primary challenges for the Social Sciences departments are:

- locating candidates for employment that meet Minimum Qualifications
- hiring more faculty to teach classes in person, dual enrollment, and distance education
- satisfying student demand for degree and certificate requirements

WORK EXPERIENCE PROGRAM

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

- The work experience program is integrated into many programs including Culinary, Fashion, Child Development, Paralegal, Agricultural, Spanish, Human Services, Nursing, and Sport Medicine.
- Expose students to situations beyond classroom activities by offering learning in a real-world setting.
- Validate or revise students' career choices.
- Offer the opportunity for students to build a network of mentors and/or potential employers throughout Tulare and Kings County.

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

EFFICIENCY AND SUCCESS – WORK EXPERIENCE DIVISION

	FTES/FTEF Ratio		Sequoias Course Success		Statewide Course Success
	FA18-FA22	Target	FA18-FA22	Target	
WEXP (only WEXP 191 and 192 included)	4.0	4.97	88.6%	90%	78.4%

Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Grand Total
81.0%	92.3%	87.1%	88.5%	91.7%	88.6%
81.0%	92.3%	87.1%	88.5%	91.7%	88.6%

ANALYSIS

The Work Experience Program has an increased success rate from 81.0% to 91.7% FA18-FA22. The success of students in the program continues to show positive outcomes. Overall, these numbers continue to fall in line with the statewide average. Based on the grand total from our database, we anticipate that the success rate will maintain a growth trajectory, surpassing 90 percent over the next five years.

GROWTH PROJECTION

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

CHALLENGES

The primary challenges for the Work Experience program are:

- Currently updating the WEXP website and flyers to reflect recent changes and ensure accurate information is provided.
- The program updates the Title V requirements for the District Plan for Administration and Operation to align with the Chancellor's Office directives.
- A focus on informing students about the latest paid vs. volunteer hours updates and providing clear guidance on registering for the WEXP course.

STUDENT SERVICES

ACCESS & ABILITY CENTER

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

We facilitate innovative systems and service provision to ensure students have an accessible experience in their pursuit of excellence here at the College of the Sequoias. We assist eligible students in making smooth transitions into our institution, as well as from our college to universities or work settings. Additionally, we continually strive to address existing barriers encountered both within our institution and in the community at large.

AAC Intakes and Services Completed

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

ANALYSIS

As shown in the table above, our outreach and marketing efforts have been successful resulting in an increase of 22% (or 415 more) Active students from AY22 to AY23. This is a 7.6% increase of Active students over the last five academic years. Out of all Active students, Intakes are defined as opening new student files. During AY23, we completed 800 Intakes resulting in an increase of 41% (compared to 568 Intakes completed during AY22). Over the last five academic years, this reveals an increase of 14.3% Intakes. Furthermore, each service that a student uses within our program leads to a service contact. We have experienced an increase of 14% (or 266 more) contacts from AY22 to AY23. There were 1855 contacts in AY23 as compared to 1502 contacts in AY19, which is a 23.5% increase of service contacts across the last five academic years.

GROWTH PROJECTION

AAC expects a projected growth across the next ten years to have a similar trend of Active students as we have experienced over the past five years. Of course, this could vary since our ratio of students with disabilities out of total enrolled college students is significantly disparate from what percentage of students statistically exist. We currently serve only 13.5% of our college's student count, whereas statistically around 26% of the population has a disability and would benefit from accessing accommodation and services. Additionally, AAC anticipates that we will continue opening files and producing service contacts across the next ten years at similar rates of increase that we have experienced over the past five years.

CHALLENGES

As a result of our steady increase in students requiring services, AAC anticipates we may need to hire more staff to support the demand.

ADMISSIONS AND RECORDS

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

Admissions & Records offers the following:

- Processes, manages, and maintains fraud verification, enrollment verifications, dual/concurrent enrollment, transcripts, degree/certificates, add/dropping of courses, grade changes, grade postings, petitions, overrides, and residency.
- Manages priority registration process, course drops, and Extenuating and Military Withdrawals.

