President’s Message
We are excited to report on the outcomes of the 2013-14 academic year. The past year was filled with excitement as we successfully responded to all of our accreditation requirements. The entire faculty and staff worked together to build the new foundation of a culture of effectiveness, efficiency, communication, trust and achievement.

We are now more clearly focused on measureable institutional objectives, institutional roles and responsibilities, and processes for participatory governance. We have clear protocols for Integrated Planning, Governance and Decision-Making, and Institutional Program Review. We have an annual budget planning and resource allocation process.

Evidence is now abundant throughout the college district proclaiming “COS 2.0: The Future Is New,” signifying our commitment to a new version of our future that will ensure continued success and achievement through a commitment to ongoing assessment and improvement. This report to the community serves as an executive summary of our annual report on the college’s Strategic Plan. We have completed a draft of the next generation 10-year Master Plan which will be formally adopted by our Board of Trustees in January 2015. Going forward, these reports to the community will serve as executive summaries for our annual reports on the Master Plan.

As our fall 2014 fall semester unfolds, we look forward to engaging with students, staff and the entire college community in better, more effective and meaningful ways than ever before.

Stan A. Carrizosa
Superintendent/President
Winning

- Added 16 full-time faculty positions.
- Added classified support staff for expanded services in at the COS Hanford Center and Tulare College Center.
- Expanded the summer semester to 150 class sections across the Visalia campus, Hanford Center and Tulare College Center.
- Added an additional 200 class sections across the fall and spring semesters to help accelerate student completion.
- Cited as the most affordable community college in California and 32nd in the nation, according to U.S. Dept. of Education.
- Awarded 1,845 degrees and certificates.
- Graduated 52 new registered nurses.
- Graduated 96 new law enforcement officers and 28 certified firefighters.
- Graduated 25 physical therapy assistants.
- Almost 70% of students prepared for college level work successfully achieved their transfer goals.
- Established regional leadership in Advanced Manufacturing and Health Workforce Initiative.
- One of only two dozen California community colleges selected to implement the California Pathways to Law School Initiative.
- Original adaptation of William Shakespeare’s “A Midsummer Night’s Dream” one of only eight productions selected from among 60 nominated for 43rd annual Kennedy Center’s American College Theater Festival.
- More than $250,000 in scholarships awarded/managed by the COS Foundation.
- Another winner of the Jack Kent Cooke Scholarships, the fourth time in seven years that a COS student has won the national, prestigious award.
- Baseball team finished third in the state.
Student Demographics

- Annual Headcount Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>15,000</td>
</tr>
<tr>
<td>01</td>
<td>17,000</td>
</tr>
<tr>
<td>02</td>
<td>18,000</td>
</tr>
<tr>
<td>03</td>
<td>19,000</td>
</tr>
<tr>
<td>04</td>
<td>20,000</td>
</tr>
<tr>
<td>05</td>
<td>21,000</td>
</tr>
<tr>
<td>06</td>
<td>22,000</td>
</tr>
<tr>
<td>07</td>
<td>23,000</td>
</tr>
<tr>
<td>08</td>
<td>24,000</td>
</tr>
<tr>
<td>09</td>
<td>25,000</td>
</tr>
<tr>
<td>10</td>
<td>22,000</td>
</tr>
<tr>
<td>11</td>
<td>21,000</td>
</tr>
<tr>
<td>12</td>
<td>20,000</td>
</tr>
<tr>
<td>13</td>
<td>19,000</td>
</tr>
<tr>
<td>14</td>
<td>18,000</td>
</tr>
</tbody>
</table>

- Student Demographics by Age Group:

  - 19-younger: 31.27%
  - 20-24: 34.84%
  - 25-29: 13.07%
  - 30-34: 7.55%
  - 35-39: 4.54%
  - 40-49: 5.83%
  - 50-older: 2.87%
  - Unknown: 0.03%

- Annual Demographic Breakdown:

  - First-time Students: 14.1%
  - Transfer Students: 5.6%
  - Returning Students: 8.9%
  - Continuing Students: 68.5%
Student Types

- Part-time Students
- Full-time Students
- Non-credit Students

Diversity

- African-American
- Asian
- Hispanic
- Multi-ethnicity
- White

Community Report 2014
Student Demographics

Male/Female Ratio

2013-14 Headcount Enrollment: 14,060
2013-14 Full-Time Equivalent Students: 8,984
2013-14 Credit Course Sections: 2,431
2013-14 Certificates/Degrees Awarded: 1,845
Sequoias Community College District

