

# ANNUAL REPORT ON THE MASTER PLAN

# 2017

ANNUAL REPORT  
ON THE

2015-2025

MASTER PLAN

VISALIA • HANFORD • TULARE

Sequoias Community  
College District



College of the Sequoias

**College of the Sequoias**  
**2017 Annual Report on the COS 2015-2025 Master Plan**

**Sequoias Community College District**  
**College of the Sequoias**

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

Hanford Education Center  
925 13<sup>th</sup> Ave.  
Hanford, CA 93230

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

## Introduction

This *College of the Sequoias Annual Report on the COS 2015-2025 Master Plan* describes progress made toward achieving the goals and objectives documented in the strategic plan.

The *COS 2015-2025 Master Plan* includes four District Goals. The four District Goals are:

- I. College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.
- II. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.
- III. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.
- IV. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

The District identified objectives within each goal for focus in the 2015-2018 Strategic Plan.

The District community developed actions and measurable outcomes for each objective.

This report includes three parts:

1. Update on the actions completed from Fall 2016 through Spring 2017 related to each objective.....Page 3  
*Purpose: To inform everyone in the District about the work that was completed during the year*
2. Analysis of the District’s movement toward achieving its goals.....Page 25  
*Purpose: To assess whether work on the objectives resulted in forward movement toward achievement of the institutional goals*
3. Identification of the actions to be completed in 2017- 2018 .....Page 27  
*Purpose: To focus the District’s collective energies and resources on specific objectives*

**Part 1: Update on the actions completed from Fall 2016 through Spring 2017 related to the objectives in the *College of the Sequoias 2015-2018 Strategic Plan*.**

During the development of the Strategic Plan, the District identified specific institutional objectives based on goals from the Master Plan that address current and anticipated challenges. The purpose of the Institutional Goals and corresponding Objectives was to focus the District's collective energies on successfully meeting those challenges.

This is the third progress report on the *College of the Sequoias 2015-2018 Strategic Plan*. Part 1 of this annual report is a summary of the District's progress from Fall 2016 through Spring 2017 related to its Institutional Goals and Objectives. In addition to a summary of progress on each Objective, the status of each Objective is identified as one of the following:

1. Completed;
2. Eliminated;
3. To be included in the 2017-2018 actions; or
4. Ongoing.

If the status for an Objective is "ongoing," the responsibility for continued work on that objective is assigned to a specific department and institutionalized.

Following the format of the *College of the Sequoias 2015-2018 Strategic Plan*, the institutional goals and objectives are organized according to the four goals:

- I. College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.
- II. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.
- III. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.
- IV. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

**District Goal #1. College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.**

**District Objective 1.1:**

*Increase overall enrollment by 1.75% annually.*

***Assessment of District Objective 1.1:***

*Review and compare unduplicated student headcount and FTES to the most current prior year data:*

| <b>Annual Headcount and FTES Change</b> |                |                |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
|   | <u>2010-11</u> | <u>2011-12</u> | <u>2012-13</u> | <u>2013-14</u> | <u>2014-15</u> | <u>2015-16</u> |
| Datamart FTES                           | 10,965         | 9,147          | 8,712          | 8,984          | 8,955          | 9,429          |
|   |                | -16.6%         | -4.8%          | 3.1%           | -0.3%          | 5.3%           |
| Datamart Headcount                      | 18,819         | 14,902         | 14,000         | 14,062         | 14,291         | 15,089         |
|   |                | -20.8%         | -6.1%          | 0.4%           | 1.6%           | 5.6%           |

*Source: California Community College Chancellor's Office*

[http://datamart.cccco.edu/Students/FTES\\_Summary.aspx](http://datamart.cccco.edu/Students/FTES_Summary.aspx)

[http://datamart.cccco.edu/Students/Student\\_Term\\_Annual\\_Count.aspx](http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

**Summary:**

For the 2015-16 year, both annual headcount and full-time equivalent students (FTES) counts increased more than 5% compared to the 2014-15 year.

| <i>Action for District Objective #2</i>  | <i>Responsible Party</i>   | <i>Target Completion Date</i> | <i>Estimated Budget (If any)</i> | <i>Progress</i>   | <i>Implications for Next Year's Actions</i> |
|--|--|-------------------------------|----------------------------------|---|---|
| <b>1.1.1</b> Develop and implement a marketing plan designed to increase enrollment. | Superintendent/<br>President and Marketing/<br>Public Info Coordinator | Ongoing                       |                                  | Additional components of the COS District Marketing Plan were implemented in 2016-17. This included marketing materials describing COS Career Technical Education (CTE) programs and services and a revised format for the Annual College Report. These publications are distributed to parents of feeder high school students and at all public presentations. | Ongoing                                     |

|   |  |                   |  |  |                |
|---|--|-------------------|--|--|----------------|
| <p><b>1.1.2</b> Develop and implement a plan to increase outreach to local schools and collaborate with school administrators to increase opportunities for local students.</p> | <p>Superintendent/President, Vice President, Student Services, and Marketing/Public Info Coordinator</p> | <p>Ongoing</p>    |  | <p>The addition of Student Services Specialists assigned to specific high schools has resulted in an expansion of outreach activities and student recruitment. These efforts lead to a 10% increase in high school seniors completing the enrollment process (STEPS).</p> <p>Other activities include dual enrollment outreach, campus tours for 7th-12th grade students, middle school parent nights, and nearly double the number of Financial Aid workshops.</p> <p>Outreach also included presentations to all feeder school boards by the Superintendent/President and numerous community service clubs and business partner agencies.</p> <p>Many recruiting and outreach events focused specifically on Career Technical Education, often in partnership with professional organizations.</p> | <p>Ongoing</p> |
| <p><b>1.1.3</b> Assess the District's progress of all actions on the objective.</p>   | <p>Institutional Planning and Effectiveness Committee</p>  | <p>March 2016</p> |  | <p>The District has made notable progress on actions 1.1.1 and 1.1.2.</p>  |                |