Applications Processed by Academic Year

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

ANALYSIS

The number of applications over the last five years has remained consistent, except for 2019-2020. During this academic year, there were many fraudulent applications, and since then security systems and protocols have since been implemented to mitigate this statewide issue.

Degrees Awarded have remained consistent, while the number of Certificates of Achievement have increased, and Skills Certificates awarded decreased. Overall, the total number of awards processed has remained steady.

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

GROWTH PROJECTION

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

CHALLENGES

To provide the best and most efficient customer service to students, Admissions and Records staff need cross-training as well as continual training to stay abreast of the continual changes mandated by the state to ensure proper implementation.

ARTICULATION

The primary purpose of the Articulation office is to focus on student access, equity, and success, and establish pathways for students transferring to four-year colleges and universities through articulation agreements.

Services offered include:

- Support faculty and administration by providing up-to-date articulation/transfer information applicable to legislations, regulations, and policies that may impact academic programs and transfer students.
- Provide oversight to ensure that consistent and accurate information is available to counselors to ensure that students receive accurate information.
- Students/faculty/administration/staff can access articulation/transfer support through the Transfer & Career Center where the Articulation Officer is located.

COS Transfers to UC and CSU

	Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Applied	897		896		962		898	
Admitted	797		822		840		802	
Acceptance rate		89%		92%		87%		89%
Enrolled	519		588		561		552	
Enrollment rate		65%		72%		67%		69%

https://tableau.calstate.edu/views/FirstTimeFreshmanandCollegeTransfers/SummaryView?iframeSizedToWindow=true&%3Aembed=y&%3Arender=true&%3AshowAppBanner=false&%3Adisplay_count=no&%3AshowVizHome=no

ANALYSIS

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

GROWTH PROJECTION

Focus and support to increase articulation agreements and enrolled transfers to the Cal State and University of California universities.

CHALLENGES

Current challenges include, but are not limited to:

- AB 928 – Singular transfer GE pattern
- Common Course Numbering AB 1111
- The future of ADT degrees when CSU campuses are deeming it not similar
- Lower-division transfer (LDT)
- Increase in dual enrollment/concurrent enrollment
- Competency-Based Education (CBE)
- Credit for Prior Learning (CPL)
- Transfer opportunities for our homebound students
- Closing CSU and UC admission application gaps

COUNSELING

The principle functions of Counseling are to:

- Assist students in reaching their academic goals thus increasing course completion, certificate, and graduation rates.
- Provide a comprehensive student education plan after assessing the student's career goals, educational goals, personal timeline, barriers to success, educational history and placement, and overall readiness for college. Services are provided across the three campus sites (Hanford, Visalia, Tulare) and in all student service areas. (Veterans, Athletics, CalWorks, NextUp, Access and Ability Center, Student Success, Extended Opportunity Programs & Services, Transfer, Career, English as a Second Language and Science, Technology, Engineering and Math). Counseling services are delivered in-person and online to provide access to all students. Counselors continue education throughout their career to keep up with changes in the COS system and transfer curriculum and changes throughout the CSU, UC and Private university so that we may serve our students efficiently and knowledgeably.

Counseling Appointments Attended from Fall 2018 to Spring 2023 (August 1 to July 31)

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

ANALYSIS

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

GROWTH PROJECTION

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

CHALLENGES

Since the Pandemic, Counseling increased its online modality to 20%. The division is considering the needs of the students and creating practices that best suite the district's first-generation student population to ensure holistic academic counselling which takes a student's overall well-being and resources needed into account.

DISTRICT POLICE

The primary purposes of the District Police department are to:

- Provide a safe environment in which the District's diverse student population can learn and achieve their transfer and/or occupational goals.
- Ensure that District employees have safe and comprehensive policing support.