Greg Sherman
Ward 1
Trustee since 2006
gsherman1@live.com

Ken Nunes
Ward 2
Trustee since 2010
knunes@greenpas.com

Earl Mann
BoT Clerk
Ward 3
Trustee since 2000
nikonii@sbcglobal.net

Lori Cardoza
BoT President
Ward 4
Trustee since 2003
loricardoza@msn.com

John Zumwalt
BoT Vice President
Ward 5
Trustee since 1994
jzumwalt@zumwalt-hansen.com

College of the Sequoias
www.cos.edu

COS Visalia Campus
915 S. Mooney Blvd., Visalia, CA. 93277
559.730.3700

COS Hanford Center
925 13th Ave., Hanford, CA. 93230
559.583.2500

COS Tulare College Center
4999 E. Bardsley Ave., Tulare, CA. 93274
559.688.3000

Community Report 2014
Objective 1:
- Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

Assessment of Objective 1:
- Compare students’ successful course completion rate in 2013-14 with previous data on students’ successful course completion rates.

<table>
<thead>
<tr>
<th>2009/10 - 2013/14 Measure</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66.6%</td>
<td>67.4%</td>
<td>69.4%</td>
<td>68.8%</td>
<td>68.4%</td>
</tr>
</tbody>
</table>

Overall success rate is 68% for the last five fall terms, peaking in fall 2011 and dropping 1% over the 12-13 terms.

Some Key Actions

- Formalize annual funding for and expand services of **Math Lab**.  
  Considered action item for 2014-15

- Formalize annual funding for and expand services of **Writing Center**.  
  Considered action item for 2014-15

- Increase above-base funding to support one-time expenses proposed by faculty and staff aligned to district objectives for increased student success and completion.  
  Completed, Ongoing

- Collaborate with **COS Foundation** to increase support for one-time expenses proposed by faculty and staff aligned to district objectives for increased student success and completion.  
  Completed, Ongoing

- Collaborate with feeder high schools to provide increased access to prerequisite courses most needed by incoming students for successful matriculation and increase completion rates.  
  Completed, Ongoing
Objective 2:

- Increase the percentage of faculty who use the Early Alert System to provide feedback on student progress.

Assessment of Objective 2:

- Compare the rate of faculty using the Early Alert System in 2013-14 to the rate of faculty using this system in prior years.

**2010/11 - 2013/14 Measure**

<table>
<thead>
<tr>
<th>Term</th>
<th>Instructors (unduplicated)</th>
<th>Alerts Sent (any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>101</td>
<td>3862</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>94</td>
<td>3038</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>70</td>
<td>2755</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>54</td>
<td>1576</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>33</td>
<td>882</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>66</td>
<td>1823</td>
</tr>
</tbody>
</table>

**Some Key Actions**

- Increase the number of early alerts generated from the 2012-13 baseline across all academic divisions.
  - To be considered as an action item for 2014-15

- Increase faculty usage of the Early Alert System and follow up with students who have received an early alert.
  - Completed, Ongoing

- Implement a follow-up system for students referred to tutorial services through the Early Alert System.
  - Completed, Ongoing

*The amount of instructors utilizing the Early Alert System has increased 100% from Spring 2013 to Fall 2013. Similarly, the amount of alerts sent has increased by 107% in the same time period.*
Objective 3:

- Provide a level of counseling and library services for all students that is equitable across all sites and instructional delivery modalities.

Assessment of Objective 3:

- Compare the level of counseling and library services by delivery time (day/evening), modality (online/face-to-face) and location for 2013-14 to prior years.

2011/12 - 2013/14 Measure

Counseling Appointments

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daytime Appointments</td>
<td>8,497</td>
<td>11,549</td>
<td>9,771</td>
<td>9,569</td>
<td>10,402</td>
</tr>
<tr>
<td>Evening Appointments</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>49</td>
<td>110</td>
</tr>
<tr>
<td>In-Person</td>
<td>8,497</td>
<td>11,549</td>
<td>9,771</td>
<td>9,618</td>
<td>10,512</td>
</tr>
<tr>
<td>Online Appointments</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>310 contacts</td>
<td>369 contacts</td>
</tr>
</tbody>
</table>

Online and evening counseling became available during spring 2013 and increased during the fall 2013. Evening hours: Visalia 80, Hanford 19, Tulare 11.