**District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.**

***District Objective 2.1:***

*Increase the number of students who are transfer-prepared annually.*

***Assessment of District Objective 2.1:***

*Review and compare the following to the most current prior year data:*

- *Number of students transferring to the UC System, CSU System, In-State-Private, and Out-of-State 4-year institutions.*
- *Number of students who have achieved transfer-prepared status (completed transfer-level Math, English, and 60+ CSU Units)*
- *Transfer Rate (Transfer Velocity Cohort)*

| <b>Transfer Volume (number of transfers)</b> |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
|  | <u>2010/11</u> | <u>2011/12</u> | <u>2012/13</u> | <u>2013/14</u> | <u>2014/15</u> | <u>2015/16</u> |
| <b>Total Transfer Volume</b>                 | <b>858</b>     | <b>941</b>     | <b>869</b>     | <b>1006</b>    | <b>993</b>     | <b>852</b>     |
| UC   | 37             | 50             | 44             | 39             | 48             | 45             |
| CSU  | 420            | 469            | 377            | 526            | 515            | 439            |
| In-State-Private                             | 250            | 246            | 226            | 215            | 192            | 192            |
| Out-of-State                                 | 151            | 176            | 222            | 226            | 238            | 176            |

*Source: California Community College Chancellor's Office*

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

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx>

<https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

<http://asd.calstate.edu/ccs/SummaryYear.asp>

| Transfer Ready                   |              |              |              |              |              |              |
|----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                                  | 2011-12      | 2012-13      | 2013-14      | 2014-15      | 2015-16      | 2016-17      |
| <b>Annual Unduplicated Total</b> | <b>1,038</b> | <b>1,141</b> | <b>1,197</b> | <b>1,206</b> | <b>1,273</b> | <b>1,349</b> |
| Fall Transfer Ready              | 610          | 680          | 725          | 756          | 842          | 829          |
| Spring Transfer Ready            | 809          | 948          | 924          | 938          | 954          | 1,007        |

**Transfer Ready Defined:** A student is transfer ready by completing the following requirements: Transfer-level math, Transfer-level English, 60 or more CSU-transferable units, 2.0 or higher GPA

Source: COS Research Office (data warehouse)

| Transfer Velocity                |                   |                   |                   |                   |                   |                   |
|----------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|                                  | 2004/05<br>Cohort | 2005/06<br>Cohort | 2006/07<br>Cohort | 2007/08<br>Cohort | 2008/09<br>Cohort | 2009/10<br>Cohort |
| <b>Annual Unduplicated Total</b> | <b>33%</b>        | <b>36%</b>        | <b>36%</b>        | <b>34%</b>        | <b>33%</b>        | <b>#VALUE!</b>    |
| # of Transfers                   | 344               | 400               | 518               | 471               | 522               | *                 |
| # in Cohort                      | 1,046             | 1,098             | 1,440             | 1,401             | 1,577             | *                 |

**Transfer Velocity Cohort:** Transfer velocity is calculated by evaluating all first time freshmen six years after their entry. Those students who have completed twelve credit units and attempted a transfer level math or English course are included in the Transfer Velocity Cohort. Transfer rates for years three, four, and five are retrospective and cannot be reported until the cohort is finalized at the completion of the sixth year after initial enrollment. Students with multiple college enrollments are reported as members of the Transfer Velocity Cohort for each college attended.

Source: California Community College Chancellor's Office Data Mart

[http://datamart.cccco.edu/Outcomes/Transfer\\_Velocity.aspx](http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx)

### Summary:

The volume of students transferring decreased from 993 in 2014-15 to 852 in 2015-16. Transfer decreases were observed for all institutional types with the exception of in-state private institutions, which experienced the same volume of student transfers as the prior year. The transfer velocity cohort slightly increased from 33% for the 2008-09 cohort to 34% for the 2009-10 cohort. The number of annual transfer-ready students has increased from 1,273 in 2015-16 to 1,349 in the 2016-17 year, a six percent increase.

| <i>Action for District Objective #2</i>   | <i>Responsible Party</i>  | <i>Target Completion Date</i> | <i>Estimated Budget (If any)</i> | <i>Progress</i>  | <i>Implications for Next Year's Actions</i> |
|---|---|-------------------------------|----------------------------------|--|---|
| 2.1.1 Develop and implement an informational campaign for students on CSU and UC pathways (Associate Degrees for Transfer (AA-T/AS-T) and Transfer Agreement Guarantees (TAG)). | Superintendent/ President, Vice President, Student Services, and Marketing/ Public Info Coordinator |                               |                                  | A comprehensive outreach campaign is conducted annually that includes distribution of printed promotional materials and presentations to feeder high school districts, student groups and parents, as well as business, industry and community partners. | Ongoing                                     |
| 2.1.2 Map required courses for CSU and UC pathways and publish flowcharts for all approved Associate Degrees for Transfer (AA-T/AS-T).  | Vice President, Student Services and Vice President, Academic Services                              | February 2016                 |                                  | Pathways were presented to the general counseling department. Discussion continues on how to best publish pathways.  | To be included in the 2017-2018 Actions     |
| 2.1.3 Assess the District's progress of all actions on the objective.   | Institutional Planning and Effectiveness Committee  | March 2016                    |                                  | While progress has been made in mapping, and outreach is continuing, more direct actions toward getting students transfer-prepared are warranted.  |   |