Police Incident Types By Year

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

ANALYSIS

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

GROWTH PROJECTION

The District Police is at full staff with (1) Chief, (1) Sergeant, and (5) officers for the first time in over 20 years. With more coverage on all three campuses, it is believed that the calls for service will rise slightly because of availability and presence of officers on campuses. The need for more officers will directly correlate with District growth and increase in student headcount.

CHALLENGES

The challenges for District Police are:

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

EOP&S/NEXTUP

The primary purpose of the EOPS and NextUp offices are to:

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

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

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

The department is open at the Visalia campus during regular business hours for appointments and limited walk-ins. The Extended Opportunity Programs and Services Counselors and Paraprofessionals visit the Hanford Educational Center and the Tulare College Center on a routine basis for scheduled appointments.

EOPS Applicants by Status

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

EOPS Applicants by Status

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

ANALYSIS

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

GROWTH PROJECTION

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

CHALLENGES

One of the challenges for the Extended Opportunity Programs and Services program is to:

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

CALWORKS

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

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

The primary purpose of the CalWORKs program is to:

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

CalWORKs Students Served

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

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

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

CHALLENGES
CalWORKs program enrollment is based on the eligibility of TANF recipients.

FINANCIAL AID

The primary purpose of the Financial Aid Department is to:

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

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

Financial Aid Applicants and Recipients

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
# SFA Applicants	17,524	17,120	16,907	16,751	16,330	17,707	17,520	17,091	15,856	15,004	16,736
# SFA Recipients	9,209	9,884	9,988	10,186	10,064	10,692	11,008	11,235	10,023	16,290	9,608
Total Expenditures	29,336,994	30,884,134	31,446,456	32,865,967	33,163,810	37,173,172	38,189,053	40,923,138	40,576,719	54,673,519	42,246,477
# Promise Grant Fee Waivers	9,458	9,837	9,942	10,131	10,009	10,625	9,866	9,869	8,359	8,279	8,933
Promise Grant Expenditures	$ 7,555,914	$ 8,094,183	$ 8,002,229	$ 8,187,540	$ 8,024,493	$ 8,389,917	$ 8,154,696	$ 7,908,435	$ 6,600,126	$ 6,704,799	$ 7,262,273

GROWTH PROJECTION

Financial aid is slowly growing back to pre-pandemic numbers. The 2021-2022 increase in recipients and disbursements represents the federal HEERF 2-3 awards used to support students during the pandemic. Financial aid growth trends alongside the growth of the District. As such, financial aid growth is expected to match enrollment growth of the Sequoias Community College District as it manages its enrollment and growth over the next ten years.

CHALLENGES

Over the last ten years, the financial aid office has added the administration of several new programs including: Student Success Completion Grant, Sequoias Promise, California Virtual Campus, and various emergency grants to students. Starting with 2024-2025, the financial aid office will be implementing new FAFSA Simplification, Gainful Employment, Cal Grant Reform, and Competency Based Education programs. While categorical funding of financial aid programs has not increased over the past ten years. despite the addition of many new programs and several years of staff salary increases, adequate funding and staff to administer these many new programs will continue to be a challenge for the department.

GIANT MARKETPLACE

While many of the services provided were offered to students in individual programs, the Giant Marketplace was started in the 2022-2023 academic year. The Giant Marketplaces encompasses a wide range of supportive services, including food, housing, hygiene, mental health, childcare, and technology—all housed and marketed as one department. The program aims to provide comprehensive assistance that addresses barriers and empowers students to excel academically.

The primary purpose of the Giant Marketplace is to:

- Provide triage support for basic needs items and resources to retain students and maintain their academic success.
- Refer and collaborate with local, state, and federal resources to ensure sustainable solutions for students' basic needs.

Service Types for Giant Marketplace

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

GROWTH PROJECTION

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

CHALLENGES

Challenges for the Giant Marketplace include:

- Provide the needed services efficiently and effectively at all three District sites;
- Increase faculty and student awareness of the program and services.
- Identify affordable off-campus housing opportunities for students District-wide.