Library Hours of Operation

<table>
<thead>
<tr>
<th>Site</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanford</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>24</td>
<td>486 (25%)</td>
</tr>
<tr>
<td>Tulare</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>324</td>
<td>544 (28%)</td>
</tr>
<tr>
<td>Visalia</td>
<td>927</td>
<td>981</td>
<td>***</td>
<td>927</td>
<td>981</td>
<td>96</td>
<td>927 (47%)</td>
</tr>
<tr>
<td>District Total</td>
<td>927</td>
<td>981</td>
<td>-</td>
<td>927</td>
<td>1,305</td>
<td>120</td>
<td>1,957</td>
</tr>
</tbody>
</table>

Library Visitors by Site

<table>
<thead>
<tr>
<th>Site</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanford</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>2,168 (2%)</td>
</tr>
<tr>
<td>Tulare</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>*</td>
<td>4,450 (3%)</td>
</tr>
<tr>
<td>Visalia</td>
<td>158,855</td>
<td>147,371</td>
<td>***</td>
<td>146,443</td>
<td>131,556</td>
<td>3,101</td>
<td>132,828 (95%)</td>
</tr>
<tr>
<td>Total</td>
<td>158,855</td>
<td>147,371</td>
<td>-</td>
<td>146,443</td>
<td>131,556</td>
<td>3,101</td>
<td>139,446</td>
</tr>
</tbody>
</table>

* No data collected  ** Tulare not yet open  *** No summer sessions

Some Key Actions

- Increase the availability of services in Hanford and Tulare by 40% from Spring 2013.  Status: Completed, Ongoing
- Provide equitable counseling services across sites and modalities.  Status: Completed, Ongoing

Community Report 2014
Objective 4:
- Pilot a program of deliberate counseling in which counselors and basic skills faculty collaborate to: individually contact all first-time students who declare an intent to complete the requirements for an associate degree, certificate, or transfer and who also placed into basic skills English or mathematics for the purpose of ensuring that this cohort of students complete their Student Educational Plan in the first semester.

Assessment of Objective 4:
- Compare the rate at which students in the identified cohort in 2013-14 complete a Student Educational Plan in their first semester to that rate for comparable cohorts in prior years.

2013/14 Measure
- There are no prior year cohorts. This will serve as a baseline for next year’s data. For Fall 2013, 78 students received an intervention.
- There are no prior year cohorts. This will serve as a baseline for next year’s data. For Fall 2013, 52 students received an intervention and completed their educational plan.
  Rate = 66.7%

Some Key Actions

Status
- Contact all first-time students who declare an intent to complete the requirements for an associate’s degree, certificate or transfer and who also placed into basic skills English or mathematics to set appointments to complete SEPs. To be considered as an action item for 2014-15.
- Hanford students who had a counseling/SEP hold were contacted to set a counseling appointment and were invited to Spring Express. To be considered as an action item for 2014-15.
- Tulare students who had a SEP hold were contacted to set a counseling appointment. To be considered as an action item for 2014-15.
Objective 5:

- Pilot a program of deliberate counseling in which counselors and English faculty collaborate on the following: counselors visit English classes for the purpose of encouraging and scheduling counseling appointments.

Assessment for Objective 5:

- Compare the number of counseling appointments in 2013-14 to the prior year’s data.

2011/13 - 2013/14 Measure

Counseling Appointment Data

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Appointments</td>
<td>8,497</td>
<td>11,549</td>
<td>9,771</td>
<td>9,618</td>
<td>10,512</td>
</tr>
<tr>
<td>Classroom Visits</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>9</td>
</tr>
</tbody>
</table>

Some Key Actions

- Counselors visited all English 360 and other selective classes in fall 2013 and spring 2014 to discuss the importance of an educational plan and to encourage counseling appointments.  
  Status: Completed, Ongoing

- Increase number of student appointments with counselors  
  Status: Completed, Ongoing
Objective 6:

- Accelerate the schedule for offering the basic skills sequence in English or mathematics.

Assessment for Objective 6:

- Compare the count of accelerated sections offered for basic skills courses to the offering of traditional sections of basic skills courses
- Compare the successful course completion rate for students taking basic skills courses in an accelerated schedule to students taking basic skills courses in traditional schedules

2013/14 Measure

- Action plans suggest that accelerated classes have been scheduled and staffed for Summer 2014, Fall 2014, Spring 2015 and Fall 2015.

Some key actions

- Develop four-unit accelerated English course as alternative path to English 1 for students placed at the English 360 level. Status: In progress
- Identify classes that could be offered in the summer on an accelerated schedule in Hanford. Status: In progress
Objective 7:

- Allocate resources based on an accountable and systematic district-wide planning and budget development process that links this allocation to institutional program reviews and the Strategic Plan.

Assessment of Objective 7:

- Budget Committee’s annual process review in spring 2014
- Formal assessment of planning and decision-making processes in January 2015

2013/14 Measure

- Ninety percent of above-base resources allocated are directly tied to a district objective (18/20).
- Twenty plans receiving above-base funding as a result of having completed the program review process and tied program/area plans to district objectives outlined in the Strategic Plan.