**District Objective 2.2:**

*Increase the number of students who earn an associate degree or certificate annually.*

***Assessment of District Objective 2.2:***

*Review and compare the number of students earning an Associate Degree or certificate to the most current prior year data.*

| <b>Awards and Certificates</b> |               |                 |               |                 |               |                 |               |                 |               |                 |               |                 |
|--------------------------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|
|                                | <b>2011</b>   |                 | <b>2012</b>   |                 | <b>2013</b>   |                 | <b>2014</b>   |                 | <b>2015</b>   |                 | <b>2016</b>   |                 |
|                                | <u>Awards</u> | <u>Students</u> |
| <b>Total</b>                   | <b>1,734</b>  | <b>1,404</b>    | <b>1,442</b>  | <b>1,181</b>    | <b>1,613</b>  | <b>1,317</b>    | <b>1,691</b>  | <b>1,355</b>    | <b>1,646</b>  | <b>1,339</b>    | <b>1,989</b>  | <b>1,589</b>    |
| Degree                         | 1,003         | 878             | 902           | 790             | 990           | 871             | 1,093         | 917             | 1,120         | 945             | 1,203         | 1,001           |
| Certificate                    | 731           | 600             | 540           | 442             | 623           | 497             | 598           | 487             | 526           | 446             | 786           | 663             |

*Source: COS Extended Information System and Datawarehouse*

**Summary:**

The number of students earning an associate degree increased from 945 in 2015 to 1,001 during the 2016 year. Similarly, the number of students receiving a certificate increased from 446 to 663 during the same period.

| <b><i>Action for District Objective #2</i></b>  | <b><i>Responsible Party</i></b>  | <b><i>Target Completion Date</i></b> | <b><i>Estimated Budget (If any)</i></b> | <b><i>Progress</i></b>  | <b><i>Implications for Next Year's Actions</i></b> |
|---|--|--------------------------------------|---|---|--|
| <b>2.2.1</b> Implement the Degree Works web-based academic advising tool to help students and advisors navigate pathways to completion. | Vice President, Student Services, Dean, Technology Services, and Vice President, Academic Services | June 2016                            |   | The Degree Works Workgroup continues to finalize program implementation. This includes aligning course and program codes and development of a protocol for Banner/Information Technology/Degree Works alignment to accommodate changes to courses and programs. In Spring 2017, a limited number of counselors began testing Degree Works, with a planned mid-Spring 2017 full rollout to all counselors. | To be included in the 2017-2018 Actions            |

|  |   |                   |  |  |  |
|--|---|-------------------|--|--|--|
| <p><b>2.2.2</b> Develop an informational campaign and workshops informing students, faculty, and staff about Degree Works.</p> | <p>Vice President, Student Services</p>                   | <p>June 2016</p>  |  | <p>In Spring 2017, the newly developed electronic education plan user guide was distributed at counseling faculty trainings. In late Spring, Degree Works training began for counseling faculty.</p> | <p>To be included in the 2017-2018 Actions</p> |
| <p><b>2.2.3</b> Assess the District's progress of all actions on the objective.</p>  | <p>Institutional Planning and Effectiveness Committee</p> | <p>March 2016</p> |  | <p>While progress has been made in the implementation of Degree Works, more planning to inform students will be needed.</p>  |  |

**District Objective 2.3:**

*Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.*

**Assessment of District Objective 2.3:**

*Review and compare the following to the most current prior year data:*

- Course success rates for English 360, 251, and 261; Math 360, 200, and 230; and all credit English as a Second Language (ESL) courses with a C or above.
- Course completion (“retention”) rates for English 360, 251, and 261; Math 360, 200, and 230; and all credit English as a Second Language courses