RESOLUTION AND ADVOCACY DEPARTMENT

The Resolution and Advocacy Department (RAD) Team oversees the process for campus referrals to be submitted online. Those referrals, ranging from student conduct issues to Individuals of Concern are assigned to a team member for assessment and case management. Most cases are reviewed collaboratively at team meetings, with the goal of developing an intervention plan to keep the student on track academically while protecting the safety of the campus. The Team utilizes on-campus resources including Health and Mental Health Services, Basic Needs, AAC, and other available resources.

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

RAD Referrals by Case Type

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

RAD Referrals by Campus

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

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

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

GROWTH PROJECTION

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

CHALLENGES

To ensure proper case management as the number of cases continues to increase, new staffing may be required.

STUDENT ACTIVITIES AND AFFAIRS

Student Activities and Affairs (SAA) gives opportunities for students to enhance their educational experience, grow personally, and develop leadership skills through co-curricular learning activities. Students are encouraged to participate in and influence the District's social and political environment through participation in the Student Senate and student clubs.

The primary purposes of the Student Activities and Affairs office are to:

- Serve students with ID cards, transit and ABF stickers
- Oversee Student Senate, campus clubs and campus student engagement events
- Plan and execute Commencement Ceremonies

ANALYSIS

Students check-in to provide a record of students served in the Visalia office, as well as a count of ID cards and transit/ABF stickers distributed in Hanford and Tulare. We began collecting data in Spring 2022, that year the office served 2015 total students (Spring / Summer / Fall). There was an increase of 34% in students served for the same period in 2023.

GROWTH PROJECTION

We estimate an increase of about 3% per year, consistent with enrollment growth.

CHALLENGES

There are three overarching challenges for the department. They are:

- Providing activities, club involvement, leadership opportunities, and student representation at all three campuses;
- Student engagement is challenging due to students leaving campus for jobs and housing; and
- Attracting qualified student leaders to take an active role in Student Senate.

STUDENT SUCCESS PROGRAM

The services offered in the Student Success Program include academic, career, and personal counseling, workshops, and individual and group support meetings. There are also 4-year college campus visits and peer mentoring. In addition, the Student Success Center provides a quiet study space, student workers and staff that are accessible, access to laptops, printing, testing supplies, hot spot check outs, and various incentives such as textbook and gas vouchers. The Historically Black College and University Pathways and Giant Dream Programs are integrated into the Student Success Program to leverage wrap-around support services without duplication.

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

Student Success Program

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

ANALYSIS

Student participants continue to increase each semester, which is consistent with the increase in overall student enrollment, now that we are post-pandemic. For example, Spring 2023 saw a 34% increase from Spring of 2022.

Students who completed the Student Success Program had a higher overall success rate in Spring 2022 (82.8%) than the rest of the District (70.3%).

GROWTH PROJECTION

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

CHALLENGES

A current challenge for the Student Success Coordinators is completing the initial program orientations in a timely manner at the beginning of the semester to ensure the students have touch points of meetings throughout the entire semester giving them the most benefit and support of the program. Due to the high need, and waitlist, many are not added until several weeks into the semester when space becomes available. Adding an additional coordinator to the team would help to alleviate this issue.

Another challenge is outreach to the AB540 students who would benefit from the Student Success Program and Giant Dream Center.

TRANSFER AND CAREER CENTER

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

Through transfer assistance students reach their goal of transferring to a four-year college or university by helping them through transfer process; meeting with our transfer counselor, participating in transfer assistance workshops, and transfer events such as Transfer day and College Signing Day.

The primary purpose of the Transfer & Career Services office aims to support students in two key areas. They are to:

- Help students navigate the transfer application process by providing a welcoming and supportive environment, expert transfer and career counseling, and events coordination throughout the year the center can reach a wide range of students through different modalities such as events, workshops, and one-on-one assistance.
- Provide students career-building skills by offering resume and cover letter reviews and mock interview preparation. The goal is to guide and encourage students whether they are transferring or starting their careers.