Some key actions

- Link resource requests to specific outcomes and/or district objectives. **Status:** Completed, Ongoing
- Ensure that resource allocations decisions are based upon data by implementing and revising the rubric on an annual basis. **Status:** Completed, Ongoing
Objective 8:

Assess the effectiveness of the pilot program of requiring successful completion of English 251 as a prerequisite for social science transfer courses.

Assessment of Objective 8:

Compare the successful course completion rate of students in social science transfer courses in 2012-13 (when the prerequisite was enforced) with the successful course completion rate of students in social science transfer courses prior to the enforcement of this prerequisite who did not successfully complete English 251 prior to enrolling in the social science transfer courses.

Measure

A study was completed by faculty and the research office.

The data for the program group amounted to 5,602 student grades prior to the establishment of the prerequisite and 4,515 student grades after. For the comparison group the number of observations totaled 17,677 ‘prior’ student grades and 16,207 ‘after’ student grades.

In summary, with respect to the program group, the test revealed a significant increase in success rates, from 64.2% to 68.0%, $z = 3.98$, $p < .05$. However, with respect to the comparison group, the change from 71.2% to 71.6% from one semester to the next was not found to be significant, $z = 0.94$. Success rate for Hispanic students was significantly increased from 61.5% to 66.9% ($z=4.09$, $p< .001$). It is important to note that Black/African American student success rate was decreased from 53.1% to 49.5% ($z=-0.57$; no statistical significance). In addition, changes in enrollment patterns among the affected courses were found to be statistically significant among several demographic groups. Effect sizes for these demographic variations, however, ranged from trivial to small in their magnitude.

Some key actions

Gather data from program groups that include the classes with the new prerequisites and compare to classes before the English 251 prerequisites.

Evaluate whether there is a disproportionate impact from the establishment of the prerequisite.

Status

Completed
COS Foundation Support

**2014 Summer Session Scholarships Awarded**
$20,000 in scholarships to 100 students attending at least one summer class

**2014-2015 Scholarships Awarded**
$268,050 in scholarship awards ranging from $100 to $10,600

**$209,509 Worth of Projects Funded**

<table>
<thead>
<tr>
<th>Project</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capital Equipment/Materials</strong></td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty Computer Workstations</td>
<td>$ 3,600</td>
</tr>
<tr>
<td>Curriculum Development Software Upgrade</td>
<td>$ 10,000</td>
</tr>
<tr>
<td>Recording Arts Equipment Upgrade</td>
<td>$ 13,394</td>
</tr>
<tr>
<td>Expand Library Print Collection at all Three Locations</td>
<td>$ 12,000</td>
</tr>
<tr>
<td>Patrol Vehicle for District Police</td>
<td>$ 8,000</td>
</tr>
<tr>
<td>DC Aluminum Welder</td>
<td>$ 8,112</td>
</tr>
<tr>
<td><strong>Capital Facilities</strong></td>
<td></td>
</tr>
<tr>
<td>Tennis Court Resurfacing</td>
<td>$ 44,000</td>
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<tr>
<td>Portable Stage for District Functions</td>
<td>$ 24,125</td>
</tr>
<tr>
<td><strong>Program Sponsor</strong></td>
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<tr>
<td>Arts &amp; Lectures Series Support</td>
<td>$ 15,000</td>
</tr>
<tr>
<td>President Scholars Program</td>
<td>$ 20,000</td>
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<tr>
<td>Textbook Assistance for Foster Youth</td>
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<tr>
<td>Puenté Project Support</td>
<td>$ 5,000</td>
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<tr>
<td>Smart Music Program</td>
<td>$ 2,978</td>
</tr>
<tr>
<td>Kennedy Center/American College Theatre Festival Participation</td>
<td>$ 4,000</td>
</tr>
<tr>
<td>Health Promotion &amp; Disease Prevention Program</td>
<td>$ 3,000</td>
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<tr>
<td>Access to Higher Education Summit</td>
<td>$ 1,000</td>
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<tr>
<td>Latino Youth Leadership Academy</td>
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<tr>
<td><strong>Conferences</strong></td>
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<tr>
<td>Rape Aggression Defense Systems Training</td>
<td>$ 7,500</td>
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<tr>
<td><strong>Hourly/Seasonal/Student</strong></td>
<td></td>
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<tr>
<td>The Student-Athlete Mentor Program</td>
<td>$ 20,000</td>
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<tr>
<td><strong>Student Field Trips</strong></td>
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<tr>
<td>PTA Student Conclave Competition Transportation</td>
<td>$ 1,700</td>
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<tr>
<td>PTA Student Legislative Day Trip to Sacramento</td>
<td>$ 1,700</td>
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</table>