|                           | Success: Pre-Transfer Math & English |             |            |             |            | Retention: Pre-Transfer Math & English |             |            |             |            |
|---------------------------|--------------------------------------|-------------|------------|-------------|------------|--|-------------|------------|-------------|------------|
|                           | Fall 2014                            | Spring 2015 | Fall 2015  | Spring 2016 | Fall 2016  | Fall 2014                              | Spring 2015 | Fall 2015  | Spring 2016 | Fall 2016  |
| <b>Pre-Transfer Total</b> | <b>51%</b>                           | <b>50%</b>  | <b>54%</b> | <b>51%</b>  | <b>54%</b> | <b>85%</b>                             | <b>85%</b>  | <b>87%</b> | <b>84%</b>  | <b>86%</b> |
| Success Grades            | 2,297                                | 2,029       | 2,621      | 2,059       | 2,886      | 3,847                                  | 3,470       | 4,228      | 3,349       | 4,575      |
| All Grades                | 4,506                                | 4,080       | 4,854      | 4,005       | 5,299      | 4,506                                  | 4,080       | 4,854      | 4,005       | 5,299      |
| <b>ENGL 251</b>           | <b>60%</b>                           | <b>51%</b>  | <b>62%</b> | <b>52%</b>  | <b>62%</b> | <b>87%</b>                             | <b>82%</b>  | <b>88%</b> | <b>82%</b>  | <b>89%</b> |
| Success Grades            | 615                                  | 468         | 712        | 478         | 786        | 892                                    | 748         | 1,013      | 756         | 1,117      |
| All Grades                | 1,029                                | 910         | 1,151      | 919         | 1,260      | 1,029                                  | 910         | 1,151      | 919         | 1,260      |
| <b>ENGL 261</b>           |                                      |             | <b>37%</b> | <b>34%</b>  | <b>55%</b> |  |             | <b>81%</b> | <b>72%</b>  | <b>89%</b> |
| Success Grades            | 0                                    | 0           | 10         | 22          | 66         | 0                                      | 0           | 22         | 46          | 107        |
| All Grades                | 0                                    | 0           | 27         | 64          | 120        | 0                                      | 0           | 27         | 64          | 120        |
| <b>ENGL 360</b>           | <b>51%</b>                           | <b>56%</b>  | <b>61%</b> | <b>50%</b>  | <b>59%</b> | <b>88%</b>                             | <b>91%</b>  | <b>91%</b> | <b>85%</b>  | <b>88%</b> |
| Success Grades            | 161                                  | 144         | 196        | 131         | 199        | 274                                    | 235         | 294        | 221         | 295        |
| All Grades                | 313                                  | 259         | 323        | 261         | 336        | 313                                    | 259         | 323        | 261         | 336        |
| <b>Credit ESL</b>         | <b>81%</b>                           | <b>75%</b>  | <b>71%</b> | <b>75%</b>  | <b>88%</b> | <b>95%</b>                             | <b>90%</b>  | <b>93%</b> | <b>86%</b>  | <b>92%</b> |
| Success Grades            | 164                                  | 130         | 115        | 89          | 105        | 192                                    | 156         | 151        | 102         | 108        |
| All Grades                | 202                                  | 173         | 162        | 118         | 120        | 202                                    | 173         | 162        | 118         | 118        |
| <b>MATH 230</b>           | <b>48%</b>                           | <b>49%</b>  | <b>56%</b> | <b>51%</b>  | <b>52%</b> | <b>83%</b>                             | <b>85%</b>  | <b>85%</b> | <b>83%</b>  | <b>82%</b> |
| Success Grades            | 497                                  | 524         | 649        | 501         | 634        | 857                                    | 908         | 981        | 816         | 1,013      |
| All Grades                | 1,034                                | 1,074       | 1,159      | 987         | 1,230      | 1,034                                  | 1,074       | 1,159      | 987         | 1,230      |
| <b>MATH 200</b>           | <b>45%</b>                           | <b>41%</b>  | <b>45%</b> | <b>46%</b>  | <b>47%</b> | <b>84%</b>                             | <b>85%</b>  | <b>89%</b> | <b>83%</b>  | <b>87%</b> |
| Success Grades            | 540                                  | 448         | 575        | 499         | 625        | 1,005                                  | 925         | 1,124      | 900         | 1,163      |
| All Grades                | 1,193                                | 1,093       | 1,266      | 1,079       | 1,331      | 1,193                                  | 1,093       | 1,266      | 1,079       | 1,331      |
| <b>MATH 360</b>           | <b>44%</b>                           | <b>55%</b>  | <b>48%</b> | <b>59%</b>  | <b>52%</b> | <b>85%</b>                             | <b>87%</b>  | <b>84%</b> | <b>88%</b>  | <b>86%</b> |
| Success Grades            | 320                                  | 315         | 364        | 339         | 471        | 627                                    | 498         | 643        | 508         | 772        |
| All Grades                | 735                                  | 571         | 766        | 577         | 902        | 735                                    | 571         | 766        | 577         | 902        |

Source: COS Extended Information System and Datawarehouse

**Summary:**

Overall, the success rate for the specified courses has remained steady at 54% in Fall 2016, the same as the Fall 2015 term. The ENGL 261 course success rate increased from 37% in Fall 2015 to 55% in Fall 2016. Similarly, the completion (retention) rate for ENGL 261 increased from 81% in Fall 2015 to 89% in Fall 2016. Both of these increases are notable. In addition, the Credit-ESL course success rate increased from 71% in Fall 2015 to 88% in Fall 2016.