Transfer Services

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

ANALYSIS

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

GROWTH PROJECTION

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

CHALLENGES

Since the department focuses on both transfer and career, the challenges fit into two separate areas. They are:

- *Transfer Focus:* Current challenges include but are not limited to AB 928 – Singular transfer GE pattern, Common Course Numbering, the future of ADT degrees when CSU campuses are deeming it not similar, lower-division transfer, increase in dual enrollment, Competency Based Education (CBE), Credit for Prior Learning (CPL), and transfer opportunities for our homebound students. Specifically, we need to evaluate the admission and enrollment data for transfer mobility. For example, in Fall 2022:
  - Total students applied to CSU: 898
  - Total students admitted to CSU: 802
  - Total students enrolled to CSU: 552

- Career *Focus:* The center is evaluating the current tool utilized for career assessment and will be discussing sustainability and efficient use of counselor and staff resources needed for the current tool.

DUAL AND CONCURRENT ENROLLMENT

The primary purposes of the Dual and Concurrent enrollment department are to:

- The Concurrent Enrollment Program allows high school students to enroll in college-level courses for credit before graduation. Concurrent enrolled students enroll in courses held at College of the Sequoias or online.
- The Dual Enrollment Program allows high school students to enroll in college-level courses for credit before high school graduation. Dual enrollment courses are offered at participating high school during the regular high school day and are taught by a qualified high school instructor and/or a visiting faculty from COS. College credit earned may fulfill high school graduation requirements, transfers to most colleges and universities, and can be applied towards the fulfillment of associate degrees and certificates at COS.

Concurrent/Dual Enrollment Unduplicated Student Headcount

	2019-2020	2020-2021	2021-2022	2022-2023
Number of Students	2,023	2,269	2,409	2,655

ANALYSIS

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

GROWTH PROJECTION

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

CHALLENGES

CCCCO has a vision/plan for a significant increase in dual enrollment opportunities and current/future student enrollment growth will require additional staffing focused on dual/concurrent enrollment programs. Student participation at the college has grown significantly over the past 5 years and there will be a need for additional support staff (i.e. coordinator, counselor, clerical staff) specifically focused on supporting dual/concurrent enrollment processes, students, scheduling, training, event coordination, registration, and student counseling and workshops.

VETERANS RESOURCE CENTER

Through a comprehensive program, the Veterans Resource Center provides Academic Counseling, assistance with processing veterans benefits, and referrals to campus and community resources. Other services include: a computer lab and lounge, basic needs such as snacks and school supplies, and programs and supports to increase success and completion of veteran and other military-connected students.
The primary purpose of the Veterans Resource center is to assist Veterans, Active Duty & Reserve Service members, and dependents in accessing educational benefits and assisting with general college processes from matriculation to graduation.

Veterans Resource Center

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

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

ANALYSIS

Veteran Head counts have decreased from Pre-COVID but it appears) that numbers are remaining relatively stable. There has however been an increase in the numbers of military (active duty, Reserve and National Guard) students that we are serving.

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

GROWTH PROJECTION

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

CHALLENGES

Data is becoming an ever-increasing necessity to drive decision making and funding so it is imperative that data be accurate, timely and easily accessible. One area for improvement is to ensure that the data elements we need to complete our work in a timely, accurate manner is up to date. The chancellor's office has made it clear that they will be moving towards using Management Information System (MIS) data as the metric to determine our on-going Veterans Resource Center funding so we need to work closely with our technology services team to fine tune those reports and have a clear understanding of where those metrics are being pulled from and make any adjustments as necessary to ensure accurate data.

One challenge that will also likely impact veterans' services is the shortfalls that the Department of Defense (DoD) is experiencing in their recruiting. As mentioned in our growth projections California will experience a decline in its overall veteran population in the next 10 years. Some of this decline will be due to the death of older veteran populations but other factors include higher rates of CPL acceptance in other states and economic opportunity. In addition to this overall decline, the DoD reported that the 3 major branches of the military (army, Navy, Air force)

have been experiencing recruiting shortfalls that will impact the number of veterans eligible for GI Bill benefits. These shortfalls will likely impact our veteran enrollments.

WELCOME CENTER

The primary purposes of the Welcome Center are to:

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

The three components of the Welcome Center are:

- Resource Services and Referrals: The Welcome Center maintains current information about special programs, campus and community events, student success workshops, Board policies, and administrative directives that affect students, staff, and visitors. This information is readily available to students and campus visitors and assistance and referrals are provided as needed.
- Orientation: The orientation program facilitates new students' transition to college by connecting them to resources that describe the District's educational opportunities, services, and expectations for students.
- Outreach: This program increases visibility, strengthens internal and external partnerships, and ensures accurate information is disseminated throughout the District's communities. Services comparable to those provided at the Welcome Center at the Visalia campus are provided at the Hanford Educational Center and Tulare College Center.

Welcome Center Visits

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

ANALYSIS

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

GROWTH PROJECTION

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

CHALLENGES

The challenges for the Welcome Center are:

- An increased need for a coordinator position to assist with District events including Giant Days in-person orientation, Preview Nights, Annual HS Partners meeting, STEPS, Dual Enrolment Partners meeting, and to assist with daily supervision of student ambassadors.
- The limited space in the Welcome Center on the Visalia Campus.

HEALTH CENTER

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

The Health Center provides:

- Nurse Practitioner functions: assessments, physical exams, testing/treatment of sexually transmitted infections, strep, flu, urinary tract infection and injury treatment.
- Registered Nurse functions: TB tests, immunizations, nurse assessments, blood draws, COVID testing and contact tracing.
- Mental Health functions: counseling, case management, peer support and training.
- Other: N95 mask fitting, presentations, events, and trainings.

Service	Visalia 2018-19	2019-20	2020-21	2021-22	2022-23	Hanford 2018-19	2019-20	2020-21	2021-22	2022-23	Tulare 2018-19	2019-20	2020-21	2021-22	2022-23	2018-19 All Campus Total	2019-20 All Campus Total	2020-21 All Campus Total	2021-22 All Campus Total	2022-23 All Campus Total
Nursing & Nurse Practitioner Services (includes physicals, STI, strep, flu, UTI, tests and tx)	1795	1860	2067	1,406	2664	97	58	135	28	8	38	46	102	40	22	1930	1964	2304	1,474	2,694
Over the counter medications	3,176	3390	2579	2067	313	220	102	122	135	112	220	182	199	102	98	3,616	3674	2,900	2,304	523
TB tests, immunizations			413	791	1117			4					2			0	0	419	791	1,117
COVID testing, mask fitting, contact tracing			52	2655	3434			6					10			0	0	68	2,655	3,424
Mental Health Counseling appointments	1386	1276	748	480	905		31	30	57	85		5	10	23	97	1386	1312	788	560	1,087
Mental Health intakes & case management			168	163	182				20	14				10	117	0	0	168	193	313
Mental Health online screenings & tools			306	912	447											0	0	306	912	447
Mental Health & Health presentations/events	2528	2195	1475	COVID	1,414	303	182			21		132	117		21	2528	2630	1,774	0	1,456
Mental Health Trainings (# of staff and students)					430											0	0	0	0	450
	8885	8721	7808	8474	10916	317	494	479	240	240	258	365	440	175	355	9460	9580	8727	8889	11511
																9460	9580	8727	8889	11511

Health Center Master Plan 2023

ANALYSIS

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

GROWTH PROJECTION

Student health services are projected to increase steadily, at least at the rate of district enrollment increase (1.75%) but, more likely will increase faster (5%) based on current trends.

CHALLENGES

- Maintain/increase offerings of comprehensive low/no cost health services to students.
- Maintain/increase mental health services to students
- Improve coordination of support services between Health Center and other student services such as Basic Needs.

All data for student support services is sourced from the respective departments utilizing internal and external data platforms and software.