| <i>Action for District Objective #2</i>  | <i>Responsible Party</i>   | <i>Target Completion Date</i> | <i>Estimated Budget (If any)</i> | <i>Progress</i>   | <i>Implications for Next Year's Actions</i> |
|--|--|-------------------------------|----------------------------------|---|---|
| <b>2.3.1</b> Ensure curriculum is aligned within basic skills/ESL disciplines and schedule courses to maximize students' opportunities to complete the basic skills/ESL sequence in a timely manner. | Dean, Arts/Letters, Curriculum Committee, and Academic Senate  | November 2015                 |                                  | English as a Second Language (ESL) courses were offered at the Hanford Educational Center in Fall 2016 and further expansion of the ESL programs is being discussed. ESL Faculty are in the process of updating all ESL courses and alignment with adult education continues.   | To be included in the 2017-2018 Actions     |
| <b>2.3.2</b> Design and implement proven best practices for increased basic skills/ESL success and completion (acceleration, prep courses, and alternate assessment models).                         | Dean, Arts/Letter, Deans, Student Services, Academic Senate, Instructional Council, Faculty Enrichment Committee | March 2016                    |                                  | The accelerated English course (English 261) offerings have increased from one class in Fall 2015 to five classes in the Fall and Spring of 2017. The English acceleration work group continues to meet and discuss curriculum, pedagogy, and assessment in conjunction with the California Acceleration Project. The math acceleration discussions have begun and both math and English faculty continue to attend acceleration workshops. | To be included in the 2017-2018 Actions     |
| <b>2.3.3</b> Assess the District's progress of all actions on the objective.   | Institutional Planning and Effectiveness Committee   | March 2016                    |                                  | The District continues to implement acceleration in English and English as a Second Language (ESL). Discussions have begun to explore acceleration in math.   |   |

**District Objective 2.4:**

*Increase Career Technical Education course success rates and program completion annually.*

***Assessment of District Objective 2.4:***

*Review and compare the following to the most current prior year data.*

- *Number of students earning a CTE associate degree*
- *Number of students earning a CTE certificate*
- *Overall course success rates of CTE majors (C or above)*

| <b>CTE Degrees and Certificates</b> |              |            |            |            |            |            |            |            |            |            |              |            |
|-------------------------------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|------------|
|                                     | 2011         |            | 2012       |            | 2013       |            | 2014       |            | 2015       |            | 2016         |            |
|                                     | Awards       | Students   | Awards     | Students   | Awards     | Students   | Awards     | Students   | Awards     | Students   | Awards       | Students   |
| <b>Total</b>                        | <b>1,030</b> | <b>848</b> | <b>812</b> | <b>683</b> | <b>909</b> | <b>744</b> | <b>860</b> | <b>714</b> | <b>799</b> | <b>667</b> | <b>1,033</b> | <b>858</b> |
| Degree                              | 363          | 353        | 335        | 326        | 337        | 320        | 311        | 302        | 330        | 309        | 372          | 355        |
| Certificate                         | 667          | 537        | 477        | 385        | 572        | 448        | 549        | 438        | 469        | 387        | 661          | 542        |

*Source: COS Datawarehouse*

| <b>CTE Success Rates</b> |           |             |           |             |           |
|--------------------------|-----------|-------------|-----------|-------------|-----------|
|                          | FALL 2014 | SPRING 2015 | FALL 2015 | SPRING 2016 | Fall 2016 |
| Success Rate             | 67%       | 67%         | 70%       | 69%         | 71%       |
| Success Grades           | 10,639    | 10,323      | 12,814    | 11,206      | 14,347    |
| All Grades               | 15,974    | 15,386      | 18,278    | 16,184      | 20,148    |

*Source: COS Datawarehouse*

**Summary:**

The number of students earning a Career Technical Education associate degree increased from 309 in 2015 to 355 in 2016. The number of students earning a Career Technical Education certificate has increased from 387 in 2015 to 542 in 2016. CTE success rates slightly increased from 70% in Fall 2015 to 71% in Fall 2016.

| <i>Action for District Objective #2</i>                                     | <i>Responsible Party</i>          | <i>Target Completion Date</i> | <i>Estimated Budget (If any)</i> | <i>Progress</i>  | <i>Implications for Next Year's Actions</i> |
|---|-----------------------------------|-------------------------------|----------------------------------|--|---|
| <b>2.4.1</b> Ensure curriculum is aligned within Career Technical Education | Dean, Career Technical Education, | November 2015                 |                                  | Programs, including Information Communications Technology and Drafting, have been rescheduled to accommodate | To be included in the 2017-2018 Actions     |

|              |  |   |            |  |   |   |
|--------------|--|---|------------|--|---|---|
|              | discipline and schedule courses to maximize students' opportunities to complete CTE program sequences in a timely manner.              | Provosts, Curriculum Committee, Academic Senate                   |            |  | concurrently enrolled high school students. The District is currently collaborating with VUSD to engage a regional Automotive Advisory Committee to maximize pathways development and curricular relevancy. Faculty and administration have consulted with industry partners to inform curricular and instructional needs.  |   |
| <b>2.4.2</b> | Design and implement proven best practices for increased CTE success and completion (linked learning pathways, embedded basic skills). | Dean, Career Technical Education, Provosts                        | March 2016 |  | Contextualized math instruction was embedded in relevant Career Technical Education (CTE) courses. Summer math bridge orientation for Industry and Technical (ITEC) was implemented in Summer 2016. Intrusive career and academic advising by the CTE Student Success Coordinator focuses on identifying and engaging high-risk students. Multiple career development, study skills, and essential skills workshops have been offered. Three apprenticeship programs were developed and the District is evaluating additional apprenticeship opportunities with local businesses. | To be included in the 2017-2018 Actions |
| <b>2.4.3</b> | Develop and implement Career Development/ College Prep Program (non-credit) Certificates.  | Vice President, Academic Services                                 | June 2016  |  | Research on implementing Career Development and College Preparation (CDCP) with Adult Education Consortium funding is in process. The Physical Therapy Aide Career Development and College Preparedness (CDCP) certificate has been approved and the program will be offered in summer 2017.  | Ongoing                                 |
| <b>2.4.4</b> | Implement the Sequoias consortium plan for alignment of adult education CTE programs within the region.                                | Superintendent/ President, Vice President, Academic Services, and | June 2016  |  | The Training Resource Center offered Vocational English as a Second Language (VESL) courses and provided technical assistance for aligning placement assessments between the adult schools and College of the Sequoias. A dedicated COS   | Ongoing                                 |

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|  | Dean, Career Technical Education                   |            |  | English as a Second Language (ESL) counselor provides strategic support for ESL students. COS staff and administration provide leadership and technical support to adult school programs. Welding and health programs at COS have mapped curriculum and provided support to relevant programs at area adult schools.   |   |
| <b>2.4.5</b> Map high school Linked Learning Pathways programs to COS courses/ programs. | Dean, Career Technical Education                   | June 2016  |  | The District participated in sector summits held in Education, Information Communication Technology, Culinary and Hospitality to coordinate District programs with high school pathways. The District collected and disseminated pathways for service area high schools to promote strategic dual enrollment options. Pathways have been partially mapped in ICT/Digital Media, Business, Health, and Animal Science.        | To be included in the 2017-2018 Actions |
| <b>2.4.6</b> Assess the District's progress of all actions on the objective.             | Institutional Planning and Effectiveness Committee | March 2016 |  | Some aspects of alignment have occurred in 2.4.1 and will continue in 2018. Progress has been made in 2.4.2 and will continue. The District has laid groundwork for 2.4.3 so that implementation may begin. Progress has been made in 2.4.4, particularly as the Sequoias Consortium has led to new services for several local high schools. Some mapping has occurred for 2.4.5; however, more work still needs to be done. |   |

**District Goal #3. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.**

***District Objective 3.1:***

*Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.*

***Assessment of District Objective 3.1:***

*Review and compare the following to the most current prior year data:*

- *Progress on metrics/measures identified in the 2014 Student Equity Plan (Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer, 30-Unit Threshold, and Persistence)*

**Summary:**

The majority of the student populations in the 2016 dataset performed Almost at Equity or At or Above Equity (126/153). Fourteen student populations performed Below Equity and 13 student populations performed Far Below Equity. It is important to note that a considerable amount of prescribed data, which the state requires the District to use, tracks student cohorts for six years, which means that the 2016 data are for a cohort that started at the District years before these Student Success Program strategies were started.

| <i>Action for District Objective #3</i>                                    | <i>Responsible Party</i>         | <i>Target Completion Date</i> | <i>Estimated Budget (If any)</i> | <i>Progress</i>  | <i>Implications for Next Year's Actions</i> |
|--|----------------------------------|-------------------------------|----------------------------------|--|---|
| <b>3.1.1</b> Implement strategies as described in the Student Equity Plan. | Vice President, Student Services | June 2016                     |                                  | <p>Student Services continues to operate the Student Success Program made up of a Director, six Student Success Coordinators, two Student Success Counselors, and support staff. The program operates in five different locations (Student Success Labs) on all three District sites.</p> <p>The six Student Success Coordinators logged a total of 6,055 student appointments in the fall of 2016 (compared to 3,590 in fall 2015), and the two Student Success Counselors registered 852 appointments (compared to 644 last fall). In addition, 376 students participated in the probation workshops led by the Student Success Program (compared to 312 last fall).</p> | Ongoing                                     |

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| <b>3.1.2</b> Assess progress and implement recommended changes following the timelines in the Student Equity Plan. | Vice President, Student Services | June 2016 |  | The Equity Plan will continue through 2017-2018. The Student Success Program continues to grow in population and shows promising results in student achievement. |  |
|--|----------------------------------|-----------|--|--|--|

**District Objective 3.2:**

*Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.*

***Assessment of District Objective 3.2:***

*For the 2016/2017 year, review the number and type of training sessions/workshops provided to academic and student services staff and faculty.*

**Summary:**

More than 375 district employees participated in workshop and training opportunities on a wide range of topics. Workshop and training topics included diversity (e.g., sensitivity awareness, discrimination, managing diversity, EEO/Diversity, etc.), teaching (e.g., teaching boot camp, online teaching certification, and Canvas training), institutional practices and processes (e.g., payroll, Above-Base Resource Request, Program Review/TracDat, etc.), safety (e.g., fire and explosion hazards, first aid, chemical hygiene and lab safety, etc.), and federal regulations (e.g., FERPA, Title IX and sexual misconduct). In addition, two new employee orientations were held for newly hired classified staff and faculty. As part of the District's continuous improvement efforts, the evaluation form for District workshops/trainings was effectively utilized. Between August 2016 and February 2017, the Research Office conducted effectiveness evaluations for 12 workshops/trainings with various topics. At least 265 employees were invited to complete the evaluation form. The evaluations gathered feedback from more than 170 participants.

| <i>Action for District Objective #3</i>   | <i>Responsible Party</i>  | <i>Target Completion Date</i>                       | <i>Estimated Budget (If any)</i> | <i>Progress</i>   | <i>Implications for Next Year's Actions</i> |
|---|---|---|----------------------------------|---|---|
| <b>3.2.1</b> Conduct a needs assessment and develop a faculty training plan focused on teaching pedagogy and maximizing student learning. | Faculty Enrichment Committee, Director, Research, Planning and Institutional Effectiveness, and Vice President, Academic Services | August 2015 (Conduct)<br><br>October 2015 (Develop) |                                  | A new survey/instrument was developed for Faculty Enrichment Committee (FEC). It is designed to collect information for planning and assessing faculty enrichment activities. The survey items are included in The Giant Questionnaire, which was administered in March 2017. | Ongoing                                     |

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| <p><b>3.2.2</b> Conduct a needs assessment and develop a staff training plan focused on improved customer service to increase student retention and success.</p> | <p>Professional Association of Classified Employees and Senior Management</p> | <p>January 2016</p>  |  | <p>Based on the needs assessment conducted in 2016, employees received 124 trainings through several training entities. The topics ranged from sexual harassment to new hire training, EEO/Diversity, FERPA issues and more.</p>                             | <p>Ongoing</p>   |
| <p><b>3.2.3</b> Develop an evaluation instrument/form for training sessions provided.</p>  | <p>Director, Research, Planning and Institutional Effectiveness</p>           | <p>December 2015</p> |  | <p>The instrument/evaluation form for District trainings/workshops was developed. The instrument was tested and administered with the new Department Chair workshop/training. The process for use of the evaluation form was communicated District wide.</p> | <p>Completed</p> |
| <p><b>3.2.4</b> Assess the District's progress of all actions on the objective.</p>  | <p>Institutional Planning and Effectiveness Committee</p>                     | <p>March 2016</p>    |  | <p>The District continues to promote trainings for all employees in an effort to improve customer service. In addition, training events are evaluated for their impact and quality.</p>  |                  |

**District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.**

**District Objective 4.1:**

*Improve operational systems based upon data-driven decision-making as described in the COS 2.0 manuals.*

**Assessment of District Objective 4.1:**

- *Review/assess how data was used to make decisions as prescribed in the COS 2.0 manuals.*

**Summary:**

This assessment was completed in 2016. The following summary is the results of that review and assessment: Seven key decisions made in 2015 were selected for review/audit and assessment. The review found that:

- All key decisions employed and performed appropriate analytical/assessment methods.
- All key decisions drew appropriate conclusions/results that are based on accurate analysis/assessment.
- All key decisions provided context for data/analysis/results that support the decision(s) made.
- Most key decisions (6/7) used appropriate data/evidence.

Recommendations for improvement were made based on the results.

| <i>Action for District Objective #4</i>  | <i>Responsible Party</i>                                      | <i>Target Completion Date</i> | <i>Estimated Budget (If any)</i> | <i>Progress</i>   | <i>Implications for Next Year's Actions</i> |
|--|---|-------------------------------|----------------------------------|---|---|
| <b>4.1.1</b> Identify data-driven decisions made as described in the COS 2.0 manuals.                                | Institutional Planning and Effectiveness Committee            | January 2016                  |                                  | IPEC developed strategies to identify data-driven decisions made as described in the COS 2.0 manuals.<br>A rubric for reviewing data used to make decisions as described in the COS 2.0 manuals was developed.<br>IPEC utilized the rubric to evaluate the data driven decisions. | Completed                                   |
| <b>4.1.2</b> Design, develop and provide training on continuous improvement methods, tools, and techniques including | Senior Management, Faculty Enrichment Committee, Professional | February 2016                 |                                  | The Research Office provided consultation on research, data and assessment services to district faculty and staff.<br><br>The Research Office produced, presented and disseminated the guidelines on effective  | To be included in the 2017-2018 Actions     |

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| the availability and use of data.  | Association of Classified Employees, and Research Office |            |  | data requests and conducting surveys and research.  |  |
| <b>4.1.3</b> Assess the District's progress of all actions on the objective. | Institutional Planning and Effectiveness Committee       | March 2016 |  | Trainings were provided to enhance District-wide focus on continuing improvement and use of data. The results of the surveys administered after the trainings will be utilized to enhance future trainings. |  |

**District Objective 4.2:**

*Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.*

***Assessment of District Objective 4.2:***

- *Review and assess the quality of Service Area Outcomes that were established to advance the District’s mission.*

**Summary:**

Four SAOs were reviewed for quality in 2015 and they were carried over to 2016. The following summary is the results of that review. Four Service Area Outcomes (SAOs) from four key administrative departments were selected for review/audit and assessment. The review found that:

- Most SAOs were specific (3/4), measurable (3/4), and time-bound (3/4).
- All SAOs were achievable and relevant.

Recommendations for improvement were made based on the results.

| <b><i>Action for District Objective #4</i></b>   | <b><i>Responsible Party</i></b>                                     | <b><i>Target Completion Date</i></b> | <b><i>Estimated Budget (If any)</i></b> | <b><i>Progress</i></b>   | <b><i>Implications for Next Year’s Actions</i></b> |
|--|---|--------------------------------------|---|--|--|
| <b>4.2.1</b> Conduct a needs assessment to identify operational areas for improvement. | Vice President, Administrative Services and Dean of Human Resources | October 2015                         |   | In the spring of 2015, a Student Satisfaction Survey was conducted identifying operational areas of improvement. In addition, operational assessments of needs were conducted within the respective departments to further identify areas for improvement. | Completed  |
| <b>4.2.2</b> Develop Service Area Outcomes based on the operational needs assessment.  | Vice President, Administrative Services and Dean of Human Resources | December 2015                        |   | The 2017 Student Satisfaction Survey and the Giant Questionnaire were administered to all faculty, staff, and students to collect data based on operational needs. This data will be used to establish Service Area Outcomes.                              | Completed  |

|   |  |                   |  |   |                |
|---|--|-------------------|--|---|----------------|
| <p><b>4.2.3</b> Implement strategies as documented in service area outcomes.</p>    | <p>Vice President, Administrative Services and Dean of Human Resources</p> | <p>March 2016</p> |  | <p>Results from the Service Area Outcomes (SAO) will be used to create strategies to improve service area processes. For example, wireless access and availability was increased based on a survey administered on the Visalia and Hanford campus as part of the SAO process.</p> | <p>Ongoing</p> |
| <p><b>4.2.4</b> Assess the District's progress of all actions on the objective.</p> | <p>Institutional Planning and Effectiveness Committee</p>                  | <p>March 2016</p> |  | <p>The results of the 2017 Student Success Survey and Giant Questionnaire will be used to develop SAOs. The results of the SAOs will be used to improve the service area processes.</p>   |                |

## **Part 2: Analysis of the District's movement toward achieving its goals**

In Part 2 of this annual report the District presents an analysis of progress from Fall 2016 through Spring 2017 for the purpose of determining the extent to which the progress over the past year moved the District forward in meeting its institutional goals.

**District Goal #1. College of the Sequoias will increase student enrollment relative to population growth and educational and workforce development needs.**

### **District Objective #1.1:**

*Increase overall enrollment by 1.75% annually.*

The Actions for Objective 1 have likely contributed to increased student enrollment. Overall enrollment for 2015-2016 increased by more than five percent over the previous year. Ongoing monitoring of implementation and enrollment data will continue to be required

**District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.**

### **District Objective #2.1**

*Increase the number of students who are transfer-prepared annually.*

While progress has been made in mapping and outreach is continuing, more direct actions toward getting students transfer-prepared are warranted. The target groups are still in progress in terms of achieving transfer goals.

### **District Objective #2.2**

*Increase the number of students who earn an associate degree or certificate annually.*

The number of students earning an associate degree or certificate has increased from 2015 to 2016. Progress has been made in the implementing of Degree Works, more planning to inform students will be needed.

**District Objective #2.3**

*Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.*

The District continues to implement acceleration in ESL. Discussions have begun to explore acceleration in math. Success and completion rates have remained steady overall. English 261 success and completion rates have noticeably improved, but the course is still new and additional data is needed.

**District Objective #2.4**

*Increase Career Technical Education course success rates and program completion annually.*

Overall progress has been made on this objective; in 2016, increases were observed in awarded Career Technical Education (CTE) degrees and certificates as well as in success rates. However, there is a need for more work on all actions.

**District Goal #3. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.**

**District Objective #3.1**

*Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.*

The Student Success and Support Program (SSSP) program has gained traction with students and is showing promising results. In 2015-16, between 670 and 740 students participated in the program in a given term. SSSP completer students received a higher GPA compared to all COS students (approximately 0.5 grade points higher). In addition, SSSP completer students had a noticeably higher course success rate (approximately 8 percentage points higher) and lower course withdrawal rate (approximately 5 percentage points lower) compared to all COS students.

During Fall 2016, the Student Success and Support Program had an increase in coordinator appointments, counselor appointments, and probationary workshop attendance when compared to Fall 2015.

**District Objective #3.2**

*Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.*

The District conducted a needs assessment on professional development and provided training based on the results of the assessment.

**District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.**

**District Objective #4.1**

*Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.*

The District completed the first action for this objective. The Institutional Planning and Effectiveness Committee (IPEC) analyzed key decisions in 2016 and found that the majority used appropriate data/evidence to draw conclusions. Recommendations for improvements were made based on the results.

Trainings on approving data/research requests, conducting external research, conducting effective surveys, and professional development increased district-wide. The District plans to continue these trainings and use the 2017 surveys to propose new training topics.

**District Objective #4.2**

*Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.*

A full Service Area Outcomes (SAO) assessment cycle was completed and strategies were implemented to improve processes. Additional SAOs will be developed based on the results of district-wide surveys conducted in 2017.

### **Part 3: Identification of the actions to be completed in 2017- 2018**

The District summarized progress on the objectives in the *College of the Sequoias 2015-2018 Strategic Plan* (see Part 1 of this annual report) and analyzed the impact of that progress on moving the District toward achievement of its long-term Goals (see Part 2 of this annual report).

In the 2017 Annual Report, new actions were developed out of the District objectives and will be reported in the 2018 Annual Report on the Master Plan.

IPEC developed tentative actions based on feedback and will incorporate these ideas into discussion of the 2018-2021 Strategic Plan.

#### **District Objective 1.1**

1.1.3 Strategic placement of classes based on time of student need and popular/needed majors/certificates. Including reevaluation of “fall start only” programs.

1.1.4 Specific business collaboration with intention of District growth.

1.1.5 WIB collaboration.

#### **District Objective 2.3**

2.3 Develop an action specifically implementing acceleration in Math.

#### **District Objective 4.1**

4.1.3 Master Training Calendar.

4.1.4 Improvement of District Best Practices by Grant Funded Programs.

#### **District Objective 4.2**

4.2.4 Utilizing the Student Success and Giant Questionnaire Surveys to improve efficiency and effectiveness of the college.